

The Fourth Annual Association for Contemplative Mind in Higher Education Conference

# **Contemplative Approaches in the Diverse Academic Community: Inquiry, Connection, Creativity, and Insight**

Amherst College, Amherst, MA  
September 21-23, 2012



**The Association for Contemplative Mind in Higher Education**, started in 2008, promotes the emergence of a broad culture of contemplation in the academy by connecting a network of leading institutions and academics committed to the recovery and development of the contemplative dimension of teaching, learning and knowing. The ACMHE offers conferences emphasizing contributed papers from our community; a quarterly e-newsletter of member publications, activities and announcements reaching over 3000 academic contacts; an online member directory and discussion forum; useful resources; and a webinar series featuring leading contemplative educators and researchers.

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. For the last fifteen years, the Center for Contemplative Mind in Society has played a leading role in fostering the inclusion of contemplative practice and inquiry in college and university classrooms in North America and beyond.

Further information and resources may be found at our two websites, [contemplativemind.org](http://contemplativemind.org) and [acmhe.org](http://acmhe.org).

# AGENDA

## FRIDAY, SEPTEMBER 21

- 5:00 – 6:45 pm** Registration  
*Converse Lobby*
- 6:45 – 7:45 pm** Reception with drinks and appetizers  
*Converse Lobby*
- 8:00 – 8:10 pm** Introductory Remarks from **Daniel Barbezat**, Professor of Economics, Amherst College and Director of the Center for Contemplative Mind in Society  
*Cole Assembly (Red Room), Converse Hall*
- 8:10 – 9:30 pm** **“Contemplating Race, Law and Justice: Some Notes on Pedagogy for Changing the World,”** Keynote Address by **Rhonda Magee**, Professor of Law & Co-Director, Center for Teaching Excellence, University of San Francisco  
*Cole Assembly (Red Room), Converse Hall*

## SATURDAY, SEPTEMBER 22

- 8:00 – 8:30 am** Meditation led by **Judith Simmer-Brown**, Professor of Religious Studies, Naropa University  
*Chapin Chapel*
- 9:00 – 9:10 am** Conference Opening by **Daniel Barbezat**  
*Cole Assembly (Red Room), Converse Hall*
- 9:10 – 10:00 am** **“The Contemplative Brain: Neuroscientific Findings in Meditation Research,”** presentation by **Dr. Gaelle Desbordes**, Research Fellow, Massachusetts General Hospital-Harvard-MIT Martinos Center for Biomedical Imaging & Visiting Scholar, Center for Computational Neuroscience and Neural Technology, Boston University  
*Cole Assembly (Red Room), Converse Hall*
- 10:00 – 10:30 am** Break, with coffee, tea and pastries  
*Converse Lobby*

- 10:30 – 12:15 pm**      **Parallel Sessions A-1 & A-2** on Contemplative Pedagogy and Research  
*Red Room, Converse 207, 208, 209, 302, 304, 308 and Porter Lounge*
- 12:15 – 1:15 pm**      Lunch  
*Lewis-Sebring Commons*
- 1:30 – 2:30 pm**      **Poster Session**  
*Converse Lobby and Mezzanine*
- 2:45 – 4:30 pm**      **Parallel Sessions B-1 & B-2** on Contemplative Pedagogy and Research  
*Red Room, Converse 207, 208, 209, 302, 304, 308 and Porter Lounge*
- 4:30 – 5:00 pm**      Break, with coffee, tea, cider and snacks  
*Converse Lobby*
- 5:00 - 5:45 pm**      **Parallel Session B-3** on Contemplative Pedagogy and Research  
*Red Room, Converse 207, 208, 209, 302, 304, 308 and Porter Lounge*
- 6:00 – 6:30 pm**      Reception, with drinks and appetizers  
*Lewis-Sebring Commons*
- 6:30 – 7:30 pm**      Dinner  
*Lewis-Sebring Commons*
- 8:00 – 9:00 pm**      **“Bird, Whale, Bug: Music from Nature”**  
Performance by **David Rothenberg**, Professor of Philosophy and Music, New Jersey Institute of Technology  
*Buckley Recital Hall*

## SUNDAY, SEPTEMBER 23

- 8:00 – 8:30 am** Meditation led by **Richard Chess**, Professor of Literature and language, University of North Carolina Asheville  
*Chapin Chapel*
- 9:00 – 10:35 am** **Parallel Sessions C-1 & C-2** on Contemplative Pedagogy and Research  
*Red Room, Converse 207, 208, 209, 302, 304, 308 and Porter Lounge*
- 10:45 – 12:45 pm** **World Café** (includes continental breakfast)  
Facilitated by **Rona Wilensky**, founder of New Vista High School, former Resident Fellow at the Spencer Foundation & education policy analyst, and **Barbara Catbagan**, Core Faculty member, Interdisciplinary Studies, Naropa University  
*O'Connor Commons*
- 12:45 – 1:15 pm** Conference Closing  
*O'Connor Commons*

**PRESENTATION MAP · SATURDAY, SEPTEMBER 22 · SESSIONS A1 & A2**

	<b>RED ROOM</b>	<b>CONVERSE 207</b>	<b>CONVERSE 208</b>	<b>CONVERSE 209</b>
<b>SESSION A1 · 10:30 - 11:15 am</b>	<p><b>The Theory and Practice of Integrative Contemplative Pedagogy</b></p> <p>Harold Roth Religious and East Asian Studies, Brown University</p>	<p><b>Contemplative Pedagogy and Intercultural Development</b></p> <p>Vaishali Mamgain Economics, University of Southern Maine &amp; Meg Quinn, Council on International Educational Exchange</p>	<p><b>Cross-Cultural Transformation Frameworks: The Pivotal Role of Contemplative Practice</b></p> <p>Mary-Ann Mitchell-Pellet Education, University of Calgary</p>	<p><b>Lost in Art: Teacher Renewal through Arts-Based Professional Development</b></p> <p>Jane Dalton Art Education, Maine College of Art</p>
<b>SESSION A2 · 11:30 - 12:15 pm</b>	<p><b>Integrative Contemplative Pedagogy: Quantitative and Qualitative Results</b></p> <p>Willoughby Britton Psychiatry and Clinical Neuroscience, Brown University</p>	<p><b>Space, Time &amp; the Arts: Case Study for Creative Connections</b></p> <p>Doreen Bartoni Film and Video, Columbia College Chicago</p>	<p><b>Cultivating a Compassionate Community of Learners through Expressive Arts</b></p> <p>Jena Leake Human Development and Psychological Counseling, Appalachian State University</p>	<p><b>Panel: Sonic Wormholes: Thinking, Hearing, and Moving Within and Across Disciplinary Boundaries</b></p> <p>Steven Nuss, Music and East Asian Studies, Colby College, et al.</p>

CONVERSE 302	CONVERSE 304	CONVERSE 308	PORTER LOUNGE
<p><b>Panel: Contemplative Pedagogy in Online Education</b></p> <p>Claire Stanley, The Center for Mindful Inquiry, et al.</p>	<p><b>Panel: Contemplative Education at the State University of New York</b></p> <p>Hedva Lewittes, Psychology, SUNY Old Westbury, et al.</p>	<p><b>The Color of Silence: Contemplative Practice and Creative Expression</b></p> <p>Shalom Gorewitz Media Art &amp; Jennifer Morrison, Visual Arts, Ramapo College</p>	<p><b>Roundtable: How can Mindfulness Practices be Integrated in Teaching and Learning about Diversity on Campus?</b></p> <p>Laura Carmen Arena Multicultural and International Affairs, Office of Student Affairs, Harvard University School of Education</p>
<p><b>Panel: Using Social Media to Build Contemplative Communities of Color</b></p> <p>Clyde Griffin, Jr. Human Services Program, et al., Metropolitan College of New York</p>	<p><b>Connecting the Curricular and Co-Curricular Elements of our Diverse Academic Communities through Contemplative Practices</b></p> <p>David O'Malley Social Work, Bridgewater State University &amp; Beth O'Malley Hood College</p>	<p><b>I'm Forever Blowing Bubbles: Contemplative Play as Self-Care in Higher Education Settings</b></p> <p>Elaine Hammond Social Work, University at Buffalo</p>	<p><b>Workshop: Call Me By My True Names: An Exploration of Diversity</b></p> <p>Doreen Maller Holistic and Expressive Arts and Counseling Psychology, John F Kennedy University, et al.</p>

**PRESENTATION MAP · SATURDAY, SEPTEMBER 22 · SESSIONS B1, B2 & B3**

	<b>RED ROOM</b>	<b>CONVERSE 207</b>	<b>CONVERSE 208</b>	<b>CONVERSE 209</b>
<b>SESSION B1 · 2:45 - 3:30 pm</b>	<p><b>Art and Connectivity: The Experience of Radiance</b></p> <p>Patricia Wallace English, Vassar College</p>	<p><b>Must Jesus Bear the Cross Alone: The African American Spiritual Tradition as Method for Contemplative Reflection</b></p> <p>Donald Matthews Religious Studies, Naropa University</p>	<p><b>Transformative Learning in End-of-Life Care: Lessons for Educators and Students</b></p> <p>John Baugher Sociology, University of Southern Maine</p>	<p><b>Contemplative Decision Making: Leading Diverse Groups with Dynamic Governance</b></p> <p>David Heckel, English, Pfeiffer University</p>
<b>SESSION B2 · 3:45 - 4:30 pm</b>	<p><b>Teaching Alternative Dispute Resolution in Culturally Transformed America</b></p> <p>George Knox Florida International University College of Law</p>	<p><b>Exploring Pedagogical Underpinnings of Contemplative Classroom Communities</b></p> <p>Kathryn Byrnes Education, Bowdoin College &amp; Tom Bassarear Education, Keene State College</p>	<p><b>Stepping into the Unknown: Diversity in the Classroom</b></p> <p>Jane Carpenter Psychology, Naropa University</p>	<p><b>Bringing Presence Into The College Classroom</b></p> <p>Lyla Yastion Anthropology and Religious Studies, SUNY New Paltz</p>
<b>SESSION B3 · 5:00 - 5:45 pm</b>	<p><b>Difference and Dialogue</b></p> <p>Judith Simmer-Brown Religious Studies, Naropa University</p> <p>8</p>	<p><b>Contemplative Pedagogy &amp; Diversity: Learning Environment: Safe or Caring?</b></p> <p>Joanne Gozawa Transformative Inquiry, California Institute of Integral Studies</p>	<p><b>Looking at emotion and student learning using contemplative group inquiry</b></p> <p>Rebecca Ossorio Educational Theory &amp; Practice, University at Albany</p>	<p><b>Presence in Teaching</b></p> <p>Carol Rodgers Educational Theory &amp; Practice, University at Albany</p>

CONVERSE 302	CONVERSE 304	CONVERSE 308	PORTER LOUNGE
<p><b>The Challenges and Benefits of Introducing a Mindfulness and Acceptance Approach to University Faculty and Administrator</b></p> <p>Barbara Beaver &amp; Carolyn Morgan, Psychology, University of Wisconsin Whitewater</p>	<p><b>Mindfulness and Resistance: Contemplative Practices in Social Justice Teacher Education</b></p> <p>Jennifer Cannon Education, UMass Amherst</p> <p><b>Seeing with a Beginner's Mind: A Journey in Ethnographic Sensibility</b></p> <p>Ellen Pader Anthropology and Urban Planning, UMass Amherst</p>	<p><b>Panel: Clear Seeing: Contemplative Photography</b></p> <p>Miriam Hall Honors, Marquette University and Lisa Stanley, Fine Arts</p>	<p><b>Labyrinths as Contemplative Metaphors, Models &amp; Tools</b></p> <p>Terry Murray Education, SUNY New Paltz</p>
<p><b>What Can Feminism Offer Mindfulness Initiatives in the Classroom?</b></p> <p>Beth Berila Women's Studies, St. Cloud University</p>	<p><b>Contemplative Dance History: Teaching Dianne McIntyre</b></p> <p>Veta Goler Dance, Spelman College</p>	<p><b>Panel: Mindful Creation: Conscious Awareness through Photography and Poetry</b></p> <p>Melissa Goldthwaite English, Saint Joseph's University &amp; Howard Dinin Art, Amherst College and Holy Cross College</p>	<p><b>Holding The Holocaust: Contemplative Practices in an Interdisciplinary Class on The Holocaust and the Arts</b></p> <p>Richard Chess Literature and Language &amp; Julie Tierney University of North Carolina Asheville</p>
<p><b>"Arriving" with Others: A Contemplative Approach to Ensemble Creativity</b></p> <p>Deborah Middleton Music &amp; Drama, University of Huddersfield</p>	<p><b>Intentionless Intentionality: Developing a contemplative pedagogy of the oppressed</b></p> <p>Juan Mah y Busch English (Chicana/o Studies), Loyola Marymount University</p>	<p><b>Poetry and the Spiritual Mind</b></p> <p>Sharon Strange English, Spelman College</p>	<p><b>Kabbalistic Perspectives on Contemplation, Creativity, and Transformation</b></p> <p>Charles Burack Psychology, John F. Kennedy University</p>

**PRESENTATION MAP · SUNDAY, SEPTEMBER 23 · SESSIONS C1 & C2**

	<b>RED ROOM</b>	<b>CONVERSE 207</b>	<b>CONVERSE 208</b>	<b>CONVERSE 209</b>
<b>SESSION C-1 · 9:00 - 9:45 am</b>	<p><b>Panel: What can colleges and universities engaged in contemplative education learn from each other?</b></p> <p>Susan Burggraf Psychology, Naropa University, et al.</p>	<p><b>Mindfully Exploring Reverence and Compassion in a Highly Diverse Classroom Setting</b></p> <p>Peter Dlugos Philosophy and Religion, Bergen Community College</p>	<p><b>Framing, Rites of Passage and Walking the Labyrinth</b></p> <p>Carolee Berg Sociology and Anthropology, Manhattanville College</p>	<p><b>Mindfulness and Responsibility: Navigating Self-Ownership and Public Presentation</b></p> <p>Donna Stepien Graphic Design, New England Institute of Art</p>
<b>SESSION C-2 · 9:50 - 10:35 am</b>	<p><b>Mindful Email and Beyond</b></p> <p>David Levy Information Science, University of Washington</p>	<p><b>Contemplative Practices Based on Seasonal Energies (Wu Hsing) of Chinese Philosophy</b></p> <p>Douglas Lindner Engineering, Virginia Tech</p>	<p><b>The Use of Contemplative Pedagogy in the Teaching of Religious Figures</b></p> <p>Tara Soughers Theology, Boston University</p>	<p><b>Using mindfulness to work with vicarious trauma in certified legal interns: Learning as we go along</b></p> <p>Amber Kelly &amp; Teresa Drake Levin College of Law, University of Florida</p>

CONVERSE 302	CONVERSE 304	CONVERSE 308	PORTER LOUNGE
<p><b>Roundtable: Contemplative Higher Education: Diverse Epistemological Foundations East and West</b></p> <p>Margaret Benefiel Theology, Andover Newton Theological School</p>	<p><b>Renewing Respect for Writing Practice with Old Tools, Old Techniques</b></p> <p>John Wolff Communications, West Shore Community College</p>	<p><b>Body-oriented pedagogy: when body becomes subject and mind becomes object</b></p> <p>Oren Ergas Education, Haifa University</p>	<p><b>A Course About Nothing</b></p> <p>Eduardo Velasquez Politics, Washington and Lee University</p>
<p><b>Panel: The Urban Academic Village</b></p> <p>Kamille Wolff-Dean Law, et al. , Texas Southern University</p>	<p><b>Labyrinth learning, academic research assignments, and information literacy</b></p> <p>Lise Dyckman Library, California Institute of Integral Studies</p>	<p><b>Contemplative Brooklyn: The Whole Shmear</b></p> <p>David Forbes Education, Brooklyn College, CUNY</p>	<p><b>Contemplative Practice for the Secular Soul</b></p> <p>Ruth Rootberg Alexander Technique School New England &amp; Michaela Hauser- Wagner Osher Lifelong Learning Institute, University of Connecticut Waterbury</p>

# PRESENTATION LIST

## SESSION A1: SATURDAY, SEPTEMBER 22, 10:30 – 11:15 AM

### COLE ASSEMBLY (RED ROOM)

**The Theory and Practice of Integrative Contemplative Pedagogy.** Harold Roth, Religious and East Asian Studies, Brown University

### CONVERSE 207

**Contemplative Pedagogy and Intercultural Development.** Vaishali Mangain, Economics, University of Southern Maine & Meg Quinn, Council on International Educational Exchange in Portland, Maine

### CONVERSE 208 (FITCH)

**Cross-Cultural Transformation Frameworks: The Pivotal Role of Contemplative Practice.** Mary-Ann Mitchell-Pellet, Education, University of Calgary

### CONVERSE 209

**Lost in Art: Teacher Renewal through Arts-Based Professional Development.** Jane Dalton, Art Education, Maine College of Art

### CONVERSE 302

**Panel: Contemplative Pedagogy in Online Education.** Claire Stanley, The Center for Mindful Inquiry, et al.

### CONVERSE 304

**Panel: Contemplative Education at the State University of New York.** Hedva Lewittes, Psychology, SUNY Old Westbury, et al.

### CONVERSE 308

**The Color of Silence: Contemplative Practice and Creative Expression.** Shalom Gorewitz, Media Art & Jennifer Morrison, Visual Arts, Ramapo College

### PORTER LOUNGE

**Roundtable: How can Mindfulness Practices be Integrated in Teaching and Learning about Diversity on Campus?** Laura Carmen Arena, Multicultural and International Affairs, Office of Student Affairs, Harvard University School of Education

## **SESSION A2: SATURDAY, SEPTEMBER 22, 11:30 AM – 12:15 PM**

### **COLE ASSEMBLY (RED ROOM)**

**Integrative Contemplative Pedagogy: Quantitative and Qualitative Results.** Willoughby Britton, Psychiatry & Clinical Neuroscience, Brown University

### **CONVERSE 207**

**Space, Time & the Arts: Case Study for Creative Connections.**  
Doreen Bartoni, Film and Video, Columbia College Chicago

### **CONVERSE 208 (FITCH)**

**Cultivating a Compassionate Community of Learners through Expressive Arts.** Jena Leake, Human Development and Psychological Counseling, Appalachian State University

### **CONVERSE 209**

**Panel: Sonic Wormholes: Thinking, Hearing, and Moving Within and Across Disciplinary Boundaries.** Steven Nuss, Music and East Asian Studies, Colby College, et al.

### **CONVERSE 302**

**Panel: Using Social Media to Build Contemplative Communities of Color.**  
Clyde Griffin, Jr., Human Services Program, et al., Metropolitan College of New York

### **CONVERSE 304**

**Connecting the Curricular and Co-Curricular Elements of our Diverse Academic Communities through Contemplative Practices.** David O'Malley, Social Work, Bridgewater State University & Beth O'Malley, Hood College

### **CONVERSE 308**

**I'm Forever Blowing Bubbles: Contemplative Play as Self-Care in Higher Education Settings.** Elaine Hammond, Social Work, University at Buffalo

### **PORTER LOUNGE**

**Workshop: Call Me By My True Names: An Exploration of Diversity.**  
Doreen Maller, Holistic and Expressive Arts and Counseling Psychology, John F. Kennedy University, et al.

## SESSION B1: SATURDAY, SEPTEMBER 22, 2:45 – 3:30 PM

### COLE ASSEMBLY (RED ROOM)

**Art and Connectivity: The Experience of Radiance.** Patricia Wallace, English, Vassar College

### CONVERSE 207

**Must Jesus Bear the Cross Alone: The African American Spiritual Tradition as Method for Contemplative Reflection.** Donald Matthews, Religious Studies, Naropa University

### CONVERSE 208 (FITCH)

**Transformative Learning in End-of-Life Care: Lessons for Educators and Students.** John Baugher, Sociology, University of Southern Maine

### CONVERSE 209

**Contemplative Decision Making: Leading Diverse Groups with Dynamic Governance.** David Heckel, English, Pfeiffer University

### CONVERSE 302

**The Challenges and Benefits of Introducing a Mindfulness and Acceptance Approach to University Faculty and Administrator.** Barbara Beaver & Carolyn Morgan, Psychology, University of Wisconsin Whitewater

### CONVERSE 304

**Mindfulness and Resistance: Contemplative Practices in Social Justice Teacher Education.** Jennifer Cannon, Education, UMass Amherst

**Seeing with a Beginner's Mind: A Journey in Ethnographic Sensibility.** Ellen Pader, Anthropology and Urban Planning, UMass Amherst

### CONVERSE 308

**Panel: Clear Seeing: Contemplative Photography.** Miriam Hall, Honors, Marquette University & Lisa Stanley, Fine Arts

### PORTER LOUNGE

**Labyrinths as Contemplative Metaphors, Models & Tools.** Terry Murray, Education, SUNY New Paltz

## **SESSION B2: SATURDAY, SEPTEMBER 22, 3:45 – 4:30 PM**

### **COLE ASSEMBLY (RED ROOM)**

**Teaching Alternative Dispute Resolution in Culturally Transformed America.** George Knox, Florida International University College of Law

### **CONVERSE 207**

**Exploring Pedagogical Underpinnings of Contemplative Classroom Communities.** Kathryn Byrnes, Education, Bowdoin College & Tom Bassarear, Education, Keene State College

### **CONVERSE 208 (FITCH)**

**Stepping into the Unknown: Diversity in the Classroom.** Jane Carpenter, Psychology, Naropa University

### **CONVERSE 209**

**Bringing Presence Into The College Classroom.** Lyla Yastion, Anthropology and Religious Studies, SUNY New Paltz

### **CONVERSE 302**

**What Can Feminism Offer Mindfulness Initiatives in the Classroom?**  
Beth Berila, Women's Studies, St. Cloud University

### **CONVERSE 304**

**Contemplative Dance History: Teaching Dianne McIntyre.**  
Veta Goler, Dance, Spelman College

### **CONVERSE 308**

**Panel: Mindful Creation: Conscious Awareness through Photography and Poetry.** Melissa Goldthwaite, English, Saint Joseph's University & Howard Dinin, Art, Amherst College and Holy Cross College

### **PORTER LOUNGE**

**Holding The Holocaust: Contemplative Practices in an Interdisciplinary Class on The Holocaust and the Arts.** Richard Chess, Literature & Language and Julie Tierney, University of North Carolina Asheville

## SESSION B3: SATURDAY, SEPTEMBER 22, 5:00 – 5:45 PM

### COLE ASSEMBLY (RED ROOM)

**Difference and Dialogue.** Judith Simmer-Brown, Religious Studies, Naropa University

### CONVERSE 207

**Contemplative Pedagogy & Diversity: Learning Environment: Safe or Caring?** Joanne Gozawa, Transformative Inquiry, California Institute of Integral Studies

### CONVERSE 208 (FITCH)

**Looking at emotion and student learning using contemplative group inquiry.** Rebecca Ossorio, Educational Theory & Practice, SUNY Albany

### CONVERSE 209

**Presence in Teaching.** Carol Rodgers, Educational Theory & Practice, SUNY Albany

### CONVERSE 302

**“Arriving” with Others: A Contemplative Approach to Ensemble Creativity.** Deborah Middleton, Music & Drama, University of Huddersfield

### CONVERSE 304

**Intentionless Intentionality: Developing a contemplative pedagogy of the oppressed.** Juan Mah y Busch, English and Chicana/o Studies, Loyola Marymount University

### CONVERSE 308

**Poetry and the Spiritual Mind.** Sharon Strange, English, Spelman College

### PORTER LOUNGE

**Kabbalistic Perspectives on Contemplation, Creativity, and Transformation.** Charles Burack, Psychology, John F. Kennedy University

## **SESSION C1: SUNDAY, SEPTEMBER 23, 9:00 – 9:45 AM**

### **COLE ASSEMBLY (RED ROOM)**

**Panel: What can colleges and universities engaged in contemplative education learn from each other?** Susan Burggraf, Psychology, Naropa University, et al.

### **CONVERSE 207**

**Mindfully Exploring Reverence and Compassion in a Highly Diverse Classroom Setting.** Peter Dlugos, Philosophy & Religion, Bergen Community College

### **CONVERSE 208 (FITCH)**

**Framing, Rites of Passage and Walking the Labyrinth.** Carolee Berg, Sociology and Anthropology, Manhattanville College

### **CONVERSE 209**

**Mindfulness and Responsibility: Navigating Self-Ownership and Public Presentation.** Donna Stepien, Graphic Design, New England Institute of Art

### **CONVERSE 302**

**Roundtable: Contemplative Higher Education: Diverse Epistemological Foundations East and West.** Margaret Benefiel, Theology, Andover Newton Theological School

### **CONVERSE 304**

**Renewing Respect for Writing Practice with Old Tools, Old Techniques.** John Wolff, Communications, West Shore Community College

### **CONVERSE 308**

**Body-oriented pedagogy: when body becomes subject and mind becomes object.** Oren Ergas, Education, Haifa University

### **PORTER LOUNGE**

**A Course About Nothing.** Eduardo Velasquez, Politics, Washington and Lee University

## SESSION C2: SUNDAY, SEPTEMBER 23, 9:50 – 10:35 AM

### COLE ASSEMBLY (RED ROOM)

**Mindful Email and Beyond.** David Levy, Information Science, University of Washington

### CONVERSE 207

**Contemplative Practices Based on Seasonal Energies (Wu Hsing) of Chinese Philosophy.** Douglas Lindner, Engineering, Virginia Tech

### CONVERSE 208 (FITCH)

**The Use of Contemplative Pedagogy in the Teaching of Religious Figures.** Tara Soughers, Theology, Boston University

### CONVERSE 209

**Using mindfulness to work with vicarious trauma in certified legal interns: Learning as we go along.** Amber Kelly & Teresa Drake, Levin College of Law, University of Florida

### CONVERSE 302

**Panel: The Urban Academic Village.** Kamille Wolff-Dean, Law, et al., Texas Southern University

### CONVERSE 304

**Labyrinth Learning, Academic Research Assignments, and Information Literacy.** Lise Dyckman, Library, California Institute of Integral Studies

### CONVERSE 308

**Contemplative Brooklyn: The Whole Shmear.** David Forbes, Education, Brooklyn College, CUNY

### PORTER LOUNGE

**Contemplative Practice for the Secular Soul.** Ruth Rootberg, Alexander Technique School New England & Michaela Hauser-Wagner, Osher Lifelong Learning Institute, University of Connecticut Waterbury

# POSTER SESSION LIST

SATURDAY, SEPTEMBER 22, 1:30 – 2:30 PM, CONVERSE LOBBY & MEZZANINE

*Poster session abstracts and biographical information about the presenters are included with the presentation session abstracts, listed in alphabetical order by lead presenter.*

- 1. Cultivating a Vibrant Supportive Intellectual Community in the Classroom.** Chitra Aiyar, Women and Gender Studies, Hunter College
- 2. Embodied Mindfulness as an Adjunct to Learning about Critical Race and Feminist Theory.** Renee Cramer, Law, Politics, and Society, Drake University
- 3. Vulnerability and Healing in the Contemplative Classroom.** John Ernst, Film and Communication, Heartland Community College
- 4. Authenticity and Process-Mind: A Post-Professional Model for Academic Writing.** Heather Fester, Department of English, Foreign Languages, and Journalism, Lincoln University of Missouri
- 5. Contemplative Studies in Higher Education: Towards a Safe and Responsible Integration.** Nathan Fisher, Britton Lab and Psychiatry, Brown University Medical School
- 6. Towards Holistic Science as Contemplative Practice.** Lisa Greber, Environmental, Earth and Ocean Sciences/Green Harbors, University of Massachusetts Boston
- 7. Mindfulness and Counselor Training: Theoretical and Empirical Findings.** K. Hridaya Hall, Counselor Education, Plymouth State University
- 8. Hearing Clearly: Contemplative Writing and Miksang Contemplative Photography.** Miriam Hall, Honors, Marquette University and Lisa Stanley, Artist and Meditation Instructor

9. **Mindfulness in the Curriculum of Nursing.** Kimberley Holmes, Faculty of Education, University of Calgary
10. **Transformational Education: Developing and Implementing a Neuropsychology of Meditation.** Tom Bassarear, Education and Karen Jennings, Psychology, Keene State College
11. **Circle Contemplations: Insights and Applications from a Restorative Justice Seminar.** Sara Ellen Kitchen, Criminal Justice, Chestnut Hill College
12. **Student Insights: Connections and Interconnections within Contemplative Curriculum.** Christine Kessen, Social Work, and Dr. Kielty Turner, MA, LCSW, DSW, Assistant Professor, Marywood University
13. **Incorporating Mindfulness in Physical Fitness to Promote Health.** Rolliene Mallari, Philosophy and Psychology, Montclair State University
14. **Peace is the Human Way: Contemplation and Peace among Native American Peacekeepers.** Rachel Mann, MettaKnowledge for Peace, LLC
15. **World Enough & Time.** Christian McEwen, poet
16. **Contemplative Therapeutic Practices: Cultivating Compassion in a Diverse Society.** Barbara Bash, author, visual artist and teacher, and Patricia Mercaitis, Center for language speech & hearing disorders University of Massachusetts Amherst
17. **A Preschool Teacher's Conceptual Change in Teaching Meditation.** Hee Jung Min, Curriculum and Instruction, University of Wisconsin, Madison
18. **Kuchipudi Dance as a Contemplative Practice of its Own Sort.** Sabrina MisirHiralall, Montclair State University
19. **Contemplative Dance as a Connective Medium of Authentic Learning and Knowing Across Campuses.** Esmilda Abreu-Hornbostel, Montclair State University
20. **Auto-Ethnography and Story as Contemplative Practice: A Ph.D. Candidate's Discernment.** Mary-Ann Mitchell-Pellett, Faculty of Education, University of Calgary

- 21. Musical Phenomenology.** John Morrison, Composition and Theory, Longy School of Music
- 22. The Impact of Meditation on Mindfulness, Cognitive Engagement & Academic Performance of Undergraduate College Students.** Lisa Napora, Educational Leadership & Policy, State University of New York at Buffalo
- 23. Council Practice: Interweaving Hearts through Creative Contemplation in Community.** Kala Perkins, Bioethics, Loyola Marymount University/AJULA/UCLA
- 24. At-Risk Students, Cognitive Development and Mindfulness Practice.** Sharon Solloway, Developmental Instruction, Bloomsburg University
- 25. Contemplative Leadership Academies: A Model for Public School Leaders.** Tom Stewart, College of Education/Dept. of Teaching and Learning, Austin Peay State University
- 26. A Course About Nothing.** Eduardo Velasquez, Politics, Washington and Lee University
- 27. The Mindfulness Studies Program at Lesley University.** Nancy Waring, Interdisciplinary Studies, Lesley University
- 28. Perspectives on Contemplative Reflexivity, Paradigm Shifts, and Language/Culture Pedagogy.** Mary Wildner-Bassett, College of Humanities and German Studies and Second Language Acquisition and Teaching, University of Arizona
- 29. The Performance of Writing: Meditative Visualization & Professional Writing.** Caroline Wilkins, Professional Writing Program, University of Maryland

# LIST OF SESSION & POSTER PRESENTERS

*Information on each presentation is available in the next section, listed alphabetically by the session's lead presenter.*

**Esmilda M. Abreu-Hornbostel**  
Equity and Diversity, Montclair  
State University

**Chitra Aiyar**  
Women and Gender Studies,  
Hunter College

**Laura Carmen Arena**  
Multicultural and International  
Affairs, Office of Student Affairs,  
Harvard Graduate School of  
Education

**Doreen Bartoni**  
Film & Video, Columbia College  
Chicago

**Tom Bassarear**  
Education, Keene State College  
(see also: *lead presenter: Kathryn  
Byrnes*)

**Sujei Batista**  
Writing, Metropolitan College of  
New York (*lead presenter: Clyde  
Griffin, Jr.*)

**John Baugher**  
Sociology, University of  
Southern Maine

**Barbara Beaver**  
Psychology, University of  
Wisconsin Whitewater

**Margaret Benefiel**  
Theology, Andover Newton  
Theological School

**Carolee Berg**  
Sociology and Anthropology,  
Manhattanville College

**Beth Berila**  
Women's Studies, St. Cloud State  
University

**Willoughby Britton**  
Brown Contemplative Studies  
Initiative, Brown University

**Isiah Brown**  
Law, Texas Southern University  
(*lead presenter: Kamille Wolf-  
Dean*)

**Charles Burack**  
Psychology, John F Kennedy  
University

**Susan Burggraf**  
Psychology, Naropa University

**Kathryn Byrnes**  
Education, Bowdoin College

**Jennifer Cannon**  
Teacher Education and  
Curriculum Studies, University of  
Massachusetts Amherst

**Jane Carpenter**  
Contemplative Psychology  
Naropa University

**Meenal Chaudhari**  
Artist, Psychotherapist  
(*lead presenter: Doreen Maller*)

**Richard Chess**  
Literature & Language,  
University of North Carolina  
Asheville

**Thomas Coburn**  
President Emeritus, Naropa  
University  
(*lead presenter: Susan Burggraf*)

**Sean Conley**  
Marlboro College Graduate  
School (*lead presenter: Claire  
Stanley*)

**Renee Cramer**  
Law, Politics, and Society, Drake  
University

**Jane Dalton**  
Art Education, Maine College of  
Art

**Howard Dinin**  
Photographer, Writer and Poet  
(*lead presenter: Melissa  
Goldthwaite*)

**Peter Dlugos**  
Philosophy & Religion, Bergen  
Community College

**Teresa Drake**  
Levin College of Law, University  
of Florida (*lead presenter: Amber  
Kelly*)

**Susan Dreyer-Leon**

Antioch University New England  
(*lead presenter: Claire Stanley*)

**Lisa Dulgar-Tulloch**

Clinical Psychology, University  
at Albany (*lead presenter: Hedva  
Lewittes*)

**Lise Dyckman**

Library, California Institute of  
Integral Studies

**Oren Ergas**

Faculty of Education, Haifa  
University

**John Ernst**

Film and Communication,  
Heartland Community College

**Heather Fester**

Department of English, Foreign  
Languages, and Journalism,  
Lincoln University of Missouri

**Nathan Fisher**

Britton Lab, Psychiatry, Brown  
University Medical School

**David Forbes**

Education, Brooklyn College,  
CUNY

**Robert Ford**

Chemistry, Texas Southern  
University (*lead presenter:  
Kamille Wolf-Dean*)

**Charles Glass**

Science, Texas Southern  
University (*lead presenter:  
Kamille Wolf-Dean*)

**Lisa Greber**

Earth Ocean and Science/  
Green Harbors, University of  
Massachusetts Boston

**Melissa Goldthwaite**

English, Saint Joseph's University

**Veta Goler**

Drama and Dance, Spelman  
College

**Shalom Gorewitz**

Media Art, Ramapo College

**Joanne Gozawa**

Transformative Inquiry,  
California Institute of Integral  
Studies

**Clyde Griffin, Jr.**

Human Services, Metropolitan  
College of New York

**Miriam Hall**

Honors, Marquette University

**K. Hridaya Hall**

Counselor Education Plymouth  
State University

**Elaine Hammond**

School of Social Work & School  
of Law, University at Buffalo

**Michaela Hauser-Wagner**

Osher Lifelong Learning  
Institute, University of  
Connecticut Waterbury  
(*lead presenter: Ruth Rootberg*)

**David Heckel**

English, Pfeiffer University

**Kimberley Holmes**

Faculty of Education, University  
of Calgary

**Gary Houchens**

Contemplative Learning  
Solutions, LLC (*lead presenter:  
Tom Stewart*)

**Matthew Immergut**

Sociology, SUNY Purchase  
(*lead presenter: Hedva Lewittes*)

**Karen Jennings**

Education, Keene State College  
(*lead presenter: Tom Bassarear*)

**Amber Kelly**

Levin College of Law, University  
of Florida

**Christine Kessen**

Social Work, Marywood  
University

**Sara Ellen Kitchen**

Criminal Justice Chestnut Hill  
College

**George Knox**

Law, Florida International  
University College of Law

**Jena Leake**

Human Development &  
Psychological Counseling,  
Appalachian State University

**Lain Lease**

Holistic Psychology, John  
F. Kennedy University (*lead  
presenter: Doreen Maller*)

**David Levy**

Information Science, University of Washington

**Hedva Lewittes**

Psychology, SUNY Old Westbury

**Douglas Lindner**

Engineering, Virginia Tech

**Juan Mah y Busch**

English (Chicana/o Studies), Loyola Marymount University

**Rolliene Mallari**

Philosophy and Psychology, Montclair State University

**Doreen Maller**

Holistic and Expressive Arts, Counseling Psychology, John F. Kennedy University

**Vaishali Mamgain**

Economics, University of Southern Maine

**Rachel Mann**

MettaKnowledge for Peace, LLC

**Donald Matthews**

Religious Studies, Naropa University

**Erin McCarthy**

Philosophy, St. Lawrence University (*lead presenter: Susan Burggraf*)

**Christian McEwen**

Writer, Teacher and Workshop Leader

**Nikolaus Meisel**

Sculpture, Washington State University Pullman (*lead presenter: Steven Nuss*)

**Patricia Mercaitis**

Center for Language, Speech & Hearing Disorders, University of Massachusetts Amherst

**Deborah Middleton**

Music & Drama, University of Huddersfield

**Jack Millett**

The Center for Mindful Inquiry (*lead presenter: Claire Stanley*)

**Hee Jung Min**

Curriculum and Instruction, University of Wisconsin, Madison

**Sabrina MisirHiralall**

Educational Foundations and Philosophy and Religion, Montclair State University

**Mary-Ann Mitchell-Pellett**

Faculty of Education, University of Calgary

**Carolyn Morgan**

Psychology, University of Wisconsin Whitewater (*lead presenter: Barbara Beaver*)

**Jennifer Morrison**

Visual Arts, Ramapo College (*lead presenter: Shalom Gorewitz*)

**John Morrison**

Composition and Theory, Longy School of Music

**Terry Murray**

Humanist/Multicultural Education Program, SUNY New Paltz (see also: *lead presenter: Hedva Lewittes*)

**Lisa Napora**

Educational Leadership & Policy, State University of New York at Buffalo

**Andhuy Nguyen**

Student, Colby College (*lead presenter: Steven Nuss*)

**Steven Nuss**

Music and East Asian Studies, Colby College

**Jason Oby**

Music, Texas Southern University (*lead presenter: Kamille Wolf-Dean*)

**David O'Malley**

School of Social Work, Bridgewater State University

**Beth O'Malley**

Dean of Chapel, Hood College (*lead presenter: David O'Malley*)

**Rebecca Ossorio**

Educational Theory and Practice, University at Albany

**Ellen Pader**

Urban Planning, University of Massachusetts

**Kala Perkins**

Bioethics, Loyola Marymount University/AJULA/UCLA

**Nicholas Powers**

English, SUNY Old Westbury  
(*lead presenter: Hedva Lewittes*)

**Meg Quinn**

Instructional Development,  
Council on International  
Educational Exchange (*lead  
presenter: Vaishali Mamgain*)

**Carol Rodgers**

Educational Theory and Practice,  
SUNY Albany  
(*see also: lead presenter: Claire  
Stanley*)

**Ruth Rootberg**

Alexander Technique School  
New England

**Harold Roth**

Religious & East Asian Studies,  
Brown University

**Ed Sarath**

Jazz and Contemporary  
Improvisation, University of  
Michigan (*lead presenter: Susan  
Burggraf*)

**Judith Simmer-Brown**

Religious Studies, Naropa  
University

**Sharon Solloway**

Developmental Instruction,  
Bloomsburg University

**Tara Soughers**

School of Theology, Boston  
University

**Claire Stanley**

Education, The Center for  
Mindful Inquiry

**Lisa Stanley**

Artist and Meditation Instructor  
(*lead presenter: Miriam Hall*)

**Donna Stepien**

Graphic Design, New England  
Institute of Art

**Tom Stewart**

College of Education, Teaching  
and Learning, Austin Peay State  
University

**Sharan Strange**

English, Spelman College

**Julie Tierney**

Environmental Studies,  
University of North Carolina  
Asheville (*lead presenter: Richard  
Chess*)

**Kielty Turner**

Social Work, Marywood  
University (*lead presenter:  
Christine Kessen*)

**Eduardo Velasquez**

Politics, Washington and Lee  
University

**Ken Walker**

Writing and Philosophy,  
Metropolitan College of New  
York (*lead presenter: Clyde Griffin,  
Jr.*)

**Patricia Wallace**

English, Vassar College

**Nancy Waring**

Interdisciplinary Studies, Lesley  
University

**Mary Wildner-Bassett**

College of Humanities and  
German Studies; Second  
Language Acquisition and  
Teaching, University of Arizona

**Caroline Wilkins**

Professional Writing Program,  
University of Maryland

**John Wolff**

Communications, West Shore  
Community College

**Kamille Wolff-Dean**

Law, Texas Southern University  
(*lead presenter: Kamille Wolf-  
Dean*)

**Lyla Yastion**

Anthropology and Religious  
Studies, SUNY New Paltz  
(*see also: lead presenter: Hedva  
Lewittes*)

# PRESENTATION ABSTRACTS AND PRESENTER BIOGRAPHICAL INFORMATION

*Listed in Alphabetical Order by Lead Presenter*

## **Esmilda Abreu-Hornbostel**

Contemplative Dance as a Connective Medium of Authentic Learning  
and Knowing Across Campuses  
Poster Session, Converse Lobby & Mezzanine

Abreu-Hornbostel will discuss the best practices, applied at Montclair State University, cited in this year's guidebook of *Promising Practices: Facilitating College Students' Spiritual Development*. By exploring her personal experience with modern dance as a contemplative tool, this presentation aims to illustrate how social engagement, emotional insight, and creativity can be sparked inside the university classroom and beyond to foster spiritual development.

Esmilda M. Abreu-Hornbostel, Ph.D. received her doctorate from Capella University's School of Business and Technology. As Director of Equity and Diversity at Montclair State University, Dr. Abreu-Hornbostel fosters an environment of inclusion and understanding. She created the Building Bridges Interfaith Dialogues and offers contemplative practices such as meditation, qi-gong, and dance for non-dancers on a University campus.

## **Chitra Aiyar**

Cultivating a Vibrant Supportive Intellectual Community in the Classroom  
Poster Session, Converse Lobby & Mezzanine

My poster will describe my exploratory pedagogical approaches in classroom ecology which encourage and incentivize students to engage in active, substantive, and collaborative mindfulness practices with their classmates and reflect upon their development as members of a supportive intellectual community. My underlying vision is of a classroom environment in which students are deeply invested in the intellectual growth of each other; essentially one in which there is a reorientation from the primary relationship of "professor – student" to one in which all students feel responsible for each other and for their contribution to a supportive and intellectually stimulating class. I will describe the successes and challenges I have experienced in my efforts to apply mindfulness practices to groupwork, participation, and literature reviews to encourage students to critically reflect upon the ways in which they give and receive knowledge to each other within the constraints of a traditional grading structure.

Chitra Aiyar is Adjunct Assistant Professor at Hunter College and New York Law School. She teaches courses on Gender and Immigration and Negotiation, Counseling, and Interviewing.

In addition to teaching, Chitra is an attorney at African Services Committee, a Harlem-based community organization representing African and Caribbean immigrants. In that capacity, she trains and supervises a number of law students on substantive areas of law as well as on lawyering skills and ethics.

### **Laura Carmen Arena**

Roundtable: How can Mindfulness Practices be Integrated in  
Teaching and Learning about Diversity on Campus?  
Session A-1, Porter Lounge

Mindfulness practice allows for more ease and open awareness, calmness, curiosity, relaxation, authenticity, equanimity, humor and kindness. Can aspects of mindfulness be integrated into student diversity workshops? How is mindfulness an effective conduit for the cultivation of intercultural and multicultural communication in the diverse higher education community, and for students' intra-personal growth and understanding? How can it transform and reframe student experiences and the challenges of difference, privilege and identity? This discussion will focus on the practice and fruits of mindfulness for student wellbeing and meaningful transformative intercultural development and more competent relationship building.

Laura Carmen Arena is a diversity specialist with an interest in how higher education environments can become inclusive, affirming communities of learning through growth and transformation. She holds a Master's with an emphasis on contemplative traditions from Harvard Divinity School and an Ed.M. from the Harvard Graduate School of Education. She is a writer and certified yoga teacher, and has received advanced training for the Mind Body Stress Reduction Program at the Center for Mindfulness in Medicine, Health Care and Society at the University of Massachusetts Medical School.

### **Daniel Barbezat**

Conference Introduction & Opening  
Friday, September 21, 8:00 pm, Cole Assembly Room (Red Room), Converse Hall

Daniel Barbezat is Professor of Economics at Amherst College and Director of the Center for Contemplative Mind in Society. He has been a visiting professor at Northwestern University, Yale University and has taught in the summer program at Harvard University. In 2004, he won the J. T. Hughes Prize for Excellence in Teaching Economic History from the Economic History Association. Over the past decade, he has become interested in how self-awareness and introspection can be used in higher education and economic decision-making. He has developed courses that integrate contemplative exercises designed to enable students to gain deeper understanding and insight. His approach to these economic classes has been featured in the *Boston Globe*, the *U.S. News & World Report*, as well as on the NPR program "Here & Now." He is currently writing a handbook of contemplative practices in higher education with Mirabai Bush, editing a group of papers with Arthur Zajonc, and a book entitled *Wanting*.

## **Doreen Bartoni**

Space, Time & the Arts: Case Study for Creative Connections  
Session A-2, Converse 207

"Space, Time & the Arts," created by faculty members from different disciplines (Dance, Music, Film/Video and Physics) explores the parallelism as well as the dynamic intersection between physics and the arts through the topics of space and time. It has become one of the most popular science courses at Columbia College Chicago, as it engages scientists and artists across disciplines. Steeped in the understanding of physics, students and faculty members at this arts & media college are encouraged to step outside of their comfort zone to discover connections and contemplate ways of thinking that are often ignored in traditional learning. An overview of the course's rich interdisciplinary nature will be presented as well as examples from student's creative projects and testimonials. Focusing on the cinema arts module, we will begin with a contemplative exercise to enhance our viewing process, and then highlight physics principles at play in certain films.

Doreen Bartoni is a Professor in the Film & Video Department at Columbia College Chicago where she served as the founding dean of the School of Media Arts (2001-2011). As a student of Tibetan Buddhism and dharma art, she integrates Buddhist principles within an academic setting and her own filmmaking.

## **Tom Bassarear and Karen Jennings**

Transformational Education: Developing and Implementing  
a Neuropsychology of Meditation Course  
Poster Session, Converse Lobby & Mezzanine

This poster will represent our Neuropsychology of Meditation course at Keene State College. We co-developed and co-taught a course on the intersection between neuropsychology and meditation this past spring semester 2012. The course was designed to provide students with a combination of experience with meditative and contemplative practices along with cutting edge research on the neuropsychological bases of meditation. During each week, one class session was devoted to grappling with the neuroscience. In order to prepare for this session, students read scientific research literature along with selected books. The other class session each week was devoted to the discussion and experiential exploration of a variety of meditative and contemplative practices.

Tom Bassarear has been a Professor of Education at Keene State College for 26 years. In addition to the Other Ways of Knowing and Being course, he has been teaching Mindfulness-Based Stress Reduction programs at KSC the past four years for faculty, staff, and students.

Karen Jennings is an Associate Professor of Psychology at Keene State College. She participated in the 2010 Summer Session on Contemplative Curriculum Development and through this experience has co-created this course with Tom. Her interests center on the neuropsychological bases of meditation and contemplative practices.

## **John Eric Baugher**

Transformative Learning in End-of-Life Care: Lessons for Educators and Students  
Session B-1, Converse 208

The ACMHE 2012 call for proposals expresses how “contemplative practices invite us to expand our capacity to commune with others in concrete, lived experience, all the while sensing into the inter-connectedness of each and everyone with whom we share the earth.” This statement is an apt description of the nature and consequences of the contemplative end-of-life care practices of hospice volunteers. In narrative accounts of their work, hospice workers routinely express that caring for dying persons is a contemplative practice of deep listening, that dying persons are their greatest “teachers,” and that caring for others at the end of life has transformed how they see and seek to be in the world. My interactive session will invite participants to explore how the social form of hospice care could help us deepen capacities for honoring wider and more diverse cultural contexts as we seek to create transformative spaces for learning.

John Baugher is Associate Professor of Sociology at the University of Southern Maine. He is currently writing a book on how routine encounters with dying persons shape the caring capacities and cognitive-emotive sensibilities of hospice volunteers of diverse backgrounds. Contemplative pedagogy connects his research and teaching activities, both of which focus on the experience of liminal emotions in transformative learning.

## **Barbara Beaver and Carolyn Morgan**

The Challenges and Benefits of Introducing a Mindfulness and Acceptance Approach to University Faculty and Administrators  
Session B-1, Converse 302

University faculty and administrators often think they need strategies in order to immediately “do something” when facilitating difficult interactions with students and colleagues. Often what would be more helpful would be a way for them to mindfully step back and become aware of their options. We developed a workshop based on the Acceptance and Commitment model to help them strengthen their ability to stay in the moment and respond flexibly to challenges. The workshop series focused on acceptance of uncomfortable emotions and contemplation of personal values and goals. This session will discuss the workshop structure and share ideas for communicating and practicing this approach with university faculty and administrators. We will share the feedback we received from group participants and discuss ways in which the workshop series may be utilized with different groups.

Barbara Beaver is a clinical psychologist and faculty in the Psychology Department of the University of Wisconsin-Whitewater. She integrates mindfulness into her therapeutic work, teaching, and personal life. Barbara has been a yoga practitioner for 2 years and has maintained a meditation practice for 6 years.

Carolyn Morgan is a social-personality psychologist. She has taught at the University of Wisconsin-Whitewater for 16 years. She conducts research on emotion and motivation, including the role of mindfulness in relation to motivation.

### **Margaret Benefiel**

Roundtable: Contemplative Higher Education:  
Diverse Epistemological Foundations East and West  
Session C-1, Converse 302

“Objectivism,” the deeply flawed ruling paradigm in academic teaching, learning, and research, has been roundly criticized by leading contemplative thinkers. Zajonc, Ferrer, Paulsell, Frohlich, Bush, Roth, Wallace, Palmer, to name but a few, lay bare its shaky underpinnings.

This roundtable session will trace the critique by these thinkers and examine the alternatives they propose. While the most developed alternatives are based on the new science and Eastern philosophy, this presentation will offer an alternative based on Western philosophy, complementing theirs. It will draw on the work of philosopher Bernard Lonergan, who criticized the “already-out-there-now-real” philosophy of objectivism and developed an understanding of the relationship between subjectivity and objectivity based on the operations of human consciousness. It will then suggest a direction for roundtable discussion on the complementarity of diverse Eastern and Western alternatives to objectivism and how further inroads can be made in the academy, both for teaching and research.

Margaret Benefiel, Ph.D., is adjunct faculty at Andover Newton Theological School in Boston and visiting lecturer at All Hallows College in Dublin, Ireland. Author of *Soul At Work* and *The Soul of a Leader*, Benefiel has also written numerous journal articles.

### **Carolee Berg**

Framing, Rites of Passage and Walking the Labyrinth  
Session C-1, Converse 208

How do we teach students who are not interested or even aware of contemplation to be still, to listen (to spirit or to each other) in the midst of the busyness of their lives? Introducing a contemplative practice in a class allows us to reach a diverse group of people and allows a diverse group of people to share something in a roomful of “others” that can be unique and powerful. Including a contemplative exercise in class may stimulate students to try the practice on their own or to ask about contemplation within their own culture or faith tradition. As an anthropologist and former psychotherapist, I think it is important to frame the classroom experience carefully. I use the three stages of a rite of passage--separation, liminality, reintegration--to create a context or separate time-space where students can experience another way of being, one that asks for focus and a quiet moment. I will ask you to Walk the Labyrinth as I ask my students to in Introduction to Cultural Anthropology and Death and Dying.

Carolee Berg, Ph.D. teaches a variety of classes (Introduction to Cultural Anthropology, the Anthropology of Death and Dying, Global Health) in which she incorporates contemplative practices as well as a little theory. Prior to returning to college for her Ph.D., Carolee worked as a psychotherapist, a business consultant and director in a community agency. She was always fascinated with silence; as a psychotherapist for the individual and then as an anthropologist for different cultures. Over time, she became intrigued by the relationship between rituals or rites of passage and contemplative practices/contemplation. On sabbatical for five months, she contemplated her journey and interest in silence over the last 24 years while living primarily alone/in solitude in the Adirondacks. Her personal practice includes Mindful Walking, Centering Prayer, and Walking the Labyrinth.

### **Beth Berila**

#### **What Can Feminism Offer Mindfulness Initiatives in the Classroom? Session B-2, Converse 302**

This interactive talk draws on the insights of feminism, feminist pedagogy, and anti-racist pedagogy to examine some of the barriers we might face when inviting diverse communities to practice mindfulness in the classroom. Women, LGBT folk, and people of color might have different reactions to mindfulness practices because of their historical experiences with institutionalized oppression. At the same time, mindfulness practices can offer important tools for surviving oppression.

This session will draw on feminist insights to generate some practical tools and insights for effectively working with the complex and diverse reactions to mindfulness that might occur in the classroom when diverse groups are asked to engage with them. If mindful education initiatives are to be inclusive and enable the creation of communities that honor diverse experiences, then we need to better address the complex positionalities of the people in our classrooms and the diverse experiences of mindfulness that may result.

Beth Berila is the Director of the Women's Studies Program and the Chair of the Ethnic and Women's Studies Department at St. Cloud State University, where she teaches classes on feminist theory, Gender and Pop Culture, LGBT Issues, and Gender and the Body. She is also a registered yoga teacher. Her work focuses on the intersections of yoga, embodiment, and feminist pedagogy.

### **Willoughby Britton**

#### **Integrative Contemplative Pedagogy: Quantitative and Qualitative Results Session A-2, Cole Assembly**

An interdisciplinary presentation that includes a summary of current research findings about the effects of Integrative Contemplative Pedagogy and Meditation Labs in comparison to music and dance training on a wide range of laboratory outcomes including interoceptive (body)

awareness, information processing (memory), empathy, compassion and emotional wellbeing. On a qualitative note, we also review the academic and life trajectories of our Contemplative Studies students.

Willoughby Britton, Ph.D. is an Assistant Professor of Psychiatry and Public Health at Brown Medical School and the Director of Clinical Research at Brown's Contemplative Studies Initiative. Her research investigates the neurophysiological mechanisms of contemplative practices in educational (K-12, college and medical school) as well as clinical settings.

### **Charles Burack**

Kabbalistic Perspectives on Contemplation, Creativity, and Transformation  
Session B-3, Porter Lounge

Kabbalah is the heart of Jewish mysticism and meditation. Over the millennia, Kabbalists have developed profound insights into the nature and uses of contemplation, creativity, and transformation. We will discuss some of these insights as well as experience practices for enhancing awareness, creativity, and transformation. We will also consider how these insights and practices can be used in university classrooms.

Charles Burack, Ph.D., is Professor of Psychology and English at John F. Kennedy University, where he specializes in integrative approaches to psychology, literature, creativity, and spirituality. He is an award-winning teacher, scholar, and poet, and widely published writer. A former rabbinical student, he is active in interfaith education, counseling, and arts.

### **Susan Burggraf, Thomas B. Coburn, Ed Sarath, and Erin McCarthy**

Panel: What can colleges and universities engaged in contemplative education learn from each other?  
Session C-1, Cole Assembly

Contemplative education is taking root in a variety of colleges and universities, large and small, public and private, sectarian and secular. For some, contemplative education is a function of an institution-wide mission, while at others it exists at the program level, embedded in a larger, non-contemplative institutional culture, while at still others it is simply a function of individual faculty initiatives in particular courses. Are there lessons to be learned from the specific contexts in which contemplative education is becoming institutionalized? What are the challenges and insights that we can offer each other across institutional types? What kinds of collaboration would be mutually beneficial? What is the place in the academy for the broad spectrum of contemplative practices? Three panelists from three different academic fields (religious studies, music and psychology), with experience at a range of institutions, will present their perspectives on this and related questions and invite others to join the conversation.

Susan Burggraf, Dean of Undergraduate Education and Associate Professor of Contemplative

Psychology at Naropa University since 2005. Susan is responsible for leading the faculty in aligning the undergraduate curriculum with Naropa's Academic Plan. Previously, she was visiting faculty for 12 years at Mount Holyoke and Bowdoin Colleges where she integrated contemplative methods into her psychology courses.

Thomas B. Coburn, Visiting Scholar at Brown University, President Emeritus of Naropa University, and former Vice President and Dean of Academic Affairs at St. Lawrence University, where he was the Charles A. Dana Professor of Religious Studies, is a well-known scholar of the great goddess tradition in Hinduism. He has lectured broadly in the United States and India, and is a widely published author specializing in comparative and Asian religion.

Erin McCarthy, Professor of Philosophy at St. Lawrence University, teaches Asian, feminist, continental and comparative philosophy. Author of the book *Ethics Embodied: Rethinking Selfhood through Continental, Japanese and Feminist Philosophies*, her work has been published in several anthologies and journals and she regularly presents her scholarship both nationally and internationally. She was an inaugural recipient of the Frederick P. Lenz Foundation Residential Fellowship for Buddhist Studies and American Culture and Values at Naropa University in 2009.

Ed Sarath, Professor of Music in the Department in Jazz and Contemporary Improvisation is founding faculty member and chair, at The University of Michigan School of Music, Theatre and Dance. Ed is an innovator in the fields of improvised music, creativity and consciousness studies; he divides his time between performing, composing, teaching, and writing. As director of U-M's Program in Creativity and Consciousness Studies, president of the International Society for Improvised Music, and as a fellow of the National Center for Institutional Diversity, he has spearheaded the Diversity in Musical Academe initiative to expand musical study in response to the multi-stylistic and multi-ethnic nature of today's musical world. He is co-founder of the Consortium for Consciousness Studies in Higher Education. Ed has been visiting professor at the Maharishi University of Management in the Creative Musical Arts Program.

### **Kathryn Byrnes and Tom Bassarear**

Panel: Exploring Pedagogical Underpinnings of  
Contemplative Classroom Communities  
Session B-2, Converse 207

While much has been written about the features and kinds of contemplative inquiry, little has been written about the pedagogical underpinnings of the successful contemplative classroom. We will outline and demonstrate important pedagogical aspects of our education courses on Mindfulness in Education and Other Ways of Knowing and Being such as building community, designing first-person inquiry experiences to explore the self as a learner through a 21-day exploration of a mindful practice, holistically assessing student understanding through standards-based assessment and differentiating learning activities such as poetry recitation for diverse learners. We will share both successful and problematic practices we have employed and discuss the contexts that led to either outcome through the lens of learners in our classrooms.

We utilize Arthur Zajonc's seven features of contemplative inquiry and examine classroom pedagogical practices that hinder and nurture their development.

Kathryn Byrnes is a visiting Assistant Professor of Education at Bowdoin College in Maine. Her research focuses on contemplative pedagogy in teacher education and K-12 education. She has taught courses on Mindfulness in Education at Bowdoin College with undergraduate students and Integrating Contemplation in Education with high school faculty and staff.

Tom Bassarear has been a professor of Education at Keene State College for 26 years. In addition to the Other Ways of Knowing and Being course, he has been teaching Mindfulness-Based Stress Reduction programs at Keene State College the past four years for faculty, staff, and students.

### **Jennifer Cannon**

Panel: Mindfulness and Resistance: Exploring Contemplative Practices  
in Social Justice Teacher Education  
Session B-1, Converse 304

This presentation explores the possibilities for contemplative practice in the field of social justice teacher education. Is contemplative pedagogy a welcome and useful tool with pre-service teachers? Using ethnographic research, this study examines the theme of student resistance. The research site is a course that introduces graduate students to the theory of critical multicultural education and provides a socio-political framework for understanding systems of oppression. Contemplative pedagogy was integrated into the course in order to help facilitate an open state of awareness and "being present" with the emotions that arise when talking about challenging topics. The following contemplative practices were used in the course: short meditations, both guided and silent, reflective journaling, relational mindfulness, and contemplative reading exercises. Some of these practices were embraced while others were strongly resisted. This research attempts to analyze the context for student resistance, including a critical examination of the corporate takeover of teacher education.

Jennifer Cannon is a doctoral candidate in the Department of Teacher Education and Curriculum Studies at the University of Massachusetts Amherst. Her research focuses on the potential alliance between contemplative pedagogy and social justice teacher education. Jennifer is completing a certificate in mindfulness facilitation at the UCLA Mindful Awareness Research Center.

### **Jane Carpenter**

Stepping into the Unknown: Diversity in the Classroom  
Session B-2, Converse 208

What is it that allows our hearts to open in the face of diverse and complex situations, and step

into the unknown? Our classrooms can often hold various unspoken complexities within the “safety” of the four walls of academia. How do we as contemplative teachers hold the diversity of our students’ experiences in a container of bravery, curiosity and authenticity? What aspects of the contemplative teacher can actually invite the diverse experiences of her students into the classroom in useful and appropriate ways? And what characteristics can support contemplative teachers in upholding the container when mistakes are made?

Jane Carpenter is an Associate Professor in the undergraduate Contemplative Psychology program at Naropa University. Jane began her practice and study of Tibetan Buddhism in 1975 with Chögyam Trungpa Rinpoche and has since then taught meditation retreats around the world. She is an ongoing visiting professor at the Royal University of Bhutan.

World Café Facilitated by **Barb Catbagan** and **Rona Wilensky**  
Sunday, September 23, 10:45am, Lewis Sebring Commons

On Sunday morning the Association will host a World Café conversation facilitated by Rona Wilensky and Barbara Catbagan. World Café is a collective inquiry that explores questions that matter and encourages everyone’s contributions. Café guests move between tables of 4-5 and link their discoveries to ever-widening circles of thought, carrying key themes, exchanging perspectives, and opening to new insights. Refreshments are served.

Barb Catbagan is a Core Faculty member in the Interdisciplinary Studies Department, and the past Director of general Counseling in the Transpersonal Counseling Psychology Department at Naropa University. Barbara’s commitment to transformational leadership is grounded in her K-12 teaching background and her association with the National Coalition for Equity in Education through which she works with institutions of higher education on issues and initiatives of equity, social justice, and personal and professional development. Through her past work as the Director of the Human Rights Resource and Education Office for the City of Fort Collins, she facilitated professional development and community educational opportunities on topics of civility, communication and human rights, and investigated and mediated allegations of discrimination. As a certified mediator, she has worked with individuals and groups on workplace mediation and to settle disputes of discrimination. She consults with businesses, organizations and educational institutions, and has presented locally and nationally on topics germane to diversity and social justice. She has a B.A. in English and a M.Ed. from Colorado State University.

Rona Wilensky was principal and founder of New Vista High School, a small, innovative, public school of choice in Boulder, Colorado from 1992-2009. Previously, she worked as an education policy analyst for the Governor of Colorado, the Education Commission of the States, and various reform initiatives in Denver. During the 2009-10 academic year, she was a Resident Fellow at the Spencer Foundation in Chicago. A frequent contributor to state and national conversations on high school reform, her essays have appeared in *Education Week*, *The Chronicle of Higher Education*, *Phi Delta Kappan* and *Education News Colorado*. Rona is currently a consultant

on transformational leadership for educators and the incorporation of mindfulness practices into schools. Rona is a member of the Educational Leadership Council of the Garrison Institute's Initiative on Contemplative Education. She holds a B.A. and Ph.D. in Economics from Yale University.

### **Rick Chess and Julie Tierney**

Holding The Holocaust: Contemplative Practices in an Interdisciplinary Class  
on The Holocaust and the Arts  
Session B-2, Porter Lounge

This presentation will describe and reflect on the use of a variety of contemplative exercises used in an interdisciplinary, general education course for honors students called "The Holocaust and the Arts." The exercises used were designed to help students make and explore personal connections to the experiences of Holocaust victims and survivors as represented in literature, film, music, and the visual arts.

Richard Chess is Professor of Literature and Language at the University of North Carolina Asheville. He has published three books of poetry. He contributes regularly to "Good Letters," the edited blog hosted by IMAGE journal.

Julie Tierney is an undergraduate student in Environmental Studies and the University of North Carolina Asheville.

### **Renee Cramer**

Embodied Mindfulness as an Adjunct to Learning about  
Critical Race and Feminist Theory  
Poster Session, Converse Lobby & Mezzanine

Processes and feelings of marginalization can be understood through exploring how they are physically embodied. Perspective taking and standpoint epistemology, both central to critical race and feminist theory, require students to tune in to "where they stand." Yet, undergraduates in my seminars, Critical Race and Feminist Theory and Reproductive Law and Politics, are often out-of-touch with their bodies, unused to sitting quietly with their physical and mental reactions, and unaware of their positionality. As an adjunct to learning, I require students to engage in one of these experiential learning opportunities: a group research project, facilitation of Healthy Relationships classes at a juvenile detention facility and homeless youth shelter, and fifteen weeks of guided asana and pranayama (embodied mindfulness). My poster will present the qualitative data I've gathered from two iterations of these courses, where fifteen students engaged in embodied mindfulness, and reflected in weekly journals, and a final culminating paper, on their experiences as they related to the coursework. I hope to engage conversations about ways to deepen and assess student learning, better facilitate the experience, and further contextualize and write-up this pedagogy.

Renee Cramer is an Associate Professor and Director of an interdisciplinary undergraduate legal studies program. She teaches and researches in the areas of critical race and feminist theory, including contemporary reproductive law and politics. She's just completed a nine-month program in contemplative leadership, has an active yoga practice, a seven-year old son, two dogs, and a turtle.

### **Jane Dalton**

Lost in Art: Teacher Renewal through Arts-Based Professional Development  
Session A-1, Converse 209

Contemplative arts-based practices offer a valuable professional development model inviting teachers to reflect critically on their practice while gaining new knowledge and beliefs about teaching and learning. The arts bring awareness through creative processes that provide insight and offer tools for K-12 teachers to rekindle their desire to learn. Drawing upon arts-based research and teachers' narratives, learn about personal and professional changes that occurred for K-12 teachers who attended arts-based professional development. All teachers in this study found an emotional outlet through creative expression, expanded mental capacities, strengthened imaginative capabilities, and recognition of the value and importance of nurturing and supporting their emotional and spiritual lives. The findings of this study suggest the importance of tending to the emotional and spiritual domains equal to cognitive when seeking to create school change through effective teaching. Discussion and an interactive contemplative art experience will be used to stimulate reflection and discussion.

Jane Dalton has taught art for 25 years and is the co-author of *The Compassionate Classroom: Lessons that Nurture Empathy and Wisdom*. Currently she is the Director of Art Education at MECA. Her research interests include: teacher renewal, art and contemplative practices. Her art has been exhibited throughout the United States.

### **Gaëlle Desbordes**

Research Presentation: The Contemplative Brain:  
Neuroscientific findings in meditation research  
Saturday, September 22, 9:10 am, Cole Assembly (Red Room), Converse Hall

Gaëlle Desbordes, Ph.D., is a research fellow at the Athinoula A. Martinos Center for Biomedical Imaging within the Massachusetts General Hospital and Harvard Medical School. Trained as a neuroscientist and with a background in engineering and computer science, her current research uses brain imaging (functional MRI) and other physiological measurements to investigate mind-body interactions in various forms of meditation. A meditation practitioner herself, she is also on the neuroscience faculty at the Emory-Tibet Science Initiative—an ongoing effort overseen by the Dalai Lama aiming at implementing a comprehensive and sustainable science education program for Tibetan monks and nuns. See her website: <http://cns.bu.edu/~gdesbord/>.

### **Peter Dlugos**

#### Mindfully Exploring Reverence and Compassion in a Highly Diverse Classroom Setting Session C-1, Converse 207

How can one integrate regular mindfulness practice, critical thinking and writing, and course-related conceptual analysis in a way that is academically rigorous and thoroughly inclusive? This interactive session will present a series of classroom activities and out-of-class assignments that invite students to bring mindful awareness to the exploration of two major themes in an Eastern Philosophy course--reverence and compassion--as well as the results of qualitative research that was done on the impact and implications of these activities for a diverse student body. Time will be devoted to discussing how these activities might be modified for other disciplines and other curricular and co-curricular purposes, as well as how they can be appropriately assessed.

Peter Dlugos (Ph.D., University of Virginia) has been teaching philosophy and serving as an administrator at Bergen Community College since 1996. He is currently experimenting with contemplative pedagogy as part of his longstanding interest in improving the lives of his students through the philosophy curriculum.

### **Lise M. Dyckman**

#### Labyrinth learning, academic research assignments, and information literacy Session C-2, Converse 304

Our ability to teach students basic research skills is often hampered by the misperception that information seeking is a linear, non-relational process. In fact, it is nothing like; research follows recursive paths and is contextual. Information literacy that is based on an idealized version of messy realities fosters unrealistic expectations, frustrates students, and handicaps their learning. How can we teach research practice in a way that is connected to diverse lived experiences, based on academic praxis?

Reference librarians at CIIS developed a pedagogic tool called "Labyrinth Learning" that takes into consideration different learning styles and learning experiences; explicitly addresses the recursive and evolving nature of the research process; incorporates contemplative practices; and grounds these in embodied learning. It has been used with undergraduate- and graduate-level information literacy instruction. This session will give participants an experience of that tool, followed by discussion on how it might be adapted to other settings.

Lise M. Dyckman is Library Director at CIIS. A long-time professional librarian, she was first trained in social history, specializing in technology history and American material culture--sensibilities that still influence her pedagogy. Her research interests include information seeking behavior, academic research processes, and information literacy instruction for adults.

## **Oren Ergas**

Body-oriented pedagogy: when body becomes subject and mind becomes object  
Session C-1, Converse 308

This interactive presentation is based on a paper which conceptualizes “body-oriented pedagogy” as a vehicle towards inciting “embodied mindfulness.” Body-oriented pedagogy is exemplified through an interpretation of Iyengar’s teaching of the yogic posture. The pedagogy reverses the Cartesian hegemony of “mind” over “body,” thus treating “body” as subject through which “mind” is studied. It instructs us how to shift from a mode of thinking to a mode of pre-conceptual sensing defined as “embodied mindfulness.” This pedagogical process is suggested to yield education in and towards presence. The essence of such education is to cultivate our understanding as to our makings thus enhancing our ability to choose our actions. This analysis is suggested as a way of breaking down the mysterious body-mind interaction as a means of contributing to a science of contemplative pedagogy. The pedagogy as described is suggested as catering to both spiritual and secular inclinations. The lecture will include an experiential demonstration which will propose the embodiment of the argument presented.

Oren Ergas is a lecturer at the faculty of education of Haifa University. His Ph.D. dissertation developed a model of yoga as education. He is a trained senior yoga teacher and practitioner of tai chi. Oren researches and teaches courses which explore contemplation as pedagogy through philosophy and practice.

## **John Ernst**

Vulnerability and Healing in the Contemplative Classroom  
Poster Session, Converse Lobby & Mezzanine

Co-creating a contemplative learning environment with students can seem, at first, a somewhat daunting prospect given that teachers must, as bell hooks argued in “Engaged Pedagogy,” practice “being vulnerable in the classroom.” This poster session paper is a somewhat autobiographical exploration of my ongoing endeavors in incorporating meditation and mindfulness exercises in my Introduction to Oral Communication classroom with a diverse student population in the face of tragedy. The issue of student and teacher vulnerability and healing is woven throughout the paper in the context of impermanence, with the brutal murder of a close friend and colleague of mine by his son (at that time also a student at the college) at once precipitated, heightened and complicated these endeavors. Also included will be sample student reflections and evaluations as well as instructions for getting started with classroom exercises as work to embrace our humanity.

I began meditating in the mid-1970s and have been slowly integrating mindfulness and contemplative practices into my classrooms for the past five years. I (irregularly) facilitate a contemplative pedagogy reading group at my college, co-founded a local meditation group and volunteer at a hospice.

### **Heather Fester**

#### **Authenticity and Process-Mind: A Post-Professional Model for Academic Writing Poster Session, Converse Lobby & Mezzanine**

This presenter will elaborate on James Britton (1975) and Linda Flower's (1979) scholarship on ego-development theory in the writing process, expanding the scope to include not just the student writer, but also the academic professional writer engaged in literate professionalizing practices. They researched the ways that writing and writers move from expressive writing to transactional writing contexts. The proposed expansion includes more elaborate distinctions within ego and writing development models in transpersonal scholarship. According to Cook-Grueter (1985), the ego develops through a "conscientious" stage and "individualist" stage before reaching "autonomous" and "construct-aware" stages. Language use at the autonomous stage of development is characterized by complexity in sentence structure, subject matter, and word choice. At the construct-aware stage, there is an increasing level of play, vividness, and authenticity in language choices. The construct-aware stage emphasizes authenticity of expression for a (reconstructive) composing subject who experiences greater agency from broadened practices of listening ("Gelassenheit" Heidegger, Levin) and increased comfort with Process mind.

Heather Fester, Ph.D., is an Assistant Professor of English at Lincoln University of Missouri, where she directs Writing Across the Curriculum and teaches writing. Her degree is in Rhetoric and Writing, and she focuses on pedagogies of engagement across disciplines in higher education. She serves on the Center for World Spirituality board of directors.

### **Nathan Fisher**

#### **Contemplative Studies in Higher Education: Towards a Safe and Responsible Integration Poster Session, Converse Lobby & Mezzanine**

This poster will explore issues involved with safely and responsibly integrating contemplative practices into college classrooms. It will draw from personal experience as: a former student in courses which integrated these practices, a member of the Contemplative Pedagogy Working Group at Vanderbilt University, and a current co-manager of the "Adverse Effects and Difficult Stages on the Contemplative Path" study (also known as the "Dark Night Project") being conducted at Britton Lab at Brown University. The poster will elaborate on important points made in Judith Simmer-Brown's chapter entitled "Training the Heart Responsibly: Ethical Considerations in Contemplative Teaching," in the recent book *Meditation and the Classroom*, by contributing relevant insights based on preliminary findings from the Dark Night Project.

I hold a B.A. (Honors) in Religious Studies from Vanderbilt University and am currently a co-manager of the "Adverse Effects and Difficult Stages of the Contemplative Path" study being conducted at the Clinical and Affective Neuroscience Laboratory at Brown University under Dr. Willoughby Britton.

## **David Forbes**

Contemplative Brooklyn: The Whole Shmear  
Session C-2, Converse 308

Contemplative pedagogy alone does not address socially constructed issues of diversity and inclusion; these require a more comprehensive or integral framework. While the multicultural School Counseling students at Brooklyn College learn about and practice mindfulness as part of their own self-reflective work and to better counsel students in schools, two corresponding challenges arise that contemplative practices do not address and that require a more integral perspective: 1) the need for faculty and students to understand students' own level of self development that frames their mindfulness awareness and 2) the need to place mindfulness practices within developmental, cultural and political/structural contexts that exist within the urban schools and communities in which the students work. We will offer examples and invite discussion of how students apply an integral model to their own personal development and to their school counseling experiences and discuss why and how to situate mindfulness in an integral framework.

David Forbes teaches school counseling at Brooklyn College/CUNY and is writing a book on integral school counseling and education.

## **Lisa Greber**

Towards Holistic Science as Contemplative Practice  
Poster Session, Converse Lobby & Mezzanine

The benefits of including contemplative practices within the environmental sciences are increasingly recognized, including offering students and researchers opportunities for greater awareness of and connection to the larger natural world. But might science itself--the formal gathering of knowledge about nature--become a contemplative practice in its own right? The holistic science approach is one such potential practice of knowing nature. The approach offers a structure to formally integrate analytical and intuitive ways of knowing, as well as a researcher's or community's emotional and kinesthetic sense, into scientific inquiry. The approach has been piloted for coastal stewardship in the New England area, primarily in Boston Harbor, in both mainstream and faith-based settings. Through its explicit valuation of a variety of ways of knowing, including knowledge of local places held culturally as story, ritual, or song, it may prove particularly useful for connecting university, citizen, and traditional sciences.

Lisa Greber is a graduate student in Environmental, Earth, and Ocean Sciences at UMass Boston, a research associate of the Green Harbors Project, and a nature chaplain intern at Mayan Tikvah, a Wellspring of Hope, an outdoor synagogue and interfaith environmental education center.

## **Melissa A. Goldthwaite and Howard Dinin**

Panel: Mindful Creation: Conscious Awareness through Photography and Poetry  
Session B-2, Converse 308

Drawing on experiences teaching photography and poetry writing, panelists show how course materials, sequenced assignments, and modes of presentation and interaction create a rich environment for considering the effects of students' mindful engagement in creation of art.

Melissa Goldthwaite's seminar "Photography and Ethics" includes assignments that help students develop habits of mindfulness: from a semester-long project in which students regularly photographed a single subject (a person, place, or object) to a final project in which students designated a sacred space and created a photographic altarpiece.

Howard Dinin, who teaches poetry writing, also asks her students to create and document--through words and photography--a sacred space, one they go to in body, sometimes mind, to write, to pay attention.

Panelists consider the effects of mindfulness on creative expression and how this discipline can engender greater efficacy in one's chosen profession, vocation, or avocation.

Melissa Goldthwaite, Professor of English at Saint Joseph's University, teaches creative writing and rhetorical theory. Her books include *The Norton Reader*, 13th edition, *The Norton Pocket-book of Writing by Students*, *Surveying the Literary Landscapes of Terry Tempest Williams*, and *The St. Martin's Guide to Teaching Writing*, 5th and 6th editions.

Howard Dinin is a fine art photographer, freelance writer and poet. He has served in Visiting Faculty positions in several colleges, most recently Amherst College and Holy Cross College. His book of travel essays about life in France, *Same Difference*, was published in 2008.

## **Veta Goler**

Contemplative Dance History: Teaching Dianne McIntyre  
Session B-2, Converse 304

Dianne McIntyre is one of the most important modern dance choreographers to emerge in early 1970s New York. Since then, she has brought together black vernacular dance, jazz music and contemporary modern dance technique to create work that conveys the universality of human experience through African American culture.

In my presentation, I propose to use McIntyre as an example of teaching dance history as a contemplative subject. I will discuss McIntyre as an artist with a long-standing meditation practice who works contemplatively (through improvisation, for example) and presents dance works with spiritual themes (among them "Love Poems to God" and "A Brand New People on the Planet"). In addition, I will include the ways others have experienced the contemplative

through her teaching and choreography. Finally, I will share my own experience of bringing contemplative practices to my dance history classes at Spelman College

Veta Goler is Arts and Humanities Division Chair and Associate Professor of Dance at Spelman College. A dance historian, and former modern dance artist, her research interests include contemporary black women choreographers, the intersection of dance and spirituality in popular culture, and contemplative practices in education and the workplace.

### **Shalom Gorewitz and Jennifer Morrison**

#### **The Color of Silence: Contemplative Practice and Creative Expression Session A-1, Converse 308**

An interactive session including a presentation about a First Year Arts & Humanities Seminar at Ramapo College that includes 20 minutes of mindfulness meditation at the beginning of each class session and how this technique can be used in arts classes as a technique for sharpening the creative process. Students self-select this seminar and represent diverse disciplines, cultures, and backgrounds. The course is linked to a Social Issues course that involves service activities.

After the presentation and short discussion, participants will experience a color light meditation in which a Phillips Living Lights projector slowly cycles through the color wheel. Immediately after a 7-10 minute meditation, participants will be provided blank paper, colored pencils, pastels, and water color, to answer the question, what is the color of silence?

The presentation will conclude with sharing of art gestures and discussion about the impact of the color light demonstration.

Shalom Gorewitz was initiated in TM in 1967 and has since meditated in Zen, Tibetan Buddhist, Hindu, Christian, Sufi, and Jewish traditions. In addition to teaching Visual Arts at Ramapo College, he is on the faculty of Makom, the Center for Jewish Mindfulness at the JCC-Manhattan.

Jennifer Morrison is a senior majoring in Visual Arts at Ramapo with interests in the intersections of meditation, spirituality, and psychology. She will present data based on research of other arts and humanities courses that directly involve meditation and contemplative practice. She will also help facilitate the artmaking experience.

### **Joanne Gozawa**

#### **Contemplative Pedagogy & Diversity: Learning Environment: Safe or Caring? Session B-3, Converse 207**

As educators, what do we mean when we say that sustaining diversity requires safe learning environments? In this session, I suggest that diversity triggers an existential angst about the

unknown that otherness embodies. Beyond our certainty there are contradictions that threaten our ordered existence: “there be monsters” beyond the charted territory. As such, is an angst-free, “safe” environment an authentic one? I propose that contemplative pedagogy can instead awaken a collective archetype of caring in the face of the existentially unsafe. I will discuss how conventional instruction that ignores being, can unwittingly perpetuate an exclusionary, uncaring learning environment, and attempts to contrive safety can simply make learning more treacherous. During and after the presentation, the audience will be invited to reflect and discuss what they have noticed about diversity and contemplative pedagogies in their own classrooms and what questions persist.

Joanne Gozawa is an associate professor in the Transformative Inquiry Department at the California Institute of Integral Studies. Her scholarly interests range from the “presence of presence” in online learning environments, to existential dimensions of learning, to Shin Buddhist thought.

### **Clyde Griffin, Jr., Sujey Batista, and Ken Walker**

Panel: Using Social Media to Build Contemplative Communities of Color  
Session A-2, Converse 302

This presentation is divided into two sections. The first section focuses on how, within the context of a self-directed learning project (Attention: Or Developing Mindfulness through Meditation and Writing), Student-Citizens, largely women of color, learn and practice meditation techniques in a critical thinking and writing course, and how by sharing their meditative experiences via social media such as discussion boards, Twitter, and blogs, they create among themselves an e-community of contemplative practitioners.

The second part of the presentation documents and discusses how, as part of the fight for social justice, these same Student-Citizens, enrolled in our undergraduate programs in business, human services, and the liberal arts, extend their experience of contemplative practices from the classroom to their workplaces and communities, in order to empower even more vulnerable populations, e.g., the poor, the abused, the elderly: groups whose lives are frequently marked by anxiety, depression, and overall stress.

Dr. Clyde Griffin, Jr. is currently chair of the Human Services Program at Metropolitan College of New York. He holds an undergraduate degree in Romance languages and literature from Ohio State University, a Masters in English as a Second Language and a doctorate in Applied Linguistics and Literature from Teachers' College, Columbia.

Sujey Batista is currently an instructor and writing specialist at the Metropolitan College of New York (MCNY) where she teaches critical thinking and writing through literature. She completed a dual-degree program from Stony Brook University, and received her Masters in English with a specialization in composition and rhetoric. As the child of immigrant parents, she took an early

interest in empowering students from underrepresented communities.

Ken Walker holds an undergraduate degree with a dual major in political science and philosophy from the University of Louisville and a Masters in Fine Arts from Brooklyn College, CUNY. He is currently an adjunct professor at MCNY where he teaches writing and philosophy courses in the core curriculum.

### **Miriam Hall and Lisa Stanley**

Panel: Clear Seeing: Contemplative Photography  
Session B-1, Converse 308

Instructors and students alike suffer from the stress of academic pressure. This session will present some of the key principles behind Miksang Contemplative Photography and how students have interacted with, and benefited from, this course for over five years now at Marquette University in Milwaukee, WI. After a slide show and description, we will practice some simple visual exercises--Flash of Perception, Visual Discernment--for instructors to use with their own students.

Participants will leave with tools for how to encourage students--and themselves!--to relax their perceptions and concepts around, in particular, their personal world and academic performance. Handouts will be provided directing participants towards resources for further study.

Hearing Clearly: Contemplative Writing and Miksang Contemplative Photography  
Poster Session, Converse Lobby & Mezzanine

With quotes from Natalie Goldberg and Julia Cameron, this presentation brings in wisdom from Buddhism and secular practices using writing as a way to have compassion toward the mind. Participants will generate topics together for writing, hear some feedback from students about the difference between "writing for school" and "writing with mindfulness," and discuss amongst us how these seemingly opposite ways of writing can be brought closer together. While allowing for the mystery of contemplative experience--whether secular or religious--using something as central to the academic experience as writing turns around the experience of pressure and opens up a sense of space in a powerful transformation. One that benefits instructors, students and human beings alike.

Miriam Hall teaches in many non-academic environments, but also gives Contemplative Arts instruction in Junior High Schools and Universities in Wisconsin. She is a senior teacher in the Nalanda Miksang Contemplative Photography tradition, which is affiliated with Shambhala Buddhism, a Tibetan-American secular Buddhist lineage.

Lisa Stanley taught as a Professor of Fine Arts for over fifteen years. Her work has shown nationally including NYU, MoCA Denver, and the Photographic Resource Center, Boston. She currently teaches contemplative arts workshops nationally and has been a Meditation Instructor in the Shambhala Buddhist tradition for over 25 years.

## **K. Hridaya Hall**

### Mindfulness and Counselor Training: Theoretical and Empirical Findings Poster Session, Converse Lobby & Mezzanine

Although the therapeutic alliance has been identified as one of the key contributors to therapeutic efficacy, the leading approaches to teaching counseling skills rely heavily on microskills development and offer less guidance on how to develop the person of the therapist. This presentation aligns qualities embodied by Master Therapists (Skovholt & Jennings, 2004), and qualities of mindful individuals and proposes mindfulness training as a potential tool for supporting trainee development. This presentation also shares empirical results from a study that explored the relationship of mindfulness to counseling trainee anxiety, alexithymia and self-efficacy development. Alexithymia (a deficit in recognizing and naming emotions) is explored as an internal experience that may exacerbate trainee anxiety and impede self-efficacy development, while mindfulness (the cultivation of nonjudgmental present-moment attention) is explored as an internal experience that may be beneficial to trainees, alleviating anxiety and contributing to self-efficacy development.

Dr. K. Hridaya Hall is an Assistant Professor and Clinical Mental Health Program Coordinator at Plymouth State University. She is a Licensed Professional Counselor (NC) and is currently practicing at a college counseling center and teaching and supervising counselors in training. She has a regular meditation practice.

## **Elaine Hammond**

### I'm forever blowing bubbles: Contemplative play as self-care in higher education settings Session A-2, Converse 308

Graduate school is a stressful time, and students who fail to complete their programs often do so because they simply give up. Adding to the stress in some programs is the potentially traumatizing nature of the case content; stories of client pain, death, distress and hopelessness abound, leaving students numb, confused and jaded before they even begin their professional lives.

This session demonstrates two prototypes of contemplative play based in yoga and mindfulness that are both accessible and useful as gateway activities to contemplation and self-care in graduate school and professional classrooms. Discussion will focus on appropriate introductions, how to get overly serious student populations on board and how to modify the activities for online courses.

Elaine Hammond has practiced Social Work for over 34 years in settings as varied as child fatality investigation and elder volunteerism. She now teaches courses both seated and online in Trauma & Human Rights, Human Biology and Social Issues, Spirituality in Social Work and

Mindfulness & Professional Identity at the University at Buffalo Schools of Social Work and Law. Specializing in the treatment of young children living with trauma based reactions and adults whose traumatic event occurred in early childhood, Ms. Hammond maintains a small private practice and trains on mindful self care for trauma practitioners of many disciplines. She believes chocolate is a force for good in the world.

### **David Heckel**

Contemplative Decision Making: Leading Diverse Groups with Dynamic Governance  
Session B-1, Converse 209

This interactive session will explore the application of Dynamic Governance to group decision making and academic planning processes that include the contemplative practices of silence, equanimity, compassion, and sympathetic joy. Participants will engage in a brief interactive application of sociocratic decision making contextualized by a presentation of the principles of contemplative Dynamic Governance. Dynamic Governance is a democratic approach to organizational decision making that seeks to maximize the involvement of all members of an organization or community. This session will demonstrate how Dynamic Governance fosters and is enhanced by contemplative practice. Participants in this session will be provided with the basic tools to explore contemplative Dynamic Governance in academic, personal, and interpersonal settings.

Dr. Heckel is Professor of English and Dean of Humanities at Pfeiffer University. His research interests include orality-literacy studies, rhetoric, consciousness studies and meditation. He has practiced mediation for over a decade and serves on the Board of Southern Dharma Retreat Center in Hot Springs, NC. He has recently been engaged in applying Dynamic Governance in academic and non-profit organizational settings.

### **Kimberley Holmes**

Mindfulness in the Curriculum of Nursing  
Poster Session, Converse Lobby & Mezzanine

My interest has expanded to how teaching and learning is facilitated in interdisciplinary ways that is mindful of the individuals engaged in the process. The helping professions such as teaching, nursing and social work are in constant interaction with human thoughts, feelings and emotions and need to find a way to navigate this complexity. Additionally, my personal experience with my son and a critical illness has also shaped the arrival of this question in relation to holistic wellness. "When families do not offer a place for children to express their feelings and recall what has happened after an overwhelming event, their implicit only memories remain in dis-integrated form and they have no way to make sense of their experience." (Siegel, Pg. 161)

I have an M.A in Organizational Learning and Leadership with a focus on using literature to facilitate leadership development. Additionally, I have over 20 years of practical classroom experience from 6-12, have completed my yoga teacher training and am a practicing yogi, play

competitive soccer and tennis and love dancing and singing. I am working on my Doctorate in Curriculum and Learning, focusing on the question, “What is authentic wisdom in the teaching practice” with interest specifically in mindfulness, cognitive learning science, storytelling and systems thinking.

### **Amber Kelly and Theresa Drake**

Panel: Using Mindfulness to Work with Vicarious Trauma in Certified Legal Interns:  
Learning as we go along  
Session C-2, Converse 209

The Director and Social Worker for the Intimate Partner Violence Clinic at the University of Florida’s Levin College of Law will discuss their integration of mindfulness practices into the internship curriculum with certified legal interns working with survivors of violence. This is done within a clinic that has adopted a trauma informed care model of working with survivors of violence. Practices have included mindfulness based meditation, yoga, and other insight based contemplative practices. Come listen as we share what we have learned to this point, and open up the discussion for ideas moving forward.

Amber Kelly is a Clinical Social Worker in the University of Florida Levin College of Law’s Intimate Partner Violence Assistance Clinic as a Trauma Therapist. She is also a Doctoral Candidate with Smith College School for Social Work where she is conducting her research and studies around mindfulness and trauma. Amber has had a personal meditation practice for many years and has spent the last 4 years teaching MBSR with women incarcerated in the central Florida area and MBCT within the community mental health setting.

Teresa Drake is the Director of the Intimate Partner Violence Assistance Clinic within the University of Florida’s Levin College of Law. She has been an advocate for survivors of violence and their children for many years, working as a prosecutor of domestic violence and child abuse for the 13 years prior to founding the law school clinic. She is also a certified yoga instructor, teaching weekly within the Levin College of Law and Gainesville, FL Sanctuary Yoga.

### **Christine Kessen and Kielty Turner**

Student Insights: Connections and Interconnections within Contemplative Curriculum  
Poster Session, Converse Lobby & Mezzanine

This qualitative study explores student connections and interconnections within the contemplative aspects of the social work curriculum and the wider community environment. Through focus groups, students discuss aspects of the implicit and explicit curriculum including working with diverse clients in the community that helped them develop mindfulness, self-compassion, and empathy—qualities thought to contribute to professional competence in social work practice. Considering their years of study, students identified a wide range of diverse course topics, activities and assignments as well as relationships with students, advisors, and commu-

nity intern supervisors. Support of fellow students and unexpected diverse experiences such as meeting a homeless man on the street had a strong impact. Implications for undergraduate and graduate education as well as professional training for the helping professions are discussed. These preliminary results are part of a larger longitudinal study in progress.

Dr. Christine Kessen, DSW LCSW, is a licensed clinical social worker with over twenty years of social work practice experience. As an Associate Professor of Social Work at Marywood University in Scranton, Pennsylvania, Dr. Kessen teaches graduate social work courses in practice, ethics, and spirituality.

Dr. Turner is an Assistant Professor and Coordinator of Field Instruction for the BSW Program at Marywood University in Scranton, PA. Licensed as a clinical social worker, she has experience in the treatment and prevention of addictive disorders. Her research interests relate to the application of mindfulness in social work.

### **Sara Ellen Kitchen**

Circle Contemplations: Insights and Applications from a Restorative Justice Seminar  
Poster Session, Converse Lobby & Mezzanine

This poster will represent a restorative justice class as taught using a traditional circle process. Restorative justice, a growing paradigm in justice studies, is concerned with repairing the harm caused by crime to victims, offenders, and communities. Now included as a component in most criminal justice texts, courses in restorative justice are increasingly included in the criminal justice curriculum. Circles in restorative justice are one of the most prevalent processes used with victims, offenders, children, families, and community members for peacemaking, healing, sentencing and wisdom purposes. Incorporating the ancient traditions of tribal peoples such as the use of a talking piece, circles naturally lend themselves to the contemplative practices of silence, slowness, listening, waiting, and reflection.

Initially skeptical and somewhat adverse to the subject matter, a very diverse group of 15 students concluded that the seminar was transformative personally and intellectually. Over 14 weeks a community formed with students sharing the circle leadership and creating contemplative exercises. The professor and students were “restored” while studying restorative justice. Future law enforcement personnel, lawyers, social workers and others found their hearts changed or opened.

The presenter will also include some inspired teaching moments as well as share some ongoing issues with contemplative pedagogy. The restorative justice seminar with a circle format offers promise for content related disciplines such as social work, law, and education. However, the circle format process as traditionally practiced could be a creative pedagogical means for contemplative exercises for courses in interpersonal communication or group processes in psychology, Native American literature, religion or other courses to be discussed in the session.

Sara Ellen Kitchen, JD is a Professor of Criminal Justice at Chestnut Hill College in Philadelphia, PA. New to intentional contemplative practice in higher education, she was a participant in the 2011 ACMHE summer session. A Watson Fellow and a former public defender, she has taught law related courses for the past two decades. Her research and publications focus on children's rights, human rights and restorative justice. She is the incoming President of the Justice Studies Association (JSA) and a founding faculty member of the Institute for Forgiveness & Reconciliation at Chestnut Hill College.

### **George Knox**

Teaching Alternative Dispute Resolution in Culturally Transformed America  
Session B-2, Cole Assembly

Contemplative practice serves pedagogy by awakening us to the quantum entanglement that defines the essence of human relationships. Focusing the study of dispute resolution upon cultural and mindful, present moment, awareness of human connections, in light of differences, can help to heighten appreciation of the value of peaceful dialog and debate. Teachers who reflect upon their own cultural awareness and sensitivity are the best models for the development of an ethos of empathy and understanding in law schools. Cultivating relevant cultural sensitivity and mindful awareness in students and practitioners will enrich and expand our changing communities. By adapting the context of traditional teaching methods and materials to more closely reflect the ethnically diverse environment we live in, we believe that learning will be enhanced, and the attitudes of the relevant players will be constructively adjusted.

George Knox is a Visiting Lecturer and Director of Non-Litigious Dispute Resolution Programs at the Florida International University College of Law. He teaches Negotiation and Mediation from a perspective that respects and embraces the changing cultural identity of America. Students are trained to pursue careers as problem-solving lawyers.

### **Jena Leake**

Cultivating a Compassionate Community of Learners through Expressive Arts  
Session A-2, Converse 208

How do we shape an inclusive space in the classroom that invites shared participation as well as personal/collective transformation? In this arts-based workshop, participants will be introduced to expressive arts practices that promote contemplation, inquiry and community building. Poetry, movement, mindfulness, and art-making will open us to listening deeply within and to each other. As we practice attending to the he(art) of the moment, we will reflect on our work as educators while gathering new resources for cultivating compassion and creativity within our students. The integration of expressive arts practices across curriculums will be discussed, offering participants aesthetic techniques for re-imagining contemplative pedagogy through art. No previous art experience necessary.

Jena Leake, Ph.D., R.E.A.T. is an Assistant Professor of Clinical Mental Health Counseling and Expressive Arts Therapy at Appalachian State University. As a Registered Expressive Arts Therapist, artist, and educator, Jena is passionate about creating aesthetic environments for learning and healing that integrate contemplative practices. She views life as art.

**David Levy**

Mindful Email and Beyond  
Session C-2, Cole Assembly

Continuing work that I have brought to the ACMHE community in the past, I would like to report on my latest efforts to help students find more mindful ways of engaging with and through information technology. In this presentation, I will describe a series of exercises I have developed that encourage students to mindfully explore their own email practice and to develop guidelines based on what they discover. I will provide attendees with the written instructional materials I have created, along with examples of students' written responses to these exercises (from the course taught in Spring 2012). I then hope to engage attendees in a broader discussion of the possibilities for teaching methods of this kind.

David Levy is a professor in the University of Washington Information School. He received a fellowship from the Center for Contemplative Mind in 2005-2006.

**Hedva Lewittes, Terry Murray, Lyla Yastion, Lisa Dulgar-Tulloch,  
Nicholas Powers and Matthew Immergut**

Panel: Contemplative Education at the State University of New York  
Session A-1, Converse 304

Mindfulness and Contemplative Practices: Building a SUNY Network, a conference held in April, 2012 at UAlbany, brought together 44 teachers, researchers, mental health professionals and students from 8 campuses with the goal of providing the system's 468,000 diverse students access to contemplative education. This panel, the network's first collaboration, will focus on the integration of contemplative practices with curricular and disciplinary content and mental health services. Engaging the "whole learner" in the context of students' economic and cultural backgrounds will be addressed in the following presentations:

- "Contemplative Inquiry & Self Knowledge Development in Professional Education," Terry Murray, Educational Studies, SUNY New Paltz;
- "Awareness Practice Turns On Students," Lyla Yastion, Anthropology, SUNY New Paltz;
- "Mindful Practice in Counseling: Engaging the Whole Student," Lisa Dulgar-Tulloch, Counseling Center, SUNY Albany;
- "Occupy the Self: Using Deep Insight Meditation in Diverse Classrooms," Nicholas Powers, English, SUNY Old Westbury;

- “Meditating on Economic Inequality,” Hedva Lewittes, Psychology, SUNY Old Westbury;
- “Changing the Mind and Making Change: Meditation and Mobilizing for Social Change,” Matthew Immergut, Sociology, SUNY Purchase

Hedva Lewittes, Ph.D., a Psychology Professor at SUNY Old Westbury, co-chaired the 2012 first meeting of the SUNY Contemplative Network. She has published articles on adult women’s development and on assessing the curriculum that she created to engage students in critical thinking. She is involved in Old Westbury’s General Education and First Year Experience Community Learning programs.

Lisa Dulgar-Tulloch received her Ph.D. in Clinical Psychology from the University at Albany in 2009 and completed her predoctoral internship at Harvard Medical School’s McLean Hospital. She is currently a NYS licensed clinical psychologist providing counseling services to undergraduates and graduate students at the University at Albany counseling Center. In addition to providing clinical services, Dr. Dulgar-Tulloch focuses her prevention programming on bringing the concepts of Positive Psychology to the University campus.

Matthew Immergut, Ph.D. is an Assistant Professor of Sociology and Purchase College. He is currently engaged in research on charismatic leaders and cognitive dissonance as well as a book on meditation. He is also working on a documentary film about a group of meditators currently undertaking a three year silent retreat.

Terry Murray, Ph.D. is an Assistant Professor in the Humanist/Multicultural Education Program at SUNY New Paltz. His research and writing interests focus on the interrelationship between knowledge, power, relationship and place in teaching and learning, self knowledge development and spirituality in education. He has maintained a steady Hatha and Raja Yoga practice for the past seven years.

Nicholas Powers, Ph.D. is an Assistant Professor of English at SUNY Old Westbury. His writings have appeared in the *Village Voice*, *Vibe.com*, *the Independent* and *Alternet.com*. His poetry book *Theater of War* was published by Upset Press in 2004. He teaches a course in memoir writing.

Lyla Yastion received her doctorate in Anthropology from SUNY Albany and has taught anthropology and religious studies at the college level for 15 years. Her book, *Pause Now: Handbook for a Spiritual Revolution*, published by Rowan & Littlefield (2009) has won 2 book awards. An article “Pausing for Peace” appeared in *Chronogram* (2010). Lyla is a reiki master and certified MBSR practitioner.

## **Douglas K. Lindner**

Contemplative Practices Based on Seasonal Energies (Wu Hsing) of Chinese Philosophy  
Session C-2, Converse 207

We discuss a set of contemplative practices based on the *wu hsing* (5 elements) found in classical Chinese philosophy, most notably today in acupuncture. The purpose of these practices is to orient the students within the wider perspective of their education thereby clarifying their motivation and so enhancing their engagement. The practices are short so that they can be integrated into any class. They are completely devoid of any philosophical jargon so that anyone can relate to them. I have been using them in my engineering classes. Their foundation in Chinese philosophy, however, gives them a certain power that is not apparent at first glance. Explicit connections are drawn to the classical notions of the three R's: reading, writing, and arithmetic (to which we add reflection) as well as Zajonc's discussion of the creative process. Connection to diversity is drawn using the foundational principle of interconnectedness.

Douglas K. Lindner received his Ph.D. in Electrical Engineering from the University of Illinois at Champaign-Urbana in 1982. Since then he has been on the faculty in the Dept. of Electrical Engineering at Virginia Tech. He has completed the course work for the Applied Healing Arts Degree from the Tai Sophia Institute.

## **Rhonda V. Magee**

Keynote Address: Contemplating Race, Law and Justice:  
Some Notes on Pedagogy for Changing the World

Friday, September 21, 8:00 pm, Cole Assembly (Red Room), Converse Hall

Rhonda Magee is the author of the 2011 article, "Educating Lawyers to Meditate?" 79 *U.M.K.C. L. Rev.* 535 (2011), examining the movement for contemplative practice in law and its promise as a response to long-standing and wide-ranging of criticisms of contemporary legal education and law practice. For more than ten years, she has taught and written about law and legal education and race in America, with a focus in recent work on a contemplative approaches to pedagogy and practice. She is Professor of Law and Dean Circle Research Scholar at the University of San Francisco, where she teaches or has taught Torts; Insurance Law and Policy; Immigration Law and Policy; Racism and Justice in American Legal History; and Contemporary Issues in Race and Law and Evolving Notions of (In)equality; and Contemplative Lawyering. She has been appointed Co-Director of the University of San Francisco's Center for Teaching Excellence, beginning in August 2012.

Professor Magee earned her B.A., M.A. and J.D. degrees at the University of Virginia, and practiced as a civil litigator in San Francisco prior to entering academia. Her articles and essays have appeared in journals such as the Law Reviews of the University of Virginia, University of Alabama, Temple Law School, and the *San Francisco Chronicle*, and the website of the Center for Contemplative Mind in Society. Copies of many of her published pieces may be found on

the Social Science Research Network webpage, located at: [http://papers.ssrn.com/sol3/cf\\_dev/AbsByAuth.cfm?per\\_id=624519](http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=624519).

Born in North Carolina and raised in a family devoted to the Christian tradition, Rhonda migrated to Northern California following law school, eventually settling into San Francisco's diverse "Fillmore-meets-Pacific Heights" neighborhood. She pursues an open, ecumenical exploration of the spiritual nature of human existence, from an inclusive, spiritual-humanist perspective, guided by such examples of revolutionary love as the Buddha, Rumi, Jesus Christ, Gandhi and Martin Luther King, Jr.

Professor Magee is a long-time practitioner of a variety of contemplative practices, including centering prayer, mindfulness and insight meditation, contemplative writing and contemplative dialogue. She is associated with the Project for the Integration of Spirituality Law and Politics, and currently serves as President of the Board of the Center for Contemplative Mind in Society. She works with the Bay Area Working Group for Lawyers, a group of mindful lawyers, law professors and others which has sat together for many years, and she has served on the executive board of the Humanizing Legal Education Section of the American Association of Law Schools. She is committed to the development of contemplative pedagogy, law practice and leadership. Building on the insight that contemplation is essential to experiencing love-in-action through our work and relationships in the world, she aspires toward reforms in legal education, law practice and law, guided by the compassionate heart of contemplative practice.

### **Juan D. Mah y Busch**

Intentionless Intentionality: Developing a contemplative pedagogy of the oppressed  
Session B-3, Converse 304

How might Critical Pedagogy and contemplative pedagogies intertwine? Chicana poet Lorna Dee Cervantes writes about her "excuse me" tongue of never feeling good enough. Tending to such experiences of alienation and fragmentation, critical pedagogies emphasize epistemology of an emerging self and a pedagogy based on words (Freire's "The true word transforms the world"). Contemplative pedagogies, on the other hand, as if presuming a position of privilege, focus on unselfing the self, undoing knowledge, and a pedagogy based on wordlessness. I draw on Cervantes' note about where her politicized poetics come from ("not from intention but from intent") to describe intentionless intentionality. Through intentionless intentionality I introduce participants to an exercise (Focusing and Freewriting) and discuss one way to flip students' sense of margin and center to create useful pedagogical force. This will serve as the opening for all to discuss concepts and techniques that bring together these two pedagogies, teaching students how to dance across the semantic edge, developing agency through words, the unworded and the unwordable.

Juan D. Mah y Busch has tutored, taught and mentored students of color and first-generation students for twenty years. For fifteen years, beginning during graduate work at Cornell Univer-

sity, he studied meditation at Pangea Farms. He is an Associate Professor in English and Latina/o Studies at Loyola Marymount University in Los Angeles.

### **Rolliene Mallari**

Incorporating Mindfulness in Physical Fitness to Promote Health  
Poster Session, Converse Lobby & Mezzanine

Contemplative practices invite a full lived mind and body experience. For this reason, it is essential to integrate contemplative practices into physical education programs within elementary, secondary, and higher education in addition to independent physical fitness centers. This will help move our society from a fast-paced, stressed nature that is unfit for the mind and body to a slow-paced calm nature that maximizes the health of the mind and body. While most fitness programs solely focus on the physical fitness of the human body, I aim to build a case for the inclusion of fitness programs that also acknowledge the mind. I will justify how contemplative concepts, such as mindfulness, have a positive, psychological effect on maintaining a healthy mind and body state. Then, I will relate classroom techniques suitable for elementary, secondary, and higher education as well as independent physical fitness centers.

Rolliene Mallari is a magna cum laude graduate of Montclair State University. She holds a Bachelor's degree in Philosophy and Psychology with a concentration in Cognitive Science. Ms. Mallari worked as a Research Assistant to the Speech Communication Laboratory, along with volunteering work at schools and senior center facilities.

### **Doreen Maller, Meenal Chaudhari, and Lain Lease**

Panel: Call Me By My True Names: An Exploration of Diversity  
Session A-2, Porter Lounge

Inquiries into diversity challenge one's sense of safety and force us to consider the lenses through which we view the world. In this session, participants will be encouraged to understand that ways of knowing are inherently co-created and can therefore be re-examined at any moment.

Thich Nhat Hanh's poem "Call Me By My True Names" invites an empathic inquiry into accepting the interconnectedness of all things. Through his interweaving of voices he presents the inter-being of all experiences; victims, perpetrators and bystanders. He challenges us to reconsider and potentially expand our understanding of the complexity of our own identity, but he does not stop there: this work is not complete until we expand our hearts to receive the complexity of others.

Participants will be invited to explore their own "true names" using continuum and inclusion exercises. Building community through inquiry and honest connection will deepen as participants share their insights.

Doreen Maller MFT, PhD is the Academic Director of the Holistic Psychology and Expressive Arts Program at John F. Kennedy University in San Jose California and a therapist in private practice. She is the Series Editor of the three volume *Praegar Handbook of Community Mental Health* to be published February 2013.

Meenal Chaudhari worked as a psychotherapist and artist in India. Over the years she's delved into several meditation techniques, yoga and other self-exploratory modalities leading to her interest in transpersonal psychology and somatic work. She uses writing, painting, acting and dance for creative expression and has a website at [www.digmeart.com](http://www.digmeart.com).

Lain Lease is a student of Holistic Psychology at John F. Kennedy University in San Jose California and works as a Case Manager for pregnant and parenting teens. Lain assisted in the creation and implementation of her organization's cultural competency trainings focusing on Transgender inclusion and is inspired by organizational change.

### **Vaishali Mamgain and Meg Quinn**

Panel: Contemplative Pedagogy and Intercultural Development  
Session A-1, Converse 207

For many decades, American universities have sent students abroad hoping that, through the process of immersion in another culture, they will learn in ways that go beyond "book learning." Some students undoubtedly have life-changing experiences, yet many remain in the "bubble" of their American context, even as they go to another country. Although these students may want to experience life as they see it in another culture (raw and challenging as it may be), the difficulties in relating to people of different ethnicities and backgrounds can seem an insurmountable challenge. Perhaps, prior to study abroad, if students attend a seminar in contemplative approaches, these approaches may help them to understand and mediate their experiences, lead to a genuine understanding of intercultural differences and similarities, and facilitate the desired transformative process. The contents of the proposed seminar, as well as experiences from 50+ years of sending students abroad, are discussed.

Vaishali Mamgain is an Associate Professor of Economics at the University of Southern Maine. Her research interests include immigrant issues, contemplative pedagogy, and behavioral economics. Her work, "Ethical Consciousness in the Classroom: How Buddhist Practices Can Help Develop Empathy and Compassion," was recently published in the *Journal of Transformative Education*.

Meg Quinn, MS Ed, is the Manager of Instructional Development at the Council on International Educational Exchange in Portland, Maine. Prior to developing intercultural curricula and training at CIEE, she taught ELL in the rural Japan, Thai History & Culture in Thailand, and English Literature in US public schools.

## **Rachel Mann**

Peace is the Human Way: Contemplation and Peace among  
Native American Peacekeepers  
Poster Session, Converse Lobby & Mezzanine

This poster session will highlight my project, Peace is the Human Way, a collaborative effort between the Hiawatha Institute for Indigenous Studies at Syracuse University and the Institute for Advanced Technology in the Humanities at the University of Virginia to archive and disseminate the teachings and practices of peace and healing offered by Native American spirituality to the West. It will address why traditions or practices adapted from a variety of indigenous cultures are mostly absent in the contemplative movement despite the rise in interest particularly in Native American spirituality in the West and will show how the Peace is the Human Way project is attempting to rectify this. I will be accompanied by a Native American colleague from the Advisory Board of the Hiawatha Institute (to be determined).

Rachel Mann founded MettaKnowledge for Peace in 2007 to provide research, program development and training on the application of contemplative practices from Buddhism and Native American spirituality to address violence and trauma. Her clients have included the Garrison Institute, Sharon Salzberg, and the Virginia Sexual and Domestic Violence Action Alliance. She is an adjunct instructor at UVA where teaches about the new shamanism in the West and the 20th and 21st century Native American peacekeepers. Her book, *Sitting on the Cushion of Mother Earth: Exploring the Application of Contemplative Practices from Native American Spirituality in Mainstream Settings*, is forthcoming in 2012 through Four Directions Press.

## **Donald H. Matthews**

Must Jesus Bear the Cross Alone: The African American Spiritual Tradition as Method  
for Contemplative Reflection  
Session B-1, Converse 207

The session will introduce contemplative practices found in the African American Spiritual Tradition. The major forms of African American Contemplative Practices involve the use of rhythm in its varied expressions as it is found in music, prayer and sermon. The Spiritual as the classic narrative Black sacred expression is used in my classes to move the student to include and move beyond cognitive interpretations to contemplative integration of the head and heart. The workshop leader will demonstrate this method as he leads conference members in a "call and response" Spiritual based contemplative exercise.

Dr. Matthews received the PhD in the Sociology and Psychology of Religion from the University of Chicago. He is the author of numerous publications dealing with issues of African American religious studies in the humanities and social sciences. Two of his books are *Honoring the Ancestors* (Oxford Press, 1998,2012) and *The Sexual Abuse of Power in the Black Church* (Westbow Press, 2012).

**Christian McEwen**  
World Enough & Time  
Poster Session, Converse Lobby & Mezzanine

This poster will focus on the theme of perception/contemplation and the art of listening, with an emphasis on the simple potency of slowing down. I am especially interested in insights which arise at the margins where writing and drawing, speech and silence, action and stillness intersect, and suspect these edges hold surprising life.

Christian McEwen is a freelance writer, teacher and workshop leader. Her latest book is *World Enough & Time: On Creativity and Slowing Down* (Bauhan Publishing, 2011). McEwen has edited four anthologies, and helped produce the video documentary "Tomboys!" She currently interviews visiting poets as they pass through town for the Smith College Poetry Reading Series, a project she calls "Sparks from the Anvil," and is working on a play about women and money. McEwen is a longtime Buddhist who has taught poetry, creative writing and environmental studies at a number of different venues, including Williams College, and the New School in NYC. She has been a fellow, several times, at the MacDowell Colony and Yaddo, and received a grant for playwriting from the MA Cultural Council in 2011.

**Patricia A. Mercaitis**  
Contemplative Therapeutic Practices: Cultivating Compassion in a Diverse Society  
Poster Session, Converse Lobby & Mezzanine

This poster presentation will provide information on my perspective on contemplative practices, the importance of contemplative practices in facilitating healing in the therapeutic process, my teaching methodologies, and my use of contemplative practices in graduate courses in counseling in communication disorders, in fluency disorders, and in a professional seminar for speech language pathology graduate students. Teaching future colleagues about compassion and empathy can greatly influence their insights and widen their their perspectives on their professional work. I incorporate a variety of meditation practices into each class. As Speech Language Pathologists, we provide professional services to a diverse clientele. These contemplative practices can be very helpful in connecting to, and attending to the needs of the clients we serve. I will provide summaries of the issues discussed above.

Dr. Pat Mercaitis has been a member of the Graduate faculty in the Dept of Communication Disorders at UMASS Amherst since 1983. She was among the developers of the current ITA Program which has been housed in our Department since 1988. She was the Speech-Language Pathology coordinator for 10 years and then Clinic Director for 5 years. She has been on academic faculty since 1983. She has also facilitated the Five College Faculty Seminar on New Epistemology and Contemplation. She teaches graduate courses in fluency disorders and counseling in communication disorders. Her research areas include the supervision process and fluency issues.

## **Deborah Middleton**

### **“Arriving” with Others: A Contemplative Approach to Ensemble Creativity Session B-3, Converse 302**

The theatre ensemble can be a paradigm of interconnectivity, interpersonal communication, and collaborative creativity working at extraordinarily high levels of subtlety and complexity. This presentation reports on an ensemble theatre project in which cultural differences and a dysfunctional group dynamic were addressed through a contemplative process. A meditation-based technique of “arriving” was coupled with the guided experience of seeing and being seen by the other as a daily group practice. Participants will be introduced to both practices in an experiential session. The accompanying paper will draw on student responses as evidence in analysing the role of the contemplative in creating ensemble, and in establishing a framework for creative process. Ensemble here will function as both a particular artistic medium and as a paradigm for interdependent connectivity.

Dr. Deborah Middleton teaches performance and creativity at the University of Huddersfield. She has given workshops and presentations on creative process as far afield as Beijing and Mexico. In addition to academic articles, she publishes creative writing and writing about creativity through her own micro-press, Macushla Books.

## **Hee Jung Min**

### **A Preschool Teacher’s Conceptual Change in Teaching Meditation Poster Session, Converse Lobby & Mezzanine**

This study explores a preschool teacher’s lived experience of adopting and teaching a meditation curriculum, given the absence of practical research on meditation teachers. A teacher taught meditation to four to five-year-olds twice a week for a month. Grounded theory research through observation and interview was conducted to inquire emerging experiences of the teacher. As a result, the teacher showed conceptual change (1982, Posner, et al.). Using the conceptual change as a theoretical lens, it is found that the teacher experienced assimilation by understanding the need for a meditation curriculum, and accommodation by overcoming her cognitive conflicts and challenges in practical implementation of it. The key conditions for her change were students’ positive responses to meditation teaching and the teacher’s own practice of meditation. She followed a positive-negative-positive process of conceptual change in adopting the new meditation curriculum.

Hee Jung (HyeJu) Min is a Bhikkuni from South Korea and currently a dissertator in curriculum & instruction in the University of Wisconsin at Madison. She focuses on meditation teaching in early childhood education settings. Her current research project involves exploring the lives of teachers who teach meditation for young children.

### **Sabrina D. MisirHiralall**

Kuchipudi Dance as a Contemplative Practice of its Own Sort  
Poster Session, Converse Lobby & Mezzanine

MisirHiralall uses Kuchipudi Indian Classical Hindu dance as a form of contemplative education and spirituality in Religious Studies classes in higher education. She will share how she used Kuchipudi dance during the 2011-2012 school year as a contemplative practice in university classrooms, the nature of the classroom environment, and the responses from the students.

Sabrina D. MisirHiralall is a doctoral candidate in the Pedagogy and Philosophy Program at Montclair State University. Sabrina's dissertation focuses on contemplative education and Kuchipudi Indian classical dance. Sabrina lectures and dances in religion classes at universities and at conferences as she discusses Kuchipudi dance in relation to Hinduism and postcolonialism.

### **Mary-Ann Mitchell-Pellett**

Roundtable: Cross-Cultural Transformation Frameworks:  
The Pivotal Role of Contemplative Practice  
Session A-1, Converse 208

Based on the presenter's doctoral dissertation findings, this session will describe an eclectic cross-cultural framework that summarizes four pertinent constructs: Self-Understanding, Love and Compassion, Self-Management & Discipline, and Selfless Service; the contribution of these constructs in cultivating "Being" and non-duality; and the role that contemplative practices hold in supporting their development.

Findings from the presenter's current research identified the constructs as foundational to inner self-transformation and the outer practice of effective teaching and leading. The constructs--initially identified in participants' data and aligned with the principles found in Advaita Vedanta (Bhagavad Gita) and Buddhist philosophy--were later compared to Indigenous worldviews (Arien, 1996; Brendtro, Brokenleg, & Van Bockern, 1990) and constructs found in Western transformational and spiritual leadership theories. The presentation and ensuing discussion will allow us to expand our understanding and awareness of how teachings and insights found cross-culturally can inform our practice as contemplative educators.

Auto-Ethnography and Story as Contemplative Practice:  
A Ph.D. Candidate's Discernment  
Poster Session, Converse Lobby & Mezzanine

This poster session will present the findings from a dissertation entitled: "Exploring the Contributions of Indian Philosophy in Cultivating the Inner Potential of Educators: A School Administrator's Quest of Self-Realization," a qualitative study that incorporated a multi-method

approach, including narrative/auto-ethnography, in-depth interviews, and a focus group. Results revealed contemplative principles and practices inherent in Indian (Hindu & Buddhist) philosophies that contributed positively towards the inner development of educators and their consequent outer work in the world. In addition, the researcher discovered the benefits in holding the tension of the “researcher” and the “researched” and the contemplative practices of storytelling and story writing through the reflexive auto-ethnographic process. The benefits of inviting a contemplative voice into research rewarded not only the researcher, but invites readers the opportunity to engage in a contemplative process that can engender insights otherwise not facilitated through traditional research approaches and their characteristic presentations of findings.

Mary-Ann Mitchell-Pellett is a doctoral candidate in the Faculty of Education Graduate Studies program at the University of Calgary. As a teacher, school & addictions counselor, and administrator, she has been experimenting with, integrating, and embracing contemplative practices with K-12 students and staff, pre-service teachers at the post-secondary level, and clients embracing a healing journey for the past twenty years.

### **John Morrison**

Musical Phenomenology  
Poster Session, Converse Lobby & Mezzanine

The session aims for the experiential penetration of the mysteries of musical meaning. A brief mind-clearing exercise prepares the group to simply hear, to pay close attention to a short piece of modern music. Intentionally chosen to be unfamiliar, even strange, the music is specifically not contemplative. Through repeated listenings, we simply aim to determine what is. After one listening, we say nothing. After another, we find out what people have heard. Gradually, we observe and articulate patterns we hear. Factors we listen for are obvious, requiring no knowledge of music theory: louder or softer, higher or lower, sound quality that is grating or smooth, harmony that is simple or complex. The outcome is a shift from unfamiliar to familiar, to comprehension of how the ebb and flow of influential factors creates something meaningful in and of itself, without reference to any external idea or concept.

John Morrison is a composer active in the Boston area. With a conviction that sound itself is the ultimate expressive medium, he has developed an analytical method called the Sound-Energy Aggregate, which allows the contemplation of what is perceived to provide the foundation for musical insight.

### **Terry Murray**

Labyrinths as Contemplative Metaphors, Models & Tools  
Session B-1, Porter Lounge

This interactive session explores the use of labyrinths as deep metaphors grounded in philo-

sophical, mythical and spiritual traditions: models that can be used to view self, and one's relation to others and the world; tools that support contemplation, inquiry and transformation. The literature has documented the use of labyrinths as both therapeutic and educational structures and processes. As tools that guide the exploration of attitudes, perceptions of self and the world, and beliefs, labyrinths recognize and encompass the subjective, reflective, creative and intuitive. They support inner healing, self knowledge development, and contemplative inquiry. The presenter draws on student reflection, instructor observation, and artifacts to describe the impact of integrating this archetypal form into graduate courses. The session will culminate with the opportunity to walk a labyrinth.

Terry Murray is an Assistant Professor in the Humanistic/Multicultural Education Program at SUNY New Paltz. Terry integrates contemplative practices into several of his graduate courses. His current research and writing interests focus on the self-knowledge development, the relationship between knowledge, power, relationship and place in teaching and learning, and spirituality in education.

### **Lisa Napora**

#### **The Impact of Meditation on Mindfulness, Cognitive Engagement & Academic Performance of Undergraduate College Students Poster Session, Converse Lobby & Mezzanine**

The physiological and psychological benefits of meditation are well documented, but less is known about its impact on learning. Empirical evidence demonstrating the educational efficacy of contemplative methods is lacking. Preliminary results of a quasi-experimental research project in progress, examining the impact of meditation on college student learning, will be presented. Students (N = 150) at a university in the Northeast were randomly assigned to control and experimental groups by classroom. Classrooms comprising the experimental group will participate in mindfulness meditation at the beginning of each class over a 15-week semester. Two self-report scales measuring cognitive engagement and mindfulness (FFMQ) will be administered pre/post to both groups. The impact of meditation on academic performance (GPA) will also be examined. Initial data from the pre-assessment will be presented. Research of this nature has the potential to increase perceived legitimacy and facilitate acceptance of contemplative methods in the education system.

Lisa Napora is a doctoral candidate in Educational Leadership & Policy at SUNY Buffalo. Her dissertation examines the impact of meditation on learning. She is interested in the contemplative education movement, systemic change processes, the role that research plays in educational change, and how research can be reframed to facilitate change.

**Steven Nuss, Andhuy Nguyen and Nikolas Meisel**

Panel: Sonic Wormholes: Thinking, Hearing, and Moving Within  
and Across Disciplinary Boundaries  
Session A-2, Converse 209

College and university campuses are often experienced by faculty and students alike as fractured places where everyone seems to be thinking themselves ever more tightly into their own disciplinary corners. Given this state of affairs, and the fact that people learn and think in starkly different ways, how might one go about constructing a more holistic approach to education? Two short presentations offer initial answers to this question using concepts from esoteric Buddhism, Art History, Linguistics, and Philosophy of Mind to re-imagine contemporary and traditional approaches in music theory as “sonic wormholes” of sorts that reveal surprising degrees of conceptual overlap within and among seemingly disparate intellectual terrains.

Steven Nuss is Department Chair of Music and member of the East Asian Studies faculty at Colby College. He also directs Colby’s January term in India and is a member of Colby’s Contemplative Mind Group. His published and ongoing research focuses on the contemporary and traditional music of Japan and geometrical models of musical process and form.

Andhuy Nguyen is a Junior at Colby College in Colby’s first independent major in Neuro-philosophy and Philosophy of Mind.

Nikolaus Meisel practices Zen Buddhism and mindfulness meditation alongside his academic endeavors. As the Associate Professor of Sculpture at Washington State University in Pullman, WA he has implemented a curriculum that includes mindfulness exercises combined with physical material engagement and playfulness to assist in blurring the boundaries between art, life and the spirit. In addition to having three permanently sited public works in the Seattle area he has exhibited his temporary site-based works both nationally and internationally.

**David O’Malley and Beth O’Malley**

Connecting the Curricular and Co-Curricular Elements of our Diverse Academic Communities through Contemplative Practices  
Session A-2, Converse 304

This interactive session will address the conference theme by exploring how contemplative practices can be used to help individuals engage with those with different life experiences and identities. How can we appropriately make space for hearing and understanding the ways in which race, age, religion/spirituality, political beliefs, socio/economic/educational status, ability/disability, sexuality and gender affect the ways that we live, serve, learn and interact on our campuses and with the wider community? We will consider how contemplative practices and institutional policies can support and value the various identities and experiences of students, staff/faculty and community partners. Important identities such as artist, activist, administrator,

athlete, family member, student, scholar, teacher, veteran, volunteer and peacemaker may be valued differentially in particular settings and situations. Case studies involving service-learning and volunteer efforts will be used to consider how contemplative practices can enhance the curricular and co-curricular experiences of various institutional stakeholders.

David O'Malley is on the social work faculty at Bridgewater State University, coordinates service-learning faculty development, and served as a university substance abuse prevention specialist and staff with an interfaith campus organization in public and private universities. David has a master's of divinity, and a master's and doctorate in social work.

Beth O'Malley has served on campuses and in congregations. She shared leadership of an interfaith community center serving seven faith communities, served as director of a YMCA campus organization, and is now Hood College's Dean of the Chapel and is committed to a interfaith pluralism. She has a masters of divinity degree.

### **Rebecca Ossorio**

Looking at Emotion and Student Learning Using Contemplative Group Inquiry  
Session B-3, Converse 208

This session is an offering in response to the call for "techniques or exercises that focus on fostering greater inclusion and availability to the broadest scope of students" by "expand[ing] our capacity to commune with others and assist[ing] us in attending both to the diversity of situated reality and to the reality of our shared existence in the world." We will spend the full session practicing the descriptive group inquiry process of "Recollections," developed at The Prospect Center in Bennington, Vermont to explore the theme of emotion and student learning. Patricia Carini (2001), one of The Prospect Center's founders, describes this methodology as "descriptive, phenomenological inquiry" root[ed] in "the particularities of the [person]'s lived experience as that is viewable and describable" with the aim being "to recognize and remember and revalue the richness and complexity of human beings." This contemplative process can be adapted to look closely at any phenomenon or lived experience both for classroom and research purposes.

Rebecca teaches in the Education Department at Bennington College and is a Doctoral Candidate in Curriculum and Instruction at the University at Albany where she has been studying emotion and identity as well as the use of contemplative practices as tools for student learning, personal transformation and social justice.

### **Ellen Pader**

Seeing with a Beginner's Mind: A Journey in Ethnographic Sensibility  
Session B-1, Converse 304

Contemplative pedagogy is a powerful tool for teaching students to see with an ethnographic

sensibility, to interpret and respond through a social justice lens. It helps students identify their own and others' implicit biases and those biases' relation to sociocultural and political practices. This reflexive work of challenging one's beliefs can be emotionally exhilarating, or threatening. Through it students learn the seemingly heretical lesson that emotional responses are, indeed, legitimate and important data for deep analysis. Contemplative approaches help students mediate their strong emotions, make abstract concepts concrete and cultivate critical, respectful inquiry. As a result, they appreciate, rather than fear, ambiguity and difference; experience joy in discovery; and watch their conceptual comfort zones override old danger zones, enabling deeper, more complex interpretations and interactions. They learn to value seeing with a beginner's mind. Participants take the student role for exercises, compare and discuss experiences, and then start adapting exercises to suit their classes.

Ellen Pader is an Anthropologist and professor of Urban Planning at the University of Massachusetts Amherst. Her teaching and research focus on interpreting the built environment and social policy from an ethnographic perspective. Always invested in engaged pedagogy, her interest in mindfulness practice led her to more deeply explore the relationship between social justice and contemplative pedagogy.

### **Kala Perkins**

Council Practice: Interweaving Hearts through Creative Contemplation in Community  
Poster Session, Converse Lobby & Mezzanine

Council offers combined experiences of shared contemplative practice with creative, open dialogue in a secure atmosphere, facilitating the deepest respect and acknowledgement for each individual. Meandering between creating contemplative space, and allowing individuals to touch meaningful offerings within themselves, it is the generation of a transformative chalice of mutual respect, communal and individual authenticity and the blossoming of real community. It has the power to, and is changing the architecture of relations between communities in conflict. For many students, they are delving into a deeper personal, heart-focussed sharing with their fellow students and themselves, than they have experienced during their education thus far. In this presentation we will explore the practice of Contemplative Council as it is facilitating communal wisdom for students from universities and Los Angeles Unified School District, to its transformative integration for the Ojai Valley and beyond. From ancient wisdom we glean new pathways to shared eternities.

Kala Perkins, (BA Psych/MEnvSc./MA Bioethics) an educator/researcher at the frontier of the science-spirituality nexus. California based, with 30 years in Asia--India, China, Nepal, Tibet, Mongolia--and Australia, as a social scientist, her thesis explores concepts of infinity as a path to transcend the roots of global conflict.

**Carol Rodgers**  
Presence in Teaching  
Session B-3, Converse 209

Presence in teaching seems a requirement for effective contemplative pedagogy. But presence to what? This presentation delineates the elements of teaching and learning to which a teacher must attend, with awareness that is at once pointed and wide. It looks at what Hawkins (1974) calls the “I, Thou and It,” with the added “force field” of context, and considers the complexity of what it means to be present to self (I), student (Thou), content (It), and context (from family to global community). A framework of practice will be provided.

Carol Rodgers is an associate professor of education at SUNY Albany. Her interests include reflective practice, John Dewey, presence in teaching, and a humanizing pedagogy. Publications include *Presence in Teaching, Teachers and Teaching: Theory and Practice* (2006, with Miriam Raider-Roth) and “Defining Reflection,” *Teachers College Record* (2002).

**Ruth Rootberg and Michaela Hauser-Wagner**  
Contemplative Practice for the Secular Soul  
Session C-2, Porter Lounge

The Alexander Technique views the Self as a psychophysical unity, and is based on the premise that thinking affects doing. It is well researched and used by people in pain to restore coordination and well-being. For over a century, performers learning the Alexander Technique have improved artistically and technically while also removing obstacles such as performance anxiety. It offers a fundamental system of “learning how to learn” for any field of inquiry. Ruth Rootberg and Michaela Hauser-Wagner, AmSAT-certified Alexander Technique teachers, will embody Alexandrian principles while they introduce and teach the two primary cognitive skills of the Technique: Conscious Inhibition: a decision based on the brain’s ability to choose non-reaction over reaction to withhold maladaptive responses to external or internal stimuli; and Direction: the use of spatial awareness, which heightens the individual’s ability to organize postural and locomotor coordination, while enhancing one’s connection to the surrounding environment.

Ruth Rootberg was Associate Professor at the Yale School of Drama and has taught at several other universities throughout the country. Ruth has three Masters’ degrees and certificates in Linklater Voice, Laban Movement Analysis, and the Alexander Technique. She has published several articles on voice, movement, and the Alexander Technique.

Michaela Hauser-Wagner, M.AmSAT, holds a degree in Speech, Language, and Voice Therapy from the University of Turbingen. The Alexander Technique relieved her from physical symptoms, and she discovered new mental abilities and found effective ways to deal with daily stress. She teaches privately and at Osher Lifelong Learning Institute, University of Connecticut Waterbury.

## Harold D. Roth

### The Theory and Practice of Integrative Contemplative Pedagogy Session A-1, Cole Assembly

The Brown Contemplative Studies Initiative is a group of faculty dedicated to exploring the full range of contemplative experiences deliberately cultivated or spontaneously discovered throughout human history. Over the past decade we have developed a coherent curriculum emphasizing courses in the Humanities and the Sciences, trained 13 Independent Concentrators and over 30 Concentrators in other departments, and conducted and published important research on the cognitive and emotional effects of our core MedLab courses. These courses feature a distinctive pedagogy that combines third-person study of philosophical and historical texts with second person interactive discussions and first-person direct experience of contemplative practices. Taken together, we call this method "Integrative Contemplative Pedagogy." In this proposed session, Roth will present the theory behind this pedagogy, show how it has been practiced and lead the audience in some contemplative exercises that demonstrate this pedagogy. He will then discuss how ICP could be used in other types of classes.

Harold D. Roth, Ph.D. is Professor of Religious Studies and Director of the Contemplative Studies Initiative at Brown University. A specialist in the histories and practices of Classical Chinese contemplative traditions, he has become a pioneer in the new field of Contemplative Studies. He has written and edited six books and four dozen articles and chapters.

## David Rothenberg

Concert Performance:

Bird, Whale, Bug: Music From Nature

Saturday, September 22, 8:00 pm, Buckley Recital Hall

Musician and philosopher David Rothenberg is the author of *Why Birds Sing* (Basic Books and Penguin UK), also published in Italy, Spain, Taiwan, China, Korea, and Germany. In 2006 it was turned into a feature-length TV documentary by the BBC. Rothenberg has also written *Sudden Music*, *Blue Cliff Record*, *Hand's End*, and *Always the Mountains*. His articles have appeared in *Parabola*, *Orion*, *The Nation*, *Wired*, *Dwell*, *Kyoto Journal*, *The Guardian*, *The Globe and Mail* and *Sierra*, and his writings have appeared in at least eleven languages. His book, *Survival of the Beautiful: Art, Science, and Evolution*, was published by Bloomsbury in 2011. His last book *Thousand Mile Song* (Basic Books), about making music with whales is currently being developed into a feature documentary by Transformer Films, to be called *Whalestock*, with the participation of Michael Lang who created the original Woodstock Festival.

Rothenberg is professor of philosophy and music at the New Jersey Institute of Technology. He is currently collaborating with researchers from CUNY, NYU, and the Netherlands Institute of Ecology on the quantification of the musicality of nightingale songs, a project that stems from his earlier book on bird song and music. His latest major label music CD, *One Dark Night I Left My Silent House*, a duet with pianist Marilyn Crispell, came out on ECM in May 2010. In 2011 he has released CDs with Lewis Porter and with Scanner.

**Judith Simmer-Brown**  
Difference and Dialogue  
Session B-3, Cole Assembly

When contemplative pedagogy is introduced into the Religious Studies classroom, it is important to acknowledge the diverse religious and spiritual identities of our students and community members. In order to honor and cultivate these identities, courses in interreligious dialogue have become a staple at Naropa University. This interactive workshop teaches the core contemplative practice of dialogue, a method based on the work of David Bohm, William Isaacs, and Gregory Kramer. In this method, students are guided to deepen the “first person” inquiry of inner reflection while integrating the “second person” inquiry of nonjudgmental listening and voicing, features that set this method aside as a truly contemplative discipline. This practice surfaces the multiple inner voices of students’ diverse lineages as well as the interactive voices of dialogue. In this way, dialogue becomes an excellent way to cultivate appreciation of dynamic pluralism in any educational setting.

Judith Simmer-Brown, Ph.D., is Professor of Religious Studies at Naropa University in Boulder, Colorado, and an Acharya with Shambhala International. Her books are *Dakini’s Warm Breath* (Shambala) and, with Fran Grace, an edited collection called *Meditation and the Classroom: Contemplative Pedagogy for Religious Studies*.

**Sharon G. Solloway**  
At-Risk Students, Cognitive Development and Mindfulness Practice  
Poster Session, Converse Lobby & Mezzanine

At-Risk undergraduate students participated in a 6-week summer university program designed to assess ability to sustain academic success at the university. A mindfulness seminar was one component in the program. Results demonstrate the use of the Solloway Mindfulness Assessment (SMA) and the Solloway Mindfulness Journal (SMJ) to measure growth across nine mindfulness themes. The SMA is scaled on a Lectical™ scale measuring cognitive development. Results for the SMA show upward growth in cognitive at the end of a six weeks mindfulness program. Both the SMA and SMJ results demonstrated positive growth across all mindfulness themes except one. The SMA results showed 1 level of growth in cognitive development.

In addition, both the SMA and the SMJ measure students’ ability to make coherent arguments, which fosters good decision-making. Argumentation was measured across several dimensions five dimensions. The results show positive growth for argumentation.

Sharon G. Solloway mindfully teaches and learns at Bloomsburg University. She integrates mindfulness practice across various courses and volunteer projects within the university. She developed the Solloway Mindfulness Survey, Solloway Mindfulness Assessment, and Solloway Mindfulness Journal. All available at [www.devtestservice.org](http://www.devtestservice.org).

## **Tara Soughers**

### The Use of Contemplative Pedagogy in the Teaching of Religious Figures Session C-2, Converse 208

Teaching religious figures in an academic setting can be challenging, as knowledge of the religious beliefs and practice of a historical figure is essential to understanding the person within their context. Such beliefs and practices cannot, however, be deeply understood without an exposure to the practice of religion, which poses potential issues in a pluralistic academic environment. Contemplative pedagogy allows an immersion in practice that may be more accessible to students from a variety of religious and nonreligious backgrounds, and may be particularly appropriate for figures who practiced contemplation, such as Teresa of Avila. Teresa's method of mental prayer, which emphasized reciting a texts in full awareness of the one to whom it is addressed, provides an interesting model for such pedagogy. Combining historical-contextual analysis with contemplative reading of some of Teresa's works provides a way of coming to know Teresa in a deeper way.

Tara Soughers is a Ph.D. candidate in practical theology at Boston University, with a concentration in spirituality. Her dissertation focuses on an understanding of saints as companions for people today. An Episcopal priest and spiritual director, she is also the author of three books on spirituality from a contemplative tradition.

## **Claire Stanley, Susan Dreyer-Leon, Jack Millett, and Carol Rodgers**

### Contemplative Pedagogy in Online Education Session A-1, Converse 302

One of the root meanings of "contemplation" is "marking out a space for observing together" and the online education environment--when held within a contemplative pedagogy container--allows for just this. When every voice in an online course is heard, understood, and responded to with care, compassion, and gratitude, participants experience the heart of learning and wisdom through dialogue and a co-construction of meaning. Contemplative practice and online learning includes both students and instructor engaging in reflections on past experiences and future action steps in light of analysis from multiple points of view. Frameworks for analysis drawn from poetic, scholarly, artistic and meditative disciplines, promote breadth and depth of understanding in the midst of and in relation to one's personal life and in relation to our vulnerable and extraordinary local and global communities.

Claire Stanley is the Director of The Center for Mindful Inquiry and leads their initiative, the Certificate Program in Mindfulness for Educators. Dr. Stanley is Adjunct Faculty at Antioch University New England and a Faculty Member of Barre Center for Buddhist Studies. She is also the Guiding Teacher of Vermont Insight Meditation Center.

Sean Conley is Associate Dean for Marlboro College Graduate School in Brattleboro, Vermont. His professional focus includes the intersection of technology and adult learning, experiential

learning in online education, the challenge of the digital divide, technology in the developing world, and the open source software movement.

Susan Dreyer-Leon is Core Faculty and Director of the Experienced Educators' Program at Antioch University New England where she leads the project on Mindfulness Meditation for Teachers, Students and School. She serves as Adjunct Faculty to the Certificate Program in Mindfulness for Educators at The Center for Mindful Inquiry.

Jack Millett teaches in the Certificate Program at The Center for Mindful Inquiry. He was an Associate Professor in the Master of Arts in Teaching program at the SIT Graduate Institute for 25 years. His most recent work involves online teaching, blending experiential education, mindfulness meditation, and contemplative pedagogy.

Carol Rodgers is an associate professor of education at the University at SUNY Albany. Her interests include reflective practice, John Dewey, presence in teaching, and a humanizing pedagogy. Publications include "Presence in Teaching," *Teachers and Teaching: Theory and Practice* (2006, with Miriam Raider-Roth), and "Defining Reflection," *Teachers College Record* (2002).

### **Donna Stepien**

Mindfulness and Responsibility: Navigating Self-Ownership and Public Presentation  
Session C-1, Converse 209

I will present an assignment: a poem in a typography-only book, with examples of student work, and discuss the impact of creating a mindful presence in the classroom as a catalyst for students' self empowerment and ownership. Students chose poems with deep meaning: passion, war, loss: reaction to an abortion, autobiographical description of miscarriage, struggle with gender identity. Each was required to read aloud their chosen poem and their response to it. I sought to engender self-awareness of their vulnerability, personal exposure, and accountability to selves and audience.

These 18 students presented their own and responded to others' work in the most mature, empathic, professional, respectful and interested manner I'd ever experienced. Post-Semester I received strong evaluations and students' messages expressing thanks this course helped them to realize capabilities they didn't know they had. This presentation reinforces the positive impact of mindfulness techniques through the duration of this specific topic-related assignment.

An educator for 22 years, Donna Stepien's projects have received funding from professional organizations, colleges/universities, and the Massachusetts Department of Education. She serves on educational/arts Boards, taught in a UNESCO-sponsored English language program in Eastern Europe, and integrates mindfulness practices with visual literacy methods to promote content-understanding especially for learning-challenged adults.

## **Tom A. Stewart and Gary Houchens**

### Contemplative Leadership Academies: A Model for Public School Leaders Poster Session, Converse Lobby & Mezzanine

Two university professors share experiences using an Enneagram personality-typing study as a springboard for a contemplative leadership initiative with a group of school leaders. Combining the narrative tradition of the Enneagram with Thomas Merton's contemplative living philosophy, their "Contemplative Leadership Academy" series of professional development workshops allowed principals and other administrators the opportunity to explore and honor "unspoken" elements of leadership. Participants studied and applied the following five components to their daily work over a period of three months: silence, solitude (or reflection), simplicity, stability (or balance), and service (to others, but also to self). The Academy's purpose was to explore how a budding self-awareness could positively affect school leadership and strengthen school and district culture. It allowed participants opportunities to practice leading with a combination of boldness and compassion, and demonstrated that a healthy honoring of emotion and authentic communication were important components of successful and sustained school leadership.

Dr. Tom Stewart is a former Kentucky public school district administrator and current assistant professor of education. He incorporates mindfulness study, self-awareness, Enneagram personality-typing, and contemplative leadership in his workshops and coursework. Tom is a co-founder of, and consultant for, Contemplative Learning Solutions, LLC.

Gary Houchens is a former private and public school district administrator and current associate professor of education administration. He has trained hundreds of teachers and aspiring administrators in reflective practice, Enneagram personality-typing, and contemplative education. Gary is co-founder of, and consultant for, Contemplative Learning Solutions, LLC.

## **Sharan Strange**

### Poetry and the Spiritual Mind Session B-3, Converse 308

This interactive presentation will examine how poets/poems can enact the concentration, knowing, mysteries, and surrender associated with the domain of the spiritual. Drawing on the work of Jane Hirshfield, Giovanni Singleton, and Li-Young Lee, we'll explore poetry, and practice writing, that engages the sublime and mundane aspects of being human, with a particular focus on the intermediary function of imagery, the valences and vibrations of language, and the palpability of silence.

Sharan Strange teaches at Spelman College and serves as board member of Poetry Atlanta. She has also been Visiting Chair in Poetry at Georgia Institute of Technology. Her work includes the collection, *Ash*, which won the Barnard Women Poets Prize, and other widely published poems and essays.

**Eduardo Velasquez**  
A Course About Nothing  
Poster Session, Converse Lobby & Mezzanine

“A Course about Nothing” is the first wholly contemplative course taught at Washington and Lee University. Diverse readings from *Zen and the Art of Motorcycle Maintenance* to *Buddha’s Brain* to *Einstein’s Dreams* were integrated with a rigorous physical fitness/education program (Astanga and Bikram yoga and spin) and discussion and meditation at the Bodhi Path Buddhist Center with Lama Tsony. Thirteen students enrolled. This poster tells their story.

A Course About Nothing  
Session C-1, Porter Lounge

A four-week contemplative course (spring 2012): classes in a Meditation Hall (local Buddhist Center), an exercise regimen (spin, Astanga and Bikram yoga), an introduction to contemplative thought (reading Robert Pirsig’s *Zen and the Art of Motorcycle Maintenance*), supplemented by neuroscience, Buddhism, and Christian contemplative theology, taught to thirteen students at Washington and Lee University (with the assistance of a Buddhist Monk). I will report how the blend of contemplative study and practices changed student awareness of education and study habits, and my own experience of the transformative power of a mind-body integrated course.

Eduardo Velasquez is Professor of Political Philosophy and has been teaching undergraduates for 20 years. His courses invite students to a contemplative reading of philosophical texts, integrated by and with mindfulness practices, yoga and other physical disciplines that bring an experience of thoughts, sensations, and perceptions (continuities and discontinuities). He explores how contemplative studies can radically transform the habits of students and teachers in a small, politically conservative, and pedagogically traditional school of mostly affluent students.

**Patricia Wallace**  
Art and Connectivity: The Experience of Radiance  
Session B-1, Cole Assembly

This presentation makes use of Rothko’s painting *No 1* (No. 18, 1948, Vassar College Art Gallery) and several related paintings to contemplate what I call the quality of radiance. That quality is one in which color and light both intensify form and dissolve or remake form, so that we experience what the poet Wallace Stevens called “a seeing and unseeing in the eye.” We both see and “unsee” some of the habitual oppositions that form our world, including those between the visible and invisible, the opaque and transparent, the self and others. Radiance makes the edges between things blurry and permeable, as if they yearned toward one another. It thus complicates our habitual understandings of difference and connection. Opening ourselves to

the experience of radiance in art resembles an act of contemplation because it has the capacity to put us in touch with what is visibly there and what is invisibly there. We might then experience the distinct particulars of our world as glowing with light.

Patricia Wallace is the Mary Augusta Scott Professor of English at Vassar College. She is one of the editors of the *Norton Anthology of American Literature* and has been a frequent participant in the Center for Contemplative Mind in Society events, including teaching in the summer contemplative pedagogy workshop.

### **Nancy Waring**

The Mindfulness Studies Program at Lesley University  
Poster Session, Converse Lobby & Mezzanine

As we well know, the study of mindfulness, with its roots in health care, is making significant contributions to the fields of communications, conflict resolution, leadership, psychology, law, cognitive science, and education, among other fields of endeavor. This poster will represent Lesley University's new, four-course Mindfulness Studies program, which addresses a number of these fields. The first course, Mindfulness: Theory and Practice, has been running successfully since 2004. Mindful Communications: The Theory and Practice of Insight Dialogue was piloted this spring and received an overwhelmingly positive response from the students. Principles of Mindful Leadership will be introduced this fall, taught by Dr. Andrew Olendzki of the Barre Center for Buddhist Studies. Intergroup Conflict Transformation will be introduced in the spring and taught from an inter-cultural perspective.

Nancy Waring, Ph.D., a professor of Interdisciplinary Studies at Lesley University and an instructor of Mindfulness Based Stress Reduction, heads the University's Certificate Program in Mindfulness Studies--a launching pad for a full Master's Degree Program in Mindfulness. Waring has presented widely on mindfulness topics, most recently at the Mind & Life Symposium on Contemplative Studies in Denver, April, 2012. Waring's Theory and Practice of Mindfulness course is the subject of a chapter in the forthcoming *Contemplative Approaches to Learning and Inquiry across Disciplines* (SUNY Press, 2012).

### **Mary Wildner-Bassett**

Perspectives on Contemplative Reflexivity, Paradigm Shifts,  
and Language/Culture Pedagogy  
Poster Session, Converse Lobby & Mezzanine

We who are engaged in facilitating language and culture learning best serve our students and our own educational goals when we engage in practices that are based on significant learning experiences that are dynamic and complex. Such practices lead to shifts of power and identity among teachers and learners. The shifts in the learning landscape and the related shifts in the teachers' roles may be very subtle, sudden, or happen gradually by a process of emergence.

Based on personal reports from teachers and learners, I offer ideas for contemplative reflexivity and complexity as components of a model for pedagogy grounded in contemplative reflexivity. Such an approach includes a constant questioning of normative assumptions and seeks to connect it to concerns surrounding culture, identity, ideology, and discourse. Issues of personal growth, change, resistance, and power shifts will also be addressed, with data from learners' experiences to substantiate conclusions.

Mary Wildner-Bassett received a Ph.D. (Dr. Phil) in 1983 at the Ruhr-University of Bochum, Germany and joined University of Arizona in 1986. Her publications include four books and many contributions to anthologies and journals on foreign language pedagogy, second language acquisition, applied linguistics, second language communication, and pedagogy. She has maintained a practice in spiritual direction for over 10 years.

### **Caroline Wilkins**

The Performance of Writing: Meditative Visualization & Professional Writing  
Poster Session, Converse Lobby & Mezzanine

In working with students in the arts, we often encounter those who are gifted performers and exhibitors, but who exhibit paralyzing anxieties when trying to write. These same students often are accomplished practitioners of warm-up and meditative techniques to aid their performances. In Taoist meditation, there is a history of "roaming & seeing," a kind of kinetic meditation involving the visualization of both the external world and one's internal circumstances. We can consider writing a verbal performance and examine the intersections of the techniques of meditative visualization with those of live performance.

Caroline Wilkins has taught in the University of Maryland's Professional Writing Program since 1999 and in its English Department since 1991. Ms. Wilkins studied literature at Wesleyan University, George Mason University, and the University of Maryland. Her research interests include critical theory, feminist theory, and contemporary literature as well as pedagogy.

### **John Wolff**

Renewing Respect for Writing Practice with Old Tools, Old Techniques  
Session C-1, Converse 304

Writing, arguably the most inclusive of higher education activities, is often approached by students and faculty alike with a dread that hinders thinking, learning, and the development of the virtues of patience, openness, and self-acceptance. Recent research suggests that the near-abandonment of cursive handwriting instruction in elementary schools has had adverse consequences for long-term academic performance. Participants will engage in a series of exercises that demonstrate the techniques for, and benefits of (re-)introducing cursive handwriting as a mindfulness activity: one that restores a sense of the sacred in the act of writing; links tactile and aesthetic qualities to memory and learning; and renews feelings of pleasure, gratitude, and

respect for this lost art. Participants will learn appropriate “tools of the writing trade” (papers, pens, and inks) as well as how to develop practical and mindful posture and arm movements that improve our writing comfort, speed, fluency, and legibility.

John Wolff is Chair of Communications at West Shore Community College in Scottville, Michigan. He teaches several writing and literature courses as well as a new course entitled Mindful Living. Wolff also is a Zen teacher and Spiritual Director of the Great Wave Zen Sangha.

**Kamille Wolff Dean, Isiah Brown, Robert Ford, Charles Glass, and Jason Oby**

Panel: The Urban Academic Village

Session C-2, Converse 302

The Urban Academic Village (UAV) is a learning community housed on the campus of Texas Southern University (TSU) in Houston. The UAV is a new pilot program implemented to dramatically increase the retention and graduation rates of undergraduate students at TSU. The UAV is a center for freshman and sophomore students to provide academic support in a personalized format. Faculty members individually interact with students to facilitate their transition from high school to college in forming a network between parents and community leaders. The UAV program is funded through a grant with the Houston Endowment in an initiative to enhance the educational resources available to students. The UAV program was conceptualized in an effort to capture the highest potential of our students. The UAV facilitates the collaboration of executives, directors, and educators to improve academic assessment and learning outcomes for students at a minority-serving institution. As an Historically Black College and University (HBCU), TSU is uniquely poised to positively impact a diverse student body in the Third Ward neighborhood of Houston, Texas. As contributing members of this thriving academic community of scholars, faculty, administrators, executives, parents, and other professionals and stakeholders, the panelists will discuss best practices in serving student needs outside of the classroom. See <http://www.tsu.edu/village>.

Kamille Wolff Dean is an Associate Professor of Law at the Thurgood Marshall School of Law. Professor Dean teaches in the business law areas of domestic and international commercial transactions including banking and secured credit. Professor Dean also serves as a Faculty-In-Residence of the Urban Academic Village at Texas Southern University.

Isiah Brown, Ph.D., is Program Director of the Urban Academic Village.

Robert Ford, Ph.D., is Professor of Chemistry and Faculty In Residence.

Charles Glass, Ph.D., is Professor of Science and Faculty In Residence.

Jason Oby, Ph.D., is Professor of Music and Faculty In Residence.

**Lyla Yastion**  
Bringing Presence Into The College Classroom  
Session B-2, Converse 209

Presence or awareness is the prerequisite for learning, the underpinning for understanding any subject. Presence is also the touchstone of self-discovery. Yet the discipline of being present is either neglected by most educational institutions or assumed to be pre-existent. A contemplative practice called pausing is introduced in class to awaken students to the present moment and energize attention--as applied awareness--to stay on task. Pausing is a 2-minute generic practice in sensory awareness that quiets body-mind by connecting the attention to the senses. It concludes with resting in one's own presence and feeling a sense of expansion into one's surroundings. In Ecological Anthropology, for example, pausing and other experiential exercises enable students to see themselves as part of an interconnected world--the web of life--and commit to living more sustainably. Students resonate with the practice of presence because they feel its effects: better concentration, enthusiasm for learning, less stress, and a sense of wholeness and connection to others.

Lyla Yastion received her doctorate in anthropology from SUNY Albany and has taught courses in anthropology and religious studies at the college level for 15 years. She wrote *Pause Now: Handbook for a Spiritual Revolution*, published by Rowman & Littlefield in 2009, which won two book awards. An article "Pausing for Peace" appeared in *Chronogram* (2010). Lyla is a reiki master and a certified MBSR practitioner.

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**The Association for Contemplative Mind in Higher Education**

at The Center for Contemplative Mind in Society

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