



result, many more students and colleagues are aware of contemplative and reflective practices and are more open to applying them toward particular goals and outcomes.

With these developments in mind, the focus of the Fifth Annual ACMHE Conference was an exploration of how contemplative practices and perspectives are currently transforming higher education, and how questions of integrity and diversity arise during this process.

We redesigned the 2013 conference to offer more opportunities for hearing the broad range of voices present in the ACMHE through increasing the number of parallel sessions and presentations; including participant-driven Open Space Sessions on Saturday afternoon; hosting an informal open mic on Saturday evening in lieu of a featured performance; and rethinking the tradition of the opening keynote address. The 2013 conference keynote took the form of a panel discussion, featuring the first ACMHE keynote speaker not exclusively

Integrity of Practice: A Contemplative Vision for Higher Education

*The Fifth Annual ACMHE Conference
November 8-10, 2013
Amherst College, Amherst, MA*

Over the past five years, members of the Association for Contemplative Mind in Higher Education have gathered at annual conferences to explore contemplative approaches in all aspects of post-secondary education and to share their questions and discoveries.

During this time, the application of contemplative approaches in educational contexts has increased considerably, both inside and outside the classroom. Neuroscience research and the increasing use of these practices have been demonstrating their many benefits. As a

2013 Conference Steering Committee

Dorothe Bach, Associate Professor and Associate Director, Teaching Resource Center, University of Virginia

Daniel Barbezat, Professor of Economics, Amherst College

Anne Beffel, Professor of Visual and Performing Arts, Michigan Technological University

Michelle Francl, Professor of Chemistry, Bryn Mawr College

Alfred Kaszniak, Professor of Psychology, Psychiatry, and Neurology, University of Arizona

David Levy, Professor, The Information School, University of Washington

Sharan Strange, Senior Lecturer, English, Spelman College



Friday night's opening Keynote Panel.

a high-ranking administrator or member of teaching faculty. In recognition of the knowledge and experience that each participant brings to the conference, a fourth panelist was randomly selected from the audience, and the panel was followed by a plenary discussion.

This year's conference drew a record number of participants: 193 attendees and speakers from across the U.S. and abroad. During a peer-review process, the conference steering committee selected 61 presentations of various formats (interactive, roundtable, panel, and practice sessions) and 21 posters to be shared during the Poster Session. An additional session was convened on the last day of the conference, and consisted of a panel of students who spoke about their experiences with contemplative pedagogy and practice on their campuses. Morning practice sessions were led by Paula Sager, Co-Founder and President of the Mariposa Center, and Harold Roth, Professor of Religious Studies at Brown University.

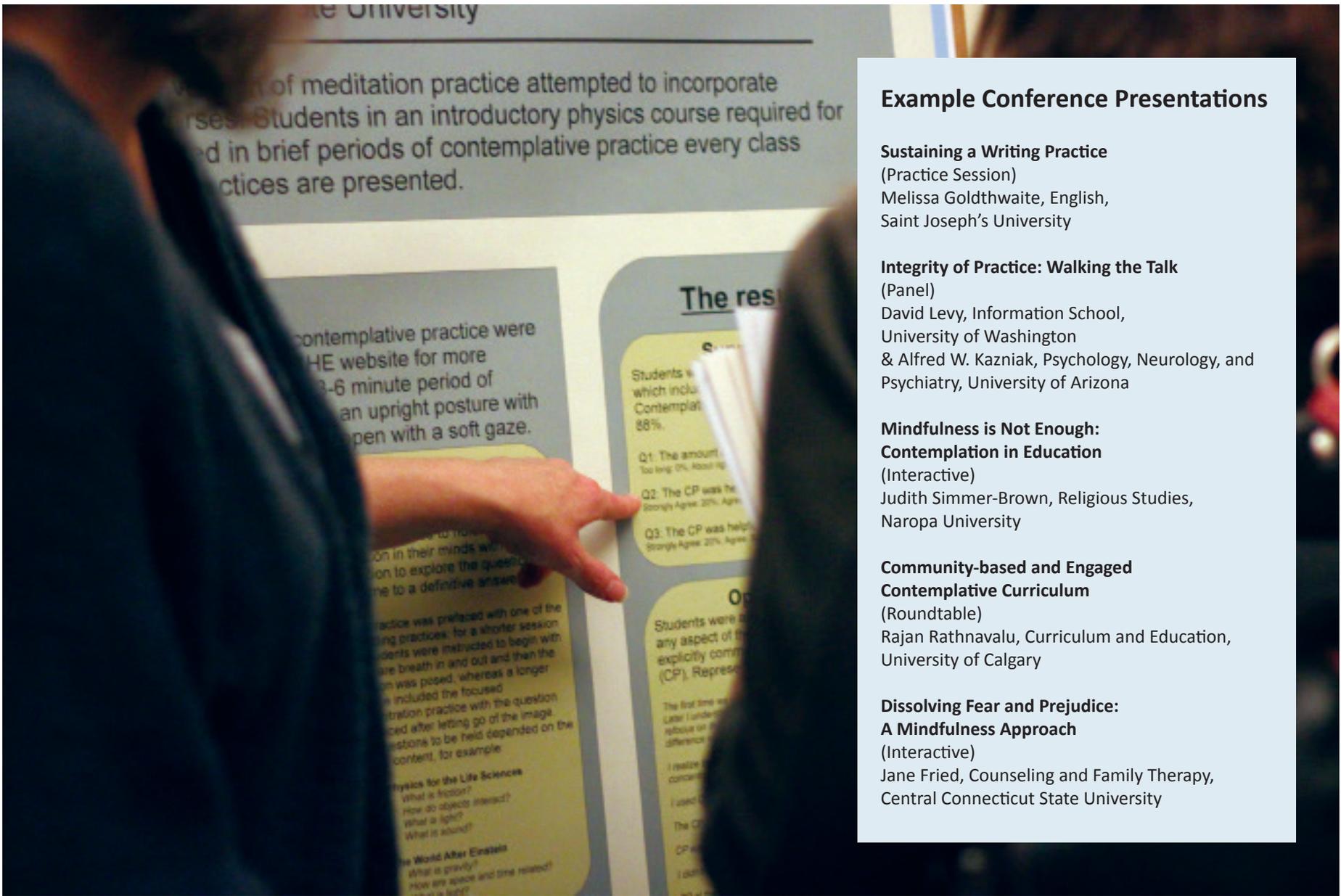
The conference opened with a panel discussion featuring Kim Weiner, Psychologist at the Indiana University of Pennsylvania Counseling Center; Rhonda Magee, Professor of Law at the University of San Francisco; and Daniel Barbezat, Professor of Economics at Amherst College. Richard Brown, Associate Professor and Co-Chair of the Department of Contemplative Education at Naropa University, was randomly selected to speak as the fourth member of the panel.

Panelists initiated a conversation based on the following questions:

- As contemplative practices are being adapted and developed in higher education, how are we considering issues of integrity and tradition?
- How might commitments to inclusion and access be strengthened by a closer examination of the relationships between “integrity” and “diversity”? Might a focus on “integrity of practice” also weaken such commitments? How can our deepening practice help us hold these two possibilities as one?
- How do we bring the benefits of practice to address specific and urgent needs without losing their broader transformative potential?
- Can we viably assess the effects of our efforts without reducing the practices to narrow instruments?

Additional Conference Elements

In order to offer more opportunities for discussion and sharing among members, the conference also featured **Open Space Sessions**. In preparation for these sessions, participants were asked to make suggestions for topics they would be interested in discussing in a group setting. As many topics as possible were placed in rooms, and designated “reporters” from each group shared outcomes at a whole-group gathering in Stirn Auditorium. During the next plenary gathering, one or more participants from each Open Space Session shared discussion topics, questions, and outcomes from their sessions.



Example Conference Presentations

Sustaining a Writing Practice
(Practice Session)
Melissa Goldthwaite, English,
Saint Joseph's University

Integrity of Practice: Walking the Talk
(Panel)
David Levy, Information School,
University of Washington
& Alfred W. Kazniak, Psychology, Neurology, and
Psychiatry, University of Arizona

**Mindfulness is Not Enough:
Contemplation in Education**
(Interactive)
Judith Simmer-Brown, Religious Studies,
Naropa University

**Community-based and Engaged
Contemplative Curriculum**
(Roundtable)
Rajan Rathnavalu, Curriculum and Education,
University of Calgary

**Dissolving Fear and Prejudice:
A Mindfulness Approach**
(Interactive)
Jane Fried, Counseling and Family Therapy,
Central Connecticut State University