Greetings, ACMHE members!

We'd like to wish a happy New Year to our new and continued members. Thank you for the work that you do to transform education in service of a more just and compassionate society.

Looking through the events coming up this spring and summer, we are in awe. Conferences and workshops focusing on contemplative practices in higher education are happening in so many different places this year.

We are looking forward to a year of change and growth, as an organization and as a movement. With over 800 ACMHE members, we are seeking new ways to support you and to provide relevant resources and programming. There are so many ways that you can be involved in the ACMHE, too (see our list on page 2).

We invite you to connect with us in 2016. Each phone conversation, email, and face-to-face encounter leaves us inspired and encouraged.

With all best wishes,

Jennifer Palmer & Carrie Bergman
Program Manager & Associate Director
ACMHE/Center for Contemplative Mind in Society
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How can I get involved?

1 Find members in your area or discipline.
Search the ACMHE member directory and make some connections! Log in here.

2 Help grow the work that we do.
The programs and resources of the ACMHE and CMind are made possible by community members like you. Click here to make a donation.

3 Submit your syllabi to our archives.
Do you have a syllabus that incorporates contemplative methods? Send it to jennifer@contemplative-mind.org to share it with other members.

4 Host a webinar viewing on your campus.
Our 2016 webinar series will be announced in late February. Sign up for a webinar and broadcast it for your class or faculty/staff group.
CALL FOR PAPERS

The Journal of Contemplative Inquiry

*The Journal of Contemplative Inquiry* (ISSN: 2333-7281) is a peer-reviewed journal which advances the understanding, development, and application of contemplative and introspective methods in order to serve a vision of higher education as an opportunity for cultivating personal and social awareness and an exploration of meaning, values, and engaged action. The development of critical first-person perspectives and alternative ways of knowing allows everyone in higher education to examine their own experience in relationship to the material they study, transforming their understanding of how their work, study, and actions affect the wider world.

JOCI is published by the Center for Contemplative Mind in Society. Members of the Association for Contemplative Mind in Higher Education have free access to the journal's contents through the ACMHE member portal.

**JOCI always welcomes submissions; there is no submission deadline for our general issues.**

We invite authors from any discipline, department, or office in academe whose work concerns our mission to submit original writing on all aspects of contemplative practices and perspectives in higher education: methods that emphasize awareness, experience, inquiry, and/or transformation.

*For submission guidelines, please visit the JOCI website.*

We anticipate publishing our next general issue in Fall 2016. Submissions will be considered for publication in this and subsequent issues.

A special issue on Contemplative Practices Across the Disciplines will be published in Spring 2016. (We are not accepting submissions for the Spring 2016 issue.)

Contact: carrie@contemplativemind.org
The Arrow: A Journal of Wakeful Society, Culture & Politics

The Arrow explores the relationship between contemplative practice, politics, and activism. It investigates topics in politics, economics, ecology, conflict transformation, and the social sciences. Providing a much needed space for probing the meeting point of contemplative wisdom and pressing social issues in these areas, The Arrow is a venue for ACMHE members to publish reflective essays and scholarly articles. Visit their website at www.arrow-journal.org.

The Arrow has a call for papers for two upcoming issues:

**Contemplative Empowerment and Social Change**
January 2017 Peer-reviewed Issue
Please submit abstracts for review by March 1, 2016, and manuscripts by May 31, 2016.
Contact: gabe@arrow-journal.org

**Teaching Contemplative Environments**
Fall 2016 Special Issue
Please submit abstracts for review by March 1, 2016 and completed drafts by June 15, 2016.
Contact: rdemotts@pugetsound.edu

Submitted by ACMHE Member Gabriel Dayley, Editor of the Arrow.
Dr. Beth Berila and Dr. Jason Laker presented an interactive session entitled, “Mindfully Responding to Dissonance: Teaching Students How to Sit with the Discomfort of Unlearning Oppression,” at the annual National Women’s Studies Association Conference held in Milwaukee, WI, November 12-15, 2015. Well over 40 people attended.

Oren Ergas of Beit-Berl Academic College Israel and MUDA Institute at IDC has published: “Educating the wandering mind: Pedagogical mechanisms of mindfulness for a curricular blind spot” in the Journal of Transformative Education. This paper and others can be read in this link http://huji.academia.edu/OrenErgas. He writes, “In this paper I build on recent neuroscientific findings that point to mind wandering as a pervasive phenomena. I suggest that this tendency of the mind to think of things that are not happening around us, ought to be considered an integral part of our understanding of the ‘curriculum.’ We tend to think of students’ presence in school based on witnessing their bodies there, yet their minds may be miles away. My argument is that if math/history/literature...-content is presented to the student yet the mind is wandering, this is not merely an “attentional lapse” it is actually an alternative lesson presented by the mind and to the mind. Studies show that mind-wandering affects us mostly (but not only) for the worst. I thus analyze this phenomenon as a two-layered habit (process and content) based on Dewey. I then describe how mindfulness can be understood as a pedagogy that educates the wandering mind in discernment.

Also, on November 4th as part of my work for MUDA Institute for mindfulness in society at IDC, Herzliya, I organized a conference ‘Mindfulness in education vs. mindfulness as education.’ Professor Mark Greenberg was our keynote speaker sharing his wisdom and research on SEL and mindfulness. Throughout this day neuroscientists, psychologists and curriculum theorists discussed the diverse aims that mindfulness might serve in educational discourse. These seem to run over a spectrum between instrumental and non-instrumental educational aims - a subject I wrote about in a chapter for the book The New Social Foundations for Education edited by Philip Wexler & Yotam Hotam. This chapter can be read in the link above.”
Undergraduates Get a Taste of Mindfulness & More
By John Freese, MDiv., Adjunct Professor for General Education

I taught CONT101 Introduction to Contemplative Practice at University of the West (Rosemead, CA) for the first time this past fall semester to undergraduate students. Although UWest is a Buddhist-founded school, this was the first time the school offered a three-unit undergraduate course in contemplation, which is applicable to various B.A. degrees. At the end of the course, students reported feeling calmer, more in touch with themselves, less reactive with negative emotions, more patient, able to focus more on their work, and emotionally lighter in general. The class was divided into two sections to give students a chance to study and practice Buddhist-based mindfulness and Christian-based centering prayer, amongst other practices. Non-Buddhist and non-Christian students were allowed to modify practice methods to accommodate their religious identities.

The first half of the semester was focused on mindfulness practice. The students did awareness of breathing, walking meditation, and body-scan meditation while laying down. The books were *Mindfulness in Plain English* by Bhante Gunaratana and *Peace is Every Step* by Thich Nhat Hanh. I supplemented the reading material with small lectures that gave the wider Buddhist context for mindfulness practice. This included a discussion on ethics.

During the second half of the semester, we shifted over to centering prayer and mantra practice using Father Thomas Keating’s *Open Mind, Open Heart* as our main reference point. I invited the students to either do the practice of centering prayer as recommended by Keating or to pick a word—sacred or not sacred—to repeat silently and coordinate it with their breathing. I supplemented the reading from Keating’s book with some lectures about transpersonal psychology and perennial philosophy as a way to contextualize Keating’s Catholic worldview in a broader context.

The class met twice a week for one-and-a-half hours each time. Each class started with 30 minutes of meditation, 15 minutes of discussion about their meditation, a brief quiz on the reading, small lecture, and then questions and answers. In addition to the reading quizzes assignments included daily meditation and journaling for homework, a midterm exam on the basic terms of mindfulness practice, and a final project where they made a video showing where they practiced outside of class and a sharing of what their overall experience was of the class.

*If you would like to know more about the structure or outcomes of this class, perhaps to implement something similar at your institution, please contact John Freese at johnfreese72@gmail.com. To discover more about John’s work as a Buddhist prison chaplain and mindfulness teacher, visit www.engagedbuddhistalliance.org.*
David Haskell, author of *The Forest Unseen*, will be one of the plenary speakers at the 30th annual National Conference on Undergraduate Research. He will be speaking on contemplative education to an audience of 4,000 undergraduates, faculty and staff from colleges and universities from around the world. The conference will also include a contemplative track: space and time for participants to engage in a variety of contemplative practices throughout the conference. More information on the conference can be found here: [http://www.cur.org/ncur_2016/](http://www.cur.org/ncur_2016/)

Al Kaszniak, Professor of Psychology at the University of Arizona, has several updates from his institution:

1. The Arizona Board of Regents approved establishment of a UA Center for Compassion Studies ([http://compassioncenter.arizona.edu](http://compassioncenter.arizona.edu)), which is engaged in a number of initiatives, including training programs, and a community lecture series.

2. Through the grant from the Center for Contemplative Mind in Society, we have established a University of Arizona Contemplative Pedagogy Faculty Learning Community ([http://cpflc.arizona.edu](http://cpflc.arizona.edu)). Thus far, over 100 faculty have attended various workshops on incorporating contemplative practices in higher education, and we have organized an April 1-2, 2016 conference ([http://cpflc.arizona.edu/content/southwest-symposium-contemplative-pedagogies](http://cpflc.arizona.edu/content/southwest-symposium-contemplative-pedagogies)).

3. A special section on mindfulness and meditation in the American Psychological Association flagship journal, *American Psychologist*, has been published ([http://psycnet.apa.org/journals/amp/70/7/](http://psycnet.apa.org/journals/amp/70/7/)). Professor Richard Davidson and I authored one of the four papers included in this special section, focusing on conceptual and methodological issues in mindfulness and meditation research.
Mindful Tech: How to Bring Balance to Our Digital Lives was published January 21, 2016 by ACMHE member and CMind board member David Levy, Professor at the information School of the University of Washington.

From Yale University Press:

“From email to smart phones, and from social media to Google searches, digital technologies have transformed the way we learn, entertain ourselves, socialize, and work. Despite their usefulness, these technologies have often led to information overload, stress, and distraction. In recent years many of us have begun to look at the pluses and minuses of our online lives and to ask how we might more skillfully use the tools we’ve developed.

David M. Levy, who has lived his life between the “fast world” of high tech and the “slow world” of contemplation, offers a welcome guide to being more relaxed, attentive, and emotionally balanced, and more effective, while online. In a series of exercises carefully designed to help readers observe and reflect on their own use, Levy has readers watch themselves closely while emailing and while multitasking, and also to experiment with unplugging for a specified period. Never prescriptive, the book opens up new avenues for self-inquiry and will allow readers—in the workplace, in the classroom, and in the privacy of their homes—to make meaningful and powerful changes.”


Here is a brief abstract:
Contemplative pedagogy is necessary in the dance world because it can be a very dangerous place without it. Dance students who aim to sustain the so-called “right” body image too often develop a physical obsession that leads to dangers like bulimia and anorexia. Moreover, the stresses of performing on stage, combined with other pressures of daily life, may overwhelm dancers to the point where they might feel depressed or even suicidal. Thus, it is vital to develop a pedagogy that thinks about not only the physical but also the spiritual well-being of dancers. The application of mindfulness as a pedagogical tool that focuses on physical and spiritual wellness is ideal in this regard.


This text offers innovation and a call to action for educators -- engage fully to engage students fully. With stories from the classroom, *Holistic Engagement* invites and challenges social work, human services and counseling educators to seek meaning in their methods and content in the processes of teaching. Empirically grounded, the authors propose a new model for advancing pedagogy to draw from many ways of knowing and wisdom across traditions. Through rich analysis of globalization, higher education and the social work profession, as well as first person accounts, they co-create a story of holistic pedagogies being employed across the globe. Aiming toward transformative social work practice, the authors discuss the ways that they engage with the whole person (body, mind, heart, culture and spirit) and reveal how such participatory pedagogies strengthen presence, attunement, empathy, professional self-care and the integrative capabilities of social work students and human service professionals. Drawing from a wide range of literature and traditions, from Freire's critical pedagogy to the neuroscience of mindfulness, these engaging essays have much to offer both seasoned and new social work educators, while creating an integrative and realistic conceptual home for them.

More information about the book can be found at [www.oup.com/us](http://www.oup.com/us), Amazon.com, bn.com, or your local bookstore. You can also contact the editors Loretta Pyles – lpyles@albany.edu or Gwendolyn Adam – Gwendolyn.j.adam@gmail.com. Save 30% on the newly published book using promo code ASFLYQ6.

Amy H. Shapiro, Ph.D, Professor of Philosophy and Humanities and Co-Director, Women’s and Gender Studies Program at Alverno College, writes, “I will be offering a sophomore level course during the Alverno College winter interim semester, Philosophy 312, Philosophy and Science of Mindfulness.”
Join us in Western New York for the first ever SUNY-funded conference on mindfulness and health. This multidisciplinary one-day conference will take place on Friday, March 4, 2016 - 9:00 am - 5:00 p.m. at the University at Buffalo's Center for the Arts, Buffalo, NY 14260.

The program will include keynote speakers:

- **David Vago**, Dept. of Psychiatry and Neuroscience, Brigham & Women's Hospital, Harvard Medical School
- **Daniel Barbezat**, Exec. Director, Center for Contemplative Mind in Society
- **Joseph Belluck**, Esq. SUNY Trustee, State University of New York

For more information and to register, please visit the [conference website](#).

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**Mindfulness: Foundation for Teaching and Learning Ninth Annual Conference**

Bryn Mawr College | Bryn Mawr, PA  
March 4-6, 2016  
M. Carey Thomas Library, Great Hall

PassageWorks Workshop: Intro to the Five Dimensions of Engaged Teaching ~ Friday, 3/4  
Sam Himelstein, Keynote Address ~ Friday evening, 3/4  
Mindfulness in Education Symposium ~ Saturday, 3/5  
A Day of Mindfulness: Alive and Awake ~ Sunday, 3/6

Full Conference Registration: Early Bird – $300 before 2/16, Regular – $420 after 2/15

For more information and to register, please visit the [MiEN Conference website](#).
Contemplative Practices for the 21st Century University

Blacksburg, VA
March 10-12, 2016

This conference will explore ways in which the university community can work collaboratively to provide a more holistic, learner-centered educational experience in all its facets. Specifically, the conference will address the use of contemplative practices in student life, advising, teaching/learning and research, student health and wellness, and within the administration to create a more holistic, learner-centered community.

Speakers include Marvin G. Belzer, UCLA Mindful Awareness Research Center (MARC); Mo Edjlali, Co-Founder of Mindful Leader Inc., Dorrie Fontaine, Dean of the School of Nursing, UVa, David Germano, Director of the Contemplative Sciences Center, UVa, David Sable, Saint Mary’s University, Halifax, Nova Scotia.

Presented by Virginia Tech, University of Virginia, Virginia State University, George Mason University, University of Maryland, Baltimore County, and Radford University.

For more information and to register, please visit the conference website.

Mindfulness, MOOCs & Money in Higher Education: Contemplative Possibilities and Promise

Naropa University | Boulder, CO
March 18–21, 2016

This conference explores core questions about the place of college in American life, and examines how mindfulness, contemplation and compassion might bring greater well-being, resilience and creativity to students and educators alike.

Presented by Naropa’s Center for the Advancement of Contemplative Education (CACE) in collaboration with the Center for Contemplative Mind in Society.

For more information, please visit the conference website.
The Southwest Symposium for Contemplative Pedagogies
University of Arizona
April 1-2, 2016

In 2014 the Center for Contemplative Mind in Society awarded the UA a small grant to establish the Contemplative Pedagogy Faculty/Professional Learning Communities. Part of these grant funds were earmarked to hold a conference where the learning communities can share their experiences and research on different aspects of contemplative pedagogy practices. At this symposium invited speakers and UA practitioners will provide talks and workshops to help spread the word on what works and how practices can be evaluated for effectiveness.

For more information, please visit the symposium website.

We asked: “How have you connected with students through contemplative practices? Tell us about a time that was particularly memorable.”

Kathryn Byrnes of Bowdoin College shared this digital story from 2012, using audio from a student’s final project for a Mindfulness in Education class.
The Krame Center for Contemplative Studies and Mindful Living at Ramapo College of New Jersey is a distinctive center for learning and applied research in contemplative and mindfulness practices. The Center offers both day and evening, weekly meditation sessions, a free introduction to Mindfulness workshop and the 8 week Mindfulness-Based Stress Reduction course.

The spring speaker series presents:
- April 20: Practicing Self-Compassion to Connect with Others with Sharon Salzberg
- March 10: Conscious Eating with Dr. Jacqueline Ehlert
- April 4: Calming our Anxious Brains with Mindful Awareness with Dr. Ken Verni
- May 5: Mindfulness for Your Health and Well Being with Dr. Nancy Cotter

In addition, the Krame Center special offerings for Mindful Learning for Educators Workshop on April 7 and a 4 Day Intensive course in .b Mindfulness Teacher Curriculum Training on July 6 – 10.

For more information and registration, please visit www.ramapo.edu/kramecenter.

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**Share Your News!**

Send your announcements/publications, event listings, and program updates (325 words or less per item) to Jennifer Palmer, jennifer@contemplativemind.org, by May 1, 2016.

*The next newsletter is scheduled for late May 2016.*
Creating a Mindful Campus 2016
Resilience: Self, Campus and Community, Planet
UNC Asheville | Asheville, North Carolina
May 23 – 24, 2016

This year’s Creating a Mindful Campus event will explore ways that contemplative practices can be used to cultivate and support resilience. We will work with resilience as it may be experienced in our professional and personal lives, throughout our college campuses, in our communities, and on our planet. We’ll look at resilience especially in the areas of higher education and social-ecological systems and communities. We hope that our focus in these areas will enable us to connect and apply what we experience and learn to other fields.

Talks include:
• A Mindfulness-based Approach to Cultivating Resilience in Higher Education, led by Patricia (Tish) Jennings
• Resilience of Social-Ecological Systems and Communities: A Mindfulness-Based Pedagogy, led by Sonia Marcus and Dee Eggers

For more information and to register, please visit https://mindfulcampus.wordpress.com/.
**Performance and Mindfulness Symposium**
University of Huddersfield | Huddersfield, England
Centre for Psychophysical Performance Research
June 2-5, 2016


The Symposium offers an opportunity to discuss various approaches to integrating mindfulness practices in performance contexts, and to explore new perspectives that studies on mindfulness and meditation can offer to theatrical practice and research. We are also interested in the question of how art can affect the practice of mindfulness in its various forms.

Learn more and submit a proposal at the symposium website.

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**Contemplative Environmental Practice Summer Retreat and Workshop for Professors and Activists**
Lama Foundation | San Cristobal, New Mexico
Wednesday, July 27 – Tuesday, August 2

How can we can deepen, grow, and flourish in our environmental commitments? This workshop brings together activists and professors to share ways of living on the front lines of environmental concern. Using daily meditation, nature walks, art, and other reflective exercises as well as scholarly discussion, we will probe the depths of the environmental crisis and develop inner resources to work and teach on behalf of global sustainability.

Faculty:
- Paul Wapner, Professor, American University
- Kritee (Kanko), Scientist, Activist, Zen Teacher, Environmental Defense Fund
- Nicole Salimbene, Visual Artist
- Jeff Warren, Author and Meditation Instructor

For more information, visit the event website.
12th Annual Summer Session on Contemplative Higher Education
Smith College | Northampton, MA
August 7 – 12, 2016
Accepting Applications Through March 11, 2016

The Summer Session on Contemplative Higher Education is a week-long intensive that prepares higher education professionals with resources to: support innovation in curriculum development; create inclusive, inquiry-based environments in the classroom and on campus; and incorporate contemplative awareness and practice within all aspects of higher education.

For information and to apply, please visit our website.

Workshop: Contemplative Practices in Higher Education
Omega Institute | Rhinebeck, NY
September 23-25, 2016

More information and registration will be available soon on our website.

The 8th Annual ACMHE Conference
Amherst College | Amherst, MA
October 7 – 9, 2016

Registration and Call for Proposals will open in Spring 2016.

More information will be available soon on the conference website.
International Symposium for Contemplative Studies
San Diego, CA
November 10-13, 2016

Call for papers open until February 19, 2016.

This conference is organized and hosted by the Mind & Life Institute. MLI invites scholars from the contemplative studies community to submit proposals for Panel, Papers, and Poster Presentations. Submissions may focus on conceptual, theoretical, empirical, and/or methodological issues, and should represent high-level academic scholarship in the field of contemplative studies. Proposals that are integrative and cut across traditional disciplines are particularly encouraged, although discipline-specific proposals also are sought.

To learn more and submit a paper, please visit the symposium website.

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.