

Increasing Engagement, Intentionality and Well-being through Mindfulness



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Overview & Definition

Mindfulness is the practice of “paying attention in a particular way: on purpose, in the present moment, and non-judgmentally” (Kabat-Zinn, 1994, p.4). Mindfulness practice enhances the ability to attend to the inner experience while also encouraging intentional engagement with the environment.

Mindfulness has been shown to improve attention and engagement in the classroom, as well as mental and psychological well-being.

This poster highlights approaches for integrating mindfulness across various campus contexts, sharing examples of mindfulness-based pedagogical strategies, faculty development programming, and university-wide efforts.

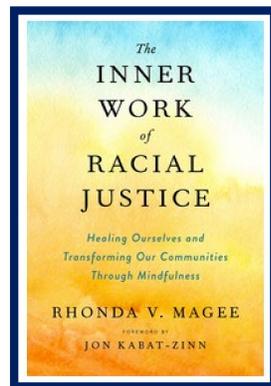
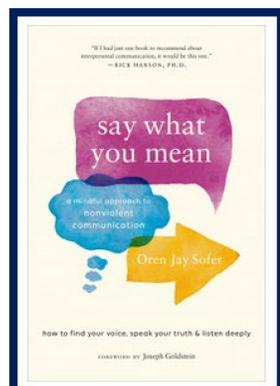
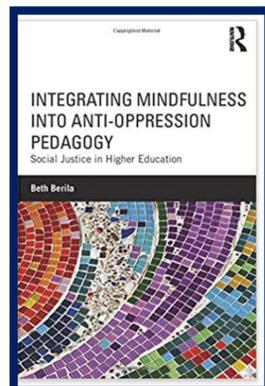
Learning Outcomes

Participants will:

1. Understand the **benefits** of mindfulness in higher education.
2. Identify **strategies** for incorporating mindfulness in university settings.
3. Brainstorm ways to **integrate mindfulness** into their own contexts.

The Benefits of Mindfulness in Higher Education

- Improves **cognitive and academic performance**
- Enhances **attentional and processing skills**
- Decreases **stress, anxiety and depression**
- Promotes **emotional regulation**
- Facilitates the development of **interpersonal skills, empathy and self-compassion**
- Positively influences **classroom climate** (Shapiro, Brown, Astin, 2008).



Building Campus-Wide Community: Mindful UNCW

Mindful UNCW is a campus-wide initiative designed to increase mindfulness practice among students, faculty, and staff across curricular, co-curricular, and workplace spaces committed to developing inter-campus collaborative.

Funding: 3-year Applied Learning Strategic Initiative Grant and Interdisciplinary Research Seminar Series Grant (1 year)

Collaboration between and amongst:

- Instructors
- Researchers
- Renowned practitioners
- Students
- Faculty / staff from other institutions
- Helping professionals in the community



Faculty Development Programming

Mindful UNCW provides:

- Contemplative Conversations
- **Pedagogy with Presence Workshop Series**
 - Mindful Teaching and Learning: Equity, Diversity, and Inclusion in Practice
 - Cultivating an Inclusive Classroom Environment to Support Teaching and Learning that is Safer, Braver, and Deeper

Center for Teaching Excellence / Center for Faculty Leadership offers: Taking Care of Ourselves and Our Students: Faculty, Staff, and Student Mental Health Series

- Connecting Students with Mental Health Resources
- Cultivating an Inclusive Classroom Environment to Support Teaching and Learning that is Safer, Braver, and Deeper
- Facing Faculty and Staff Burn-Out and Anxiety

Integrating Mindfulness in the Classroom

- Offer **brief practices:**
 - Grounding, anchoring practice, feet/seat/hands
- Use mindfulness to **augment / deepen other skills:**
 - Mindful speaking and listening, reflective structured dialogue, workshops (e.g., mindful community engagement)
- Develop **courses** on mindfulness: e.g., *Mindfulness and Racial Justice*

Five A's of Mindfulness (Lee, 2020)

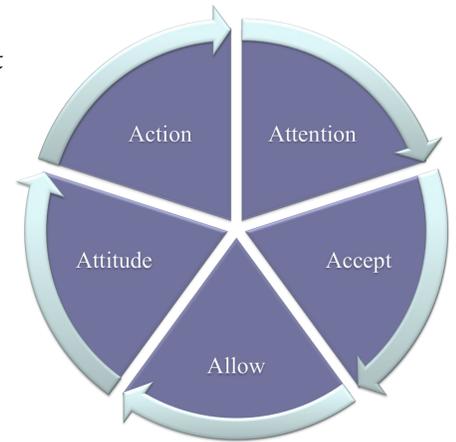
Intentionally focus **attention** on what is happening in the mind and body in the present moment

Accept this is the truth of your experience in this moment

Allow yourself to experience what is happening fully without pushing it away

Relate with an **attitude** of curiosity, openness, kindness, non-judgment, and non-reactivity

Act responsively vs reactively, making conscious choices



Integrating Mindfulness across Contexts

Questions to consider:

- Who is your target **audience**?
- What **stakeholders** exist in your context?
- What are the **needs** of your context?
- What **resources** do you have available to you? (e.g., expertise/training in facilitation, funding, personnel, space, supplies, marketing capacity, etc.)
- What is **feasible** given the capacity of your context?

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