2022-23 Faculty Learning Community Syllabus
Wellness in the Classroom: Faculty Influence on Wellbeing and Success

FLC Facilitators
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FLC Focus
Positive wellbeing is an important predictor for learning and student success. Research indicates a strong connection between student wellbeing, learning, and impactful teaching practices. The goal of this FLC is to build faculty knowledge and skills to purposefully create conditions for wellbeing in their teaching practices and course structure. This FLC provides an introduction to these concepts; faculty will learn about the connections between wellness and positive student outcomes, assess their current practices, and test and evaluate new strategies to support student wellbeing and learning. This FLC is intended for faculty who have an interest in wellness and developing strategies to incorporate wellness concepts into their teaching practices and course curricula.

FLC Outcomes
Participants will be able to:
1. Articulate the connections between student and faculty wellbeing and positive student outcomes
2. Identify additional opportunities for self-care
3. Identify their current practices that support student wellbeing
4. Implement new strategies to create conditions for wellbeing in their courses
5. Recognize and respond effectively to signs of stress/distress in students and faculty/staff

FLC Assignments
1. Complete introduction Google slide (link provided) and comment on another participant’s slide
2. Review 7 Dimensions handout and submit a list of at least one strategy for supporting students in each dimension
3. Fill out and submit a current wellness strategies inventory (template to be provided)
4. Submit commitment to implement 3 – 5 additional wellness strategies in spring (template to be provided)
5. Create handout or worksheet on wellness to provide to your students
6. Watch trauma-informed teaching practices video #1 OR video #2 and submit short reflection, including how you plan to incorporate this information into spring teaching practices (~250 words)
7. Review and comment on others’ wellness handouts in discussion board
8. Submit short reflection for Wellness in the Classroom newsletter
9. Complete final student surveys and faculty survey
10. Complete final poster/portfolio

FLC Meetings
Fall 2022: Wednesdays from 3:00 – 5:00, 10/5, 10/19, 11/2, 11/16, 12/7
Spring 2023: Wednesdays 3:00 – 5:00, 2/15, 3/1, 3/15, 4/5; culminating event 3:00 – 4:30 Friday, May 12

Agenda

<table>
<thead>
<tr>
<th>Mtg</th>
<th>Date</th>
<th>Topic and Tools</th>
<th>Prep Work/Assignment(s)</th>
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<tr>
<td>1</td>
<td>Oct. 5 Wednesday</td>
<td>Introduction to FLC</td>
<td>Assignment #1 (due at 1st meeting): Complete introduction Google slide and comment on another participant’s&lt;br&gt;Prep Work (for Nov 2): Read Simon Fraser U. documents &amp; toolkit&lt;br&gt;Optional Readings: Research summary from 2016 campus wellness assessment; NCHA Spring 2021 Executive Summary</td>
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<td>3-5pm</td>
<td>• Complete pre-survey&lt;br&gt;• Check-in&lt;br&gt;• Introduce facilitators and review Canvas course&lt;br&gt;• Background, framework, &amp; data&lt;br&gt;• Wellness resources on campus&lt;br&gt;• Mentor group meetings</td>
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<td>2</td>
<td>Oct 19 Wednesday</td>
<td>Recognizing &amp; responding to students in distress</td>
<td>Assignment #2 (for Nov 2): Review 7 Dimensions handout and submit a list of at least one strategy for supporting students in each dimension&lt;br&gt;Optional Readings: TBD</td>
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<td>3-5pm</td>
<td>• Guest speaker from Student Health &amp; Counseling Services – Counseling &amp; Psychological Services&lt;br&gt;• Mentor group meetings</td>
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<td>3</td>
<td>Nov 2 Wednesday</td>
<td>Wellness, student success, self-care</td>
<td>Assignment #3 (for Nov 16): Complete inventory of strategies currently being used&lt;br&gt;Optional Readings: Citation articles from Simon Fraser University Rationale documents</td>
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<td>3-5pm</td>
<td>• Opening exercise&lt;br&gt;• Review SFU document&lt;br&gt;• Self-care – faculty &amp; student&lt;br&gt;• 7 Dimensions of Wellness&lt;br&gt;• Wrap-up/discuss Assignment #3&lt;br&gt;• Mentor group meetings</td>
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| 4   | Nov 16 Wednesday   | Strategies currently in use                          | Assignment #4 (for Dec 7): Turn in spring commitment  
|     | 3-5pm              | • Opening exercise  
|     |                    | • Discuss currently used strategies  
|     |                    | • Discussion: What would be most helpful content for FLC?  
|     |                    | • Procrastination – research & strategies  
|     |                    | • Wrap-up, discuss Assignment #4  
|     |                    | • Mentor group meetings  
| 5   | Dec 7 Wednesday    | Moving forward in spring                             | Assignment #5 (for Feb 15): Create worksheet or Canvas page on wellness to provide to your students and submit to Canvas  
|     | 3-5pm              | • Opening activity  
|     |                    | • Discuss spring commitments  
|     |                    | • Finding allies  
|     |                    | • Discuss Assignments #5 & #6  
|     |                    | • Dates for spring  
|     |                    | • Mentor group meetings  
| 6   | Feb 15 Wednesday   | Trauma-Informed Teaching Practices & Difficult Conversations | Assignment #7 (for March 1): Review & comment on others’ handouts in discussion board  
|     | 3-5pm              | • Opening exercise  
|     |                    | • Discuss videos, trauma-informed practices  
|     |                    | • Difficult conversations  
|     |                    | • Share student handouts  
|     |                    | • Discuss portfolio assignment  
|     |                    | • Mentor group meetings  
| 7   | March 1 Wednesday  | Strategies for Inclusivity, Diversity, Equity, and Antiracism | Optional Readings: Columbia University Guide to Inclusive Practices; other articles TBD  
|     | 3-5pm              | • Opening exercise  
|     |                    | • Guest speaker (TBD)  
|     |                    | • Actionable strategies for faculty  
|     |                    | • Mentor groups  
| 8   | March 15 Wednesday | Meditation/Active Learning                           | Assignment #8 (due April 5): Write short reflection for wellness newsletter (show last year’s as an example)  
|     | 3-5pm              | • Opening exercise  
|     |                    | • Active learning strategies presentation & brainstorm/discussion -AND/OR-  
|     |                    | • Meditation  
|     |                    | • Discuss Assignment #9 and poster/portfolio project  
|     |                    | • Mentor groups  
|     |                    | Optional Readings: TBD  

Optional Readings:
- Articles on trauma-informed teaching (TBD)
- SAMHSA’s Principles for Trauma-informed Services
- Columbia University Guide to Inclusive Practices
- Other articles TBD
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<td>9</td>
<td>April 5 Wednesday 3-5pm</td>
<td>Reflection &amp; Posters/Portfolios</td>
<td>Assignment #9 (due May 5): Complete final student surveys and faculty survey</td>
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<td>• Opening exercise</td>
<td>Assignment #10</td>
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<td>• What actionable strategies did you implement from</td>
<td>Assignment #11 (due May 5): Submit poster/portfolio</td>
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<td>• Reflection on FLC</td>
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<td>• Mentor groups &amp; poster/portfolio working session</td>
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<td>Apr 19 Wednesday 3-5pm (optional)</td>
<td>Consultations with mentor (optional, pre-scheduled)</td>
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<td>11</td>
<td>May 12 Friday 3-4:30pm</td>
<td>Culminating event for 2022-23 FLCs</td>
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