

*We envision
higher education
as an opportunity to
cultivate deep personal
and social awareness:
an exploration of **meaning,**
purpose, and **values**
in service to our common
human future.*



the center for
Contemplative Mind in Society

2013 Annual Report

The Center for Contemplative Mind in Society is a 501(c)(3) nonprofit organization working to transform post-secondary education with contemplative practices and perspectives, creating active learning and research environments that look deeply into experience and meaning for all in service of a more just and compassionate society.

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Above: small group discussion at the Ninth Annual Summer Session on Contemplative Pedagogy at Smith College. The Summer Session has more than doubled in size since 2005. Below: poetry and a mindfulness bell: tools of the trade at the 2013 Summer Session.



Dear Friends,

Education faces amazing challenges—even to define them is difficult, let alone to respond and transcend them. Our work here at the Center over this past year has been to explore these challenges and examine the way intrapersonal, interpersonal, and systemic approaches can address the conditions of flourishing.

This tripartite approach is extremely challenging and often overwhelming; however, it is necessary if our work is to make active and sustained personal and social change. Our programs are designed around contemplative practices that articulate and strengthen first-person critical inquiry, while attending to and deepening our connection to others and the world around us. Deep personal practices provide rich opportunities for connection and insight, if we are supported and challenged to examine their context in the wider world.

While continuing to foster opportunities and methods to explore our own inner worlds, we have looked far beyond ourselves, working and developing ways in which we can foster greater connection and impact. Whenever possible, we have created the means for greater access to our events and widened and deepened our community. As you can see from our reports of the past year, our events have been attended in record numbers, our Association has more active members than ever, and the number of people supporting our work through their donations is at an all-time high.

Yet, it is not simply the totals that have increased: our community has become far more diverse, with participants coming from all phases of higher education, many more cultural backgrounds, and from all types of institutions. For the first time, we have a consistent scholarship program, enabling many more to attend our events. This has meant that professionals from community colleges and large state institutions, whose budgets have been extremely damaged from state debt crises, have been able to attend in record numbers. In addition, our emphasis on addressing all forms of oppression has brought the interest of many groups who have traditionally been underrepresented in higher education; certainly, we still have a long way to go in this regard, but the tide is turning, and we need to continue to seek ways to increase participation and access.

We have also expanded the resources that we offer our community. We have completely updated our syllabus archive and are growing our library of

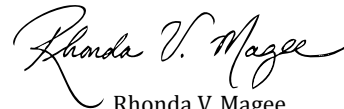
podcasts and videos of practices and lectures. In addition, we soon will be launching our new peer-reviewed online journal, the *Journal of Contemplative Inquiry*, an important new resource for the academic community.

In the coming year, we have a host of exciting programs. We will increase our Teaching and Learning Center project, providing more grants for the establishment of programs and lectures throughout the US and Canada. We will, of course, continue our dynamic programming through our annual conference, week-long Summer Session, and a series of academic retreats. We will also be conducting studies to assess the impact of our work on students and communities. In addition, we will initiate programs exploring the ways in which contemplative modes can create environments that bring all of us closer together while fighting the systemic conditions that drive us apart. By year's end, we hope to establish a steering committee that will guide the Center's activities in this area.

We hope, too, to establish programs that bridge students' work with community groups through the integration of contemplative exercises and reflection, integrating their community work with their academic studies. We also plan to create student groups focused on the introduction and use of contemplative practices in their institutions. Finally, we will be working hard to raise money for a new contemplative fellowship program focused on schools of education, providing funds for course development for the teachers of teachers—we believe that this project could have a profound effect both on the culture of schools of education and throughout K-12 schools.

We hope you enjoy reading about our many successes over the past year. Please know that we are working hard to extend and deepen our work so that we can create environments that support a more just and compassionate society. We hope that you will be able to join us in this exciting and challenging work.

May you be well.



Rhonda V. Magee
President of the Board



Daniel Barbezat
Executive Director



*The 2013 ACMHE conference at Amherst College—our largest ever—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 Board President of the Center for Contemplative Mind in Society; **Richard Brown**, Associate Professor and Co-Chair of the Department of Contemplative Education at Naropa University; and **Daniel Barbezat**, Professor of Economics at Amherst College and Director of the Center for Contemplative Mind in Society.*

Our Vision

We envision an education that promotes the exploration of meaning, purpose and values and seeks to serve our common human future. An education that enables and enhances personal introspection and contemplation leads to the realization of our inextricable connection to each other, opening the heart and mind to true community, deeper insight, sustainable living, and a more just society.

Though powerful and vitally important, the conventional methods of scientific research, pedagogy, and critical scholarship need to be broadened. The experiential methods developed within the contemplative traditions offer a rich set of tools for exploring the mind, the heart, and the world. When they are combined with conventional practices, an enriched research methodology and pedagogy become available for deepening and enlarging perspectives, leading to lasting solutions to the problems we confront. None of these methods require an ideology or creed and each is available equally to all.

We envision higher education as an opportunity to cultivate a deep personal and social awareness in order to stimulate inquiry into what is most meaningful to us as interconnected human beings. We seek to recast the traditional foundations for education into a truly integrative, transformative, and communal enterprise that is wholly open and inclusive of all backgrounds and that cultivates each person in the fullest possible way.

Our Mission

The Center for Contemplative Mind in Society transforms higher education by supporting and encouraging the use of contemplative/introspective practices and perspectives to create active learning and research environments that look deeply into experience and meaning for all in service of a more just and compassionate society.

Contemplative Higher Education

A contemplative perspective supports students' academic engagement and the development of their healthy inner life. Contemplative practices strengthen and sustain attention, deepen understanding of course material, support and increase connection to others, and inspire inquiry and insight.

1. Access to Inner Experience

Contemplative higher education is part of a rich tradition of integrative and experiential education which calls for combining domains of experience and knowing into learning. The work of John Dewey, Jean Piaget and the radical reframing of education by Paolo Freire all have experiential components at the core of their approaches. Contemplative approaches are distinguished by a focus on “inner experience,” a result of introspection and self-awareness.

In addition to stabilizing the mind and increasing one's ability to focus, contemplative methods broaden perspectives and support creative, more synthetic approaches to problem solving. A contemplative education incorporates innovative practices that engage the senses, invites close observation of natural phenomena and cultural productions, and supports the creative process, cultivating wide-ranging intelligence in the fullest possible way.

Contemplative methods can be used effectively throughout the curriculum. From guided introspective exercises in behavioral economics to open-ended “beholding” in art history and *lectio divina* in philosophy and literature, these diverse practices are deeply connected, united by a focus on personal connection, refined awareness, and an orientation to discovery and insight.

Contemplative methods invite students to engage with material so they recognize and apply its relevance to their own lives. Much of formal education stresses the abstract and conceptual.

Careful, discursive analytical thought is central to learning, but often excludes personal reflection and creative engagement which leads to synthetic thinking—and which enables students to connect the personal with the abstract, naturally addressing the full range of their capacities. Reflective engagement is one aspect of learning over which students are sovereign: an awareness of their experience, thoughts, and reactions to course content supports their own agency in their education and increases opportunities for their personal and intellectual development.

Contemplative capacities are developed through practices which increase awareness of the present moment and responsiveness to the environment. Neuroscience studies now document a wide variety of benefits resulting from meditation practices. For example, compassion can be cultivated through structured listening practices that invite an empathetic response, as well as practices that have students become more aware of their relationship to others. Practices that engage the sensing experience of the body develop a calm, flexible “presence,” or way of being. Mindfulness practices reinforce the perspective of a neutral observer (a still, quiet voice) and heighten awareness of emotional responses and reactions. The benefits include reduced reactivity and rumination and increased impulse regulation: valuable skills in the classroom and throughout life.

2. Well-Being

An accelerated pace and increasing pressure can stretch students, faculty, and administration beyond their capacity. Like never before, this is

a time for us to attend closely to ourselves and our relationship to others. Contemplative and mindfulness practices reduce stress and promote emotional balance, allowing us to cope with difficult life circumstances. Contemplative methods are increasingly a resource across campus, in counseling centers and in offices of student life and affairs.

3. Meaningful Action

Contemplative exercises foster self-awareness, empathy, discernment, and compassionate connection to others, all of which shape ethical action. Their inclusion goes a long way toward redressing an increasingly recognized imbalance in higher education. In his book *Excellence Without a Soul*, Harry Lewis, former dean of Harvard College, explains that “Harvard and our other great universities [have] lost sight of the essential purpose of undergraduate education”: to help students “learn who they are, search for larger purpose for their lives, and leave college as better human beings.” Contemplative practices support students' sustained and deep inquiry into what is most meaningful to them.

A contemplatively oriented college or university is a community where an ethics of genuine compassion can be practiced, and where its members can learn to extend generosity to others beyond those closest to them. The development of this ethos can be initiated by contemplative practices and performed through service-learning and engagement with the surrounding community and its needs.



Our 2013 Initiatives

Our programs and events address multidimensional aspects of personal and organizational change in higher education. Through them, we enrich the development of contemplative pedagogy; support sustained contemplative practice; foster the development of new collaborations and initiatives; and share results and discuss experiences in rich, diverse forums for our community.

The Association for Contemplative Mind in Higher Education

The Association for Contemplative Mind in Higher Education (ACMHE) is a multidisciplinary professional academic association, established in 2008, with a growing membership of educators, staff, and administrators in higher education. The mission of the ACMHE is to advocate for contemplative practice in higher education; to encourage new forms of inquiry and imaginative thinking; and to educate active citizens who will support a more just and compassionate direction for society.

The Center established the ACMHE to address the growing momentum of the Center's Academic Program after 10 years of administering fellowships and developing a community of contemplative educators, scholars, and administrators. The ACMHE has now expanded to over 500 active members from the United States, Canada, and abroad. Over the past five years, we have increased the resources and learning opportunities for the network, including a member website with exclusive resources, a searchable directory, free access and manuscript submission to the new *Journal of Contemplative Inquiry*, and discounts on events such as the annual summer sessions and national ACMHE conferences.



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 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 which included the first ACMHE keynote speaker not exclusively 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.

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

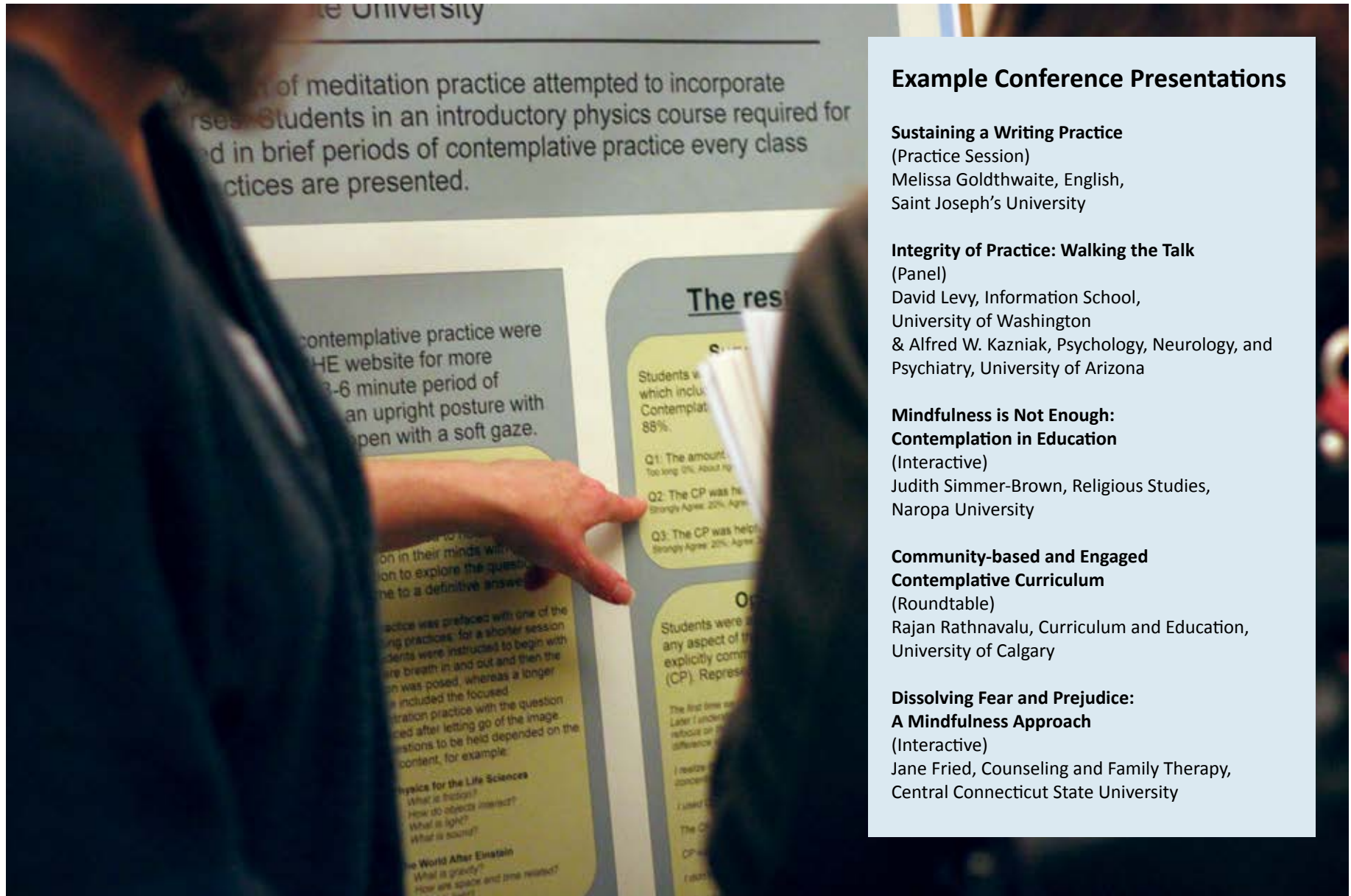
Michelle Francl, Professor of Chemistry, Bryn Mawr College

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





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

Ninth Annual Summer Session on Contemplative Pedagogy

August 4-9, 2013
Smith College, Northampton, MA

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

The 2013 Summer Session was exceptional in its size and the range of academic disciplines and institutional roles represented at the event. With 80 participants and 10 faculty and staff attending, the 9th Summer Session convened our largest group ever, though the intimate and community-oriented environment was maintained through small-group introductions and the incorporation of discussion-based Open Space Sessions. The event continues to draw professionals working outside the classroom, with over 10% of participants from college and university administration, counseling services, student services, and religious life. This year's group included a substantial presence of faculty and administration involved in Service Learning and Civic Engagement, an area of higher education that is emerging as fertile ground for contemplative methods and personal/social transformation.

The Summer Session offers opportunities to explore other ways of knowing through various forms of contemplative practice which complement lectures, discussions, and workshops about the application of practices and methods in the classroom or on campuses. Each day began with a different seated meditation led by **Mirabai Bush** and other Summer Session faculty members. Movement practices are on the growing edge of academic applications of contemplative methods, and the 2013 Summer Session emphasized the exploration of somatic, embodied ways of knowing through tai chi instruction with **Yin Mei** each morning and Authentic Movement sessions led by **Paula Sager** which concluded each day.

At the still point of the turning world. Neither flesh nor fleshless;
Neither from nor towards; at the still point, there the dance is,
But neither arrest nor movement.

T.S. Eliot, from "Burnt Norton," *Four Quartets*



Morning Sessions

Summer Session faculty gave morning presentations exploring the design principles of contemplative pedagogy, the relation between course content and contemplative practice, and the benefits of stabilized attention and other qualities of mind fostered by contemplative exercises.

Contemplative Practices and the Transformation of Higher Education

*Daniel Barbezat, Professor, Amherst College
Director, Center for Contemplative Mind in Society*

Daniel Barbezat opened with a session on contemplative pedagogy and transformation. He examined the ways in which contemplative methods can affect all areas of higher education and noted that all actions cultivate something—no area is “extra-curricular.” Daniel then outlined the various ways in which contemplative methods can 1) cultivate attention, 2) deepen students’ understanding of the material covered, 3) foster compassion and connection, 4) stimulate creativity and insight, and 5) sustain inquiry into contradiction. He provided examples of these and then conducted

an exercise into the nature of wanting. After the exercise, he provided some time for the participants to talk a bit with each other about the process and to reflect what they noticed through the exercise. He ended by wishing everyone well.

**Contemplative Pedagogy:
Design Principles and Path**

Arthur Zajonc, President, Mind and Life Institute

As he has done in his book, *Meditation as Contemplative Inquiry*, Arthur used the metaphor of doorways to illustrate the different stages and parts of his meditation practice. He emphasized the importance of both intention and serene attention. Without the cultivation of calm serenity, we are far more likely to fall prey to our reactivity and not be guided by clear, ethical intentions. Of course, if we are not clear about our intentions, then even if we have focus, we cannot follow them. This is especially important in a secular context without the external guidance of a traditional and given set of beliefs.

He described introductory exercises and then explained how he developed and illustrated his notion of “cognitive breathing,” the interaction between focused attention and open awareness and how this can create the space of a new way of knowing grounded in love.

Physicality and Somatic Practices: Alternative ways of understanding complexity

Vaishali Mamgain, Associate Professor in the Department of Economics, University of Southern Maine

In her presentation, Vaishali demonstrated that students can be taught to use their physical and somatic responses as a way to deepen their cognitive understanding. She provided examples of practices used in her own



Vaishali Mamgain describes her use of somatic practices in the classroom.

classroom, including a “mindfulness of form” practice in which students are asked to draw awareness to their own physical being and the space around themselves. Vaishali described the language that arose during a conversation about race, ethnicity, and immigration during a class, followed by a discussion about what happens to a person’s sense of space and physical presence during cross-cultural encounters. In a photographic story about releasing lobsters back into the ocean with her class, she explained how cultivating a sense of embodied-ness can help create a genuine learning experience when studying the political economy of food.

She ended her presentation by reinforcing that one has to understand their audience, to bring people along at a pace they are comfortable with,

to give students the option to opt out, and for those who participate, to help them process by journaling or by discussing in groups. Vaishali also emphasized that this is a collaborative process and the journey to self-awareness and discovery is ongoing.

Information and Contemplation

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

David Levy began his presentation by explaining that he has lived a life both in the “fast world” and the “slow world,” and that our challenge today is to live lives that integrate the best of both worlds. He addressed the problem of “no time to think,” explaining how a culture devoted primarily to efficient and ever-accelerating production and consumption (a “more-faster-better” attitude) eliminates and disparages activities that aren’t narrowly productive. David described some of the practices and concepts he teaches in his course “Information and Contemplation,” in which he invites students to become more mindful of their digital practices. He led participants in two practices that he also offers his students. During the first, participants are asked to simply notice how they are feeling by inquiring, in the moment, into the quality of their breathing, their posture and body sensations, their emotional state, and the quality of their attention. The second asks them to focus on an initial object of attention (e.g., the breath), to notice when attention is pulled away to something else (e.g., a noise in the room or a body sensation), and then at that moment to mindfully choose which of the two objects to attend to. David went on to explain how these two exercises could be used to develop a more mindful relationship to one’s digital tools, illustrating this with student written reflections based on the exercises.



Arthur Zajonc leads his afternoon workshop.

Afternoon Sessions

Workshop with Arthur Zajonc

Arthur began by reviewing his morning session. He stressed again the absolute importance of intention, of gratitude and the caring for others. The gift of this life and the wonder with which we can begin our practice is a wonderful portal, an entryway into setting our intention. Just imagine all the biology and physics necessary to make this moment possible—the gratitude and wonder. Moving through this portal, we can set our intention to benefits others beyond ourselves.

Becoming intimate is a manner of knowing the world. The practice leads us to our true nature, allowing us to participate fully. Arthur told the participants that this is only possible through love. Arthur joked that this is important to be spoken by a physicist:

Come on people, we've done the math. We've looked deeply into the subject/object dualism and after all this time, what have we learned? Not that much. How do you overcome this sort of dualism? By becoming fully human: actualizing who you are. We become the solution.

Arthur offered several exercises based on “cognitive breathing,” the movement between focused attention and open awareness to illustrate how contemplative inquiry and knowing creates new ways of understanding ourselves, our relationship to others and the world around us.

From Compassion to Solidarity: Antiracism as Contemplative Practice *Raúl Quiñones-Rosado, Ph.D., c-Integral*

This 90-minute session revolved around three critical questions: (1) “Why is racism relevant, important, if not urgent, to contemplative practitioners in higher education?” (2) “What can contemplative practice and pedagogy bring to antiracism work?” and (3) “What can antiracism bring to contemplative practitioners?” During his talk, Raúl posed that racism—the cultural, institutional, interpersonal, and psychological system of oppression that presumes the superiority of whites in our society—is a major force that hinders human well-being and the integral development of all people.

Within the context of the consciousness-in-action framework, he demonstrated how structural racism severely hinders our constant striving for balance and harmony, qualities and conditions required for individual and collective well-being. He briefly explained how cultural racism (dominant and pervasive myths, distorted histories and stereotypes favorable toward whites and detrimental toward People of Color intergenerationally conveyed via the socialization process) is psychologically internalized and later socially manifested as racial superiority or inferiority—both of which reflect psycho-spiritual contraction and emotional reactivity, and lead to relational dissonance and distance. In closing, he hoped that this presentation served, not only as a brief consideration of the significance of racism relative to the stages of relational development and spiritual consciousness beyond compassion, but perhaps also as a preliminary “lab” that demonstrates the need for truly in-depth examination by contemplative educators.



Raúl Quiñones-Rosado facilitates discussion during his afternoon session.

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Daily Movement Practices

The Discipline of Authentic Movement: Cultivating the Witness

Paula C. Sager, Co-Founder, Mariposa

During each afternoon session, Paula Sager shared elements of a contemplative practice that she has studied and practiced for over twenty years that is devoted to the phenomenology of body and relationship. She described The Discipline of Authentic Movement as an exploration of direct experience through the embodiment of two roles—mover and witness. It is the unfolding relationship between mover and witness that gives rise to a developing inner witness. Each session began with a warm-up that focused awareness on our hands, inviting one or both hands to move, following whatever spontaneous impulse appeared. Participants were then invited to engage in a practice of self-directed movement and describe the experience to their partner—the external witness. Paula described the element of choice, or free will, as being essential during this practice. In addition to the practice of movement, participants also explored the role of memory, speaking, and listening as ways of cultivating witness consciousness.

Movement of Hands

This 5-minute somatic experience cultivates attention, receptivity, and openness to the unknown.

Place your hands on your desk or on your lap. Close your eyes and let your attention focus on your hands. Notice your experience of each hand, its weight, shape, and position.

For the next two minutes, with your eyes closed, continue to be aware of your hands, noticing if and how they want to move.

Follow the movement of your hands, along with any sensation or emotion or thoughts that arise. If you find there's no impulse to move your hands, that's fine, too; you can still follow your own experience whether there's movement or stillness.

Ring the bell to end after two minutes.

With your eyes still closed, notice where your hands are now, and remember where they were a minute ago when you began. Open your eyes and briefly write anything else you can remember about the movement of your hands. What was it like to not know what the movement would be? What is different in your experience now from when you began the exercise?

Paula Sager



New Tai Chi for Life

Yin Mei, Professor of Dance in the Drama, Theater and Dance Department at Queen's College, CUNY

This course, taught by **Yin Mei**, is an introduction to the ancient Chinese philosophy and practice of Tai Chi, Dao-yin—a system of living in harmony with nature/self. According to the system, the way of nature is the way of moving balance with unbalance. Yin and Yang, matter and energy, sky and earth are all considered to be manifestations of a single integrated whole, eternally ever-changing between contradiction and complementarity. Both specific physical and philosophical precepts underlying Tai Chi aim at giving a means of restoring fundamental balance and rhythm for humanity to live harmoniously within and with the universe.

New Tai Chi for Life is grounded in Chen old-form Tai Chi Quan and ancient Qigong Dao-yin. The technique provides a basic grounding in the physical and mental consciousness. The method—essentially an inner discipline through repetition—promotes an ocean-like inner quality, with one's gravity and flow of energy aligned with body mechanics. The qualities of the movement emphasize softness, acceleration and deceleration of inner rhythms, and precision. Meditative breathing methods are intended to attune the body, mind, and heart to the task at hand.



Daniel Barbezat addresses participants.

Open Space and Thematic Sessions

Open Space Session Topics:

- Performing Arts
- Environmental Studies
- Improvisation
- Online Education
- Assessment

In order to create an environment of open dialogue and connection, a portion of each afternoon was devoted to holding Open Space Sessions. At the beginning of the week, participants were invited to submit ideas or topics they wanted to discuss in a small group setting. The event coordinators chose a number of common themes and assigned them to spaces, where participants gathered to talk about the given subject. Summer Session faculty were also assigned to groups to help facilitate discussions,

and participants were able to move between groups, create new ones, or bring theirs to completion.

As contemplative practice and pedagogy become more deeply rooted in our institutions, we continuously seek to better serve the education professionals who attend the Summer Session. Nearly all participants this year reported that they have their own regular contemplative practice, and many were already incorporating contemplative practice and pedagogy into their teaching or work. However, over a third of participants reported that they had only attempted this integration within the past year or had not yet begun the process. With such a range of experience levels, we hope the Summer Session provides an environment that meets the needs of experienced practitioners of contemplative pedagogy as well as those seeking to develop an understanding of fundamental concepts.

A three-part afternoon workshop designed as an introduction to contemplative pedagogy was led by **Katja Hahn D'Errico**, Adjunct Professor of Social Justice Education and Faculty Director of the IMPACT! Service Learning Residential Academic Program in the Community Engagement and Service Learning Program (CESL) at the University of Massachusetts Amherst. Katja shared some of her teaching tools and experience with the 15 participants of "**Considerations and Criteria When Integrating Contemplative Practice Into Your Academic Curriculum.**" This new breakout group proved useful for the participants, and we are planning for more introductory and thematic sessions to become an integral part of future Summer Sessions.

Performance

On Wednesday night, faculty member and choreographer **Yin Mei** performed an original piece, “**How Does a Fighter Dance?**” with Summer Session participants Tim Conner accompanying on trombone and Pearl Ratunil performing Yin Mei’s spoken-word element.

Instructional Practice Session

On Thursday afternoon near the end of the Summer Session, participants faced each other silently while **Mirabai Bush** offered a series of phrases as part of the “Just Like Me” practice:



Just Like Me

*Instructional Practice Session led by **Mirabai Bush***

Participants faced each other silently while Mirabai offered a series of phrases:

This person is just like me, in a body, going through life.
This person was once a little child, a little vulnerable child, just like me.
This person has had happy times in her life, just like me.
This person has loved someone, just like me.
Their heart has been broken, just like mine.
This person has also been sad in their life, just like me.
This person has been disappointed by life, just like me.
This person has been hurt by someone, just like me.
This person has been confused by life, just like me.
This person has done some things that he or she regrets, just like me.
This person has known physical pain and suffering, just like me.
This person wishes to be safe, and healthy, and loved, just like me.

I wish you strength and support in your life, so that you can do the things that are right for you to do.

I wish that you be happy, because I know you want to be happy, just like me.

I wish that you may be free from all pain and suffering, because I know that you are a fellow human being, just like me.

(And now, in whatever way feels appropriate, thank your partner for being there for you).

Contemplative Mind-1440 Teaching and Learning Grants

With the support of the 1440 Foundation, the Center was able to further the development of contemplative pedagogy through a new program of grants to Teaching and Learning Centers at colleges and universities nationwide. Teaching and Learning Centers (TLCs) work with professionals from all academic disciplines who are dedicated to fostering excellent and innovative teaching. These centers are ideally placed to collect and assess the outcomes of contemplative pedagogies, an area that is currently underdeveloped. They can also serve as venues for establishing connections between faculty and sustaining the development of this work.

The first grants were awarded in January 2013, providing resources to centers for teaching and learning to help them support and develop groups and courses to extend the use of contemplative practices throughout their institutions and assess their impacts. We were also able to provide six additional grants to colleges and universities interested in bringing a speaker on contemplative pedagogy to their campus.

Engaged working groups, speakers' series, and attendance at our events all have stimulated far greater depth and breath of contemplative approaches at each of the institutions. We believe that these changes will continue to bear fruit over the next few years, producing multiplicative effects going forward.

Highlights of TLC Grant Projects

- 5 faculty groups (28 members total) were formed with the intention of incorporating contemplative practice and thought into curriculum and personal practice, and have continued their discussions and activities in the 2013-2014 academic year.
- 11 faculty members were able to attend summer institutes, conferences, or retreats on contemplative pedagogy.
- 2 online resource databases were created and made available to all staff and faculty, containing ideas for contemplative practices in the classroom, reflections on experiences, and reading lists.
- 4 workshops, seminars, and speaker events were held in the Fall 2013 semester, with more planned for Spring 2014.
- 8 contemplative pedagogy events were funded at 6 campuses.



Featured Grant Recipient

Bridgewater State University

Roben Torosyan, *Director of the Office of Teaching and Learning*

The Office of Teaching and Learning initiated several different programs in order to fulfill two primary goals: 1) to sustain contemplative practice offerings and learning community meetings, and 2) to create a set of resources on contemplative pedagogy resources and the means by which the effects of those resources may be assessed. One such program was monthly "Mindfulness Practice" meditations for all faculty and staff at the university during Spring 2013, as well as a facilitated discussion, "Mindfulness in the Scholar's Life: Beginning the Conversation," held September 28, 2013. A major outcome of the funding was the creation of the Mindfulness Faculty and Professional Learning Community, composed of seven members who met every two weeks throughout the spring semester with the purpose of discussing and experiencing contemplative practice and pedagogy. The FLC group members presented on their experiences at the Center for Advancement of Research & Scholarship Celebration in May 2013. The Office of Teaching and Learning has played a crucial role in conducting systemic analyses of feedback from participants in the FLC, and will continue to maintain and track the use of an online knowledge base for faculty.



2013 TLC Grant Recipients

University of Virginia

Teaching Resource Center

Project Coordinator: Dorothe Bach, TRC Associate Director and Associate Professor

University of North Carolina Asheville

The Center for Teaching and Learning

Project Coordinator: Richard Chess, Roy Carroll Professor of Honors Arts & Sciences; Professor, Literature and Language; Director, The Center for Jewish Studies

Xavier University of Louisiana

The Center for the Advancement of Teaching

Project Coordinator: Bart Everson, Media Artist at the Center for the Advancement of Teaching

Montclair State University

Research Academy for University Learning

Project Coordinator: Cigdem Talgar, Director of the Research Academy for University Learning

Bridgewater State University

Office of Teaching and Learning

Project Coordinator: Roben Torosyan, Director of the Office of Teaching and Learning

Elon University

Center for the Advancement of Teaching and Learning

Project Coordinator: Resa Walch, Chair of the Department of Health and Human Performance and Faculty Fellow for Substance Education



2013 Speaker Grant Recipients

Virginia Tech

Coordinator: Prof. Douglas K. Lindner, Bradley Department of Electrical and Computer Engineering

Governors State University

Coordinator: Maristela Zell, Associate Professor, Social Work

Selkirk College – Castlegar Campus

Coordinator: Elizabeth Lund, Chemistry Instructor and School Coordinator, School of University Arts and Sciences

Northern Kentucky University

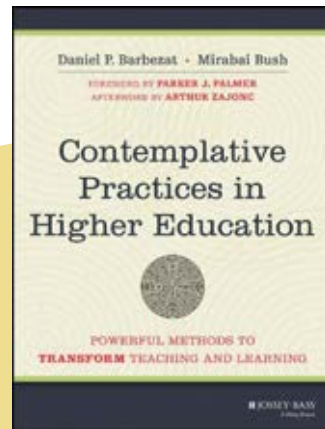
Coordinator: Jennifer Stansbury Koenig, Ed.D., Grant Expeditor, College of Education and Human Services

State University of New York – New Paltz

Coordinator: Terry Murray, Associate Professor, Educational Studies Department, School of Education

University of Oregon

Coordinator: Lisa Myōbun Freinkel, Vice Provost for Undergraduate Studies



Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning

We are very proud to announce the publication of an important new book on contemplative pedagogy by Mirabai Bush and Daniel Barbezat—now available from Jossey-Bass in paperback and for Kindle.

Contemplative pedagogy empowers students to integrate their own experience into the theoretical material they are being taught in order to cultivate and develop attention, deepen their understanding, foster greater connection to and compassion for others, and engender engaged inquiry into their most profound questions.

Each year more and more faculty, administrators, leaders of teaching and learning centers, and other education professionals seek out best practices in contemplative teaching. *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* presents information on the practical application of contemplative practices across the academic curriculum, from the physical sciences to the humanities and arts. The book opens with the theoretical and practical background material for these practices, setting the context and providing evidence and descriptions of challenges and cautions. The second half provides many examples of contemplative techniques including mindfulness, meditation, yoga, deep listening, contemplative reading and writing, and pilgrimage, including site visits and field trips.

We hope this book will serve as an introduction to those new to these practices and as a focusing resource for those familiar with them. May it serve to transform education and foster flourishing!

“An inspiring report from the frontlines of academe by two quiet revolutionaries. A must-read for anyone who cares about the future of college teaching and who seeks a vision of what it could be.”

*Jerome T. Murphy, research professor and dean emeritus,
Harvard Graduate School of Education*

“This book tells the wonderful and creative way of expanding and increasing the possibilities of higher education through contemplative practices. The authors clearly reveal and express the important and meaningful ties between teaching and learning and the power of contemplative practices, better connecting education to life. The best educators often seek ways to expand and broaden their reach and knowledge—this book will help them achieve that goal.”

*Bradford C. Grant, Professor of Architecture and Design,
Howard University*

To inquire about speaking engagements or interviews with Mirabai Bush or Daniel Barbezat, please contact us at info@contemplativemind.org or (413) 582-0071.

Website & Online Resources



Visit us at
contemplativemind.org

With increasing appreciation for contemplative pedagogy and the growth of the ACMHE, more educators and education professionals are looking to us for information on establishing programs, designing courses and research, expanding outreach, and other means of fostering change in their institutions.

As a hub for the contemplative education movement, we are in a unique position to feature the innovative work being done by faculty, staff, and students. We see it as our responsibility, through our website, to facilitate collaboration and connection—for members of the ACMHE, our broader network, and the general public—and provide the highest quality information to nurture the development of contemplative approaches in higher education.

Thanks to a 2013 website expansion project funded by the Hemera Foundation, contemplativemind.org now hosts new resources including a **podcast series**, a refreshed **syllabus archive**, an **academic discussion list**, and a revamped **member portal** and membership management system. We are building a **video archive** of past events and developing additional **audio recordings of guided practices**, and our **blog** offers thoughtful reflections from members of our staff, board, and wider network. Many of these resources are available in full to ACMHE members and in summary to the public; with these additions, we are now offering more membership benefits than ever before.

These new resources also complement the recent book by Mirabai Bush and Daniel Barbezat, *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning*. Throughout the book, examples of coursework integrated with contemplative practice root the theoretical in the practical. Our online resources follow this approach, emphasizing the Center’s intention and vision for this work and its fundamental grounding in deep contemplative practice. For example, the first podcast episodes offer surveys of contemplative pedagogy and the context of the work of the Center, and then begin to introduce the work of exemplars in the field; our first blog posts explored themes central to the Center’s mission. The next stage of resources will include more profiles of programs and institutions that are integrating contemplative practices and perspectives, and will delve into more specific and/or complex topics and questions in contemplative pedagogy and social change.

The first 9 episodes of the ACMHE podcast feature talks by **Arthur Zajonc**, **Daniel Barbezat**, **Mirabai Bush**, **Rhonda Magee**, **Paul Wapner** (American University), and **David Levy** (University of Washington); poetry by **Marilyn Nelson** (University of Connecticut); and interviews with **Richard Chess** and **Rebecca Reeve** (UNC Asheville).

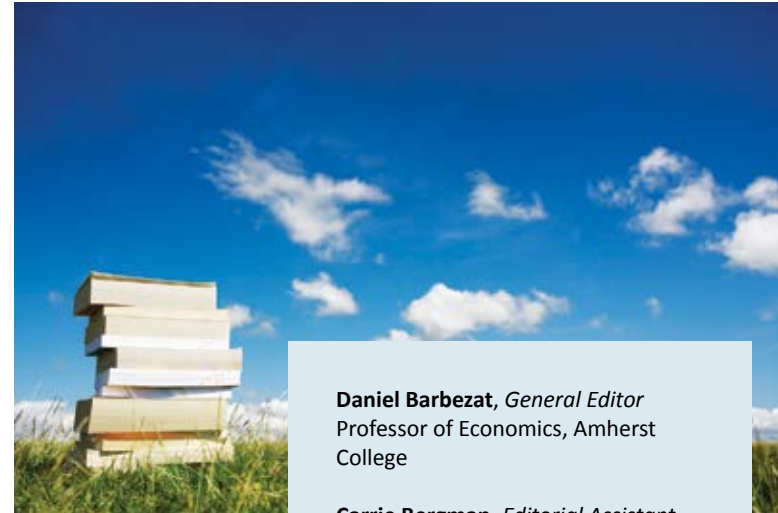
The Journal of Contemplative Inquiry

In 2013 we established the *Journal of Contemplative Inquiry*, the first peer-reviewed online journal dedicated to contemplative practices in higher education.

JOCI is an online scholarly journal for publishing leading-edge writing on the transformation of education with contemplative approaches, serving all who design, research, teach, and assess contemplative and introspective methods and practices in college and university settings. Contemplative and introspective practices cultivate a critical, first-person focus and create new opportunities for students to engage with course material. *JOCI* promotes the understanding, development, and application of these methods in order to serve a vision of higher education as an opportunity for cultivating personal and social awareness and an exploration of meaning, purpose, and values.

JOCI will be available to members of the ACMHE; individuals may subscribe for \$45/year and institutions for \$90. We expect to publish the journal as an annual volume and will begin accepting submissions for the second issue this spring; the \$50 submission fee is waived for ACMHE members. For our inaugural issue, we received 46 submissions and selected nine:

- 1. Reason in the Service of the Heart: The Impacts of Contemplative Practices on Critical Thinking**
David Sable, Saint Mary's University
- 2. A Contemplative Approach to Teaching Observation Skills**
Peter G. Grossenbacher, Naropa University, & Alexander J. Rossi
- 3. Responding to the Challenges of a Contemplative Curriculum**
Charles Burack, John F. Kennedy University
- 4. Contemplating the Effects of Oppression: Integrating Mindfulness into Diversity Classrooms**
Beth Berila, St. Cloud State University
- 5. Mindfulness & Bodyfulness: A New Paradigm**
Christine Caldwell, Naropa University
- 6. Secular Ethics, Embodied Cognitive Logics, and Education**
Brendan R. Ozawa-de Silva, Life University
- 7. A Pedagogical Heartbeat: The Integration of Critical and Contemplative Pedagogies for Transformative Education**
Juan D. Mah y Busch, Loyola Marymount University
- 8. Honor the Negative Space**
Renée A. Hill, Virginia State University
- 9. Meditations on Contemplative Pedagogy as Sanctuary**
Jackie Seidel, University of Calgary



Daniel Barbezat, *General Editor*
Professor of Economics, Amherst College

Carrie Bergman, *Editorial Assistant*
The Center for Contemplative Mind in Society

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Vassar College

Webinars

The Center has been hosting webinars—live online seminars—with leaders in contemplative higher education since 2009. Our webinars are free and open to the public, drawing an international audience of over 100 attendees per session. *The recordings of our webinars have been viewed over 11,500 times.*

Webinars provide a valuable resource for community members at a distance, and help expand our outreach as new audience members become part of Center contact lists and future events and programs.

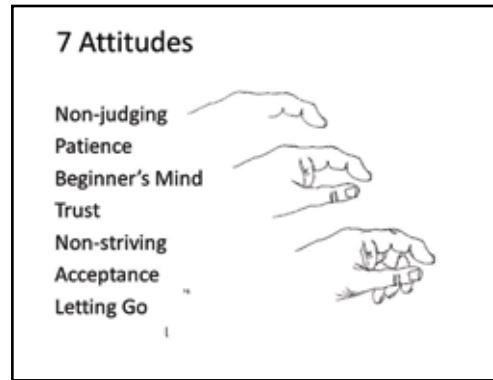
The 2013 series included:

Wanting: Teaching Economics with Contemplative Methods

January 30, 2013
with **Daniel Barbezat**, Professor of Economics, Amherst College

Listening to Our Eyes: Seeing as Meditation

February 19, 2013
with **Bradford Grant**, Professor and Director of the School of Architecture and Design and Associate Dean of the College of Engineering, Architecture and Computer Sciences at Howard University



Slides from Bradford Grant's webinar on awareness and drawing, "Listening to Our Eyes: Seeing as Meditation."



The Blue Pearl: A Research Report on Teaching Mindfulness Practices to College Students

March 20, 2013
with **Deborah J. Haynes**, Professor, Art and Art History, University of Colorado-Boulder

Practice: The Core of Contemplative Education

April 17, 2013
with **Mirabai Bush**, Founding Director and Senior Fellow, the Center for Contemplative Mind in Society

Improvisation, Meditation, and Integral Theory: New Horizons in Contemplative Education

May 15, 2013
with **Ed Sarath**, Professor of Music in the Department in Jazz and Contemporary Improvisation, University of Michigan School of Music, Theatre and Dance & Director of U-M's Program in Creativity and Consciousness Studies

Implementing a New Contemplative Pedagogy Faculty Development Program

November 21, 2013
with **David Lee Keiser**, Associate Professor of Teacher Education, and **Julie Dalley**, Assistant Director and Editor at the Research Academy for University Learning, Montclair State University

**Our webinars are recorded and available online:
www.contemplativemind.org/webinars**



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

– Mary Oliver

New Initiatives

As the understanding and appreciation of contemplative pedagogy grows, we seek support for new initiatives built on the strong foundation of our innovative programs of the past 17 years.



Expanding the TLC Grant Program

Working with Teaching and Learning Centers is an effective means to reach right across the curriculum at an institution and work with professionals who are developing and assessing best practices for teacher training. In 2013, we established our Contemplative Mind-1440 Teaching and Learning Grants, which provided \$5,000 seed grants to six institutions (Elon University, University of Virginia, Xavier University of Louisiana, Bridgewater State University, University of North Carolina at Asheville, and Montclair State University) and funding to support visiting speakers on contemplative pedagogy.

Based on this initial success, we plan to offer additional TLC grants over the next three years. Grant applications will include plans for program development, assessment, and ensuring the sustainability of advancing contemplative pedagogy at the grantee's institution.

Teachers College Fellowships

From 1997 through 2009, our Contemplative Practice Fellowship Program granted fellowships to 158 professors around the country, establishing courses using contemplative modes of teaching and learning in many different disciplines. We believe that a new fellowship program designed to support professors within schools of education will be especially beneficial, directly reaching the teachers of teachers: each professor involved will affect hundreds of future teachers, who will in turn affect hundreds, or thousands, of children.

We seek to support professors who have a deep, subtle understanding of both personal practice and contemplative pedagogies, and can convey these important values to their graduate students within their schools of education. We are well-positioned to be the catalyst for this work.

Diversity and Greater Inclusion

Contemplative and introspective modes are exceptionally rich ways to address biases and prejudices, providing profound insights into ourselves and our interconnectedness with others across difference. To create a more just and compassionate society, we must interrupt and dismantle systemic conditions which produce profound injustice and inequality. We do not see this as some sort of addition to our work; rather, it is at our core: we believe that educators are uniquely positioned to help students examine values and ethics, supporting ongoing change in the world.

One especially important area that we have been emphasizing over the past few years is our work to extend understanding of how contemplative practices assist in counteracting racism. In 2013, we extended and deepened our work in this area, asking, What are the ways in which contemplative practices can support anti-racism work? And what does the contemplative practice community have to learn from anti-racism activists? We believe these questions are essential to address on an ongoing basis and seek to establish a steering committee to guide a robust program, encouraging strategy-building through dialogue, listening, and interconnectedness.

Speakers Bureau

Interest in contemplative pedagogies is growing, and with the publication of *Contemplative Practices in Higher Education* in December, the demand for lectures and workshops will surely rise. To address this need, we seek to create a group of faculty practitioners able to give lectures and workshops on behalf of the Center. Speakers in our new bureau will share a deep understanding of our work and a united view of contemplative pedagogy, yet be well-distributed across different institutions, disciplines, and geographic regions.

Conference on the Status of Higher Education

As we shape our vision for the next five years and beyond, we recognize that we must ground our thinking in a realistic assessment of the challenges and opportunities that currently face higher education. We plan to organize a conference of major academic thought-leaders and produce a white paper on the status and future of higher education. This would provide an inclusive, forward-thinking vision for our community, presenting our vision, theory of change, and new program ideas.

E-books and Thematic Meetings

The Center is perfectly placed to edit a series of e-books on a variety of topics, such as contemplative practices in teaching environmental issues. We imagine a series of e-books addressing specific academic disciplines as well as broader issues such as online learning, student services, health and wellness, counseling, and so forth. To complement the e-books, it would be wonderful to bring together contemplative working groups focused on these issues to stimulate collaborative efforts within our community.

Reflective Community Engagement

We wish to support students in developing cooperative initiatives with members of their local community—outside of classroom settings—to address local issues. Students will engage in contemplative reflection with the community groups with whom they are working.

Evaluation and Assessment

Evaluation and assessment are underdeveloped areas in contemplative pedagogy. What are the particular impacts of these practices on students' learning and teaching outcomes? We will conduct assessments of the impact of our work on students' lives and within broader campus communities.





Time for dialog—between faculty, students, administrators, and other academic professionals—during the opening session of the 2013 ACMHE Conference. At the conference, recent Washington and Lee graduate Rachel Alexander (center, in green) co-presented “The Path to Awakening: a Journey from Contemplation to Mind Training” with Eduardo Velasquez (foreground, right), professor of political philosophy, Washington and Lee University.

Student Voices

At the heart of the Center's work is creating environments in which students are able to fully engage with subject matter; develop skills of focus, attention, and compassion; and participate in an inquiry into meaning, purpose, and values. The impact of contemplative pedagogy and contemplative practice in our colleges and universities is expressed not just in the individual lives of students, but through the increasingly active roles they have taken in spreading awareness through student-led programs, presentations at conferences, and student/teacher dialogues that help to inform existing practices and programs.



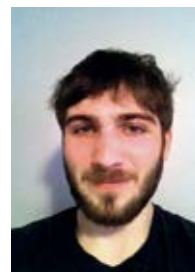
Rachel Alexander
Washington and Lee University
Graduation Year: 2013
Major: Politics

How have contemplative pedagogy and practice shaped your education and experience at your school?

Contemplative pedagogy and practice further liberated my liberal arts education. Introducing contemplative practices such as mindfulness meditation, yoga, and contemplative spin into political philosophy courses broke down the walls of the traditional classroom, both inviting interdisciplinary learning and infiltrating "extra"-curricular arenas with academic concerns. Contemplation turned my experience of education on its head. My four years in college were not just means to a degree, but the beginning of a rich journey that has no end. Contemplation enabled me to truly experience what we call the life of the mind.

What are your future plans and aspirations?

I have applied to political science PhD programs at about ten universities, and I hope to continue to integrate contemplative practice with my study of contemplation in political philosophy once admitted. I aspire to teach, sharing the joy of contemplative learning with future generations of students.



Jesse Goldman
University of North Carolina at Asheville
Graduation Year: 2016
Major: Political Science

How have contemplative pedagogy and practice shaped your education and experience at your school?

Contemplative pedagogy and practice have shaped my experience at UNCA since the very first day of school when my freshman seminar class taught by Dr. Richard Chess began with a period of meditation. I had been exposed to meditation before, but this class along with the mindfulness community that I discovered in Asheville inspired me to start a daily meditation practice, which I have now been cultivating for over a year. Since then I have created the Mindfulness Club on campus and have become involved in planning UNCA's Creating a Mindful Campus event that will take place in March.

What are your future plans and aspirations?

Right now I'm a sophomore at UNCA so my immediate plans are to continue my education. I have a number of projects in the works right now that I'm extremely passionate about so most of my time and energy is directed towards them. Besides running Mindfulness Club, I also teach instructional slackline workshops that are based on mindfulness meditation techniques with a group called Slack-Librium that I formed about a year ago. I don't know exactly what I'll do after college but I plan to continue the work that I'm just now beginning.

Strategic Partnerships

At the Center, we recognize that the transformation of higher education requires working with many other groups and individuals who share our vision and mission. Creating and sustaining meaningful partnerships not only accelerates the expansion of our efforts across the United States and abroad; it creates new opportunities to learn and develop in this emerging field.

We look forward to developing new relationships with organizations and higher education institutions who seek to address today's societal issues through contemplative pedagogy and practice.

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Contemplative Methods and the Transformation of Education & Contemplative Pedagogy Workshop

March 1, 2013
Indiana University of Pennsylvania

The Student Affairs Division of Indiana University of Pennsylvania, the Mindfulness Living Learning Community, and Center for Teaching Excellence provided this professional development workshop for all members of the IUP university community.

During the workshop, led by **Daniel Barbezat**, participants examined together how the whole educational institution can be creating, supporting, and sustaining environments that provide the tools to support students' ongoing inquiry into meaning, purpose, and values.

Mindfulness: A Foundation for Teaching and Learning The Mindfulness in Education Network's 6th Annual Conference

March 15 - 17, 2013
Lesley University, Cambridge, MA
(co-sponsored event)

This three-day event explored the uses of mindfulness in education from early childhood to university teaching and research. **Arthur Zajonc**, President of the Mind & Life Institute and Emeritus Professor of Physics, Amherst College, delivered the keynote address, "The Heart of Education." **Oliver W. Hill, Jr.**, PhD (Chair, Department of Psychology, Virginia State University); **Lisa Flook**, PhD (research scientist, Center for Investigating Healthy Minds, University of Wisconsin-Madison); and **Sam Himmelstein**, PhD (Director of Programs and Research, Mind Body Awareness Project) were presenters on the plenary panel. Conference materials and videos are available at www.mindfuled.org.

The 2014 conference, with a keynote address by **U.S. Congressman Tim Ryan** and featuring **Mirabai Bush**, will take place at American University in Washington, D.C., from March 14th to 16th.

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Creating a Mindful Campus: Investigating Boundaries

March 22 - 24, 2013
University of North Carolina Asheville

The second Creating a Mindful Campus retreat, organized by **Richard Chess**, Professor of Literature and Language at UNC Asheville, explored ways of adapting a variety of contemplative practices for use in classrooms, throughout campus, and in the community. Focusing on the theme of boundaries (self/other, mind/body, campus/community, and others), participants had the chance to experience extended periods of contemplative practice, including sitting and walking meditation, mindful dialogue, mindful eating, reflective writing, and yoga. Participants also engaged in a mindful service project carried out in coordination with the UNC Asheville landscaping and grounds crew. The retreat was open to faculty, students, staff, K-12 educators, and interested members of the community.

Daniel Barbezat presented an interactive keynote, "Contemplative Methods and the Transformation of Education," on Friday evening, and was available throughout the retreat for individual consultations.

Contemplative Practices for a Technological Society

April 11-13, 2013

Virginia Tech

(co-sponsored event)

Applying the facilitation skills of The Center of Appreciative Practice at the University of Virginia, this conference engaged participants in an extended dialog addressing fundamental questions such as:

- What have we as individuals learned from our own experiences with contemplative mind body practices and how can we extend this learning further in promoting physical, emotional and spiritual well-being in our institutions?
- How can institutions like universities, business enterprises, schools, government agencies and others incorporate contemplative disciplines in promoting excellence and innovation as this century unfolds?
- How can contemplative mind body practices build a foundation for a safer, saner, more compassionate society in this technological age?

David Levy, Professor, Information School, University of Washington, presented “Mindful Multitasking” and served as a member of the panel, “Why Contemplative Practice Matters.”



SUNY Contemplative Network Gathering

April 20, 2013

State University of New York - New Paltz

The 2nd annual SUNY-wide gathering explored contemplative practices in higher education. The day included contemplative practices, collective discussions, reflections, and practitioner panels as well as a keynote address, “Contemplative Inquiry and the Transformation of Higher Education,” by **Daniel Barbezat**.



The 2013 SUNY Contemplative Network Gathering

Meeting on Mindfulness, Racial Justice and Education Reform

May 3, 2013

One Nation Indivisible, Hartford, CT

On May 3, One Nation Indivisible convened about twenty mindfulness/meditation practitioners, educators, civil rights advocates and scholars (primarily based in MA, CT and NY) to explore the potential implications of a growing “mindfulness movement” on education reform and racial justice efforts in the United States. In attendance was **Daniel Barbezat**, who presented “Contemplative Approaches and Research.”

Participants learned about and discussed:

- Efforts to bring mindfulness into various educational settings (including K-12 public schools, after-school programs and professional development for teachers);
- What the research says about the benefits of mindfulness in relation to common challenges faced by many students of color and poor students;
- Whether mindfulness practice might be a helpful tool in reducing unconscious racial bias, privilege, internalized racism and/or in increasing individuals’ capacity to engage in difficult discussions about interpersonal, institutional and structural racial inequality; and
- How practitioners have attempted to make mindfulness practice accessible to, and welcoming for, people of all racial, ethnic linguistic and socioeconomic backgrounds.

Contemplative Pedagogy in the Digital Age

May 10, 2013

University of Oregon, Eugene

David Levy, Professor at the Information School, University of Washington, and **Daniel Barbezat** gave lectures as part of “New Media, New Concepts, New Forms,” a speaker series exploring the changing social and ethical landscapes of our digital age.

The speaker series was sponsored by the UO College of Arts and Sciences, the Oregon Humanities Center, the Robert D. Clark Honors College, the UO Center for the Study of Women in Society, the UO Departments of Comparative Literature and of Philosophy, the Wayne Morse Center for Law and Politics, and by the Center for Contemplative Mind in Society.

Workshop on Mindfulness in Legal Education

June 6 – 9, 2013

UC Berkeley Initiative for Mindfulness in Law

Building on the 2010 Mindful Lawyer Conference, the Berkeley Initiative for Mindfulness in Law hosted this first in-depth, national conversation on integrating meditation into law schools to strengthen, support, and launch new efforts to promote the meditative perspective in legal education.

Mirabai Bush, Founding Director of the Center for Contemplative Mind in Society, led meditation practice throughout the weekend and reflected on the connection between mindfulness, law, and higher education. **Rhonda V. Magee**, Professor of Law at the University of San Francisco and President of the Board of the Center, also moderated and led practice.

Contemplative Pedagogy in the Classroom: Summer Institute for Educators

July 8 – 12, 2013

Mir Center for Peace, Selkirk College, Castlegar, BC, Canada

In collaboration with the Mir Center for Peace and Selkirk College, Executive Director **Daniel Barbezat** facilitated the Summer Institute for Educators alongside **Michelle Francl**, Professor of Chemistry at Bryn Mawr College. Participants explored the integration of contemplative practices into their classrooms, campuses, and community service projects.

Contemplative Environmental Studies: Pedagogy for Self and Planet

July 28 – August 3, 2013

Lama Foundation, San Cristobal, NM, United States

This past summer, ACMHE and American University hosted the third “Contemplative Environmental Studies: Pedagogy for Self and Planet” workshop at the Lama Foundation in the mountains of northern New Mexico. Twenty-five participants and five workshop leaders spent the week practicing meditation and yoga, engaging in art exercises, and sharing insights into teaching environmental studies.

The workshop invited participants to dwell on the question of how we can best live and apprentice students into a time of extreme environmental intensification. It explored the psychological, spiritual, philosophical, and

political dimensions of the environmental crisis, and throughout the week wove a web of interdisciplinary wisdom about how these come together to provide insight for Environmental Studies as a discipline and for professors striving to live, research, and teach with integrity and purpose.

ACMHE's **Daniel Barbezat** demonstrated what teaching with a wild mind and open heart looks like as he led the group to the side of Lama Mountain to silently witness a stunning sunset. Meditation instructor **Jeff Warren** offered morning sitting instruction and practice that allowed us to grow more intimate with our lives. Artist **Nicole Salimbene** led daily exercises that helped us get beyond the rational mind to experience environmental engagement by reflecting on the aesthetics of contemplative practice and activism. Professor and architect **Matthew Jelacic** shared stories about building environmentally sound dwellings with the Crow people and explaining the connection between ecology and social justice. American University Professor **Paul Wapner** served to ground the week in sustained consideration of the politics of environmental protection. Together, teachers and participants developed ways of understanding and utilizing the interface between the inner life and outer environmental engagements.

Introduction to Contemplative Higher Education

October 11 – 13, 2013
Omega Institute, NY

At this weekend workshop, **Mirabai Bush** (Founding Director, the Center for Contemplative Mind in Society), **Rhonda V. Magee** (Professor of Law, University of San Francisco, and President of the Board of Directors at the Center for Contemplative Mind in Society), and **Harold D. Roth** (Professor of Religious Studies and East Asian Studies and Director of the Contemplative Studies Initiative, Brown University) introduced contemplative practices, reviewed the related neuroscience research on meditation and learning, gave examples of successful courses, and engaged participants in thinking about the role of contemplation in their own work.

Contemplative Pedagogy and the Transformation of Education

December 2, 2013
University of Virginia

Co-sponsored by the University's Contemplative Sciences Center and the Teaching Resource Center, **Daniel Barbezat's** session was part of the

Teaching Center's Contemplative Pedagogy Program, fitting into its theme of "Face-to-face Education in a Digital Age." During the session, Barbezat helped participants discover how first-person critical inquiry can cultivate better discernment and attention in students, offering a way to deepen their understanding of the material they are studying.

At the Teaching Resource Center, the Contemplative Pedagogy Program, led by associate director and professor **Dorothe Bach**, provides support to U.Va. faculty members who wish to systematically integrate contemplation into their courses through a yearlong learning community, the Course Design Institute and other activities.

Meeting with the Proteus Fund and Interaction Institute for Social Change

December 4, 2013
Amherst, MA

Daniel Barbezat met with **Andrew Grant Thomas**, Director of Programs, Proteus Fund (a foundation committed to advancing justice through democracy, human rights and peace and which emphasizes racial diversity issues) and **Curtis Ogden**, Senior Associate from the Interaction Institute for Social Change (which supports collaboration for greater social impact) to explore possible future collaborations to foster change in higher education through the interaction of students, community-based programs and contemplative practices.

“Our educational institutions should be environments which foster the realization that our actions shape the world into a reflection of what is most deeply meaningful to us.”

Daniel Barbezat

Financial Information

We would like to thank the following foundations for their support in 2013:

1440 Foundation
 Hemera Foundation
 Fetzer Institute
 Hershey Family Foundation
 Kalliopeia Foundation
 M&T Weiner Foundation

Quan Yin Foundation
 Tan Teo Charitable Foundation
 and anonymous foundations

We are very grateful to the many individuals who helped make our work in 2013 possible.

THE CENTER FOR CONTEMPLATIVE MIND IN SOCIETY
 STATEMENT OF FINANCIAL POSITION
 December 31, 2013 (Unaudited)

Assets

Cash & Investments	\$583,469
Other Assets	<u>\$11,427</u>
Total Assets	\$594,896

Liabilities

Current Liabilities	<u>\$13,709</u>
Total Liabilities	\$13,709
Unrestricted Net Assets	\$506,187
Temporarily Restricted	<u>\$75,000</u>
Total Liabilities & Net Assets	\$594,896

2013 Revenue

Foundations	\$302,800	59%
Individuals	\$46,057	9%
Earned Income	\$157,968	31%
Fee for Service	\$6,000	1%
Total	\$512,825	100%

2013 Expenses

Program	\$336,542	73%
Administration	\$78,174	17%
Fundraising	\$27,329	6%
Board	\$19,756	4%
Total	\$461,801	100%

Our Staff

Daniel Barbezat
Executive Director
Professor of Economics, Amherst College

Mirabai Bush
Associate Director and Senior Fellow

Carrie Bergman
Programs and Communications Coordinator

Kimberly Foster
Director of Finance and Operations

Jennifer Palmer
Programs and Events Coordinator

Our Board of Directors

Rhonda V. Magee, President
Professor of Law and Co-Director, Center for Teaching Excellence, University of San Francisco

Jeff Genung, Treasurer
Vice President of Strategic Partnerships, Mutual Mobile; Contemplative practitioner and entrepreneur

Bradford C. Grant
Professor of Architecture and Design, Howard University

Jeremy Hunter
Associate Professor of Practice, Peter F. Drucker School of Management

Carolyn Jacobs
Dean and Elizabeth Marting Treuhaft Professor, Smith College School for Social Work

Paula C. Sager
Co-founder, The Mariposa Center

David Scott
Former Chancellor, University of Massachusetts at Amherst

Linda L. Slakey
Professor and Dean Emerita, University of Massachusetts Amherst

Arthur Zajonc
President, The Mind & Life Institute Professor of Physics Emeritus, Amherst College

Our Advisory Council

James Autry
Author of *Real Power: Business Lessons from the Tao Te Ching* & Former President, Meredith Corporation Magazine Group

Rachel Bagby
Author, Vibralingual Artist, Teacher

Anne Bartley
President and Trustee, Rockefeller Family Fund

Leroy Little Bear
Professor, Indigenous Governance Program, University of Victoria

Robert Coles
Professor of Psychiatry and Medical Humanities, Harvard University

Rabbi Rachel Cowan
Director, Institute for Jewish Spirituality

Mihaly Csikszentmihalyi
Davidson Professor of Management, Claremont Graduate University

Rev. Harlon L. Dalton
Professor of Law, Yale Law School

Ram Dass
Spiritual Teacher and author of *Be Here Now*

Marian R. David
Director, Sustaining the Soul that Serves

Richard J. Davidson
Vilas Professor of Psychology and Psychiatry, University of Wisconsin-Madison

Michael Edwards
Distinguished Senior Fellow, Demos: A Network for Ideas and Action in New York

Howard Gardner
Harvard Graduate School of Education

Rimpoche Ngawang Gehlek
Tibetan Lama and Spiritual Director of Jewel Heart

Daniel Goleman
Journalist and author of *Emotional Intelligence*

Amy Gross
Former Editor-in-Chief, *O, the Oprah Magazine*

Paul Hawken
Founder, Smith & Hawken
Author of *The Ecology of Commerce*

Jon Kabat-Zinn
Founder and former Executive Director, The Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School

Fr. Thomas Keating
Cistercian Abbot and Founder of Contemplative Outreach Ltd.

Joan Konner
Professor and Dean Emerita, Columbia Graduate School of Journalism

Michael Lerner
President, Commonweal

Rabbi Jonathan Omer-Man
Founder, Metivta: A Center for Contemplative Judaism

Dr. Dean Ornish
Founder, President, and Director, Preventive Medicine Research Institute

Charles Terry
Philanthropic Advisor

Robert A. F. Thurman
Jey Tsong Khapa Professor of Indo-Tibetan Studies, Columbia University

Dr. Andrew Weil
Professor of Internal Medicine, Director and Founder, the Program in Integrative Medicine at the University of Arizona
Founder, National Integrative Medicine Council

In November, we learned of the passing of two members of our community: David Brown, a former board member and treasurer of the Center, and Eugene Callender, a member of our Advisory Council. David and Eugene will be dearly remembered.



In Memory of Rev. Dr. Eugene S. Callender

Rev. Dr. Eugene S. Callender, a Presbyterian minister and civil rights advocate beloved within and beyond the Harlem community he dedicatedly served, passed away on November 2 at the age of 87. The son of immigrants from Barbados, Dr. Callender was born in Massachusetts and moved to Harlem in 1950. He accompanied the Rev. Dr. Martin Luther King Jr. on civil rights marches in the South in the 1960. He also served as chairman of the Haryou-Act Community Corporation, a

Harlem antipoverty agency, and as executive director of the Urban League.

With Dr. Kenneth Clark, he founded “street academies” in New York City. These innovative programs, housed in storefronts, motivated hundreds of Black and Hispanic high school dropouts to obtain a college education. Dr. Callender also founded the Harlem Preparatory School, which further prepared street academy graduates for college.

His work was rooted in the conviction that “the dignity of human beings is sacred and that people should not be judged by external conditions which are arbitrarily assigned in life, but rather by the possibilities inherent by being a child of God.” At his memorial service on December 7th, his sister, Thelma Burns, described him as “a brother, a father, a grandfather and a great-grandfather. He was also a father to the Harlem community. My brother wore all those hats and many more. ... Family was his foundation, and no matter how committed he was to church and community, he always made time for us.”



from **Reflections on the life and death of Dave Brown**

*by Charlie Halpern, co-founder,
the Center for Contemplative Mind in Society*

I met Dave Brown in the mid-90s at a gathering of philanthropists who were interested in bringing contemplative practices and spiritual depth into the world of philanthropy. In the course of our discussions at that gathering, I was impressed by his depth and modesty, his grace and ease. Later, he and I began a fruitful collaboration through the Center

for Contemplative Mind in Society, and more significantly, we developed a friendship which grew and deepened until he was in the terminal stage of his illness. ... I will miss him and hold him in my heart as long as I live.

He approached his coming death with courage and a grounded clarity that grew from his decades of meditation and the practice of other spiritual disciplines. He was clear about his priorities for his remaining time: to strengthen and deepen his connections with Lowell, with their children, and their grandchildren, and to assure that all provisions had been made for them at the time of his death. He brought to the process of dying the same beautiful traits that shaped his life: modesty, generosity of spirit, clarity, and spiritual depth.

He was a rare person. His life was a blessing to his family and friends, and for the many people who never knew him, but benefited from his generosity and wisdom.

2013 Calendar of Events

January

January 23, 2013

Contemplative Pedagogy and the Transformation of Higher Education

Amherst College Virtual Lecture Series

Presentation by Daniel Barbezat, Professor of Economics, Amherst College & Executive Director of the Center for Contemplative Mind in Society

January 30, 2013

Wanting: Teaching Economics with Contemplative Methods

ACMHE webinar

Presentation by Daniel Barbezat

February

February 11, 2013

Contemplative Practices in Higher Education – even in Economics

Colby College

Presentation by Daniel Barbezat

February 19, 2013

Listening to Our Eyes: Seeing as Meditation

ACMHE webinar

Presentation by Bradford Grant, Professor and Director of the School of Architecture and Design and Associate Dean of the College of Engineering, Architecture and Computer Sciences at Howard University

March

March 1, 2013

Contemplative Methods and the Transformation of Education & Contemplative Pedagogy Workshop

Indiana University of Pennsylvania

Presentation and workshop by Daniel Barbezat

March 15 – 17, 2013

Mindfulness: A Foundation for Teaching and Learning

The Mindfulness in Education Network's 6th Annual Conference

Lesley University, Cambridge, MA

(co-sponsored event)

March 20, 2013

The Blue Pearl: A Research Report on Teaching Mindfulness Practices to College Students

ACMHE webinar

Presentation by Deborah J. Haynes, Professor, Art and Art History, University of Colorado-Boulder

March 22 – 24, 2013

Creating a Mindful Campus: Investigating Boundaries

University of North Carolina – Asheville

Daniel Barbezat served as scholar/practitioner-in-residence and presented “Contemplative Methods and the Transformation of Education”

March 25, 2013

Contemplative Methods in Higher Education

Warren Wilson College

Presentation by Daniel Barbezat

April

April 11 – 13, 2013

Contemplative Practices for a Technological Society

Virginia Tech

Presentation by David Levy, Professor, Information School, University of Washington: “Contemplative Practices and Higher Education, Engineering, and Why Contemplative Practice Matters”

April 17, 2013

Practice: The Core of Contemplative Education

ACMHE webinar

Presentation by Mirabai Bush, Founding Director and Senior Fellow, The Center for Contemplative Mind in Society

April 20, 2013

SUNY Contemplative Network Gathering

State University of New York – New Paltz

Presentation by Daniel Barbezat: “Contemplative Inquiry and the Transformation of Higher Education”

May

May 3, 2013

Meeting on Mindfulness, Racial Justice and Education Reform

One Nation Indivisible

Presentation by Daniel Barbezat: "Contemplative Approaches and Research"

May 10, 2013

Contemplative Pedagogy in the Digital Age

University of Oregon, Eugene

Presentation by Daniel Barbezat: "Contemplative Inquiry and the Transformation of Education"

May 15, 2013

Improvisation, Meditation, and Integral Theory: New Horizons in Contemplative Education

ACMHE webinar

Presentation by Ed Sarath, Professor of Music in the Department in Jazz and Contemporary Improvisation, University of Michigan School of Music, Theatre and Dance & Director of U-M's Program in Creativity and Consciousness Studies

June

June 6 – 9, 2013

Workshop on Mindfulness in Legal Education

Berkeley Initiative for Mindfulness in Law, UC Berkeley

Presentation and meditation by Mirabai Bush and Rhonda V. Magee

July

July 8 – 12, 2013

Summer Institute for Educators

Mir Center for Peace, Selkirk College, Castlegar, BC, Canada

Daniel Barbezat served as resident faculty.

July 28 – August 3, 2013

Contemplative Environmental Studies: Pedagogy for Self and Planet

Lama Foundation, San Cristobal, NM, United States

Resident faculty: Paul Wapner, Dan Barbezat, Jeff Warren, Nicole Salimbene, Matthew Jelacic, Michelle McCauley

August

August 4 – 9, 2013

Ninth Annual Summer Session on Contemplative Pedagogy

Smith College, Northampton, MA

Resident faculty: Dan Barbezat, Mirabai Bush, Arthur Zajonc, Raúl Quiñones Rosado, Paula Sager, Yin Mei, David Levy, Vaishali Mamgain

October

October 11 – 13, 2013

Introduction to Contemplative Higher Education

Omega Institute, NY

Workshops and presentations by Mirabai Bush, Rhonda Magee, and Hal Roth

October 14 – 15, 2013

Contemplative Pedagogy and the Transformation of Education

Syracuse University, Syracuse, NY

Presentation and consultations with Daniel Barbezat

November

November 8 – 10, 2013

Fifth Annual Association for Contemplative Mind in Higher Education Conference

Amherst College, Amherst, MA

November 21, 2013

Implementing a New Contemplative Pedagogy Faculty Development Program

ACMHE webinar

Presentation by David Lee Keiser and Julie Dalley of Montclair State University

December

December 2, 2013

Contemplative Pedagogy and the Transformation of Education

University of Virginia

Presentation and workshop by Daniel Barbezat

December 6, 2013

Transforming Education with Contemplative Pedagogy: Insights, Challenges, and Implementation

Southern Connecticut State University

Presentation and workshop by Daniel Barbezat



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