

Taking Your Foot Off the

Accelerator:

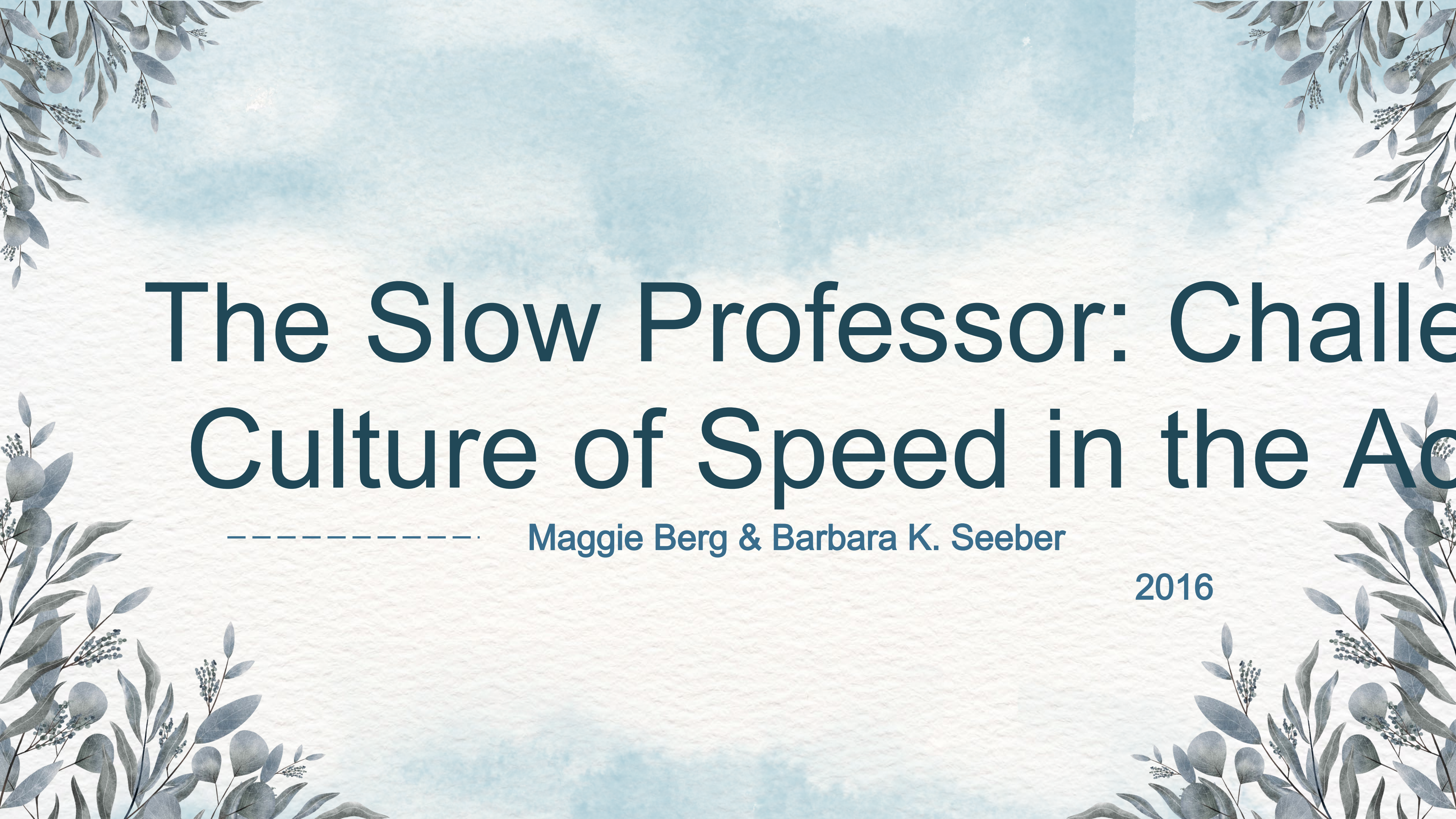
Reclaiming Purpose to Support
Student Well -Being

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Wayne State College

Reclaiming Your Purpose

- Identify “speed traps” that may hinder intentional practice and student connection
- Apply at least two strategies to promote student well-being through intentional values-based practices
- Develop a plan for slowing down to support intentional, purpose-driven work and prevent burnout

The cover features delicate, muted blue-green floral illustrations in the corners, including eucalyptus leaves and small berries. The background is a soft, textured wash of light blue and cream.

The Slow Professor: Challenging Culture of Speed in the Academy

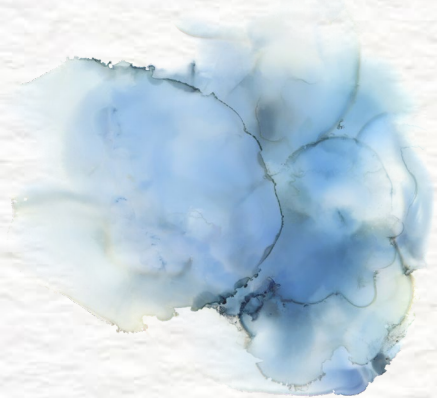
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Maggie Berg & Barbara K. Seeber

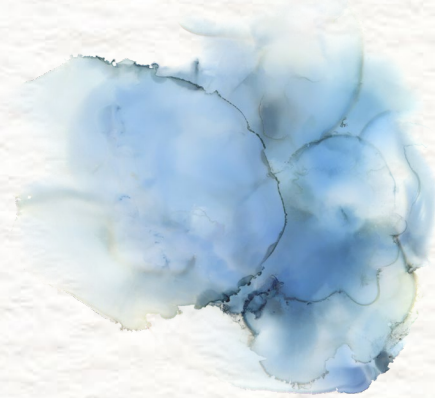
2016

Speed Trap Slow Down

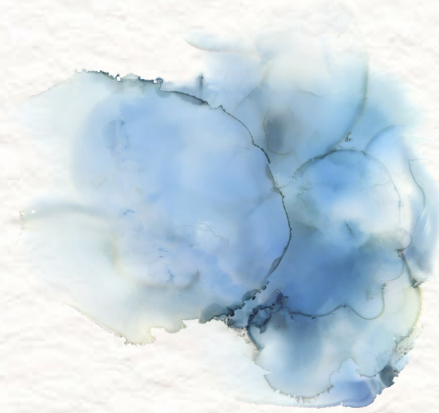
ADD A POST IT NOTE TO YOUR TOP THREE "SPEED TRAPS"



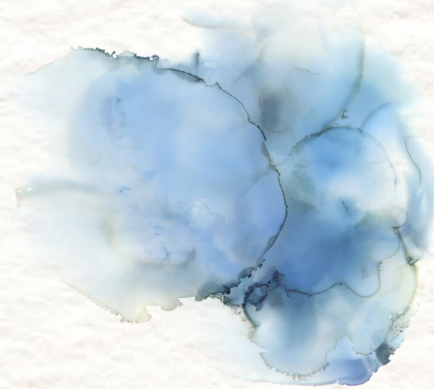
**Programming
Pothole**



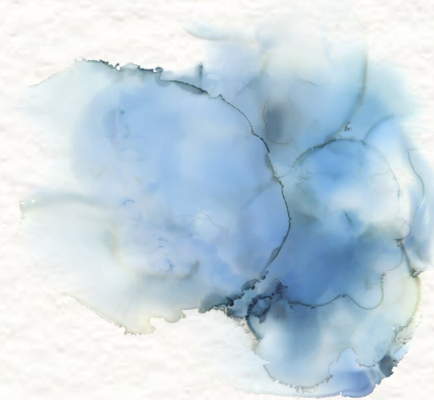
**Meeting
Marathon**



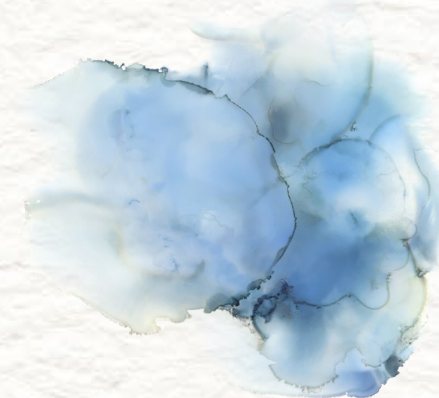
**Paperwork
Pileup**



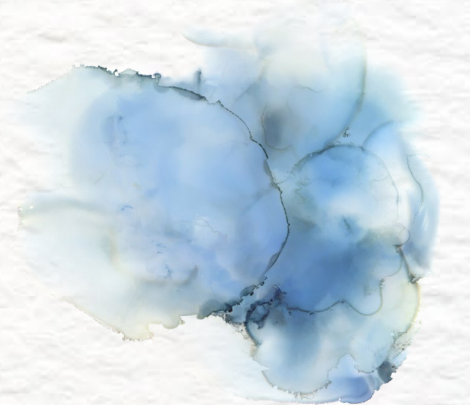
**Communication
Roundabout**



**Crises
Under
Construction**



**Report
Road
Rage**



**Email
Autopilot**



Slow Principles

**“Slow professors
[staff/faculty] advocate
deliberation over
acceleration. We need time
to think, and so do our
students. Time for reflection
and open-ended inquiry is
not a luxury but is crucial to
what we do.”**

**“[it’s] an effective
way to alleviate work
stress, [and]
preserve humanistic
education...”**

Berg & Seeber, 2016, pp. ix & x

What's the Rush?

Studies of academic stress often
identify the source of work stress
as
LACK OF TIME

Berg & Seeber 2016



Slow isn't Selfish

“Recent survey findings from Wray and Kinman (2021) identified that more than one-third of respondents (36%) ‘always’ or ‘almost always’ neglected their personal needs due to work demands... the survey revealed a pervading fear of stigma around work-related stress and mental health...worried about being perceived as weak or inadequate for seeking help...”

Jayman et al., 2022, p. 4

“Slow” can Foster

- Faculty and staff exploration of students’ aspirations and inquisitiveness
- Student interest and engagement
- Students’ “commitment to the advancement of their subject or profession” (van der Sluis, 2020, p. 7)
- And ultimately helps us ask not only, “who do we want our students to be?” (van der Sluis, 2020, p. 8), but who are we?





Values Card Sort

Take your time!

**Most
important**

**Somewhat
important**

**Least
important
(N/A)**



What do YOU Need?

Physical Needs	Practical Needs
☐ Safety	☐ Job security
☐ Personal space	☐ Compensation
☐ Breaks	☐ Defined tasks
☐	☐ Set schedule
☐ Quiet	☐ Flexibility
☐ Indoors	☐ Balance
☐ Outdoors	☐
☐	☐

Emotional Needs	Cognitive Needs
☐ Autonomy	☐ Predictability
☐ Privacy	☐ Focus
☐ Boundaries	☐ Responsibility
☐	☐ Opportunity
☐ Value	☐ Challenge
☐ Fulfillment	☐ Leadership
☐ Genuineness	☐ Success
☐	☐ Confidence
	☐ Purpose
	☐ Spontaneity
	☐ Creativity
	☐ Autonomy
	☐ Target goals
	☐ Consistency
	☐ Feedback
	☐ Growth
	☐ Time
	☐ Curiosity
	☐ Teamwork
	☐ Stability
	☐ Training
	☐ Excitement
	☐
	☐

Social Needs
☐ Recognition
☐ Connection
☐ Appreciation
☐ Trust
☐
☐ Respect
☐ Friendliness
☐ Collaboration
☐ Diversity
☐

Discussion: Your Purpose

1. What moments in your work have felt most aligned with your values (who you truly are as a person)?
2. What are two ways you can more intentionally live out your professional values in your daily work?
 - a. What might this look like in your interactions with students and colleagues?



**Your work isn't just about time or
an accumulation of
accomplishments or jobs on your
resume.**

**It's also the relationships you
nurture, the students you
encourage, the colleagues you
support, and the values you live
each day.**





Thank You!

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References

Berg, M., & Seeber, B. K. (2016). *The slow professor: Challenging the culture of speed in the academy*. University of Toronto Press.

Jayman, M., Glazzard, J., & Rose, A. (2022). Tipping point: The staff wellbeing crisis in higher education. *Frontiers in Education*, 7, Article 929335.

<https://doi.org/10.3389/feduc.2022.929335>

van der Sluis, H. (2020). Slow higher education. *New Vistas*, 6(1), 4–9.

<https://doi.org/10.36828/newvistas.105>

