Hello, ACMHE members!

To our new members, welcome! To our continuing members, thank you so much for all you do to make the ACMHE a vibrant home for contemplative teaching, scholarship, and practice.

As we write this, it is the autumn equinox here in the northern hemisphere; the fall semester is underway, full of promise. This issue of the ACMHE newsletter is full of examples of the work you and your fellow members are undertaking on your campuses and in your communities. We hope it inspires you as much as it does us.

With all best wishes,

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

Register now -- don’t miss your 2015 ACMHE Conference!

Building Just Communities:
The 7th Annual ACMHE Conference

Oct. 8-11, 2015
Howard University, Washington, DC
www.acmheconference.org

Names of ACMHE members appear in bold type.
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TAKE THE 2015 ACMHE MEMBER SURVEY

Tell us how we can serve you better!
https://www.surveymonkey.com/r/acmhe2015

MEMBERSHIP REFERRAL REWARDS

For every three new members you introduce to the ACMHE, we will thank you with a free year’s membership! Encourage your friends and colleagues to list you as their referrer when joining.

GIVE THE GIFT OF CONNECTION

Contact Tom Doherty at tom@contemplativemind.org to gift an ACMHE membership to a student, colleague, or friend.

NEW! INSTITUTIONAL MEMBERSHIPS

Contact Tom Doherty at tom@contemplativemind.org for more information on becoming an institutional member of the ACMHE.
CALL FOR
BOOK CHAPTER PROPOSALS

Drs. Beth Dorman, Kathryn Byrnes, and Jane Dalton seek chapter submissions for their new book,

Contemplative Approaches in Pre-Service Teacher Education

300-word proposals are due November 1, 2015.

Please consult the website for details:
http://contemplativepractices.weebly.com/

Questions can be directed to:
contechapter@gmail.com

This book serves to deepen understanding among educators about a variety of contemplative approaches for preparing pre-service educators, including but not limited to mindfulness, deep reflection, journaling, ritual, writing, and the arts. Pre-service teacher education dedicates significant time to build capacities learned from external authorities; however, teaching demands that we engage all dimensions of human awareness and action. Offering complementary contemplative approaches in pre-service teacher education engages the whole human being in the professional preparation of an educator. Contemplative practice is multi-dimensional, builds intrapersonal as well as interpersonal skills and awareness, and brings together multiple modalities of knowing: cognitive, emotional, and moral. We are looking for portraits of practice examining the successes and challenges teacher educators face integrating a contemplative approach in pre-service teacher education. We also seek to investigate data sources and methods of inquiry demonstrating evidence of the influence of this approach on learning and teaching. We anticipate a range of chapter lengths.
PROGRAM & INITIATIVE UPDATES

Celebrating the first year of the Contemplative Pedagogy Network in the UK

Caroline Barratt  
University of Essex  
barract@essex.ac.uk

The Contemplative Pedagogy Network was established in September 2014 following a small meeting of higher and further education professionals in London. I organised the meeting having been inspired by the ACMHE summer workshop at the Omega Institute, New York. My time at the Omega Institute reinforced my interest in contemplative practice and my commitment to providing a more integrative educational experience that hon-oured and nurtured students. To return to the UK, and on a sunny day in London find a group of people with a similar outlook was hugely exciting as well as challenging – now we had to do something!

The Contemplative Pedagogy Network is that ‘something.’ We have a blog and mailing list and we have organised two events this year, a one day event ‘Contemplative Pedagogy Symposium: inspire, inform, connect’, and a weekend workshop ‘Contemplation in the classroom. An exploration of contemplative pedagogy in higher & further education’. Both events were held at Emerson College in Sussex, which has a retreat like feel and lots of outside space to enjoy. Each event featured a series of interactive sessions in which the facilitators shared their experience and knowledge of a particular area or teaching method as well as very creative and fun sessions of clowning and storytelling.

Although relatively small events they have helped build strong connections between likeminded people. I have learnt so much from the ACMHE mailing list but it has been really beneficial to have a community closer to home. We have one event in the planning stages for Spring 2016 and I hope that the mailing list and blog will continue to grow and be a source support for all those who utilise them. I would sincerely like to thank every-one who has contributed to the early development of the network and ACMHE members for their encouragement and support.
Appalachian’s Still Point receives official university recognition

Linda Coutant
Educational Leadership,
Appalachian State University

Appalachian State University’s Still Point group, a collaborative for contemplative inquiry, received official recognition by the university as a campus-wide faculty/staff organization in Spring 2015. This designation now brings greater exposure and access to contemplative scholarship and inquiry.

The organization formed in 2013 after Dr. Elaine Gray and Dr. Jena Leake attended the 9th Annual Summer Session on Contemplative Pedagogy. After returning to campus, they began work with faculty/staff interested in cultivating a spirit of mindfulness on campus while exploring ways of integrating contemplative practices into their personal/professional lives. Within three months, over 100 faculty/staff representing multiple disciplines were connected with Still Point.

Interest in contemplative inquiry continues to grow across campus. Staff member Linda Coutant, who serves on the Still Point leadership team, is working on her doctorate with a focus on leadership aspects of contemplative education. She attended the 11th Annual Summer Session and is pursuing certification as a Koru Mindfulness teacher. Dr. Gray and Dr. Karen Caldwell presented research at the 2013 CMind conference at Amherst. The University Library is sponsoring a lecture and campus visit this fall with David Levy to explore his work on mindfulness and technology.

Still Point has sponsored:

- ongoing contemplative practice sessions for faculty/staff with weekly “15 Mindful Minutes” sessions;
- a Fall 2014 book group on *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* that coincided with a visit by co-author Daniel Barbezat, funded by a CMind Teaching and Learning Center grant;
- a Spring 2015 book group on *Buddha’s Brain: The Practical Neuroscience of Happiness, Love and Wisdom*;
- contemplative “Tea and Be” events welcoming faculty/staff back to campus each semester;
- two meditation gatherings co-sponsored with the university’s Wellness Center and student meditation groups.

Learn more at [stillpoint.appstate.edu](http://stillpoint.appstate.edu).
Xavier University of Louisiana founds Contemplative Inquiry Team

Bart Everson
Media Artist at the Center for the Advancement of Teaching, Xavier University of Louisiana

We recently hosted a talk by Richard Collins, author of No Fear Zen, who spoke on the complexities of assessing contemplative practice and ‘The Goal of No Goal.’ Looking forward, we are pleased to announce the formation of our Xavier Contemplative Inquiry Team. This is a participant-driven development program, largely aimed at faculty, which will be active over the course of the next three academic years. We have eight faculty and two staff members who will be investigating means to establish or deepen their personal practice, implement contemplative pedagogy, and/or further their research in this area. We are also continuing our weekly interfaith meditation series in the Saint Katharine Drexel Chapel, with a new format which will allow participants the option for a longer silent meditation.

Centre College Contemplative Studies Initiative hosts regional workshop

Aaron Godlaski
Assistant Professor of Psychology
Centre College

In June, the Centre College Contemplative Studies Initiative hosted the first contemplative pedagogy workshop in central Kentucky. Thirty-two participants from twelve institutions from across the southern United States were in attendance for the weekend held at the historic Shaker Village of Pleasant Hill. Those gathered had a chance to share, reflect, and develop intentional teaching practices that ask students to honor their personal educational experience as much as their pursuit of skills and knowledge. Our goal was to connect with other ACMHE members from Southern colleges and universities along with other faculty in the area interested in exploring contemplative pedagogy.

Attendees brought perspectives from a variety of academic disciplines, and included both long-time and new practitioners, making for a great weekend of discussion, reflection, and practice. The workshop was organized by Aaron Godlaski, Kaelyn Wiles, Kyle Anderson, and Eva Cadavid (all of Centre College), and included guest leaders Meghan Slining and Min-Ken Liao (both of Furman University), Veta Goler (Spelman College), and Mark Muesse (Rhodes College).
Improvisation Design, Education, and Action at ASU

Robert Kaplan
Professor, Herberger Institute of Design and the Arts
Arizona State University

For the past year, faculty members from several disciplines in the Herberger Institute of Design and the Arts at Arizona State University have been meeting as IDEA—Impulse Initiative (Improvisation Design, Education, and Action). United by their experience, study, and passion for improvisation, IDEA is developing several programs and initiatives organized around the study and practice of improvisation across the university. This year we are inviting faculty colleagues from across ASU to join us for series of OPEN FOCUS GROUP SESSIONS. These sessions are structured explorations and discussions of creativity and mindfulness, designed to contribute to the well-being of the faculty and university community. The goal is faculty enrichment—to give participants an opportunity to explore and play with ideas and frameworks with colleagues through varied modes of dialogue, different ways of knowing, exploring contemplation through improvisation, providing meaningful and important integrative creative experiences that help deepen connections beyond immediate context. For more information, contact Robert.Kaplan@asu.edu.

Mindfulness and Contemplative Inquiry Center to open at Miami University

Suzanne Klatt
Family Studies and Social Work
Miami University

Miami University in Oxford, Ohio is opening a Mindfulness and Contemplative Inquiry Center. This project began around 2011 when faculty and staff participated in a semester long faculty learning community focused on mindfulness. During the 2014/15 academic year, two year-long faculty learning communities, “Contemplative Pedagogy and Mindfulness Practices,” have convened to explore theory and practice. In addition, several mindfulness practice groups have been made available to faculty, staff and students as well as the local community. Currently, a core group of committed faculty and staff, under the leadership of the Center’s director, Suzanne Klatt, are developing their strategic plan and setting up advisories.
MA Degree in Education; Holistic and Integrative Education or Certificate in Holistic and Integrative Education at California State University, San Bernardino

Dr. Bob London
Professor of Education
California State University, San Bernardino

Please forward this information to potential students interested in contemplative approaches to education:

The MA in Education, Holistic and Integrative Education Option is an innovative program for creative educators interested in entering a dialogue with a cohort of master’s students and professors to explore how to develop and implement innovative and meaningful learning opportunities.

Characteristics of the program include:

• Designed for teachers looking for a non-traditional format emphasizing educational innovation. Open to all educators.
• Emphasis on contemplative approaches to education including a two-year curriculum exploring nourishing the inner life of the educator and students.
• Quality: Effective program for over 15 years. Recognized as effective and transformative by our students (e.g., exit evaluation) and internationally (e.g., recognized as one of three outstanding programs in transformative education in higher education by research published in the *Journal of Transformative Education*).
• Six courses are specifically designed for the program and are taken as a cohort over a two-year period.
• Effective pedagogy: A focus on helping each student develop a holistic and transformative vision of education and clarifying how to implement that vision in their present or future professional context; a focus on collaboration; and establishment of a supportive learning environment.
• Meaningful: Accommodates individual interests and emphasizes applying concepts in your present or future professional context.

Further information is available at: [http://www.csusb.edu/coe/programs/holistic_integ_ed/index.htm](http://www.csusb.edu/coe/programs/holistic_integ_ed/index.htm) including an edited version of a published chapter on the transformative aspects of the program primarily based on student comments.

ADMISSION PROCESS: You complete a CSUSB graduate admissions online application ([www.csumentor.edu](http://www.csumentor.edu)) indicating that you are interested in the MA program in Education, Holistic and Integrative Education.

We are currently admitting students for the fall quarter of 2016 (you can enroll in MA core courses in winter or spring quarter 2016).

FOR FURTHER INFORMATION PLEASE CONTACT: Dr. Bob London, Program Coordinator: rlondon@csusb.edu.
Conservation, Culture, and Connection: the Foundation for Contemplation of Nature

Ajay Rastogi
Foundation for Contemplation of Nature (FCN)

The Foundation for Contemplation of Nature (FCN), based in the Indian Himalayas, has particular focus on Conservation, Sustainable Landscapes and Cultural Richness. Several efforts are being pursued. The Certificate Course offered for in-service officers by the Wildlife Institute of India included a module on ‘Connectedness to Nature and Ecological Consciousness’ for the first time in its 20 years of history. Guided by a module designed together with Dr. Martina Hoft, the training took place for the marine and coastal protected areas managers. The practice sessions included mindful walking on the beach, contemplating the waves besides several discussion events to bring in theoretical aspects of contemplation and nature connectedness.

A session on Contemplation of Nature was offered at the Forestry Institute in Bumthang, Bhutan as a part of the biannual conference of the International Society of Ethnobiology. It was indeed interesting to have several Bhutanese participants actively contributing to the discussion based on their idea of promoting the ‘Gross Happiness Index’ concept in the country.

FCN has been pursuing the ‘Nature and Culture’ connect in the residential programme. This year a new programme; Himalaya Culture Expedition was hosted for 11 participants from USA. A mixed group of men and women with age ranging from 21-55, spent a week living with the local farming community. Combining self learning with inputs on scientific aspects of indigenous knowledge and practices; they learnt slow mindful ways of sustainable living and contemplative practices of being connected to the earth.

A workshop on Contemplation of Nature was offered to the staff of the FAO (Food and Agriculture Organisation) at their headquarters in Rome. Half an hour of practice in front of a pile of leaves on the desks brought the truths about subtle calmness to the fore. Sensitivity to ‘heal the earth’ and cultivating empathy for the poor are of utmost importance to the United Nations Organisations that influence national policies and development frameworks in a major way across the globe.

For more information on activities and events, please log on to www.foundnature.org or write to ajayras@gmail.org.
Buddhist Chaplains Ordained as Lay Ministers by ICCBCE

Monica Sanford
Campus Chaplain
University of the West

On August 8th, 2015, ten students and alumni of University of the West and three students of Claremont School of Theology were ordained for the first time as Buddhist Lay Ministers by the International Center of Chinese Buddhist Culture and Education in Monterey Park, California. Ordination allows these chaplains, representing several Buddhist traditions, to receive support necessary to continue their work in hospitals, universities, hospices, prisons, and other locations throughout the Los Angeles area and beyond. It smooths the path to becoming a Board Certified Chaplain and provides ongoing training opportunities in mindfulness, meditation, chanting, ritual, and spiritual care organized by the ICCBCE and its inter-denominational partners. Seven men and six women were ordained in 2015. The ICCBCE intends to continue to ordain Buddhist lay ministers each year. Candidates for ordination may come from any Buddhist tradition provided they meet training and education criteria. For more information, contact Venerable Guan Zhen, secretary of the ICCBCE, at zhenguanxu@yahoo.com.

ACMHE MEMBER NEWS & PUBLICATIONS

In January 2015, John Baugher left his position as Associate Director of Contemplative Learning at University of Virginia to serve as Director of Research at the Maine Hospice Council & End-of-Life Care. At the October 2015 ACMHE conference, John will present a session (“Researching Suffering Contemplatively”) on his interviews with inmate volunteers in the hospice program at the Maine State Prison in Warren, ME. In August 2015, John took a position as Visiting Associate Professor in the Department of Sociology and Anthropology at Goucher College. John serves on the Steering Committee for the “Mindfulness Theme Semester” scheduled for Spring 2016 at Goucher. In that capacity, John will collaborate with colleagues in organizing and facilitating faculty development initiatives around contemplative pedagogy with an eye towards building bridges between those engaged in mindfulness and other contemplative practices and the scholarship of teaching and learning (SoTL) more widely.

John’s recent publications include “Pathways through Grief to Hospice Volunteering” [Qualitative Sociology 38(3): 305-326, DOI: 10.1007/s11133-015-9307-2], based on research funded by the National Endowment for the Humanities (grant #FT-59796-12). Drawing on original interviews with 46 volunteers in the United States and
Germany, the research shows that grieving can be experienced as more than loss, not just as a burden to be gotten over, but as a gift that can invite wisdom, new ways of seeing, and new capacities for being with suffering. John has also continued his work on the contemplative dimension of leadership resulting in “Cultivating the Capacity to Suffer” (co-authored with Eliane Ubalijoro of McGill University), a chapter in a forthcoming ebook on leadership on Routledge.com. He is also a co-editor of the forthcoming Leadership for a Healthy World: Creative Social Change (UK: Emerald Publishers, 2016), a volume in the International Leadership Association's Building Leadership Bridges series. John's work in the fall 2015 will also include writing a white paper for ACMHE assessing the impact of the 2013-2015 Center for Teaching and Learning grants funded by the 1440 Foundation.

Beth Berila, Ph.D. has just published her book, Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education (Routledge, September 2015). Drawing from mindfulness education and social justice teaching, this book explores an anti-oppressive pedagogy for university and college classrooms. Authentic classroom discussions about oppression and diversity can be difficult; a mindful approach allows students to explore their experiences with compassion and to engage in critical inquiry to confront their deeply held beliefs and value systems. This engaging book is full of practical tips for deepening learning, addressing challenging situations, and providing mindfulness practices in anti-oppression classrooms. Integrating Mindfulness into Anti-Oppression Pedagogy is for all higher education professionals interested in pedagogy that empowers and engages students in the complex unlearning of oppression. [https://www.routledge.com/products/9781138854567](https://www.routledge.com/products/9781138854567)

Beth Berila has also created a website resource of contemplative pedagogical practices that can be used in social justice classrooms. While the site is not intended to be comprehensive, it is intended to be a resource to inspire those of us doing this work and to expose people new to the combination of social justice and contemplative pedagogy. Check out the website here: [http://www.contemplativepracticesforantioppressionpedagogy.com](http://www.contemplativepracticesforantioppressionpedagogy.com)

Beth will still be accepting submissions for a little while. If interested, see the submission guidelines on the website.

Sangeeta Laura Biagi, Visiting Assistant Professor of Italian at Vassar College, writes: “As a college professor, yoga teacher, one of Italy’s official tour guides, and passionate world traveler, I have been designing and leading contemplative tours in Italy and the United States since 2004. In October 2014, while teaching as a Visiting Professor at Vassar College, I organized my first “contemplative journey” in partnership with the Vassar Travel Program and Pravassa Wellness Travel. The tour was called “Inner and Outer Landscapes in the Land of Enchantment” and its destinations were Santa Fe and Taos, New Mexico. I lived in Taos in 2013 and 2014 as a Fellow at the Helene Wurlitzer Foundation of Taos, and also as a student at the Earthship Academy, a sustainable commu-
nity on the Taos mesa. It was wonderful to be able to share my love for this land, her people and her traditions with other travellers. We had seven travellers on this 5-day tour: five Vassar College alumnae and two Smith College alumnae. We started every day with yoga and then continued on to our various locations including the Georgia O’Keeffe museum in Santa Fe, the Chimayo Sanctuary in Chimayo, the Taos Pueblo in Taos, and the wonderful hot springs at Ojo Caliente. I interspersed various contemplative practices—such as watching the breath, deep listening, chanting, drumming, journaling, circle sharing—throughout our itinerary to support the awareness of the interconnectedness of inner and outer journeys.

My next contemplative journey will be in March of 2016, again in collaboration with the Vassar Travel Program and Pravassa Wellness Travel. This time the destination will be my Italian homeland in Tuscany, and the theme will be “The Art of Contemplation and the Contemplation of Art.” We will visit Florence, Siena and the Chianti region. Would you like to join us?”

Watch the video:
https://www.youtube.com/watch?v=0Dp6gpF35o8
For more information:
http://www.sangeetayoga.org/contemplative-travel/

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**Kathy Bishop** (Health Sciences, Kaplan University) writes: “I write workbooks for the Southern Palm Zen Group prison ministry. Our ministry includes over 400 men sitting in the prisons in Florida. This is my sixth workbook. I take the traditional teachings of Buddhism and hopefully make them accessible to our members. I began writing on the *Faith in Mind* sutra (poem) that was written in the 6th Century by Seng’tsan (Sosan, Zen) because I thought it too would be a great way to help the men “behind the fence” learn about the beliefs and tenants of Buddhism. The sutra is vast and the version that I used contains over 1,000 words!

If you have an interest in Zen Buddhism I hope you will take a look at it. If you think it is of value to your students, family members, or friends I hope you will share it with them as well. All of my workbooks are on [Academia.edu](http://www.academia.edu) free for the taking. They are geared toward the novice, but I hope they are informative and enjoyable enough for the expert.”
Elizabeth Hope Dorman, Assistant Professor of Teacher Education at Fort Lewis College in Durango, Colorado, recently published her article, “Building Teachers’ Social-Emotional Competence through Mindfulness Practices,” in the national peer-reviewed journal *Curriculum and Teaching Dialogue*, Volume 17. Recent research suggests that building teachers’ social-emotional competence, including via mindfulness training, can improve teachers’ overall effectiveness and well-being, help equip them with the tools needed to respond to the unique stressors of the teaching profession, and potentially reduce burnout and attrition. This article reports on a longitudinal action research study of integrating mindfulness practices into my teacher education courses. I discuss how the process evolved over time and present key themes in student perceptions of the practice.

This study has implications for any practitioners interested in mindfulness incorporated into education settings. [Click here for journal access.](#)

Oren Ergas of the Hebrew University wishes to share the following two items:

1. In the last AERA (American Educational Research Association) conference held in April, Oren organized the symposium, “The politics of wisdom vs. the politics of knowledge: Examining a contemplative turn in the curriculum.” A number of scholars in the field of philosophy of education and curriculum studies participated and Daniel Barbezat (Economics, Amherst College) honored us as our inspiring discussant. It is important to note that such a title would normally stand better chances if submitted to smaller special interest groups such as “spirituality in education” or “holistic education.” I insisted on submitting this to the curriculum division for two reasons:

   a. I wanted to see if the contemplative turn is substantial enough so as to compete with mainstream submissions.
   b. I personally do not see contemplative education as a distinct discourse but rather as a curricular-pedagogical approach that can be implemented within any robust educational conception. Locating it within specified domains narrows its potential appeal and diversity (more on this approach in a recent publication of mine).

The quality of the papers included in the symposium clearly helped, and it is noteworthy to mention that the symposium was scheduled for the penultimate slot of a 5 day conference. Nevertheless, there may be reason to believe that this discourse is becoming more widely acknowledged.

2. Also, another recent chapter of mine published: “The post-secular rhetoric of contemplative practice in the curriculum” in the book *New Sociological Foundations for Education* edited by Philip Wexler and Yotam Hotam (Can be read at [http://huji.academia.edu/OrenErgas](http://huji.academia.edu/OrenErgas)). The chapter describes the current challenges involved in incorporating contemplative practices in the curriculum across educational settings. Two rhetorical paths are depicted to meet these challenges:

   a. **Contemplative practice in education** - creating change from within the current “paradigm of education.”
   b. **Contemplative practice as education** – creating educational change by challenging the hegemonic “paradigm of education” itself.
Dr. Maureen P. Hall, Associate Professor of Education at the University of Massachusetts Dartmouth, reports on recent international activities including a keynote address in India, involvement with Mind and Life Europe, a new publication on contemplative practice, and an upcoming conference she is chairing in 2016 in Dartmouth, Massachusetts.

In March 2015, she was the keynote speaker at the National Holistic Literacy Conference, located in Haridwar, Uttarakhand, India at Dev Sanskriti University (dsvv.org). At this conference, she was honored for her 5th anniversary of Fulbright work in India. In 2014, she was awarded visiting professor status at Dev Sanskrit University.

Over August 28 - September 3, 2015, Maureen Hall was a part of the Mind and Life Europe Summer Research Institute as a Senior Investigator. This Summer Research Institute is held in Germany on Lake Chiemsee in the Bavarian Alps. Over 120 neuroscientists and contemplative practitioners were selected for this Institute. In 2014, she was also awarded a place at the inaugural Mind and Life Europe Summer Research Institute.

In 2015, Hall published an article documenting her research on contemplative practices and literacy entitled, “The Power of Deep Reading and Mindful Literacy: An Innovative Approach in Contemporary Education” which appeared in Volume 15, Issue 67 of Innovacion Educativa. Hall is the lead author, along with co-authors Dr. Libby Jones from Berea College and Drs. O’Hare and Santavicca from UMass Dartmouth.

In June 2015, Hall was elected as the conference chair for the Assembly for Expanded Perspectives on Learning (AEPL) 2016 conference. AEPL (http://www.iup.edu/page.aspx?id=175717) is an official assembly of the National Council of Teachers of English (NCTE). The topic of this interdisciplinary conference is “Deep Reading: Reinventing Imagination through Imagination” and will be held in Dartmouth, Massachusetts on June 23, 24, and 25, 2016. The call for proposals will be available in September 2015 and includes the areas of holistic education, mindfulness, and contemplative education. For more information, email Dr. Hall (mhall@umassd.edu).

Share Your News!

Send your announcements/publications, event listings, and program updates (325 words or less per item) to Carrie Bergman, carrie@contemplativemind.org, by January 1, 2016.

The next newsletter is scheduled for late January 2016.
The Journal of Contemplative Inquiry: Vol. 2, No. 1

The Journal of Contemplative Inquiry (ISSN: 2333-7281) is an online-only, peer-reviewed, scholarly journal for all who design, research, teach, and assess contemplative and introspective methods and practices in college and university settings.

The latest issue of JOCI (vol. 2, no. 1) was published in June. ACMHE members can freely access the journal’s content here (member login required).

Articles

From Being Known in the Classroom to “Moments of Meeting”: What Intersubjectivity offers Contemplative Pedagogy
Dana A. Schneider, Elizabeth King Keenan

Contemplative Approaches to Reading and Writing: Cultivating Choice, Connectedness, and Wholeheartedness in the Critical Humanities
Dorothe J. Bach, John Alexander

Four days of mindfulness meditation training for graduate students: A pilot study examining effects on mindfulness, self-regulation, and executive function
Megan M. Short, Dwight Mazmanian, Lana J. Ozen, Michel Bédard

Reflections

On the Edge of a Bank: Contemplating Other Models by Which to Live
Michelle S. Hite

Holistic Ethnography: Embodiment, Emotion, Contemplation, and Dialogue in Ethnographic Fieldwork
Christine Salkin Davis, Deborah C. Breede

Dancing/Integration: Observations of a Teaching Artist
Jessica Renee Humphrey

CALL FOR PAPERS

The Journal of Contemplative Inquiry accepts manuscripts for review on a rolling basis. Submitted papers will be considered for inclusion in issues published in Summer 2016 and thereafter.

The submission fee is waived for ACMHE members. There are no other fees associated with publication.

For submission guidelines, visit the JOCI website.

Please contact carrie@contemplativemind.org with any questions.
MEMBER EVENTS

Krame Center for Contemplative Studies and Mindful Living at Ramapo College Offers Variety of Programs for Fall 2015

from Carolyn Tucci, Ramapo College

The Krame Center is a distinctive center for learning and research in contemplative and mindfulness practices. The Center offers a variety of programs including an 8-week Mindfulness-Based Stress Reduction course, a free Introduction to Mindfulness, free weekly meditation sessions, Mindful Learning for Educators grades 6-12, Yoga Instruction, Silent Retreats and a speaker series. All events are held at Ramapo College campus in Mahwah, N.J. and all events require registration. Go to www.ramapo.edu/kramecenter/community for details, registration or to join the mailing list.

Fall speakers include:

Dr. Donna Rockwell
“Mindfulness in Everyday Life: The Art and Science of Well-being, Relationship and Presence”
September 24, 2015
Psychologist, researcher, meditation teacher and Huffington Post contributor, Dr. Rockwell will demonstrate mindfulness practices, that when incorporated throughout the day, can foster greater mindfulness, contentment and love in everyday life.

Dani Shapiro
“Meditation and Writing: The Stories We Carry”
October 7, 2015
Bestselling author Dani Shapiro will speak about the relationship between meditation and writing and lead an experiential workshop.

Janice Marturano
“Mindful Leadership”
October 9, 2015
Janice Marturano is Founder and Executive Director of the Institute for Mindful Leadership. This workshop is targeted to business leaders.

Petri Berndtson
“Meditative Practice and the Breath”
October 27, 2015
A philosopher and faculty at Lahti University of Applied Sciences in Finland, Petri Berndtson will speak on the philosophy of meditation, mindfulness and the breath.

Pauline Oliveros
“Deep Listening”
November 5, 2015
Performer, composer, Pauline Oliveros will introduce Deep Listening practice and will engage the audience in her Sonic meditation followed by a concert. Two workshops--the first for healthcare and the second open to the general public.

David Abram
“Sustainability and Mindfulness”
Date TBD
Author, philosopher and cultural ecologist, Dr. Abram is an international lecturer on ecological consciousness. He will be speaking on sustainability and mindfulness.

Follow the Krame Center on Facebook or @kcmindfulness on Twitter and Instagram.
From Ronald Epstein (Director of Family Medicine Research, University of Rochester Medical Center):

Learn more at the URMC website. This event has reached capacity and has a waiting list!

From Lisa Napora of The University at Buffalo:

Mindfulness & Health
A multidisciplinary scholarly conference
March 4, 2016 Æ The University at Buffalo

Featuring
David Vago, Ph.D. (Psychiatry & Neuroscience, Harvard University)
Daniel Barbezat, Ph.D. (Economics, Amherst College)
David Belluck, Esq. (Trustee, State University of New York)

Be there for the first SUNY-funded scholarly conference to foster research and education on mindfulness across the disciplines.
For more information, contact mindful@buffalo.edu.

Sponsored by the SUNY Conversations in the Disciplines Program
With the Western New York Contemplative Faculty/Staff Group, SUNY Contemplative Network, and WNY College Connection
Mindfulness, MOOCs & Money in Higher Education
Contemplative Possibilities and Promise

March 18–21, 2016

How can our institutions of higher education actively contribute to building a more inclusive, just, compassionate, and awakened human society?

Presenters Include:

A collaboration between Naropa University and The Center for Contemplative Mind in Society. Funded in part by a grant from the Frederick P. Lenz Foundation.

Learn more: naropa.edu/mindful-ed
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.