

What are your top 5 personal values? What are your top 5 priorities?

See if you can combine a few of them to get down to approximately 3 core values and/or priorities.

31 Core Values to Live By (<https://www.lifehack.org/861427/core-values-list>)

› Core values guide your decisions in your most difficult moments. They also cover what you believe are important in the way you live and work. Having core values will provide you with a sense of stability, direction, and peace of mind.

› Discovering your core values doesn't only help with huge aspects of your life; they impact seemingly small things, too. Adaptability, awareness, and acceptance are powerful core values when dealing with life's unexpected changes, whereas creativity, innovation, and leadership offer a compass for making life decisions.

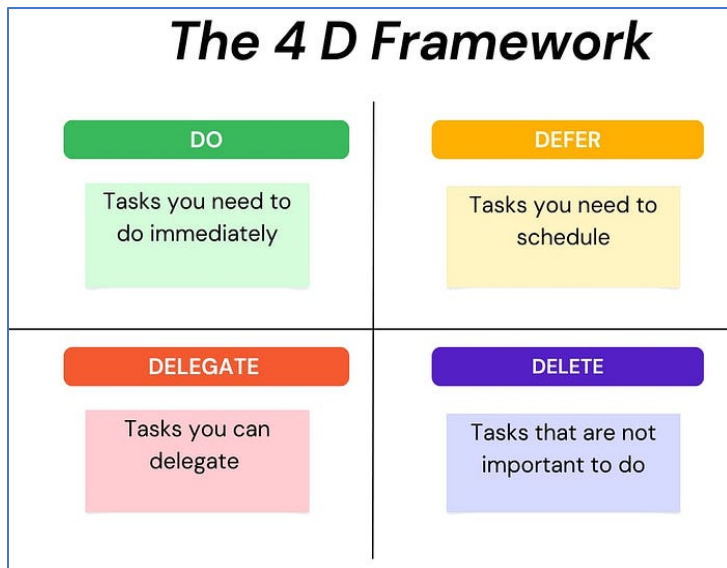
1. Acceptance
2. Adaptability
3. Awareness
4. Balance
5. Calmness
6. Community
7. Compassion
8. Creativity
9. Discipline
10. Empathy
11. Freedom
12. Gratitude
13. Happiness
14. Health
15. Humility
16. Innovation
17. Knowledge
18. Leadership
19. Love
20. Moderation
21. Peace
22. Purpose
23. Responsibility
24. Service
25. Spirituality
26. Trust
27. Understanding
28. Wealth
29. Patience
30. Integrity
31. Curiosity

Top Priorities in Life (From sources across the web)

1. Relationships
2. Personal growth
3. Family
4. Mental health
5. Finances
6. Hobbies
7. Friends
8. Happiness
9. Spirituality
10. Career
11. Education
12. Health
13. Self-care
14. Volunteering
15. Work
16. Physical fitness
17. Progress
18. Purpose
19. Adventure
20. Balance
21. Exercise
22. Experiences
23. Financial security
24. Getting enough sleep

Master Your Time with the 4D Framework for Time Management (medium.com)

Time management is skillfully allocating, prioritizing, and overseeing one's time to accomplish tasks, objectives, and responsibilities. It represents a skill set that empowers individuals to make the most of the finite hours available in a day, ensuring that tasks of significance receive the necessary attention they deserve. Effective time management entails thoughtful planning, self-discipline, and prudent decision-making to optimize productivity while minimizing time squandering on unproductive or non-essential endeavors. By actively and purposefully managing your time, you can elevate your efficiency, alleviate stress, and attain a more harmonious work-life balance.



Here's a practical and inspiring guide to effectively apply the 4 Ds technique:

1. **Gather Your Tasks and Ideas:** Begin by brainstorming your thoughts, ideas, and tasks in your planner, whether digital or paper. Having everything in one place is your initial step.
 2. **"Delete" the Noise:** Adopt the mindset of a discerning champion as you address the first D — "Delete." Evaluate each task's true importance and avoid wasting time on low-priority distractions. Be decisive in shedding unnecessary burdens.
 3. **"Delegate" Like a Pro:** Transition to the second D — "Delegate." Identify tasks suitable for sharing with trusted teammates, colleagues, or family members. By sharing the workload, you empower others and witness collective efficiency soar.
 4. **"Defer" with Purpose:** Delve into the third D — "Defer." Recognize tasks that can be safely postponed without causing chaos. Schedule them for later when they align better with your goals and priorities.
 5. **"Do" with Intent:** Now, for the grand finale — the fourth D, "Do." Organize remaining tasks based on urgency and significance. Tackle them one by one with complete immersion and focus. Revel in the satisfaction of progress as you conquer each challenge.
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How to use the STOP mindfulness technique

<https://psychcentral.com/health/4-quick-mindfulness-techniques#how-to-practice>

1. Stop what you are doing

The first step is to press pause on your thoughts and actions. Whether you're in the middle of a confusing exam question or experiencing racing, upsetting thoughts, try to stop for just a second. This isn't about fighting your thoughts or trying to "clear your mind," but about mentally telling yourself that you're about to shift your attention elsewhere.

2. Take a breath

This step is about paying attention to your breath. Breathing mindfully is a good way to center yourself in the present moment. You can inhale and exhale mindfully, paying attention to the sensation of breathing.

3. Observe

Observation is a key component of mindfulness: it's about being aware of your internal and external world. You can observe your:

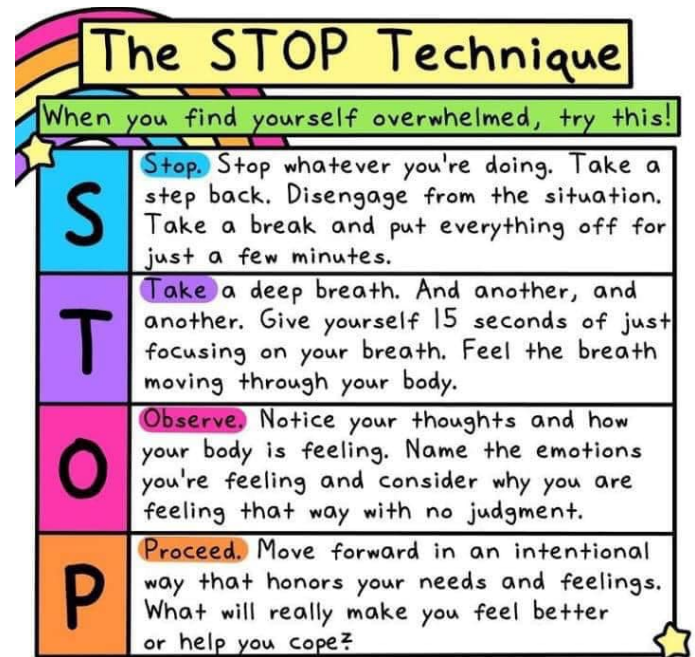
- Bodily sensations: What physical sensations are you feeling? Is any part of your body sore or tense? What can you see, hear, taste, smell, and physically feel?
- Emotional state: What emotions are you feeling?
- Mental state: What are you thinking? What assumptions or judgments are you making about yourself?

The "observe" step of the STOP technique gives you the opportunity to check in with yourself and notice how a situation is affecting you.

4. Proceed

Once you're ready, you can continue with whatever it is that you're doing, whether you're in the middle of a difficult conversation or trying to focus on work. Try to incorporate what you've learned — for example, if you noticed that you're feeling stressed out about the exam question you're doing, perhaps you can skip that question for now and go to the next question.

To use another example, let's say you're in the middle of an important conversation with your spouse, and you feel irritated. Using the STOP method, you realize you're too tired to think clearly, so you both choose to pause the conversation and return to it when you feel rested and calm. In the meantime, you may consider doing something to help yourself feel better, whether it's repeating a positive affirmation or mindfully drinking a glass of water.



Do a “Time Audit”! Helpful practice. Qs: How might this be different for full time vs. part time instructors? Community college vs. 4-year? Commute times? Care-givers? Etc.

Time Management for Instructors

BREANA BAYRAKTAR / MAR 2, 2021 / <https://higheredpraxis.substack.com/p/tip-time-management-for-instructors>

The time management activity I do with my students each semester is designed to help them chart out what an average week looks like - taking into account not just school commitments but also work, sleep, exercise, family/caretaking duties...everything. **Even adult students who are very used to balancing competing responsibilities of work and family can struggle when asked to add in the complication of class time and homework.** I have found this activity to be so successful for my students that I was talking with some colleagues recently about applying it to our own work. Given the many articles floating around about how challenging our schedules are, and particularly the emphasis in academic circles on how to maintain research or writing productivity in the midst of the pandemic, I thought an instructor version of the time management activity might be useful.

Obviously, your schedule is going to look different than my example instructor, who has 19 hours of essays to grade and only two hours of meetings this week. **Use the spreadsheet to plot out your average week, and then take a look at what your schedule is telling you.** If you find you don’t have time to do what you value, whether that’s committing to a regular yoga practice, writing a book, or preparing a promotion file, here are some thoughts...

Block TIME OFF in your schedule. Actually block it on your work calendar. Set up a recurring meeting of at least two hours dedicated to whatever your thing is that you need to do more of. The instructor in the example above has blocked off three separate 2-hour chunks of time to dedicate to writing. Putting this time in your calendar not only prevents other meetings or work from creeping in and taking over your time; it also **adds a touch of external accountability.** You may not want to sit down and write that grant application, but *your calendar is telling you to do it, so...*

Plot out time percentages. Another tip that I hear frequently **from instructors who are trying to balance teaching duties with research or administrative duties is to set a specific number of hours per week for each category of work.** For example, someone for whom teaching is 40% of their workload and research or administrative duties are 60% should only dedicate 40% of their workweek to anything teaching-related. This is challenging because it’s the class preparation and grading that tends to have the more immediate deadlines - but that’s somewhat the point. Grading and course prep will fill however many hours you are willing to give it. But in the end, if you are only being compensated for 40% of teaching time then you need to figure out a way to do fewer teaching-related duties so that your non-teaching work doesn’t suffer. That might mean fewer grading-intensive assignments or the careful use of materials from one semester to the next. It also might require balancing what courses you would love to teach versus what you have already prepped. There’s no one right answer to this balance - the point is that you’re thinking about and readjusting *your* balance as needed.

Think hard about priorities. I think the big picture is to **think about what your actual work and life priorities are, and then take a look at what your schedule tells the world your priorities are.** If they match up - if you have enough time to get your main priority items completed and only the items farther down the priority list get short-changed - that’s great. If you are constantly struggling to find time to revise a journal article or develop a new course, or you haven’t taken a walk outside in weeks...that might be a place where you are not living your priorities.

Figure out what to say no to. The logical downside to sticking to one’s priorities is **learning to say no.** There are some things we want to do, that we might enjoy doing, but that brings us very little long-term benefit. What are your goals? Be realistic about what to focus on to get you to your goals.

Sample Schedule for an Instructor Teaching Three 3-Credit Hour Classes...								
	MON	TUES	WED	THURS	FRI	SAT	SUN	
6:00 AM								
7:00 AM								
8:00 AM								
9:00 AM	Writing Time		Writing Time	Essay Grading (4 hrs)	Writing Time			
10:00 AM	Course Prep (2 hrs)		OH	OH	OH	Essay Grading (6 hrs)		
11:00 AM	OH	Essay Grading (7 hrs)	MEETING	OH	MEETING			
12:00 PM	OH		OH	OH	OH			
1:00 PM	CLASS		CLASS	CLASS	Essay Grading (4 hrs)			
2:00 PM	OH		OH	OH				
3:00 PM								
4:00 PM								
5:00 PM		OH						
6:00 PM								
7:00 PM								
8:00 PM	Course Prep (2 hrs)	CLASS	Course Prep (2 hrs)	Course Prep (2 hrs)				
9:00 PM								
10:00 PM								
11:00 PM								
TO	Enough sleep & a consistent bedtime are so important!							
6:00 AM								

	= FREE TIME
TEACHING COMMITMENTS:	
CLASS	= 1.5 hours 2x/week
CLASS	= 3 hours 1x/week
CLASS	= 3 hours 1x/week
NON-TEACHING COMMITMENTS:	
Grading	= essays @ 15 min/student (3 classes x 25 students = 75 total students), or 18.75 hours
Course Prep	= other course preparation work; 8 hours/week
Writing/Research	= 6 hours/week
Service/Admin	= 2 hours/week
Office Hours	= 10 hours, here (might overlap with "course prep" time - but might not...)
OTHER THINGS TO THINK ABOUT:	
*Sleep?	= 7 hours/night
*Commute time?	
*Family/home?	
*Exercise?	

