Dear ACMHE members,

2014 has started out as a year of growth and expansion for the ACMHE. We began the year with a membership of over 500 active members—our largest and most diverse group ever—and several dozen higher education professionals have joined us since then. Contemplative pedagogy programs and courses seem to be increasing rapidly. We want to hear from you about what is happening on your campus!

In order to support such a large and diverse membership, we have made some changes. You may have already noticed that our 2014 ACMHE Conference will be moving from the Amherst College campus, where it has been held for the past five years, to the University of Washington campus in Seattle. This new venue will allow us to include more participants and speakers, and will help us build connections in a different geographic region. We hope to see many of you there!

Best wishes,

Jennifer Palmer & Carrie Bergman
The Center for Contemplative Mind in Society

“Tell me, what is it you plan to do with your one wild and precious life?”

-Mary Oliver

Spring 2014 ACMHE Newsletter

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PUBLICATIONS

Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning, by Mirabai Bush and Daniel Barbezat, presents information on the practical application of contemplative practices across the academic curriculum. The book opens with the theoretical and practical background material for these practices, setting the context and providing evidence and descriptions of challenges and cautions. The second half provides many examples of contemplative techniques. For reviews and to purchase the book, please click here.

Daniel P. Barbezat is Professor of Economics at Amherst College and is the Executive Director of the Center for Contemplative Mind in Society.

Mirabai Bush is the Associate Director and Senior Fellow of the Center for Contemplative Mind in Society.

Oren Ergas, School of Education at Hebrew University, recently published the paper “Mindfulness in Education at the intersection of science, religion, and healing” in the Journal of Critical Studies in Education. A downloadable version can be found at https://huji.academia.edu/OrenErgas. The paper reviews how mindfulness has made its way from an ancient Buddhist sutra to Jon Kabat-Zinn’s MBSR, then to scientific research and from there to education. The paper claims that: 1) mindfulness practice’s lending itself to diverse interpretations and implementations manifests Charles Taylor’s “post-secular” age, 2) it is only through the support of “normal” science (in Thomas Kuhn’s terms) that mindfulness will become “normal” education, 3) the incorporation of mindfulness in education based on scientific inquiry captures only the measurable aspects of the educational potential that this practice holds for education. A deeper ethos of “know thyself” (or non-self) is an educational trajectory that lurks behind the evidence-based approach to the incorporation of contemplative practice in education.

Karolyn Kinane, Associate Professor of Medieval and Early Modern Literature at Plymouth State University writes, “The brief article entitled “Contemplative pedagogy, enchantment, and the medieval past” has been published in postmedieval [sic] Forum IV, October 2013. It is available here: http://postmedieval-forum.com/forums/forum-iv-pedagogy/

Kevin Healey, Assistant Professor of Media Studies at University of New Hampshire, writes: “The photo essay series ‘Solitude and Presence,’ published this February at Nomos Journal, is an early foray into what I have called Contemplative Media Studies - that
is, the application of contemplative principles and practices to the critical analysis of media content, technologies, and institutions. In keeping with the spirit of contemplative studies, these essays incorporate first-person reflection (drawing from Buddhist, Christian, and Jewish sources) with scholarly analysis of contemporary digital culture: [http://nomosjournal.org/2014/02/solitude-and-presence/](http://nomosjournal.org/2014/02/solitude-and-presence/)

**Jason Laker**, Professor of Education at San José State University in California, writes: “I would like to bring a new book series I am editing with Palgrave UK to the attention of colleagues who may be interested in developing a book for possible inclusion. The series is entitled, “Palgrave Studies in Global Citizenship Education and Democracy.” Here is a link to the series page: [http://www.palgrave.com/products/SearchResults.aspx?s=GCED&fid=449802](http://www.palgrave.com/products/SearchResults.aspx?s=GCED&fid=449802). Inquiries can be directed to me at jlaker.sjsu@gmail.com.

**DESCRIPTION:** Palgrave Studies in Global Citizenship Education and Democracy Series

Editor: Jason Laker, Professor, San José State University, USA.

This series will engage with the theoretical and practical debates regarding citizenship, human rights education, social inclusion, and individual and group identities as they relate to the role of higher and adult education on an international scale. Books in the series will consider hopeful possibilities for the capacity of higher and adult education to enable citizenship, human rights, democracy and the common good, including emerging research and interesting and effective practices. It will also participate in and stimulate deliberation and debate about the constraints, barriers and sources and forms of resistance to realizing the promise of egalitarian Civil Societies. The series will facilitate continued conversation on policy and politics, curriculum and pedagogy, review and reform, and provide a comparative overview of the different conceptions and approaches to citizenship education and democracy around the world.

**Holly Rogers**, Psychiatrist, Counseling and Psychological Services at Duke University, writes: “A randomized, controlled trial of Koru, the mindfulness program developed at Duke University and specifically designed for young adults, has been accepted for publication by the *Journal of the American College Health Association*. The study showed that students who participated in Koru, a 4 week mindfulness and meditation program, showed significant improvements in sleep and perceived stress, and significant increases in mindfulness and self-compassion. The article abstract and a link to the full text can be found at [http://www.ncbi.nlm.nih.gov/pubmed/24499130](http://www.ncbi.nlm.nih.gov/pubmed/24499130). For more information on Koru go to [www.korumindfulness.org](http://www.korumindfulness.org).

**Jackie Seidel**, Assistant Professor in the Werklund School of Education, University of Calgary, writes, “I have recently co-authored a book with my colleague, Dr. David Jardine. This collection of essays grew out of our work with
pre-service and practicing teachers, exploring three possible interconnected roots of how we might engage teaching and learning more fully in the world: ecological consciousness, hermeneutic philosophy and research, and Buddhist philosophy.”


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**Call for Papers**

We invite authors from any discipline, department, or office in academe to submit original, unpublished writing on any aspect of contemplative practices and perspectives in higher education to *The Journal of Contemplative Inquiry*. Manuscripts must be received by July 1, 2014 to be considered for publication in our second issue. For more information about the submission guidelines and to submit an article, please review our [Information for Authors](#).


**Articles**

- Reason in the Service of the Heart: The Impacts of Contemplative Practices on Critical Thinking
  
  **David Sable**

- A Contemplative Approach to Teaching Observation Skills
  
  **Peter G. Grossenbacher & Alexander J. Rossi**

- Responding to the Challenges of a Contemplative Curriculum
  
  **Charles Burack**

- Contemplating the Effects of Oppression: Integrating Mindfulness into Diversity Classrooms
  
  **Beth Berila**

- Mindfulness & Bodyfulness: A New Paradigm
  
  **Christine Caldwell**

- Secular Ethics, Embodied Cognitive Logics, and Education
  
  **Brendan R. Ozawa-de Silva**

**Reflections**

- A Pedagogical Heartbeat: The Integration of Critical and Contemplative Pedagogies for Transformative Education
  
  **Juan D. Mah y Busch**

- Honor the Negative Space
  
  **Renée A. Hill**

- Meditations on Contemplative Pedagogy as Sanctuary
  
  **Jackie Seidel**
THE UVA CONTemplATIVE SCIENCES CENTER is currently hiring for 2 open positions, and is also searching for internship candidates.

Open positions include:
- Director of Development
- Associate Director of Contemplative Learning
- Front-End Web Developer Intern
- Research Assistant Intern

Please visit the employment website of the UVA Contemplative Sciences Center for information about the positions and how to apply.

Co-sponsored by the Mindfulness in Education Network and ACMHE, the 7th annual Mindfulness as a Foundation for Teaching and Learning Conference brought more than 200 participants to American University in Washington, D.C. from March 14-16. Ohio Congressman Tim Ryan delivered the keynote address. Plenary presenters included Mark Greenberg, Mirabai Bush, and Ali Smith, Atman Smith, and Andres Gonzalez, the founders of the Holistic Life Foundation. In addition, participants experienced a Courage and Renewal retreat day, workshops facilitated by ACHME members such as using technology mindfully by David Levy and contemplative inquiry by Kathryn Byrnes, interest groups including teaching teachers and teaching college students, and a Day of Mindfulness on Sunday. Videos of the keynote and plenary presentations will be available on MiEN’s Website in the next couple of weeks: www.mindfuled.org.

Fiona Campbell, Casual Lecturer/Tutor, Information and Media at the University of Technology, Sydney, Australia, writes: “I would like to share the fruits of my current doctoral research, which uses contemplative practice and experiential drawing to understand the role played by flow and resistance in information processing during creative practice. My research was originally inspired by David Levy’s call for research on the mental conditions that promote creative thought (’No Time to Think: Reflections on information technology and contemplative scholarship,’ Ethics and Information Technology, 2007) but it was Arthur Zajonc’s work on ‘cognitive breathing’ in meditative practice that helped shed light on the subtle interplay between flow and resistance states, as experienced by individuals, as they create. Cognitive flexibility is a core characteristic of creative thinkers: our ability to move between ‘oneness’ states such as flow and such constraints as problem-solving can be enhanced by practicing ‘cognitive breathing.’

I’ve developed a practice-based course from my research called Active Thinking/Contemplative Thought. This course introduces an approach to schooling cognition that works creatively with
binary oppositions, and the contradictions we experience when meeting them, as a first step towards becoming more creative thinkers in learning and everyday life. The course explores eight different but linked polarities such as light/darkness, flow/resistance, introversion/extroversion and becoming/dying, using creative inquiry, meditation, art contemplation and drawing. To see some examples of this work, I have been writing snapshot posts on each week’s theme at my blog, http://mypainted-space.blogspot.com.au/. This course is currently running for teacher trainees in Steiner Education at Sydney Rudolf Steiner College, where I have been a lecturer for many years in visual art and history of consciousness. A professional development intensive on the same theme will take place on March 28/29 for the college staff but with special focus on its application in higher education and scholarship, in order to help our often mature-age students engage with tertiary study. A journal article and weekend retreat are also in the pipeline.”

Rodney Dietert, Professor of Immunotoxicology at Cornell University, writes: “I have three brief announcements concerning ongoing contemplative education activities based at Cornell University. I was recently awarded the first-ever Excellence in Teaching Award for undergraduate/graduate instruction given by the Department of Microbiology and Immunology at Cornell. It was given for my contemplative practices-based instruction in ANSC (BIOMS) 4400 Tools for a Lifelong Career in Research. Link to Cornell University news story: http://www.vet.cornell.edu/news/dietert.cfm

I will present a paper on March 17, 2014 on the development of the scientist-oriented contemplative practices curriculum for the Cornell University course and related workshops at the Clute Institute Academic Conference (Health Sciences division) in San Antonio, TX. The title of the paper is: ‘Contemplative Education and Increased Self-Awareness as Value-Added Tools for Health Scientists and Science Research Students.’

I will present a half-day workshop on March 21, 2014 for NIH trainees at the University of Texas at Austin on ‘Contemplative Practices for Creative Problem Solving.’

Ji Hyang Padma, Consultant, Education as Transformation, writes: “I have just completed a qualitative research project on behalf of Education as Transformation on undergraduate women students’ growth in connection through their participation in a co-curricular multicultural spirituality-and-arts program at Wellesley College. The related article, ‘Writing Our Anthem,’ will be published this autumn. Education as Transformation is a nonprofit organization that explores the role of religion and spirituality in education.

I am completing a narrative study of Buddhist traditional healers which explores the contribution of the healer’s active ontology, view and presence (consciousness) to the client’s experience of healing. Therapists, integrative medicine practitioners and all those in the helping professions will benefit from this study, especially with regard to its exploration of the dynamics that strengthen therapeutic work.”
“The Breath that Holds the Heart”

Aaron J. Godlaski, PhD, Assistant Professor of Behavioral Neuroscience, Centre College

Our breath, our practice, holds the space in which we connect with one another. A current research project conducted by two student members of Centre College’s campus meditation community working in my laboratory is addressing this hypothesis. The ability to hold the inner experiences of others and respond effectively, what can be generally described as empathy or compassion, appears to operate through the same neural circuitry that regulates cardiac arrhythmicity, the central autonomic system and the vagus nerve. In this instance arrhythmicity is a good thing, indicating a healthy and adaptable heart, associated with positive health outcomes. These same connections are engaged when we attentively follow our breath. With practice we still our mind and create (physically) dynamic hearts. We know this tacitly, and we teach this to our students. The exciting possibility from a psychophysioligic perspective is seeing physical evidence that a loving heart does emerge from the stillness of being fully present. I would urge you to bear this in mind next time you are sitting, or walking, or engaging in whatever act of awareness you do. I think metta is not something we cultivate solely through thoughts and feelings of loving-kindness towards others and ourselves, but is grounded as all things, in our very breath. It is our breath that holds our hearts. We look forward to sharing our future findings with you.
The April ACMHE Webinar

The Open Hand: Contemplative Practice in a Course on Arguing as an Art of Peace

Presented by Barry Kroll
Professor of English, Lehigh University

Thursday, April 10, 2014, 4:00-5:00pm EDT
Free and open to all
Learn more and register

Contemplative Retreat for Educators: A Day of Practice

Led by Paul Wapner and Nicole Salimbene
Saturday, May 3, 2014
at Friends Meeting of Washington
2111 Florida Avenue NW, Washington, DC 20008

$95 with lunch or $80 without lunch (please bring your own bagged lunch)
Open to all in Higher Education, Elementary and Secondary Education, and College and Graduate Students.

For more information and to register:
http://www.contemplativemind.org/programs/retreat
Save the Date!

6th Annual ACMHE Conference
October 10-12, 2014
University of Washington, Seattle, WA

The ACMHE has convened conferences annually since 2009. These gatherings explore the many ways that contemplative practices serve teaching, learning and knowing in higher education.

10th Annual Summer Session on Contemplative Pedagogy
August 3-8, 2014
Smith College, Northampton, MA

The Summer Session on Contemplative Pedagogy is an intensive week-long investigation led by pioneers in contemplative education. It prepares higher education professionals with resources to support innovation in curriculum development, course design and the incorporation of contemplative awareness and practice within all aspects of higher education.

We invite educators and professionals from all higher education disciplines and offices (e.g. counseling, student affairs, athletics, administration) to apply.

To Learn More and apply: complete the online form at www.contemplativemind.org/programs/summer.

Applications are due May 14, 2014 and notifications will be sent out by May 23rd.
MINDFUL PRACTICE:
Enhancing Quality of Care, Quality of Caring, and Resilience
May 7-10, 2014

Hosted by: The Center for Experiential Learning, University of Rochester Medical Center

A 4-day, retreat-like workshop designed to improve the quality of care that clinicians provide while improving their own resilience and well-being. The workshop offers an experiential learning environment where participants focus on developing the capacity for Mindful Practice “attention, situational- and self-awareness, teamwork, and self-monitoring” even in stressful and demanding situations.

Designed for medical practitioners (physicians, NPs, PAs) and others involved in medical practice and education, the program combines didactic presentations and experiential exercises using narratives, appreciative inquiry, and contemplative practices such as mindfulness meditation. Session themes include teamwork, difficult conversations with patients/families, uncertainty in medicine, medical education, grief and loss, resilience and compassion.

Course Directors: Ron Epstein MD and Mick Krasner MD
Additional Course Faculty: Fred Marshall MD and Florence Meleo-Meyer MA MS
Sponsored By: The Department of Family Medicine, University of Rochester Medical Center
Location/Accommodations: Chapin Mill Retreat Center, Batavia, NY
For more information and to register, please visit http://www.cvent.com/d/tcqbgb

Save the Date!

2015 Mindfulness in Education Conference
University of Colorado in Denver, June 26 - 28
hosted by the Mindfulness in Education Network

Information will be available soon on www.mindfuled.org
the 3rd Annual SUNY Contemplative Network Gathering
Saturday, May 3rd | 9:00 am – 4:00 pm | SUNY New Paltz | New Paltz, NY | $45

This annual gathering brings together faculty, staff and students who are involved in and interested in the integration of contemplative philosophy and practices in college/university communities.

The keynote address, “From Mindfulness to Insight: Strategies for Using the Contemplative Education Toolkit,” will be delivered by Dr. Peter Grossenbacher, Associate Professor of Contemplative Psychology, Naropa University. Adi Flesher, Director of the Contemplative Teaching & Learning Initiative at the Garrison Institute, will provide closing remarks.

To register, contact Terry Murray at murrayt@newpaltz.edu or (845) 257-2828.

Teachings in Mindful Education
August 14-17, 2014 | Chewonki Foundation | Wiscasset, ME | $750

Teachings in Mindful Education (TIME in Maine) is a four-day, three-night immersion in mindfulness skills, enhanced self-awareness and development of collegial support as pathways to a more balanced and sustainable commitment to working in education. Designed for educators at every level of service from classroom teaching to administration and higher education, this initiative will cultivate valuable collegial relationships and provide time to reflect on and begin to shift the nature of work culture in schools to one that values wellness and renewal.

Click here for more information; click here to register.
Lee Riddell, Director of the SUNY Leadership Institute, State University of New York, announces:

**Engaging Self-Awareness: Contemplative Leadership**

In this workshop, “engaging” is not just the name, it’s also the game. The attendees “invariably expecting a lecture” instead encounter a surprising challenge: to first engage their imagination in interpreting a series of colorful, high-impact photographs; then, engage one another by comparing their interpretations with those of their table mates. The result is an “ice-breaker effect” that both relaxes the participants and engages them in a light-hearted social encounter. In the course of the exercise, occasional prompts from the presenter help them begin to view these interactions as not so different from their own day-to-day leadership challenges, which often involve using the same communication skills to analyze issues and formulate responses within their management teams. It’s all accomplished with a light touch in a non-threatening social atmosphere, to make the point that leadership is not about drudgery but about the creative “and at times joyous” process of bringing people together to make good things happen.

Contact Lee.Riddell@suny.edu to learn more.