Greetings, ACMHE members!

We would like to welcome our new members and thank our continuing members for supporting and participating in this inspiring community.

We look forward to hearing more about the work you are doing to transform teaching, learning, and living on your campuses in 2015.

With all best wishes,

Jennifer Palmer & Carrie Bergman
Program Coordinators
ACMHE/Center for Contemplative Mind in Society

"The **highest education** is that which does not merely give us **information**, but makes our life in **harmony with all existence.**"
- Rabindranath Tagore

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**Upcoming ACMHE/CMind Events and Programs**

**11th Annual Summer Session on Contemplative Pedagogy**
Aug. 2-7, 2015 | Smith College
Accepting applications until April 6.

**Teaching and Learning Center Grant Program**
Accepting proposals until April 24.

**Journal of Contemplative Inquiry**
Submissions for Issue 4 are due July 1.

**6th Annual ACMHE Conference**
Oct. 8-11, 2015 | Howard University
Call for presentations opening this spring!

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**We’re hiring!**

Are you interested in joining the Center for Contemplative Mind in Society team in Northampton, MA?

We’re looking for a skilled Development & Operations Coordinator.
NEWS & PUBLICATIONS

Jamie Aaronson, Director of Outreach at Mindful Schools, announces the Mindful Schools Year-Long Certification program: “The Mindful Schools Year-Long Certification program is an in-depth training for professionals – including faculty in curriculum and education departments or anyone who works with pre-service teachers – interested in integrating mindfulness into their work with children and adolescents. The Certification is lead by a team of trainers with the most collective on-the-ground experience in the mindfulness and education field: Vinny Ferraro, Pam Dunn, Chris McKenna, and Megan Cowan. Our next cohort begins Summer 2015. Join our circle of mindful educators: Together we are the heart of this work.

- Develop or continue to cultivate your own personal mindfulness practice.
- Understand how your personal practice increases dynamism, embodiment, and overall facilitation ability in your work with youth.
- Implement mindfulness practices and techniques in your work with children and adolescents in a variety of contexts.

To learn more and apply, visit MindfulSchools.org/acmhe or contact Christina@MindfulSchools.org.

Brian Baldi, Assistant Director of the Center for Teaching and Faculty Development at the University of Massachusetts Amherst writes, “At the University of Massachusetts Amherst, The Center for Teaching and Faculty Development and Office of Civic Engagement and Service-Learning has built upon its ACMHE Teaching and Learning Center grant by forming a vibrant Contemplative Pedagogy Working Group. Forty-two people have asked to be on our ever-growing mailing list, including faculty across career stages in Mathematics & Statistics; Nursing; Physics; Resource Economics; Teacher Education & Curriculum Studies; Women, Gender, Sexuality Studies; Political Science; as well as a librarian, graduate students, an Associate Dean of Advising, a business school lecturer and director of a local community-based mindfulness organization, and more. Monthly meetings begin with a contemplative practice led by rotating volunteers, followed by a discussion of course materials and/or readings on contemplative pedagogy. At our last meeting, the contemplative practice was led by a dynamic undergraduate student who organizes a regular student/staff/faculty meditation group on campus that meets multiple times per week and welcomes between 30 and 60 students for each meditation session. Another undergraduate presented on his efforts to start a Contemplative Studies Certificate Program on campus, which has resulted in the formation of a separate group dedicated to that specific goal.

At the moment, the Working Group is discussing instructor Nicole Nemec’s section of the freshman honors seminar, Ideas that Change the World. Nemec’s section of the seminar, Our Experiments with Truth, is designed around contemplative pedagogy and focused on self-knowledge and critical inquiry. Students are offered weekly in-class opportunities for guided contemplative practice and keep an out-of-class Contemplative Practice Log. Contemplative practices in the curriculum include reflections on beauty, body scans, visualizations, mindful listening, walking meditation, and gratitude.
We’re also busy collecting contemplative pedagogy resources for eventual inclusion on the CTFD and library websites. Moving forward, we plan to continue sharing course materials and teaching strategies, discussing how contemplative practice can be embedded in course design, and hosting guest speakers.”

**B Grace Bullock** and **Sara Kraemer** are pleased to announce the launch of the International Science and Education Alliance (ISAEA). Grace is the visionary Founding Director and Principal Research & Program Evaluation Consultant at ISAEA. She is an intervention scientist-practitioner, educator, program evaluator, author, public speaker and research consultant with a long history of integrating contemplative philosophy and practice into her research, teaching and clinical work. Dr. Bullock specializes in the development and psychometric validation of innovative, quantitative, qualitative and mixed-methods assessment strategies for clinical, organizational leadership, and educational research from K-12 through higher education. Sara is a senior consultant with ISAEA, and a researcher and evaluator at the Wisconsin Center for Education Research at the University of Wisconsin-Madison. She is Founder of Blueprint for Education, a consultancy whose mission is to advance teaching and learning at every level of the education enterprise using holistic, systems-based strategies. She specializes in bringing intentional, user-driven principles into evaluation, design, and program assessment.

Our expertise in intervention science, program evaluation, and innovative assessment design enables us to support clients who are developing, modifying and testing evidence-based programs. We work collaboratively with clients to develop strategic plans for program evaluation by identifying clear intentions, goals and objectives, determining the collaborative partnerships necessary to deliver these programs, and engaging in high quality research to test outcomes and track fidelity, implementation and im-
We design assessment tools that empower educators, practitioners and systems to be more effective, and work with clients to transform scientific evidence into practice through innovation, adaptation and collaboration. Through the translation of research findings into pragmatic tools, we enable our clients to balance the need for programs that meet their unique requirements with the need for high quality replication and long-term positive impact.

Our services include:
- Readiness Assessment
- Strategic planning
- Research design
- Measurement development
- Program evaluation and reporting
- Scientific and grant writing, editing and consultation
- Training and education

See http://isaea.org:wix.com/isaea or contact Dr. B Grace Bullock at bgracebullock@me.com.

Unplugging the Classroom

Rodney Dietert, Cornell University

One of the potential “missed opportunities” in higher education is the opportunity to provide students with experiences and contemplative-based tools that can: 1) increase their self-awareness, 2) provide them with different vantage points from which to examine course content, 3) facilitate their opportunities for reflection and 4) strengthen resilience. Yet, the trend where students are electronically-wired 24/7 including in the classroom can present a significant challenge for faculty striving to offer students more highly-personalized, introspective, and reflective moments.

On February 26th 4PM-5:15PM, I presented a special, campus-wide experiential event (Unplugging the Classroom) sponsored by the Cornell Center for Teaching Excellence to aid instructors as they seek to reach students at their core and provide a different type of classroom learning experience. Visit: https://events.cornell.edu/event/unplugging_the_classroom

From Jennifer Earls, MIT Global Education and Career Development; Susanna (Zan) Barry, MIT Medical; and Professor Katharina Ribbeck, MIT Department of Biological Engineering:

Hack Your Mind: Unlock Your Potential at the Massachusetts Institute of Technology (MIT)

In fall 2014, MIT piloted an innovative Freshman Advising Seminar called Hack Your Mind: Unlock Your Potential. In the spirit of MIT “hacking” culture (to hack is to understand to improve the functioning of something), the seminar was aimed at enriching students’ inner awareness, interpersonal intelligence, and mindfulness in the classroom and workplace.

Topics included:
- How mindfulness improves focus and learning (with MIT Brain and Cognitive Sciences faculty John Gabrieli, PhD);
- How meditation changes the brain and implications for emotional and cognitive development (with neuroscientist Sara Lazar, PhD from Massachusetts General Hospital);
- Applications of mindfulness in technology work with Google staff; and...
• Weekly practice with guest leaders from the MIT faculty, including History Professor Elizabeth Wood, PhD.

Students’ reflections suggest many positive outcomes:

Overall Greater Awareness:
“Examining the choices that lead or do not lead to good things has made me realize what I should be doing more: living life to the fullest. I’ve never written that a remarkably good event occurred because of distraction, and since that realization, I’ve made an effort to be more mindful.”

Perceived Benefits of Mindfulness:
“The seminar as a whole has really helped me with my transition to MIT. This has been a good constant in my life, especially since so many things about my life changed drastically when I came to college. I never knew about mindfulness practices before taking this seminar, but now I am always thinking about it, and making sure to carve out time for introspection amidst the daily demands of MIT.”

Applying Mindfulness:
“I have started to try the practice of mindful math and mindful coding and I tend to find that mindful coding works extremely well for being able to figure out more about one’s inner environment and also the way that one thinks about things like coding at some meta level.”

Next steps will include embedding the students’ mindfulness hacks (ideas) into student life and making elements of the curriculum more broadly and sustainably available to the MIT community. A more mindful MIT is at the heart of MIT’s mission: “We seek to develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind.”

Bart Everson, Media Artist at the Center for the Advancement of Teaching and Learning at Xavier University of Louisiana writes, “The Center for the Advancement of Teaching has received a grant from the Mellon Foundation that includes support to establish a Contemplative Science Working Group at Xavier University of Louisiana. We’ll be issuing a request for participation to Xavier faculty later this semester.

In the meantime, CAT is sponsoring a weekly meeting for contemplation and conversation in the meditation room of the Saint Katharine Drexel Chapel.

Students, faculty, and staff at Xavier University of Louisiana participate in contemplative movement.
Last semester we co-sponsored a session on t’ai chi chuan with Xavier’s Confucius Institute as part five of our continuing series on ‘Contemplative Practices in Diverse Traditions.’ In January we conducted an intensive half-day seminar for Xavier faculty on ‘Developing a Personal Vision and a Personal Website,’ which combined reflective writing with web-publishing skills.”

In spring 2015, the Politics Department, Office of Community Engagement and Office of Religious and Spiritual Life at Occidental College will offer its first-ever Mindfulness and Social Justice workshop series. The three-session workshop series seeks to engage students and faculty in diverse dialogue and practices to foster deeper understandings of their work in the larger struggle for peace and justice. The workshop series also seeks to address the perception that mindfulness and contemplatives practices are individual practices, and separate from the academic curriculum.

The workshop sessions will take place at Occidental College on February 10, March 3, and April 7, and include facilitated discussion and contemplative practice. Sessions will be co-led each month by Professor Thalia González, Rev. Dr. Susan E. Young, and Assistant Dean Ella Turenne with invited practitioners to lead mindfulness practices for attendees. For more information, please contact: Professor Thalia González, thaliagonzalez@oxy.edu.

Holly Rogers, Psychiatrist, Counseling and Psychological Services at Duke University writes, “The Center for Koru Mindfulness just completed its winter teacher certification training in Durham, NC. Forty individuals from around the country participated in the workshop which is the first phase of the training to become a Koru Mindfulness certified teacher. Most of the teachers-in-training work in higher education settings as professors, counselors, wellness
staff or in other student support roles. However a number of teachers come from non-profit organizations or therapy practices that serve young adults.

The workshop reviews the developmental characteristics of emerging adults, challenges and strategies for teaching mindfulness to this age group, and relevant research on mindfulness and young adults. Participants also learn and have a chance to practice all aspects of the Koru Mindfulness curriculum. Of course, an added perk of the workshop is the time spent learning with and from others who share the goal of bringing mindfulness into their work with the young adults they serve.

Koru Mindfulness is an evidence-based mindfulness training program for college-age adults. You can find more information at [www.KoruMindfulness.org](http://www.KoruMindfulness.org).”

From [Sarah Sherman](#), doctoral student in Interdisciplinary Studies at Columbia University:

The Spirituality Mind Body Institute’s (SMBI) [Summer Intensive](#) at Teachers College, Columbia University is a transformative graduate program committed to unifying spirituality and psychology. Our approach to research, theory, and practice fully integrates modern science and ancient wisdom, creating a program of study first of its kind in the Ivy League.

We invite activists, educators, psychologists, therapists and all adults interested in gaining a deeper understanding of themselves and others. Afterwards graduates are invited to integrate the learning from their experiences both personally and professionally within their communities, with their clients, schools, and organizations.

Through the Spirituality Mind Body Summer Intensive, aspiring thought leaders, mind-body healers, activists, and visionaries are encouraged to develop transformative possibilities for their clients, students, organizations and communities at large. Spiritual-leadership development is fostered through a series of integrated coursework that includes both theory and practice with prominent leaders in the field. Aspiring students pursue coursework and skill development over two consecutive summers and undertake supervised research projects, fieldwork, and distanced learning in their communities of origin throughout the intervening year.

The Spirituality Mind Body Summer Intensive provides a warm, supportive and growth oriented learning environment community created by a cohort of participants as they expand their potential as spiritual mind body practitioners, researchers, and leaders.

Application deadline: April 15
Program dates for all cohorts: June 22 - July 10, 2015.

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[Paul Wapner](#), Professor of Global Environmental Politics, School of International Service, American University, co-edited [Global Environmental Politics: From Person to Planet](#) with Simon Nicholson. The book was published in August 2014 by Paradigm Publishers. More information can be found [here](#).

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[Kim Weiner](#), Associate Professor and Psychologist, Center for Health and Well Being at Indiana University of PA, writes, “We are pleased to announce a two day workshop entitled, ‘The Mindful Campus: Cultivating Awareness and Connection in a Distracted World’ which will be held at Indiana University of Pennsylvania with guest speaker and facilitator Donald McCown. Participants will learn and discuss how mindful practices may be fruitfully integrated into multiple aspects of campus life. The event is co-sponsored by the Mindfulness Living Learning Community, the Center for Teaching Excellence, The Center for Health and Well-Being, and the Student Affairs Division. We are pleased to offer sessions for all university employees in our intention to be inclusive of our entire campus community.”

For more information, please visit: [http://www.iup.edu/newsItem.aspx?id=187660&blogid=8187](http://www.iup.edu/newsItem.aspx?id=187660&blogid=8187)
MEMBER EVENTS

Creating a Mindful Campus 2015: Mindfulness in Action
March 27 – 28, 2015
Sherrill Center, UNC Asheville

Sponsored by UNC Asheville’s Center for Teaching and Learning, Department of Health and Wellness, Office of Academic Affairs, Department of Religious Studies, and the Roy Carroll Professor of Honors Arts & Sciences

How do mindful and contemplative practices cultivate our ability to understand, appreciate, and relate to each other?

Creating close classroom, workplace, and campus community is a goal for many of us in academic life. Many community groups, businesses, non-profits, religious communities, and others have similar goals in their respective contexts.

How might we on our campuses benefit and learn from those in the community whose good work is informed by contemplative practices? What might we who use contemplative practices to foster greater understanding of each other in universities, colleges, secondary and primary schools have to offer the communities in which we are located?

Creating a Mindful Campus: Mindfulness in Action will give us an opportunity to practice together and learn from and with each other as we work to create stronger, healthier communities wherever we live, work, learn, and play.

Learn more about the conference and register here: https://mindfulcampus.wordpress.com/

Koru Mindfulness Teacher Training Workshop
June 3-5
Harvard University, Cambridge, MA

Early registration ends on 04/17/2015
http://korumindfulness.org/

Continuing Education Credits will be provided by the CE department at Harvard.

You must be accepted into the Koru Mindfulness teacher certification program to register for this event. Pre-requisites for the certification program can be viewed here.

About: The Center for Koru Mindfulness trains and certifies individuals to teach the Koru Mindfulness curriculum.

The Koru Mindfulness faculty are the originators of Koru, with years of experience teaching mindfulness and working with young adults.

The Center also provides resources and support for certified Koru teachers, helping them to establish Koru Mindfulness programs for the college students they serve.

Certified Koru Mindfulness teachers are trained to offer all 3 components of the Koru Mindfulness curriculum and have access to all the materials they need to develop, market, and teach Koru Mindfulness.

The Center for
Koru
mindfulness
**Summer Program in Integrative Contemplative Pedagogy**  
*July 12 – 18, 2015*
Sponsored by the Contemplative Studies Initiative of Brown University, Providence, RI

In this program you will be able to observe the summer courses UNIV 0540 “An Introduction to Contemplative Studies,” and UNIV 0090 “Meditation and the Brain.” You will, in addition:

- Participate in workshops in to discuss and apply contemplative pedagogy with our research and teaching team
- Receive practical training in our unique first-person pedagogies
- Learn about faculty’s research into the outcomes of contemplative pedagogy
- Design your own contemplative studies course or incorporate contemplative pedagogy into an existing course
- Receive a selection of relevant published scholarly works on contemplative pedagogy.

REGULAR Tuition for the Program: $600 (stipends for travel and housing-related expenses may become available)  
BROWN/RISD Faculty, Post-Doctoral Fellows, and Graduate Students: $150

ENROLLMENT IS LIMITED to 12 people. Please apply by sending a 250-500-word application, including:

- Name and Address
- Academic Position and Institution
- Description and/or draft syllabus of proposed Course in which you would like to introduce contemplative pedagogy

DEADLINE: May 1, 2015 or until slots are filled

For more information or to apply, email: Contemplative_Studies@brown.edu

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**Contemplative Environmental Studies: Pedagogy for Self and Planet**  
*Sunday, July 26 – Saturday, August 1*  
Lama Foundation, San Cristobal, New Mexico  
Cost: $960

Environmental dilemmas are among the most profound challenges facing humanity. This workshop focuses on how we can best teach college and university students at this historic moment of environmental intensification. Specifically, it explores ways of using contemplative practices—meditation, yoga, journaling, art, nature walks, etc.—to enhance pedagogy and cultivate wellbeing for students, professors, and all who work for a sustainable future.

Part workshop and part retreat, this 6-day summer institute provides an opportunity to step back from our frenetic lives, develop pedagogical tools, and deepen our inner resources as teachers committed to education on a fragile and wild planet.

Faculty: **Paul Wapner** (professor, American University), **Karen Litfin** (professor, University of Washington), Jeff Warren (author and meditation instructor), Lisa Schnall (psychotherapist), Nicole Salimbene (visual artist)

For more information: [http://www.american.edu/sis/gep/Contemplative-Environmental-Studies-Workshop.cfm](http://www.american.edu/sis/gep/Contemplative-Environmental-Studies-Workshop.cfm)

Sponsored by: Association for Contemplative Mind in Higher Education; Global Environmental Politics, American University
INTERACTION

Catherine Gillespie, Associate Dean and Mary Collier Baker Distinguished Professor at Drake University School of Education writes:

"At the 2014 ACMHE annual meeting a small group of higher ed administrators presented an interactive poster. Here’s a sampling of the poster, participation, and an invitation to continue the dialogue. The poster looked like this:

From Surviving to Thriving:
Practicing Mindfulness as Higher Education Leaders
Jane Fried, Joan Gabriele, Catherine Wilson Gillespie, Rob Kramer, Kim Russo
This is an interactive poster session
Come and participate with us!

<table>
<thead>
<tr>
<th>Best/recommended contemplative/mindful personal practices for leaders in higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for maintaining contemplative/mindfulness practice (overcoming barriers)</td>
</tr>
<tr>
<td>Best/recommended contemplative/mindful exercises for leaders in higher education to use with others at work (ex: when leading a meeting)</td>
</tr>
<tr>
<td>Names/affiliations of leaders in higher education who exemplify these best practices (and why you choose him or her)</td>
</tr>
</tbody>
</table>

As participants walked by the poster, we asked for responses to our prompts. Here are some highlights of the results:

1. Best practices for leaders in higher education: walking, breathing, journaling, listening to different kinds of music and noticing the difference, non-judgmental awareness, silence, solitude, ask for and offer forgiveness, cultivate and reward integrity, bicycle riding, mindful listening, quiet – be quiet – like quiet – stop talking so much.

2. Best exercises for leaders to use at work: Ask what role argument can play and what role it should play at this moment, start and end meetings with a short period of silence for meditation, be a model listener, deep listening, smile – genuinely.

We’re so excited by the response to our poster that a small group will continue to explore the topic of mindfulness for leaders in higher education. Are you (or do you know) an administrator in higher education who has been practicing mindfulness at work? Would you (or someone you know) be interested in contributing to and/or editing a book on this topic? If so, please contact catherine.gillespie@drake.edu for more information."
The Association for Contemplative Mind in Higher Education, founded in 2008, connects a network of academic professionals committed to the transformation of education through the recovery and development of contemplative dimensions of teaching, learning, and knowing.

The ACMHE is an initiative of The Center for Contemplative Mind in Society, a 501-c (3) non-profit organization which works to integrate contemplative awareness and contemporary life in order to help create a more just, compassionate, reflective, and sustainable society. Since 1997, the Center for Contemplative Mind in Society has played a leading role in fostering the inclusion of contemplative practice and inquiry in colleges and universities.