

Member Newsletter: Spring 2012

Greetings!

We're glad to share with you recent news from members of the Association for Contemplative Mind in Higher Education.

We've recently restructured our newsletters here at the Center for Contemplative Mind in Society, and going forward, this seasonal ACMHE newsletter will focus on contributions from our members. In the past, this newsletter also included higher education-related event reports and news from the Center for Contemplative Mind in Society, but such information will now be the content of the Center's general newsletter, which we will send to you separately.

The increased activity of the growing ACMHE has, happily, made this change necessary. We would like to remind and encourage all members to [submit your news, publications, and other announcements](#) for inclusion in our next issue, planned for late August or early September.

Wishing you a inspiring season,
Beth Wadham & Carrie Bergman
Program Associates, The Center for Contemplative Mind in Society

UPCOMING EVENTS



The Mindful Teacher

A webinar with Steven Emmanuel, Professor of Philosophy, Virginia Wesleyan College
Wednesday, June 27, 2012, 3-4 pm EDT

In This Issue

[Upcoming Events](#)

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ACMHE Members: Contribute to this Newsletter

Have an announcement, recent publication or other news item you'd like to include in our next issue? Log in to acmhe.org and submit your pieces by **August 1st**; we're planning to send our next ACMHE newsletter in late August or early September.



The Science of Compassion: Origins, Measures & Interventions

July 19-22, 2012, Telluride, CO
Organized by [CCARE](#); *The Center for Contemplative Mind in Society is an academic partner of this event.*



Contemplative Approaches in the Diverse Academic Community: Inquiry, Connection, Creativity, and Insight

The 4th Annual ACMHE Conference
September 21-23, 2012 at Amherst College
ACMHE members receive \$50 off registration



Contemplative Retreat for Educators

October 18-21, 2012
Garrison Institute, Garrison, NY
ACMHE members receive \$50 off registration

NEWS & ANNOUNCEMENTS

"Contemplative Pedagogy and Dealing with Technology"

Daniel Barbezat, Executive Director of the Center for Contemplative Mind in Society and Professor of Economics, Amherst College, and **David Levy**, Professor at the Information School at the University of Washington, will present at [Pencils & Pixels: 21st Century Practices in Higher Education](#), the 37th POD (Professional and Organization Development Network in Higher Education) Conference, October 24-28, 2012 in Seattle, WA.

The accelerating pace of life is reducing the time for thoughtful reflection, and in particular for contemplative scholarship, within the academy. Contemplative forms of inquiry can offset the constant distractions of our multi-tasking, multi-media culture, and show how the particular needs of this generation of students can be met through innovative teaching methods that integrate secular practices of contemplation.

The session will review research on the impacts of technology and demonstrate some practices that can respond to them. Participants in this session will gain an understanding of the core principles of contemplative pedagogy as a research-based



Watch Recent Webinars



Legal Education as Contemplative, Multi-Cultural Inquiry

with Rhonda Magee
Professor of Law,
University of San Francisco



The Neuroscience of Somatic Attention

with Catherine Kerr,
Warren Alpert School of Medicine,
Brown University



Sentipensante Pedagogy and Contemplative Practice

with Laura Rendón,
Professor of Leadership and Educational Policy Studies &
Vijay Kanagala,
Postdoctoral Associate,
University of Texas San Antonio

Watch more at
www.acmhe.org

practice of innovative, effective teaching, with concrete benefits for today's students. In addition, they will better understand their students' relationship with the new technologies and have better strategies to respond to them.

"Caring for Dying Strangers: Understanding the Emotional and Spiritual Journeys of Hospice Volunteers"



John Baugher, Professor of Sociology at the University of Southern Maine, has developed a project and book to understand how caring for dying persons as a hospice volunteer is a form of contemplative practice for men and women from a variety of social milieu in the U.S. and Germany, and how this work of service has the potential to transform the lives of those who do it. "Caring for Dying

Strangers: Understanding the Emotional and Spiritual Journeys of Hospice Volunteers" draws on a grounded theoretical analysis of original in-depth interviews and field notes collected over the past eight years. The primary audience includes scholars of death and dying, altruism and pro-social behavior, and the moral and emotional development of the individual. The book will be well suited to advanced undergraduate courses and graduate seminars on these topics.

Hospice volunteers describe dying persons as the greatest "teachers," which presents important questions to us as educators. Baugher seeks to share what we might learn from the social form of hospice care in our efforts to create transformative spaces for learning in higher education.

"An Educator as a Contemplative Practitioner in Business Education"

Maria Lai-Ling Lam, Ph.D., Professor at Malone University's School of Business and Leadership, presented a research paper in progress, "An Educator as a contemplative practitioner in business education" in the NAMS, 2012 MBAA international conference in Chicago on March 30, 2012.

Wellesley College Appoints Layli Maparyan New Executive Director of the Wellesley Centers for Women

Layli Maparyan, Ph.D., ACMHE member and 2009 Contemplative Practice Fellow, will be the new Katherine Stone Kaufmann '67 Executive Director of the Wellesley Centers for Women (WCW), one of the nation's largest and most influential organizations conducting scholarly research and developing action programs centered on women's and girls' perspectives. Maparyan will assume her new responsibilities effective July 1, 2012.

"As executive director of the Wellesley Centers for Women, I see my role as working to identify cutting-edge frontiers of policy development, expanding sources of funding, and ensuring that WCW continues to attract and support leading scholars to maintain the rigorous standard of research for which the Centers is known," said Maparyan. "I'm committed to women's issues across a wide spectrum-and further, to the role of scholarship in informing meaningful change in the broader community."

From 2003 to the present, Maparyan served at Georgia State University as associate professor in the Women's Studies Institute (WSI) and associated faculty of the Department of African American Studies. Maparyan will hold a faculty appointment in Wellesley College's Department of Africana Studies.

Known best for her scholarship in the area of womanism, Maparyan has also published significantly in the areas of adolescent development, social identities, Black LGBTQ studies, and the history of psychology. Maparyan's work has been funded by the National Institute for Child Health and Human Development, the Rockefeller Foundation Humanities Fellowships Program, and the Fulbright Specialists Program, among others. Earlier this year, she was recognized with an Elizabeth Hurlock Beckman Award for outstanding teaching that influences social action and change.

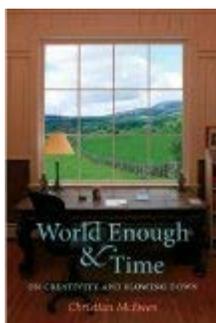
[Read the complete press release](#)

"World Enough and Time: Writing, Drawing, and Slowing Down"

This creative retreat with Barbara Bash and **Christian McEwen** took place at Sky Lake Lodge, Rosendale, NY, from June 8th through June 10th, 2012.

"Art is the means we have of undoing the damage of haste," wrote the poet, Theodore Roethke. "It's what everything else isn't." Over the course of this retreat, participants explored drawing and writing through the gentle art of slowing down, with Barbara and Christian as guides and mentors. WORLD ENOUGH, intended as a hands-on workshop, combined stories and discussion with a special focus on drawing and writing, walking and dreaming.

Barbara Bash teaches drawing, brush calligraphy and communication practices and is a Sky Lake meditation instructor. She has been exploring the interweaving of Buddhist meditation principles with the artistic process for many years. She writes and illustrates books on natural history for children and adults. Her most recent book is *True Nature : An Illustrated Journal of Four Seasons in Solitude*.



Christian McEwen is a writer, educator, and cultural activist. Over the past three decades, she has taught poetry and creative writing at the New School in New York City; at Williams College and Smith College in Massachusetts, and at Lesley University. Since moving to Western MA in 1994, she has edited two anthologies, and helped produce a video documentary, *Tomboys!* Her most recent book is [World Enough & Time, On Creativity and Slowing Down](#) (Bauhan Publishing, 2011).

Patricia Morgan Delivers Lecture on Mindfulness in Law at the University of New South Wales



The School of Law at UNSW, Sydney, Australia has had a resilience program to support its first year students for a number of years, and in March of this year it presented an inaugural lecture on contemplative law. It was given by ACMHE member **Patricia Morgan** and was targeted at first year students. As many of you will know, law students suffer the highest rate of depression of any students, and this is the same for Australian and American students.

Although Patricia's work is focused in an interdisciplinary philosophical examination of contemplation in higher education, she was approached by the School of Law to give the lecture on mindfulness in law. Approximately fifty students attended, which was a good turnout for this sort of lecture, and many of those who attended asked to be notified of further lectures or courses in meditation. Patricia introduced the lecture with information about the stressors that law students and lawyers face and spoke of initiatives, such as the Berkeley Law School's "Mindfulness in Law" program (*ed.'s note: [see the Berkeley Initiative for Mindfulness in Law website](#)*). Some of the academics that attended knew of Charles Halpern's work at Berkeley, while others seemed very interested to learn more. The lecture also introduced findings from neuroscience and meditation research that propose growth in brain regions associated with executive functions or cognitive control.

The lecture was framed around resilience and Patricia was asked to provide the attendees with take-home tips, which she did at the end of the lecture. Although experiential learning and contemplation is rare in the law school, it appeared that her introduction to mindfulness using three contemplative exercises was well received. She spoke of the importance of countering the fight/flight response by slowing down the breathing, and demonstrated Yoga Breathing. She then took the audience through two simple focusing exercises. At the end of the lecture, Patricia was asked to give the lecture again in the following semester. She hopes that this will be the beginning of a large contemplative initiative at the law school.

Brown University Summer Intensive in Contemplative Studies

June 18-August 3, 2012 in Providence, RI

[View a flyer for the Summer Intensive](#)

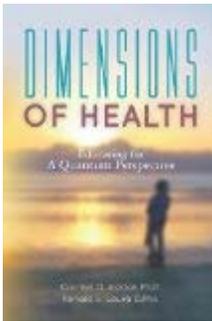
Hal Roth, Professor of Religious Studies and Founder of the [Contemplative Studies Initiative](#) at Brown University, is coordinating a Contemplative Studies Summer Intensive. Three courses--Introduction to Contemplative Studies, Meditation and The Brain, and Transformation in Christian Mysticism--will be offered from June 18 through August 3. Two \$2500 scholarships, provided by the Frederick P. Lenz Foundation, are available for non-Brown university students to help defray the costs of summer study. These courses are full four-credit, 7-week courses that are part of

the Brown Summer School.

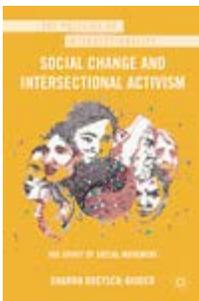
The Brown Contemplative Studies Initiative also offers **Summer Contemplative Practice Grants**, which may be used by RISD or Brown students to attend a workshop or retreat from any tradition.

PRESS ROOM

members' recent and upcoming publications



Carmel Ashton has co-authored, with Ronald S. Laura, [Dimensions of Health: Educating for A Quantum Perspective](#). The book's primary focus explores the issues underlying the crises in health and health education. Strong evidence emerges for the interrelatedness of crises across the globe, and points to the specific changes in education which are required before any significant shift can be expected in the various crises we face, whether in personal and community health or more broadly in the failure of natural systems. The authors venture an extensive research, including statistics in health sciences, quantum mechanics, philosophies of health in western and eastern cultures, neuroscience, theories of human development, and an understanding of what Maslow termed "the farther reaches" of human development. Drawing on philosophical perspectives, theories and research from these seemingly disparate disciplines, the authors substantiate a new paradigm in education, psyche and culture, and specifically in health education.



Sharon Doetsch-Kidder

has published [Social Change and Intersectional Activism: The Spirit of Social Movement](#) (Palgrave Macmillan, 2012).

In oral histories of 25 activists who organize at the intersections of race, class, gender, sexuality, disability, and nation, this project draws attention to several rarely acknowledged yet fundamental aspects of social movements: that activists are driven by love, that their faith in humanity can be seen in their methods, and that their work brings them profound joy. Through the combination of theory and activist narratives, the manuscript shows the centrality of spirit to the work of social change. The emphasis on spirituality in this project reflects a foundational element of antiracist feminism that is taking a more central place in struggles for social justice. The attention paid within women's studies, LGBTQ studies, and US race and ethnic studies to the origins and effects of analytical and activist tools make these fields a natural site from which to advance a new, more inclusive paradigm of knowledge production. Bringing together epistemologies of reason, intuition, and spirit, we can discover new ways of knowing, teaching, and creating. Focusing on the love that drives activism, the faith that guides leaders, and the joy of meaningful work helps everyone committed to positive social change to keep

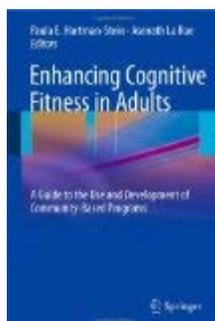
working through conflicts and setbacks and broadens their sense of possibility. Focusing on the best of what activists do, this project draws from their stories lessons and reminders about the pleasures and wonders of social change and the power of kindness and principled action in the face of injustice.

 **Jake J. Gibbs**, Professor Emeritus at Indiana University of Pennsylvania, along with coauthors Jake W. Gibbs and Roddy O. Gibbs, recently published a book introducing students to mindful studying entitled [Dancing With Your Books: The Mindful Way of Studying](#).

If you would like to read more about the book, see www.dancingwithyourbooks.com. If you would like a complimentary copy emailed to you, contact jgibbs@auxmail.iup.edu. The book is an Amazon-Kindle e-book. It can be downloaded to devices other than Kindle, e.g., PC and iPad.

Deborah Haynes, currently on leave from her post as Professor of Art and Art History at the University of Colorado-Boulder, is completing two new books. [Spirituality and Growth on the Leadership Path: An Abecedary](#) is going to press on June 1st; it will be out in late 2012 from Wipf and Stock. Based on 15 years of experience as a chair or director of programs in two universities, the book looks at the inner life of a person in an administrative and leadership position.

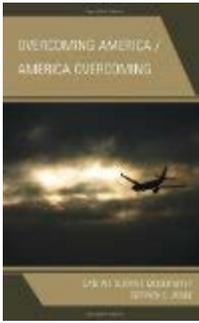
The second book, [Bakhtin Reframed](#), examines the usefulness of the ideas of Mikhail Bakhtin for artists and art historians, written with a broad audience in mind. It is Haynes's second book on Bakhtin; the first was [Bakhtin and the Visual Arts](#) (Cambridge University Press, 1995). This book will be published by I. B. Tauris in London in 2013.



Al Kaszniak, Professor of Psychology at the University of Arizona, has published a chapter on meditation in programs for older adults:

Kaszniak, A.W. (2011). "Meditation, mindfulness, cognition, and emotion: Implications for community-based older adult programs." In P. Hartman-Stein & A. LaRue (Eds.), [Enhancing Cognitive Fitness in Adults: A Guide to the Use and Development of Community-Based Programs](#) (pp. 85-106). New York: Springer.

In [Overcoming America / America Overcoming](#), **Stephen Rowe**, Professor of Philosophy at Grand Valley State University, shows how the moral disease and political paralysis that plague America are symptomatic of the



fact that America herself has been overtaken by the modern values which she exported to the rest of the world. He points to a way out of this current and potentially fatal malaise: join other societies which are also struggling to move beyond the modern and consciously reappropriate those elements of tradition which have to do with cultivation of the mature human being.

To avoid fundamentalism, Rowe discusses how this reappropriation must be undertaken in dialogue with those who also have come to recognize the unsustainable quality of the modern life, and who have been able to live beyond the nihilistic wish to tear it down. This book supports the call for an emerging global ethic and spirituality, providing resources of articulation and interpretation that allow for an ongoing dialogue between traditional and modern values--both worthy and problematic in their own ways--through which reliable policy and healthy living become possible.



Sally Severino, Professor Emeritus of Psychiatry at the University of New Mexico, has announced two new publications:

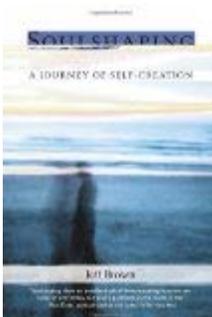
Severino, Sally K. "Free Will according to John Duns Scotus and Neuroscience." [Zygon: Journal of Religion & Science](#) 47(1): 155-173, 2012.

Severino, Sally K. Review of the book [John Duns Scotus: Mary's Architect](#) in [Radical Grace](#) 25(1): 7&15, 2012.

BOOK REVIEW

Jeff Brown's *Soulshaping: A Journey of Self-Creation*

by Jennifer Kavanagh



As an avid reader and a student of contemplative science, I have come to believe that the universe speaks to me through books. Each time I go to the book store, I take five minutes to walk amongst the bookshelves, browsing with my soul instead of my mind, and wait for a book to jump off the shelf at me. One of those recent books was [Soulshaping: A Journey of Self-Creation](#), an autobiography written by Jeff Brown about his journey from a top criminal lawyer in Canada to a student of the universe. Growing bored with his legal career and having a longing for something more, Jeff gave up all of her personal belongings and began a quest to find his health, his spirituality, love, and happiness.

Jeff's story is not a remarkable one in its own right. Rather, his story is powerful

because it describes a common journey about how many of us find our path. His honest and raw writing allows readers to relate to the internal dissonance felt when one begins to question the path of corporate work and commercialism, and experience the excitement and wonder during the first peak moments of a meditation, contemplative writing, breath work, and heightened awareness. Jeff is equally detailed about his constant struggles to avoid distractions (or bypasses as he calls them), and stay true to his soul's desires.

This is not a self-help book, nor a guide to enlightenment. *Soulshaping* is a friend that lets us know we are not alone and encourages us to persevere in our efforts to integrate contemplation into our lives and those we serve.

One of my favourite concepts from this book is how Jeff describes bypasses that distract us from our higher purpose. For example, when we focus on feeling anger to avoid feeling any other emotions, or when we overload our schedule with work and activities so we can avoid the feeling that our soul is unsatisfied. The bypass is aligned to practices of mindfulness and Jeff reiterates the importance of identifying and building awareness of distractions so that we can become more mindful and authentic in our path. However, this explanation is written in a form that communicates ancient practices in modern-day western language. This is exciting, as it provides a potential model to communicate contemplative practices in a way that may resonate more effectively with students, parents, and resisters. I will certainly be experimenting with some of his language in my own courses.

I highly recommend *Soulshaping* to anyone who is confused, challenged, or looking for some inspiration in finding their own higher purpose in life. It may also serve as a great discussion piece for contemplative writing programs as much of Jeff's biography is focused on his own development as a contemplative writer. While this book does not outline any concrete ideas or research, it is a powerful motivator to remain committed to your soul's work.

Jennifer Kavanagh is a PhD student in Adult Education Leadership at Walden University.

REFLECTIONS

My Memories, Our Memories

by **Richard Chess**

University of North Carolina at Asheville

(originally published on the [Image Journal](#) blog)

One morning this semester in "The Holocaust and the Arts," a course I've written about several times this year, I asked the students to spend a few minutes repeating internally, with their eyes closed, a phrase I adapted from Ruth Kluger's book *Still Alive: A Holocaust Girlhood Remembered*. The phrase: "my memories, our memories."

Born in Vienna at an unfortunate moment--on the eve of Germany's annexation of Austria--*Still Alive* tells the story of Kluger's life from the 1930s to the 2000s. At one point in the book, Kluger, who survived Theresienstadt, Auschwitz, and Christianstadt and after the war settled in the United States where she eventually became a professor of German, recounts an evening in the 1990s when, visiting with friends in Germany, the conversation turned to the subject of claustrophobia.

They talked about the Chunnel, the rail connection between Britain and France which at that time wasn't finished, wondering whether "the average person would be able to stand the confinement or freak out"; one man recalled getting stuck in an elevator; many "remembered the air-raid shelters of their childhood."

Kluger's story, were she to tell it: deportation to Auschwitz, nights and days in a cattle car, and one particularly unpleasant incident involving her mother and another woman who had grown mad during the transport.

Had she told it, her story of claustrophobia, writes Kluger, "would have effectively shut up the rest of the company. They would have been bothered, troubled, sympathetic, and thoroughly uncomfortable.... They would have resented me as a spoilsport. It had been an occasion for reminiscing, but there are limits. And so my childhood falls into a black hole."

Despite all that she and her German friends have in common--a common language, a common culture, "an old war that had destroyed much of both"--the difference between her experience of claustrophobia and theirs is what Kluger felt most acutely that night. She observes: "the bridges had been blown up; we squat on piers that don't connect anything, though our houses are postwar and the equipment is state-of-the-art. But if there is no bridge between my memories and yours [the reader's] and theirs, if we can never say 'our memories,' then what's the good of writing any of this?"

What's the good of writing--a Holocaust testimony or anything--if the writing doesn't create a bridge that connects one person to another, one culture to another, history to the present? What's the good of reading and requiring a group of students to read a text, any text, if the text is squatting on one pier and the reader on another far down the coastline?

What if Ruth Kluger's story will do nothing more than merely inform its readers, so they can say, if they are ever stopped on the street by the Jay Leno show or suddenly chosen as a vice presidential candidate, yes, I know about the Holocaust, I know what it was like for women in the Holocaust?

Is that enough? Can we bridge the gap between *informative* and *transformative*?

[Read the complete post](#)



Journey of a Lifetime: Lessons on Mindfulness and Life from Following in the Footsteps of the Buddha

by **Patricia C. Foley**

Gallaudet University, Washington, DC

Pilgrimage to India

A few months ago I had the privilege to go on a pilgrimage to India called "In the Footsteps of the Buddha," a three-week tour to the major sites of the Buddha's life and other important historical sites in India. Having long studied Hatha yoga and mindfulness meditation, and because India is the birthplace of both yoga and Buddhism, I hoped the pilgrimage would not only inspire my own practice, but also provide connection to the sources for the contemplative practices I planned to integrate into the communication studies courses at the university where I teach. Visits to the sites, along with daily meditation and dharma talks by noted Buddhist scholar Dr. John Peacock, did indeed provide what I had hoped, but not in the ways I expected. Descriptions of three particularly meaningful experiences tell why.

Being in India (or anywhere)

On the first day of the tour we visited a shrine to a Sufi poet and saint, Sarmad Shaheed, in the city of Delhi. As our group walked to the site, I was deeply engaged in conversation with another woman from the group. Suddenly, both of us noticed that the streets, which had been lined with buildings and stores, had given way to narrow crowded alleyways teeming with ramshackle shops and filled with the scents of cooking food, people trying to sell us wares, beggars trying to get our attention and donations, loud music, devotional chanting, and a myriad of other activities. My friend and I looked at each and realized that we had been so deep in conversation we almost missed the moment of walking into iconic India.

[Read the complete essay \(.pdf\)](#)

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