



2017 Mindfulness & Teaching Faculty Learning Community Overview

About the Mindfulness & Teaching FLC

The Mindfulness and Teaching Faculty Learning Community (FLC) will provide an introduction for faculty interested in incorporating mindfulness into their lives and work. We will be a community striving to bring mindfulness into our daily activities of course preparation, knowledge / information sharing, instruction, and student/co-worker interactions. Through a combination of readings, discussion, reflection, and meditation we will work to develop a mindfulness practice.

What is the purpose?

According to a recent American Psychological Association study, 69% of respondents reported that work is a significant source of stress with 41% adding that they typically feel tense or stressed during their workday (Mindful, 2014). For faculty, the pressure and stresses of class preparation, student issues, workplace conflict, administrative responsibilities, and maintaining our life outside of work can become overwhelming. Understanding and using mindfulness practices in our course preparation and knowledge delivery could provide a perspective and bring balance for faculty leading to productive work environments and enhanced student learning.

Benefits of Mindfulness

For Faculty

- Improves focus and awareness
- Increases responsiveness to students' needs
- Promotes emotional balance
- Supports stress management and stress reduction
- Supports healthy relationships at work and home
- Enhances classroom climate
- Supports overall well-being

For Students

- Supports "readiness to learn"
- Promotes academic performance
- Strengthens attention and concentration
- Reduces anxiety before testing
- Promotes self-reflection and self-calming
- Improves classroom participation by supporting impulse control
- Provides tools to reduce stress
- Enhances social and emotional learning
- Fosters pro-social behaviors and healthy relationships
- Supports holistic well-being





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How do I apply?

We invite interested faculty to submit applications by **October 3 at 5:00PM**.

To apply, [complete the application form \(opens in a new window\)](#) and submit an FLC signature page. Completed signature pages can be scanned and emailed to the Center for Transformative Learning at ctl@forsythtech.edu.

Eligibility

Applicants should carefully consider the eligibility requirements below. Successful applicants should:

- Reasonably expect to teach one face-to-face or online course in both Spring 2017 and Fall 2017;
- Be willing to explore mindfulness in the context of a collaborative group of faculty;
- Be available to attend monthly meetings and summer session; and
- Complete FLC activities, readings, reflection exercises and evaluations.

What are the expectations for FLC participants?

- Attend each of the monthly meetings during the Spring 2017 and Fall 2017 semesters. Spring 2017 meetings will begin Friday, January 20, 2017 1-3PM and meet bi-weekly. There is no summer session for this FLC;
- Develop and implement individual goals and/or outcomes for their own participation in the FLC;
- Share examples of their work with their peers and FLC facilitators throughout the cohort and provide and receive feedback; and
- Complete FLC activities, readings, reflection exercises, and Title III evaluation activities.

Incentives for Participating

- A certificate of completion;
- Professional development and enrichment as a college transfer advisor; and
- Opportunities to build community and network with other faculty members at Forsyth Tech.

Stipends

There are no stipends available for the Mindfulness & Teaching FLC.





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Selection

Applications will be evaluated by a committee comprised of faculty and instructional administrators. The selection committee will chose a diverse group representing a variety of disciplines and experiences. The following rubric will be used for selection purposes.

MT Criteria	4	2	0
Familiarity with Mindfulness	Familiar with the principles of Mindfulness and/or very interested in learning about the principles and practices of Mindfulness	Somewhat familiar with the principles and/or moderately interested in learning about the principles and practices of Mindfulness	Not familiar and not interested in learning more about Mindfulness
Personal Mindfulness practice	Currently or have previously practiced mindfulness on a regular basis and/or very interested in developing a practice	Have not practiced previously, but moderately interested in developing a practice	Not interested in developing a regular practice
Meditation	Currently meditate or very interested in starting a practice	Have meditated in the past and interested in renewing a practice	Not interested in developing a meditation practice
Interest in using Mindfulness in daily life	Very interested in using mindfulness in daily life	Moderately interested in using mindfulness in daily life– want to learn more	Not interested in using mindfulness in daily life
Interest in using Mindfulness in course preparation	Very interested in using mindfulness in course preparation	Moderately interested in using mindfulness in course preparation – want to learn more	Not interested in using mindfulness in course preparation
Interest in incorporating Mindfulness in your classroom	Very interested in using mindfulness in classroom activities	Moderately interested in using mindfulness in classroom activities – want to learn more	Not interested in using mindfulness in classroom activities

