



The Seventh Annual ACMHE Conference

Building Just Communities

Howard University · Washington, DC · October 8 - 11, 2015

the association for
Contemplative Mind
in Higher Education

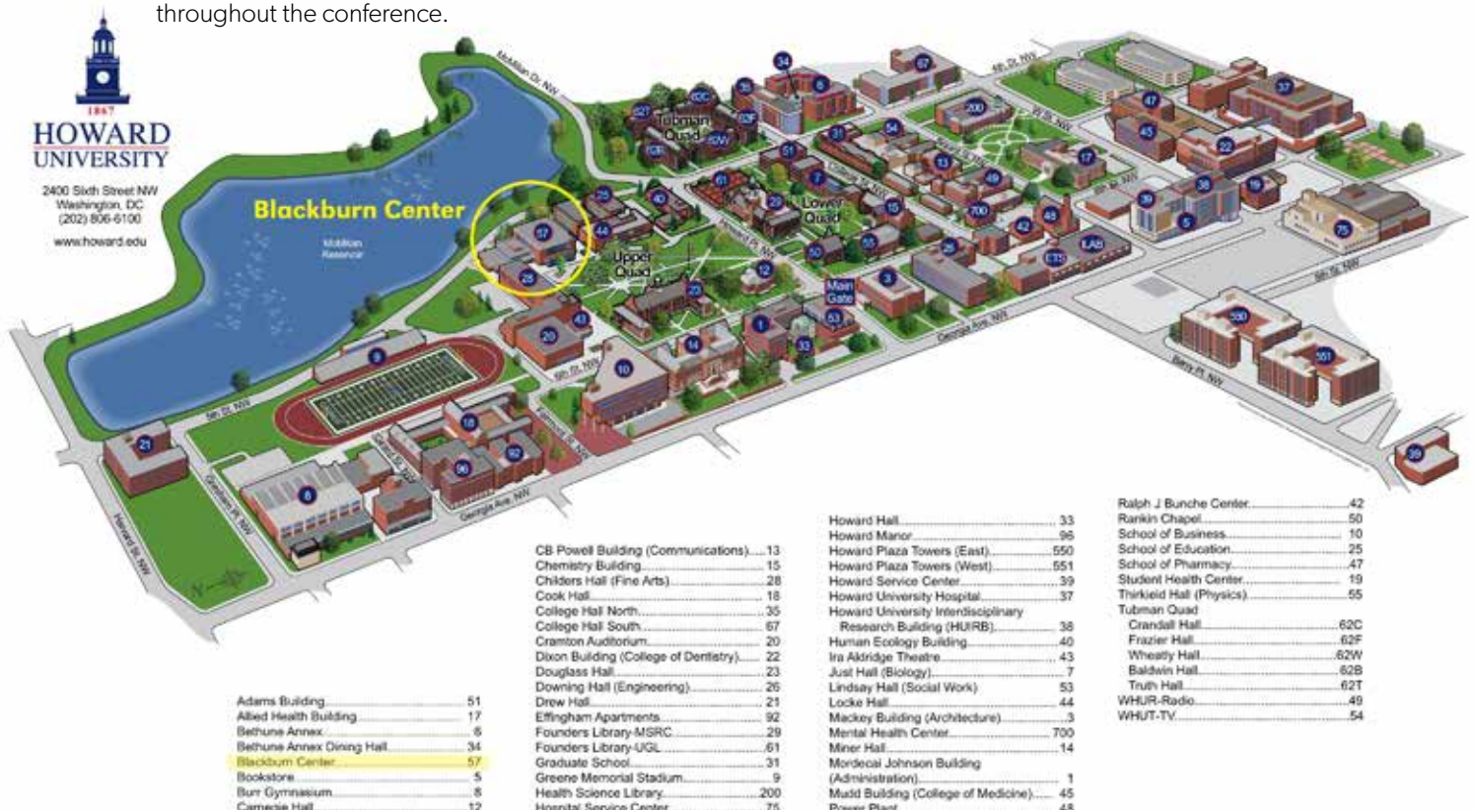
www.acmheconference.org

CONFERENCE LOCATION:

Armour J. Blackburn University Center, Howard University

Use the street address of the Howard University gates at the corner of the Upper Quad: 2397 Sixth Street, NW

- **Registration** will take place in the foyer outside of the Ballroom on the 2nd floor of the Blackburn Center.
- **Plenary sessions, meals, breaks, the poster session, and contemplative practice sessions** will take place in the Ballroom of the Blackburn Center.
- **Parallel Sessions** will take place in rooms throughout the Blackburn Center, on the 1st and 2nd floors.
- Room 142 of the Blackburn Center is a **designated quiet space for reflection**, and is available for use throughout the conference.



The Association for Contemplative Mind in Higher Education, founded in 2008, connects an international network of academic professionals committed to the transformation of education through the recovery and development of contemplative dimensions of teaching, learning, and knowing.

The ACMHE is an initiative of the Center for Contemplative Mind in Society, a 501-c(3) non-profit organization which transforms higher education by supporting and encouraging the use of contemplative/introspective practices and perspectives to create active learning and research environments that look deeply into experience and meaning for all in service of a more just and compassionate society.

Further information and resources may be found at www.contemplativemind.org and www.acmhe.org.

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We welcome you to the seventh annual ACMHE conference.

Since 2009, the annual conferences of the Association for Contemplative Mind in Higher Education have connected colleagues from diverse disciplines, backgrounds and institutions, exploring the many ways contemplative inquiry supports and transforms teaching, learning, and engaged action. We hope this year's conference will mark a watershed in the recognition and application of the powerful role of contemplative approaches to address and redress social injustice and the ways in which they can foster and sustain just communities for all.

Thank you for joining us here at Howard University in Washington, D.C. We honor and are deeply grateful for all your work in making this a more just and compassionate society.



Jennifer Palmer
Programs & Events Coordinator,
the Center for Contemplative Mind in Society



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



Rhonda V. Magee
Professor of Law, University of San Francisco
& Chair of the Board of Directors, the Center for Contemplative Mind in Society

2015 Conference Committee

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Programs & Events Coordinator,
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Directors, the Center for Contemplative Mind
in Society

Conference Director

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

The Conference Theme: **Building Just Communities**

The 7th Annual Association for Contemplative Mind in Higher Education Conference will explore contemplative approaches to creating and sustaining just communities: approaches that foster connection while recognizing and honoring difference, with a commitment to the common flourishing of all. These approaches should examine the profound ways in which our social locations within higher education—based on age, gender, sexual orientation, discipline, ability, religion, race, social/economic class, nationality, contemplative tradition—affect and are affected by differing levels of advantage or disadvantage. As we recognize our interdependence and our responsibilities to one another, we can cultivate more ethical, compassionate, and more socially just communities.

We often see contemplative approaches as practices focused inward, as forms of self-inquiry and reflection for fostering intrapersonal development. However, we also know that they arise out of and influence broader human relations, developing and sustaining greater interpersonal connection. What is this connection? How can interpersonal connection be nurtured, especially in the service of social justice and the creation of “beloved communities” like those envisioned by Josiah Royce and the Rev. Dr. Martin Luther King, Jr.?

Presentations might address questions such as:

- How can we use contemplative approaches to create beloved community in our institutions of higher education?
- What have social movements (past and present) taught us about building just communities and the use of contemplative practices in creating a just world?
- How can contemplative practices help us honor differences between us, recognizing the sociopolitical dynamics that so often accompany those differences?
- What is the responsibility of contemplative pedagogy with regard to social justice initiatives/movements?
- How can contemplative communities do the work of unsettling oppression, both within the communities and outside of them? How can we be guided by the work of contemplative and spiritually-based communities throughout history?
- How can we inspire students to engage in just community building through contemplative pedagogy?
- How can these initiatives more effectively engage marginalized students?

OUR SCHEDULE

THURSDAY, OCTOBER 8th

- 5:00 – 6:45 pm** **Registration**
Blackburn Center Ballroom Entrance, 2nd Floor
- 7:00 – 8:30** **Welcome Address**
Anthony K. Wutoh, Provost and Chief Academic Officer, Howard University
- Introduction**
Daniel Barbezat, Executive Director of the Center for Contemplative Mind in Society and ACMHE, Professor of Economics at Amherst College
- Conference Opening**
Rhonda Magee, Professor of Law, University of San Francisco and Chair of the Board of Directors, the Center for Contemplative Mind in Society
- 8:30 – 9:30** **Reception for all conference participants**

FRIDAY, OCTOBER 9th

- 8:30 – 9:30 am** **Breakfast and Registration**
Blackburn Center Ballroom
- 9:45 – 10:00** **Contemplative Practice**
Renee Harrison, Assistant Professor of African American and US Religious History, Howard University
Blackburn Center Ballroom
- 10:00 – 11:15** **Introduction and Plenary Panel**
Ali Smith, Atman Smith, and Andres Gonzalez of the Holistic Life Foundation
Blackburn Center Ballroom
- 11:15 – 11:35** **Break**
- 11:35 – 12:35** **Parallel Session 1**
- 12:35 – 1:45** **Lunch**
Blackburn Center Ballroom (for those who purchased meals with registration)
- 1:45 – 2:40** **Poster Session**
Blackburn Center Ballroom
- 2:40 – 3:40** **Parallel Session 2**

FRIDAY, OCTOBER 9th, continued

- 3:40 – 4:00** Break (with coffee and tea)
- 4:00 – 5:00** Parallel Session 3
- 5:15 – 6:00** Plenary session: facilitated small-group discussions
Blackburn Center Ballroom

SATURDAY, OCTOBER 10th

- 8:30 – 9:30am** Breakfast
Blackburn Center Ballroom
- 9:45 – 10:15** Contemplative Practice
Mirabai Bush, Senior Fellow, the Center for Contemplative Mind in Society
Blackburn Center Ballroom
- 10:15 – 10:30** Framing questions for the day
Blackburn Center Ballroom
- 10:30 – 10:50** Break
- 10:50 – 12:05** Parallel Session 4 (75 Minute Panel Sessions)
- 12:05 – 1:30** Lunch
Blackburn Center Ballroom (for those who purchased meals with registration)
- 1:30 – 2:30** Parallel Session 5
- 2:30 – 2:50** Break
- 2:50 – 3:50** Parallel Session 6
- 3:50 – 4:10** Break (with coffee and tea)
- 4:10 – 5:10** Parallel Session 7
- 5:10 – 5:20** Break
- 5:20 – 6:10** Plenary session: facilitated small-group discussions
Blackburn Center Ballroom
- 6:15 – 8:00** Dinner
Jason Miccolo Johnson, photographer, author and speaker, presents “Soul Sanctuary: Images of the African American Worship Experience” *
Blackburn Center Ballroom (for those who purchased meals with registration)

*This presentation will begin at 7:15. You are welcome to bring your dinner to the presentation if you did not purchase meals with registration.

SUNDAY, OCTOBER 11th

8:30 – 9:15am	Breakfast <i>Blackburn Center Ballroom</i>
9:30 – 10:00	Contemplative Practice Rose Sackey-Milligan, c-Integral <i>Blackburn Center Ballroom</i>
10:00 – 12:00	Workshops
12:10 – 12:45	Conference closing <i>Blackburn Center Ballroom</i>

Room 142 of the Blackburn Center is a **designated quiet space for reflection**, and is available for use throughout the conference.

ABOUT THE PARALLEL SESSIONS

Parallel session abstracts and presenter biosketches begin on page 42.

SESSION TYPES

Practice Sessions are 60-minute sessions which invite participants to experience a contemplative practice designed or adapted for educational settings. Questions and group discussion will follow or be interwoven throughout each presentation.

Interactive Sessions are 60-minute sessions which incorporate interactive methods (dialogue, guided discussion, etc.) to engage participants, with minimal time spent in lecture-style presenting.

Round Table Sessions offer 60 minutes for discussion. An organizer proposes a concept, approach, or issue, and participants are invited to share in an open inquiry.

Panel Sessions are 75-minute sessions which invite panelists to present brief perspectives on a topic and allow time for discussion. All panels will be held on Saturday, October 10th, 10:50 am - 12:05 pm.

Workshops are 2-hour sessions. All workshops will be held on Sunday, October 11th, 10 am - 12 pm.

PARALLEL SESSION LOCATIONS: BLACKBURN CENTER

- Ballroom East
- Ballroom West
- Blackburn Forum
- Digital Auditorium
- Gallery Lounge
- Hilltop Lounge
- Reading Lounge
- Room 148
- Room 150

PARALLEL SESSION 1 · FRIDAY, OCTOBER 9th · 11:35 AM - 12:35 PM

Gallery Lounge

60-Minute Interactive

Session #101

Integrating the Contemplative at a Multi-Dimensional Institution: Journey Toward an Undivided Self, Campus, and City

Michelle Chatman, Assistant Professor, Division of Social and Behavioral Sciences, University of the District of Columbia

Amanda Huron, Assistant Professor of Interdisciplinary Social Sciences, University of the District of Columbia

Mchezaji "Che" Axum, Director, Center for Urban Agriculture and Gardening Education, University of the District of Columbia

Carl Moore, Interim Director, UDC Research Academy for Integrated Learning, University of the District of Columbia

Ballroom East

60-Minute Interactive

Session #102

I-Thou Storying: Sacred Listening to Bridge Cultural Divide

Theresa Dolson, Manager of Community-Based Learning, Center for Civic Engagement, University of Richmond

Blackburn Forum

60-Minute Interactive

Session #105

Improvisational Arts for Multicultural, Just Community Building: Honoring Individual Uniquenesses

Yuri Yamamoto, Adjunct Staff Accompanist, Communication and the Performing Arts, Meredith College

Room 148

60-Minute Interactive

Session #106

The Act of Becoming: Finding Your Bigger Game

Velma Cobb, Director/Associate Professor, Equity Assistance Center, Touro College

SEE SESSION 1 DETAILS ON PAGES 42 - 45

Hilltop Lounge	Room 150
60-Minute Interactive	60-Minute Practice
Session #103	Session #104

**Social Justice and the Beloved Community:
The Letter From a Birmingham Jail**

Victor Goode, Associate Professor of Law,
CUNY School of Law

Jeanne Anselmo, Holistic Nurse; co-Founder,
CUNY School of Law meditation program

Alizabeth Newman, Professor and Director,
Community Legal Resource Network, CUNY
School of Law

**Investigating Suffering Contemplatively:
A New Model for Action Research**

John Baugher, Associate Professor, Sociology,
Goucher College

Digital Auditorium	Reading Lounge
60-Minute Interactive	60-Minute Interactive
Session #107	Session #108

Progressive Integral Education

David Forbes, Associate Professor, School
Psychology, Counseling, and Leadership,
Brooklyn College and the Graduate Center/
CUNY

**Tikkun Olam: Jewish and Contemplative
Practices to Repair the World**

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

Rabbi Shirley Idelson, Dean, Hebrew Union
College - Jewish Institute of Religion

Karen Arnold, Associate Professor, Educational
Leadership and Higher Education,
Boston College

Rabbi Danielle Stillman
Director of Student Life, Lehigh University

PARALLEL SESSION 2 · FRIDAY, OCTOBER 9th · 2:40 - 3:40 PM

Room 150	Room 148
60-Minute Practice	60-Minute Interactive
Session #201	Session #202
Prison Education, Embodied Writing, and the Cultivation of Empathy	How Contemplative Writing Practices Enable “Writing for Social Justice”
Anita Chari, Assistant Professor, Political Science, University of Oregon	Beth Godbee, Assistant Professor, English, Marquette University

Gallery Lounge	Reading Lounge
60-Minute Interactive	60-Minute Interactive
Session #205	Session #206
Power of reflection: Intersections of Social Identity, Prejudice & Privilege	Holistic Engagement for Racial Justice: Inquire Within, Connect and Act
Samantha Clifford, Coordinator of New Initiatives, Faculty Professional Development Program, Northern Arizona University	Loretta Pyles, Associate Professor, Social Welfare, State University of New York at Albany Gwendolyn “Wendy” Adam, Associate Professor, Social Work, Central Connecticut State University

SEE SESSION 2 DETAILS ON PAGES 46 - 49

Ballroom West	Digital Auditorium
60-Minute Interactive	60-Minute Interactive
Session #203	Session #204
<p>Creating the Beloved Community through Faculty of Color Retreats</p> <p>Veta Goler, Co-Director, Teaching Resource and Research Center; Associate Professor of Dance, Spelman College</p>	<p>Healing Ourselves, Our Schools & Our Communities: Equity, Contemplative Education & Transformation</p> <p>Terry Murray, Associate Professor, Education, State University of New York New Paltz</p> <p>B Grace Bullock, Founding Director, International Science and Education Alliance</p> <p>Adi Flesher, Former Director, Contemplative Teaching and Learning Initiative, Garrison Institute</p> <p>Sheryl Petty, Principal, Annenberg Institute for School Reform, Brown University</p> <p>Rona Wilensky, Director of Mindfulness Projects, PassageWorks Institute</p>

Blackburn Forum	Hilltop Lounge
60-Minute Interactive	60-Minute Interactive
Session #207	Session #208
<p>Reversing Spiritual/Somatic Bypassing of Racism</p> <p>Judith Simmer-Brown, Professor, Religious Studies, Naropa University</p> <p>Carla Sherrell, Assistant Professor, Counseling & Psychology, Naropa University</p> <p>Tommy Woon, Director of Diversity and Inclusion, Naropa University</p>	<p>Challenging The Status Quo: Infusing the First Year Experience with Social Justice Perspectives</p> <p>John Lawton, Coordinator, Office of Multicultural Affairs, Community College of Baltimore County</p>

PARALLEL SESSION 3 · FRIDAY, OCTOBER 9th · 4:00 - 5:00 PM

Gallery Lounge	Room 150
60-Minute Practice	60-Minute Interactive
Session #301	Session #302
The Discrimination Relay: A Mindful Exploration of Privilege, Oppression and Belonging	Narrative Unity? Border crossings between Indigenous Peoples, Academia and Government
Terri Karis, Professor, Human Development and Family Studies, University of Wisconsin-Stout	Trudy Sable, Director, Gorsebrook Research Institute and Anthropology, Saint Mary's University

Hilltop Lounge	Room 148
60-Minute Interactive	60-Minute Interactive
Session #305	Session #306
Answering the Cries of the Soul	Giving Voice to Voiceless: Telling the Stories of the Undocumented
Taqueina Boston, Director, Multicultural Growth and Witness, Unitarian Universalist Association	Amelia Barili, Senior Lecturer, Spanish and Portuguese, UC Berkeley
Rhonda Magee, Professor, Law, University of San Francisco	
Stephanie Briggs, Assistant Professor, English, Community College of Baltimore County	

SEE SESSION 3 DETAILS ON PAGES 50 - 53

Digital Auditorium	Blackburn Forum
60-Minute Interactive	60-Minute Interactive
Session #303	Session #304
<p>Improvisation, Consciousness, and Race: Jazz as Diagnostic and Transformative Agent</p> <p>Ed Sarath, Professor of Music, Director Program in Creativity and Consciousness Studies, Music/Creativity and Consciousness Studies, University of Michigan</p>	<p>Building Just Communities: Learning from Activists</p> <p>James Rowe, Assistant Professor, Environmental Studies, University of Victoria</p> <p>Leslie Booker, Director, Teacher Training, The Lineage Project</p> <p>Brooke Lehman, Co-Founder, the Watershed Center</p>

Reading Lounge	Ballroom East
60-Minute Interactive	60-Minute Interactive
Session #307	Session #308
<p>From Service to Solidarity: Contemplative Pedagogy and Responsible Student Action</p> <p>Ameena Batada, Assistant Professor, Health and Wellness, University of North Carolina Asheville</p>	<p>The Field of our Work: Cultivating Community in Higher Education</p> <p>Glenn Bach, Doctoral Student, Educational Leadership, University of California, Los Angeles</p>

PARALLEL SESSION 4 · SATURDAY, OCTOBER 10th · 10:50 AM - 12:05 PM

Blackburn Forum

75-Minute Panel

Session #401

The Soul of Black Communities: Reading Du Bois Contemplatively

Clyde Griffin, Jr., Associate Professor, Human Services and Education, Metropolitan College of New York

Natasha Johnson, Assistant Professor and Program Coordinator, Human Services, Metropolitan College of New York

Richard Grallo, Professor, Applied Psychology, Metropolitan College of New York

Digital Auditorium

75-Minute Panel

Session #402

Creating Just Communities: A Multicultural Center Grounded in Contemplative Practice

Myra Gordon, Director, Office of Diversity, Kansas State University

LaBarbara James Wigfall, Associate Professor, Landscape Architecture, Kansas State University

Hector Martinez, Fourth-Year Student, Architecture, Kansas State University

Brandon Clark, Program Coordinator, Office of Diversity, Kansas State University

Gabriel Durand-Hollis
Principal, Durand-Hollis Rupe Architects, Inc.

Ballroom East

75-Minute Panel

Session #405

Creating Beloved Communities: Academic Capitalism, Adaptive Leadership, and the Contemplative Project

Dorothe Bach, Associate Professor and Associate Director, Teaching Resource Center, University of Virginia

John Baugher, Associate Professor, Sociology, Goucher College

Richard Chess, Roy Carroll Professor of Honors Arts and Sciences; Director, Center for Jewish Studies, University of North Carolina at Asheville

Bart Everson, Media Artist and Faculty Developer, Xavier University of Louisiana

Matthew Lee, Professor and Chair, Sociology; Interim Chair of Anthropology and Classical Studies, University of Akron

Gallery Lounge

75-Minute Panel

Session #406

The Bow: Teaching Inclusivity and Social Justice Through Contemplative Ritual

Carla Sherrell, Core Candidate and Assistant Professor, Somatic Counseling Psychology, Naropa University

Dale Asrael, Associate Professor, Transpersonal Counseling, Naropa University

Zvi Ish-Shalom, Assistant Professor, Religious Studies; Chair, Contemplative Judaism Program, Naropa University

Uğur Kocataskin, Assistant Professor and Chair, Contemplative Counseling Psychology Program, Naropa University

Mark Miller, Musician and Zen practitioner

SEE SESSION 4 DETAILS ON PAGES 54 - 58

Hiltop Lounge	Room 150
75-Minute Panel	75-Minute Panel
Session #403	Session #404

Connecting Across Difference through Interpersonal Mindfulness Practice

Peter Grossenbacher, Professor, Contemplative Psychology; Contemplative Education, Naropa University

Trudy Sable, Director of Aboriginal and Northern Research, Adjunct Professor of Anthropology, Saint Mary's University

Thomas J. Bassarear, Professor of Teacher Education, Keene State College

Compassion, Contemplative Practice, and Ethics in STEM

Agnes Curry, Professor, Philosophy, University of Saint Joseph

Oliver W. Hill, Professor, Experimental Psychology, Virginia State University

Douglas K. Lindner, Professor, Electrical and Computer Engineering, Virginia Tech

Elaine Yuen, Associate Professor, Religious Studies; Chair, World Wisdom Traditions Program, Naropa University

Room 148
75-Minute Panel
Session #407

Integrating Mindfulness Practices into a Social Justice Oriented Social Work Curriculum

Marcia Meyers, Professor, Social Work & Public Affairs, University of Washington

Katherine Querna, Doctoral Candidate and Lecturer, Social Work, University of Washington

Tanya Ranchigoda, Lecturer, Social Work, University of Washington

PARALLEL SESSION 5 · SATURDAY, OCTOBER 10th · 1:30 - 2:30 PM

Reading Lounge	Ballroom East
60-Minute Round Table	60-Minute Interactive
Session #501	Session #502

**Student Perspectives:
A Roundtable Discussion**

Details TBA

**Bridging the Divide: Labor markets, Cultural
Work, and Contemplative Pedagogy**

Ranjeeta Basu, Professor, Economics, California State University, San Marcos

Mtafiti Imara, Associate Professor, School of Arts, California State University, San Marcos

Hilltop Lounge	Digital Auditorium
60-Minute Round Table	60-Minute Practice
Session #505	Session #506

**Dealing with Resistance to Oppression and
Social Justice Issues**

Diane Goodman, Diversity Consultant,
SUNY New Paltz

**Sustaining Inner Resources for Social
Justice Work: Arts-Based Contemplative
Practice**

Kakali Bhattacharya, Associate Professor,
Educational Leadership, Kansas State University

Meaghan Cochrane, Doctoral Student,
Curriculum and Instruction, Kansas State
University

SEE SESSION 5 DETAILS ON PAGES 59 - 62

Room 148	Gallery Lounge
60-Minute Round Table	60-Minute Interactive
Session #503	Session #504
<p>How Can College Administrators and Trustees Help Create Just Communities and Educate Mindful Students?</p> <p>Joseph Belluck, Trustee, State University of New York</p>	<p>Devising Performance: Contemplative & Artful Pedagogies to Heal, Unite, and Provoke</p> <p>Michelle Bach-Coulibaly, Senior Lecturer, Theatre Arts & Performance Studies, Brown University</p> <p>Matthew Garza, Special Needs Classroom Teacher, Yoga Instructor, and Performance Artist</p>

Blackburn Forum	Room 150
60-Minute Interactive	60-Minute Interactive
Session #507	Session #508
<p>Diversity and Assessment: Redefining Rigor In Support of Just, Inclusive Research</p> <p>B Grace Bullock, Founding Director, Principal Consultant, International Science & Education Alliance</p> <p>Rhonda Magee, Professor, Law, University of San Francisco</p>	<p>Engaging Justice, Building Just Communities: Social Economic Environmental Design (SEED)</p> <p>Lisa Abendroth, Professor, Art: Communication Design, Metropolitan State University of Denver</p>

PARALLEL SESSION 6 · SATURDAY, OCTOBER 10th · 2:50 - 3:50 PM

Room 150	Gallery Lounge
60-Minute Interactive	60-Minute Practice
Session #601	Session #602
Can We Create a Just World Without Violence? <i>Jus Ad Bellum</i>, Mindfulness and the Philosophy of Peace	Making Music Together: Participatory Models for Community
Renée Hill, Associate Professor, History and Philosophy, Virginia State University	Angela Mariani, Associate Professor of Musicology, School of Music, Texas Tech University

Ballroom East	Reading Lounge
60-Minute Interactive	60-Minute Interactive
Session #605	Session #606
Racial Justice Through Engaged Compassion	Just Mercy—Awakening Contemplative Inquiry in Online and Face-to-face Learning
Seth Pennington Schoen, Graduate Student, Spiritual Formation, Claremont School of Theology	Joanne Gozawa, Associate Professor, Transformative Inquiry, California Institute of Integral Studies
Christopher Carter, Postdoctoral Fellow, University of San Diego	

SEE SESSION 6 DETAILS ON PAGES 62 - 65

Room 148	Hilltop Lounge
60-Minute Practice	60-Minute Practice
Session #603	Session #604
<p>Mindful Eating: A Decolonizing Pedagogy of Interbeing</p> <p>Yuk-Lin Renita Wong, Associate Professor, School of Social Work, York University</p>	<p>Race Talk ~ Fear and Fearlessness During Interracial Dialogues</p> <p>Gale Young, Professor Emerita & Chair, Communication, California State University, East Bay</p>

Blackburn Forum	Digital Auditorium
60-Minute Interactive	60-Minute Interactive
Session #607	Session #608
<p>Transformative Contemplative Practices in Ethnic Studies</p> <p>Alberto Pulido, Professor, Ethnic Studies, University of San Diego</p> <p>Alma Ruby Beltrán, Academic Coach, High Tech High North County; Graduate, Anthropology and Ethnic Studies, University of San Diego</p>	<p>Contemplative Activism: Performing Queer Theology</p> <p>Kerri Mesner, Assistant Professor, Education, Arcadia University</p>

PARALLEL SESSION 7 · SATURDAY, OCTOBER 10th · 4:10 - 5:10 PM

Room 148

60-Minute Interactive

Session #701

A Framework for Intentional and Culturally Responsive Evaluation

B Grace Bullock, Founding Director, Principal Consultant, International Science & Education Alliance

Gallery Lounge

60-Minute Interactive

Session #702

Embodying Values through Contemplative Exercises in Introduction to Restorative Justice

Cristina Serverius, PhD Candidate, Brown University; M.Ed. student, Simon Fraser University

Digital Auditorium

60-Minute Interactive

Session #705

Bridging Fractured Conversations in Canada: Contemplative Approaches to Multiperspective Dialogue and Action

Rajan Rathnavalu, M.A. Student, Curriculum and Education, University of Calgary

Hans Asfeldt, Undergraduate Research Program Developer, University of Alberta

Reading Lounge

60-Minute Interactive

Session #706

Conceptualizing Contemplative Practice As Social Justice Pedagogy

Melissa Hammerle, Visiting Instructor, Education, Middlebury College

Rebecca Kneale Gould, Senior Lecturer, Environmental Studies, Middlebury College

SEE SESSION 7 DETAILS ON PAGES 65 - 68

Blackburn Forum

60-Minute Practice

Session #704

Deep Listening for Clarity and Connection

Daisy Pellant, Special Topics Seminar Leader,
Mind, Brain, and Education, Harvard Graduate
School of Education

Ballroom East

60-Minute Interactive

Session #707

Essentialism of Art History: on the front line of mindful seeing

Natalie Coletta, Professor, Art History and Visual
Studies, Community College of Rhode Island

WORKSHOPS · SUNDAY, OCTOBER 11th · 10:00 AM - 12:00 PM

Gallery Lounge	Reading Lounge
2-Hour Workshop	2-Hour Workshop
Session A	Session B

The Work Required to Do The Work: Defining Contemplative Ally-ship

Rhonda Magee, Professor, Law, University of San Francisco

Daniel Barbezat, Professor, Economics, Amherst College; Director, The Center for Contemplative Mind in Society

Ramaswami Mahalingam, Associate Professor, Psychology Department, University of Michigan

Nurturing Well-Being: A Workshop With The Holistic Life Foundation

Andres Gonzalez, Co-Director, Holistic Life Foundation

Ali Smith, Co-Director, Holistic Life Foundation

Atman Smith, Co-Director, Holistic Life Foundation

Digital Auditorium	Hilltop Lounge
2-Hour Workshop	2-Hour Workshop
Session E	Session F

Complexities of De-constructing Hierarchical Teaching Spaces in Higher Education

Rose Sackey-Milligan, Co-Director, c-Integral

Katja Hahn d'Errico, Adjunct Professor, Social Justice Education; Faculty Director, IMPACT! at CESL, University of Massachusetts Amherst

Nicole Anderson Cobb, Adjunct Lecturer, African American Studies & Research, University of Illinois at Urbana-Champaign

Leaning into Difference Through Difficult Group Conversation: Exploring Power, Privilege, and Oppression

Deb Bopsie, Academic Advisor, Adjunct Faculty, Contemplative Counseling Psychology, Naropa University

Regina Smith, Adjunct Faculty, Contemplative Psychology, Naropa University

Uğur Kocataskin, Assistant Professor and Chair, Contemplative Counseling Psychology, Naropa University

SEE WORKSHOP DETAILS ON PAGES 68 - 72

Blackburn Forum	Room 148/150
2-Hour Workshop	2-Hour Workshop
Session C	Session D

**Practicing Intersectionality: Merging
Contemplative Practices with Social Justice
Pedagogy**

Beth Berila, Director, Women's Studies Program,
Ethnic and Women's Studies Department, St. Cloud
State University

Stephanie Briggs, Assistant Professor, English,
Community College of Baltimore County

Vijay Kanagala, Assistant Professor, Higher Education
and Student Affairs Administration, University of
Vermont

Jennifer Cannon, Doctoral Candidate, Teacher
Education and Curriculum Studies, UMass Amherst

**Reflections of Peace Across Borderlands of
Culture and Race**

David Truscello, Professor, English, Community
College of Baltimore County

Larry Coleman, Director of Multicultural Affairs,
Community College of Baltimore County

Bev Bickel, Clinical Associate Professor, Language,
Literacy and Culture; Affiliate Associate Professor,
Gender and Women Studies, University of Maryland,
Baltimore County

Joby Taylor, Director, Shriver Center Peacemaker
Program, University of Maryland, Baltimore County

Jadi Keambiroiro, Assistant Professor, English,
Community College of Baltimore County

Precious Stone, Associate Professor,
Communication, Theatre, and Video Production,
Community College of Baltimore County

James Early, American Studies, University of
Maryland, Baltimore County

Ballroom East
2-Hour Workshop
Session G

**Embodying the Service-Learning Experience:
Contemplative Pedagogies in Context**

Ellen Pader, Associate Professor, Regional Planning;
Public Policy, University of Massachusetts, Amherst

Brian Baldi, Assistant Director, Center for Teaching &
Faculty Development, University of Massachusetts,
Amherst

Maria José Botelho, Associate Professor, Language,
Literacy, and Culture, University of Massachusetts,
Amherst

Joseph Krupczynski, Associate Professor, Architecture;
Chair, Provost's Committee on Service-Learning,
University of Massachusetts, Amherst

PLENARY SPEAKERS



Rhonda V. Magee, JD is Professor of Law at the University of San Francisco. She has just completed a term as Visiting Scholar with the Center for the Study of Law and Society at the University of California, Berkeley School of Law. She teaches Torts; Contemporary Issues of Race and Law; and Contemplative Lawyering. She has served on the Executive Board of the American Association of Law Schools section on Balance in Legal Education, and is presently the President of the Board of Directors of the Center for Contemplative Mind in Society. She has published widely on issues related to race and justice, and on the infusion of mindfulness into law and legal education. Her teaching, scholarship and service commitments all reflect her pioneering efforts to transform legal education and society in recognition of the richness and the challenges of diversity of all kinds in the 21st century. She seeks to co-create with others, a fully inclusive world community, capable of managing its conflicts and distributing its resources compassionately, equitably and sustainability through contemplative practice and the power of love.

Ali Smith, Atman Smith, and Andres Gonzalez are the founders and directors of the Holistic Life Foundation, a Baltimore-based nonprofit organization committed to nurturing the wellness of children and adults in underserved communities. Through a comprehensive approach which helps children develop their inner lives through yoga, mindfulness, and self-care, HLF demonstrates deep commitment to learning, community, and stewardship of the environment. HLF is also committed to developing high-quality evidence based programs and curriculum to improve community well-being.



Ali Smith co-founded the Holistic Life Foundation in 2001, where he currently serves as Executive Director. He is a native of Baltimore, Maryland and graduate of the Friends School of Baltimore. He attended college at the University of Maryland College Park where he graduated with a BS in Environmental Science and Policy. Learning yoga and meditation from his parents, and visiting ashrams as a child, he has over 13 years of experience teaching yoga and mindfulness to diverse populations. Through his work with HLF he has helped develop and pilot programs with at-risk youth, at drug treatment centers, mental crisis facilities, and in many other underserved communities around the world. He is a certified yoga instructor and has authored a series of children's books, and co-authored several yoga and mindfulness-based curricula, as well as numerous workshops and trainings.



Atman Smith is a co-founder of the Holistic Life Foundation, where after 10 years of serving as Director of Youth Programming, he currently serves as the Director of Fundraising. He is also Co-Founder and Co-CEO of For the People Entertainment, LLC. He is a native of Baltimore, Maryland and attended Friends School of Baltimore for twelve years, but graduated from Baltimore's Paul Laurence Dunbar Senior High School. He went on to attend the University of Maryland, College Park where he was a letter award winner for the Men's basketball team and received a BA in Criminology and Criminal Justice. His parents were yogis and taught him contemplative practices as a very young child. For the past thirteen years he has been teaching yoga and mindfulness to many diverse populations.



Andres Gonzalez is a trained and certified yoga instructor. He has been the Co-Founder and Marketing Manager for the Holistic Life Foundation, Inc. in Baltimore, MD since 2001. He is also Co-Founder and Co-CEO of For the People Entertainment, LLC. For twelve years, Andres has taught yoga to a diverse population, including Baltimore City Public School students, drug treatment centers, wellness centers, colleges, and other various venues. For the past two years, he has partnered with John Hopkins Bloomberg School of Health and the Penn State's Prevention Research Center on a Stress and Relaxation Study and is the co-author of a high school physical education curriculum based on yoga principles. He maintains a B.S. in Marketing from University of Maryland, College Park and an MBA from the University of Maryland, University College.

POSTER SESSION PRESENTATIONS

Friday, October 9th, 1:45 –2:40 pm, Ballroom

1.

Use of Contemplative Training to Improve Cognitive Flexibility among Students

Jason Kaufman

Associate Professor, Educational Leadership, Minnesota State University, Mankato

Jon Jensen

Instructor, Psychology, Inver Hills Community College

It is widely acknowledged that college can be a stressful endeavor. Research demonstrates that decision-making deteriorates during times of stress due to compromised cognitive flexibility, the ability of an individual to dynamically shift sets (i.e., awareness of rules or tasks). Alternatively, it is possible that decision-making can be positively modified through training that addresses skills in attention and relaxation. The present poster represents Phase I of an ongoing study in which a brief, four-session protocol was tested to promote cognitive flexibility among college students. It appears that training in attention and relaxation promoted a moderate improvement in cognitive flexibility and insight among college students. These changes do not appear to have been the result of decreased stress. It is possible that the effect of training operates in a dose-dependent fashion. Phase II, with a more intensive intervention protocol, is currently underway.

Jason Kaufman, Ph.D., Ed.D., is an associate professor of educational leadership at Minnesota State University, Mankato and a licensed psychologist. His teaching focuses on guiding leaders to think scientifically. His research focuses on how training in attention, relaxation, and contemplation can promote mind-body functioning among educational leaders.

Jon Jensen is a Psychology instructor at Inver Hills Community College. He earned his Masters Degree in Counseling Psychology from St. Mary's University. Jon has worked in various clinical settings prior to teaching and is excited to have the opportunity to bring research to the community college classroom.

2.

Do online mindfulness practices impact student empathy and self-compassion?

Suzanne Klatt

Director, Center for Contemplative Inquiry and Mindfulness Practices, Miami University

The purpose of this study was to determine whether or not brief guided mindfulness practices impacted student empathy and compassion in an online course. Non-traditional students participated in a social welfare course covering policies designed to alleviate poverty, address racism, sexism, homophobia, and other forms of oppression. Students received a pre and post Questionnaire of Cognitive and Affective Empathy (QCAE) questionnaire and a Self-Compassion Scale. This quasi-experimental design included random assignment into either a "brief session (A)" or a "brief session plus mindfulness practice (B)" group. All students received either A or B prior to student policy presentations about topics such as TANF (temporary assistance for needy families), gun laws, drug sentencing laws, and more. Students then participated in reflection or discussion. Study results, strengths and limitations will be provided. One limitation is the low number of post-tests received thus far.

Suzanne Klatt, MSW, Ph.D., LISW-S is the director of the Mindfulness and Contemplative Inquiry Center at Miami University in Oxford, Ohio. She received her undergraduate in Business from Indiana University, Master of Social Work from The Ohio State University, and PhD in Educational leadership from Miami University.

3.

Intertwining Hearts: Collaboration and Contemplative Practice in the Fiber Arts

Pamela Koehler

Adjunct Professor, Art and Art History, Adelphi University

Working in the Fiber Arts encourages mindfulness and contemplation. A shift in focus and a slowing of pace accompanies discovery and sensitivity to nuance in color, materials and techniques. While these experiences are part of the process for the individual artist, this presentation will explore how collaborative studio work can bring the same benefits to groups within the classroom community.

Pamela Koehler is an adjunct faculty member in the Department of Art and Art History at Adelphi University, and a museum educator who works with access audiences. Her artistic interests include the natural and built environments, and her recent work explores the area in and around New York's Hudson Valley.

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4.

Cultivating Community: Spiritual Safe Spaces in Higher Education

Allie Larkin

Student, Honors Program, Biochemistry and Math, University of North Carolina-Asheville

Chelsea Walker

Student, Honors Program, Literature & Creative Writing and Religious Studies, University of North Carolina-Asheville

Rarely within a traditional undergraduate setting do students find the opportunity for deep and interactive exploration in regards to spirituality. In Dr. Richard Chess's Honors course, "Spiritual Autobiographies," a classroom community was developed that made this possible. Lively and intimate class discussions between former strangers allowed the students to discover and learn more about one another. This method of learning opened up a safe space for us to understand our own spiritualities, as well as form connections with the diverse lives and experiences of those around us. In this interactive presentation, we will discuss the impact of this class, as well as emulate the alternative academic setting we experienced, through demonstrating various assignments and explaining how they promoted a more just and open community in the traditionally academic and fact-based world of higher education. From silent meditations to conducting interviews, this class created a distinct and inspirational experience worth sharing.

Allie Larkin is a senior Biochemistry major with a minor in Mathematics and is a member of the Honors program at the University of North Carolina-Asheville. As a seeker of both knowledge and adventure, she plans to explore the world and hopes to make a difference through her research.

Chelsea Walker is a junior Literature and Creative Writing major with a Religious Studies minor at the University of North Carolina-Asheville. Honors student, consciousness-enthusiast, and poet at heart, she spends her time writing about social justice, planning for graduate school, and contemplating the nature of humankind.

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5.

InsideOut Physiology: "This is Happening Inside You Right Now!" Podcasts

Sarah Leupen

Senior Lecturer, Biological Sciences, University of Maryland Baltimore County

The human body operates as one integrated unit, but the standard "march through the systems" in physiology courses makes it difficult for students to see the big picture. Another issue with physiology courses is that although all or nearly all the processes students learn about are occurring at that moment inside their own bodies, neither instructors nor students typically take the time to notice or note that fact. Finally, even within a system, students tend to see the "pieces" without appreciating or understanding the integrated function of the system. InsideOut Physiology podcasts are intended as a small corrective to these issues. As guided, 5-10 minute meditation-like "journeys" through a physiological system, which students are encouraged to listen to with their eyes closed, the podcasts provide the big picture of a physiological system while evoking a sense of wonder about and appreciation for the functioning of our own bodies.

Sarah Leupen is a senior lecturer in Biological Sciences and the Honors College at UMBC, where she teaches physiology, nutrition, and honors seminars on various topics. She co-coordinates the Biology Teaching Circle, and is active in faculty development both at UMBC and elsewhere, especially as a trainer-consultant in Team-Based Learning.

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6.

Social Justice and Mindfulness

Hedva Lewittes

Professor, School of Education, SUNY Old Westbury

The course Introduction to Mindfulness integrates contemplative perspectives, social justice issues and student concerns. In the spring 2015 class, students were 86% African-American, Latino and Asian-American and 90% female; most worked, many commuted and came from immigrant families. Readings and guided meditations by Jon Kabat-Zinn, Sharon Salzberg and the Dalai Lama discussed mindfulness attitudes, intention, compassion, connection and transformative values. Curricular units incorporated social justice as follows:

1. "Claiming and Education," Adrienne Rich's article, formed the basis of discussions on gender, educational discrimination and first time to college students' challenges and economic obstacles.
2. The Civil Rights Movement, presented in Bill Moyers' interview with John Lewis and Hugo Pieter's "Rwanda: Portraits of Reconciliation" enabled students to examine mindful social action, the beloved community and forgiveness.
3. "Whale Rising" by Jeff Warren and "Environmental Justice for All" by Robert Bullard focused on compassion for all beings and the interaction of race, poverty and environmental degradation.

Hedva Lewittes, Ph.D. is a Professor at SUNY Old Westbury's School of Education where she is also a mindful Director of Academic Assessment. Her article, "The Identity Interview Project: Integrating Critical Thinking, Contemplative Inquiry and the Curriculum of Modern Life" was recently published in the *International Journal of Learning in Higher Education*. She will be presenting a paper Intentional Learning, Mindfulness and Mindset at the 22nd Learner's Conference in Madrid Spain in July 2015. She attended the Environmental Pedagogy Summer Institute at New Mexico's Lama Foundation in 2012 and has practiced yoga and meditation for 12 years.

7.

Musical Improvisation Fosters Awareness, Creativity and Teamwork in Engineering Students

Douglas Lindner

Professor, Electrical and Computer Engineering, Virginia Tech

Richard Goff

Associate Professor, Engineering Education, Virginia Tech

Elaine Yuen

Associate Professor, Religious Studies; Chair, World Wisdom Traditions Program, Naropa University

Peter Grossenbacher

Professor, Contemplative Psychology and Contemplative Education, Naropa University

Mark Miller

Musician and Zen practitioner

Creativity and teamwork are both important aspects to successful improvisation in the music world, and also factor in successful design work achieved by engineering

teams. Mindfulness-awareness practice may enhance the success and productivity of such creative teamwork. This panel reports on an initial experiment conducted with students enrolled in a first-year introduction to engineering course where we tested the applicability of an awareness-based approach to musical improvisation to develop teamwork skills. The pedagogical aim was to use awareness practice to cultivate openness and curiosity, to develop an understanding of each team member's role in the group, and to facilitate an appropriate response in the moment. Outcome measures included assays of mindfulness, creative self-efficacy, teamwork knowledge, and teamwork process. The design and results of this empirical study will be discussed from music, engineering, and psychological perspectives. We also describe the inter-institutional collaboration of this highly interdisciplinary team.

Douglas K. Lindner, Ph.D., Electrical Engineering, has been on the faculty of Electrical and Computer Engineering at VA Tech since 1982. He was the Fredrick Lenz Fellow at Naropa University for 2013-14. His interests include contemplative practices for STEM. He practices meditation and qigong in the Shambhala sangha.

Mark A. Miller (MFA, CalArts) is a musician and Zen practitioner devoted to the intersection of mindfulness and creativity. He has performed with various improvising artists including Art Lande, Tuck & Patti, R. Carlos Nakai and Stephen Nachmanovitch. His work with Peter Kater ("Illumination") was nominated for a Grammy Award in 2013.

Richard M. Goff, Ph.D., Aerospace Engineering, is currently an Associate Professor in the Department of Engineering Education at Virginia Tech. He is the recipient of several teaching, outreach, and best paper awards. His passion is creating mindful, authentic, and engaging learning environments by bringing research results into the classroom.

Elaine Yuen, Ph.D., is an Associate Professor of Religious Studies and Chairs the World Wisdom Traditions Program at Naropa University, Boulder, Colorado. She teaches ethics and service learning, spirituality and ritual, and Buddhism. A Senior Teacher in the Shambhala Buddhist tradition, she explores life as a teacher, parent, and artist.

As Professor in Contemplative Psychology and Contemplative Education at Naropa University, Peter G. Grossenbacher, Ph.D., teaches meditation, contemplative science, and pedagogies of mindfulness, awareness, and compassion. A meditator since 1980, his current research focuses on the teaching of contemplative practice and

meditative development. He offers faculty development training in contemplative pedagogy.

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8.

Contemplative Practices for Social Harmony: Harmony of the Spheres

Sangeeta Laura Biagi

Visiting Professor, Italian Studies, Vassar College

The Pythagorean society was established by the Greek reformer and educator Pythagoras in Southern Italy in the 6th century B.C. Pythagoras lived in Greece, Egypt, and Italy and his teachings were based on a blend of Western and Eastern wisdom traditions. The social model he established in Southern Italy was multicultural and based on equality and respect for the environment. An important Pythagorean precept was harmony, reflected above in the harmony of the spheres, and below in social harmony. Pythagorean philosophy inspired Western thinking and works of art such as Dante's *Paradiso* in the *Divine Comedy*. In this Poster Presentation, Dr. Biagi shares Pythagorean teachings on deep listening, awareness and the harmony of the spheres; a contemplative practice involving listening and chanting.

Sangeeta Laura Biagi is a Visiting Professor of Italian Studies at Vassar College. She blends Contemplative Studies, Performance Studies and Italian Studies. Dr. Biagi holds a Ph.D. from the Department of Performance Studies at New York University, and a Senior Yoga Teacher Diploma from the International Center for Yoga Education and Research in Pondicherry, India. Since 2011, she has been the recipient of Carolyn Grant Endowment grants at Vassar College to bring contemplative practices into academia. Her first book, *Saraswati's Pearls: Dialogues on the Yoga of Sound* (2011), is a series of dialogues with Yogacharya Dr. Ananda Balayogi Bhavanani. www.sangeetayoga.org

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9.

Learning to Breathe

Lisa Lucas

Associate Professor, College of Education: Early and Middle Grades Department, West Chester University of Pennsylvania

Sandra Kerr

Professor, Psychology, West Chester University of Pennsylvania

Social justice challenges injustice and values diversity. Our schools need educators who embrace social justice. Establishing the foundations of social justice begins in the home, and continues in the classroom. This research project involved incorporating a mindfulness-based training program into the student teaching seminar. The goal was to provide pre-service teachers with strategies to help them deal with the stress of student teaching and to strengthen their ability to respond to the children in their classes in a more calm, focused and less reactive manner. Training students to notice their thoughts and emotions allows them to respond to ALL students with equanimity, and acceptance. Cultivating an openhearted stance can strengthen interpersonal effectiveness and create a culture of trust, acceptance and community for both teachers and students.

Lisa J. Lucas, Ed.D. is an associate professor in the College of Education at West Chester University of Pennsylvania. Her teaching and research expertise is in the area of student engagement and mindfulness in education. Her mission is to foster educational institutions that cultivate teachers, leaders and students that are present in an emotionally healthy climate.

Sandra Kerr, Ph.D. is a professor in the Psychology Department at West Chester University of Pennsylvania. Her teaching and research expertise is in the area of emotion, emotion regulation, and mindfulness, with an interest in the influence of mindfulness practices on undergraduate student populations, especially on those making the transition to college.

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10.

Interpersonal Mindfulness: Utility in the College Classroom

Michele McGrady

Assistant Professor, Integrative Holistic Health and Wellness, Western Michigan University

Lori Gray-Boothroyd

Assistant Professor, Integrative Holistic Health and Wellness, Western Michigan University

Contemplative practices are gaining traction in the academic world (Barbezat & Bush, 2014). Three of these practices, self-compassion, loving-kindness meditation, and interpersonal dialogue, have been shown to increase compassion (Neff & Pommier, 2012), enhance positive emotions (Fredrickson, Coh, Coffey, Pek & Finkel, 2008), increase social connection (Leiberg, Klimecki, & Singer, 2011), increase empathy (Klimecki, Leiburg, Lamm, &

Singer, 2013), improve overall health (Baer, 2010), and decrease racial bias (Kang, Gray, & Dovido, 2014). These qualities are essential in building a just community. As college professors, the utility of the practices has great potential for the classroom including creating a bridge from personal experience to group connection and community building. The purpose of our practice session is to discuss how these practices have informed our work with the future health care professionals with whom we teach. We will use a model student to discuss and practice self-compassion, loving-kindness, and dialogue.

Michele McGrady is an Assistant Professor in the Integrative Holistic Health and Wellness program at Western Michigan University. She holds a M.A. in Counseling, a Ph.D. in Counseling Psychology, and a graduate certificate in Holistic Health. Her research interests include: spiritual development, spiritual diversity, and spirituality in the classroom.

Lori Gray-Boothroyd is an Assistant Professor in the Integrative Holistic Health and Wellness program at Western Michigan University, in Kalamazoo, Michigan. A licensed psychologist and mindfulness teacher, she recently earned certification to teach Mindfulness-Based Stress Reduction from the Center for Mindfulness at the University of Massachusetts Medical School.

11.

A Self-Study of Contemplative Pedagogy in a Philosophy Classroom

Sabrina MisirHiralall

Adjunct Professor, History and Social Science, Middlesex County College

David Dillard-Wright

Associate Professor, Philosophy, University of South Carolina - Aiken

To sustain a meritocratic learning-community, educators should consistently reevaluate their teaching to maintain compassion for student needs. MisirHiralall will share how the self-study methodology helps improve her contemplative pedagogy for college classes and causes her to remain mindful of student needs that embrace commonalities, but honor difference. MisirHiralall will provide examples of teaching journals, which she deliberates about with her self-study partner who helps to challenge assumptions and confirm beliefs. They scrutinize each arising theme in the journals with improvement-aimed contemplative pedagogy

in mind. Attendees will view a poster, which will outline the pedagogical structure of a class session that endorses contemplative pedagogy. Participants will have the opportunity to develop a self-study framework to foster mindfulness of contemplative pedagogy in the college classroom to advocate for a more just interconnected society.

Sabrina D. MisirHiralall recently defended her dissertation *De-Orientalized Pedagogy: Educating Non-Hindus About Hinduism Through Kuchipudi Indian Classical Hindu Dance in the Pedagogy and Philosophy program* at Montclair State University. She currently serves as Vice President on the Executive Board of the Mid-Atlantic Region of the American Academy of Religion.

David Dillard-Wright is chair of the Department of History, Political Science, and Philosophy at the University of South Carolina – Aiken. He is the author of *Ark of the Possible: the Animal World in Merleau-Ponty*. His articles have appeared in *Society and Animals, Janus Head, and Environment, Space, Place*.

12.

Cognitive Impact of Context and Meditation on Black College Students

David Mitchell

Doctoral Candidate, Psychology, Howard University

A.W. Boykin

Professor and Director, Graduate Psychology Program, Howard University

Denée T. Mwendwa

Associate Professor, Psychology, Howard University

The impact of learning context (communal vs. individual) and meditation quality (mindfulness, guided imagery, or control) on encoding and inference processing was studied among 103 Black university students in a 2 X 3 factorial design. Hypotheses proposed greater performance in the communal learning context conditions than in the individual conditions, greater performance in the mindfulness meditation quality conditions than in the guided imagery and control groups, and greatest performance in both the communal and mindfulness conditions. Performance was better in the individual than communal conditions, and meditation quality had no main effect. Interactions between the factors suggested some cognitive benefits of individual learning context within this sample depending on the presence or absence of a brief guided imagery session. Future research should further examine imple-

mentation of learning context prompts in higher education as well as familiarity with and dose level of the factors of interest.

David S.B. Mitchell, M.S., Ph.D., received his masters and doctorate from Howard University focusing on psychology and developmental psychology, respectively. His research interests primarily involve examining cognition, culture, and consciousness studies to enhance educational outcomes in Black students, as well as pedagogy in higher education more generally.

A. Wade Boykin is a Professor and Director of the Graduate Program in the Department of Psychology at Howard University. He is also the Executive Director of Capstone Institute at Howard University. Dr. Boykin has done extensive work in the area of research methodology; the interface of culture, context, motivation and cognition; Black child development; and academic achievement in the American social context.

Denée Thomas Mwendwa, Ph.D. is an Associate Professor at Howard University in the Department of Psychology. Her research interests focus on the biological, psychological, social and spiritual factors that contribute to Cardiovascular/Renal diseases and overall health and wellness. She is also interested in mindfulness-based interventions to help promote spiritual, psychological and physical health.

13.

An Innovative, Experiential Curriculum for Community Building through Contemplative Pedagogy

Erica Mumm

Doctoral Student, Nursing Practice, Regis College

My creation of the iBook curriculum, *Combat Veterans, PTSD, and Mindfulness Practices: An interactive, adjunctive nursing curriculum*, uses the foundation of Dossey's (2007) Theory of Integral Nursing to foster community building through contemplative pedagogy. The theoretical framework gives rise to a base for contemplative curriculum development for all disciplines. The framework supports personal exploration of reflective practice, collaborative practice with peers to build self-care, an action step for personal mind-body-spirit health, and a team approach for building a healing community environment.

This presentation offers an example of how a contemplative pedagogy can be incorporated into any curriculum as

a supportive and interactive experience to existing course content for any discipline. Using iBook technology, this innovative curriculum focuses on the mindfulness practices of meditation, yoga, mantram repetition and Loving Kindness Meditation. The application to Dossey's model transforms the experience on the continuum from personal through community.

As a nurse educator, Erica's contemplative practice is significant to her work. Seeing the deficit within nursing curricula, Erica is pursuing a Doctorate in Nursing Practice with a concentration in integrative health. Her intention is to reignite nursing curricula with the foundational contemplative pedagogy originally exposed by Nightingale (1860).

14.

Uncovering Microassumptions: Looking Closely at the Mechanics of Bias

Cynthia Drake

Instructor, Contemplative Learning, Naropa University; Instructor, Literature, University of Colorado Boulder

Diversity and anti-oppression curricula often seek to help learners recognize and critically examine the personal assumptions that reflect and inform hegemonic social systems. All too often, though, when we ask ourselves to identify our assumptions, the discomfort of touching or naming our own bias keeps us from truly seeing the complexity of our own fears, suspicions, and uncertainties. Inspired by the work of Pierce and Sue on microaggressions, this session introduces a new learning protocol to guide students into deep exploration of their own microassumptions about "othered" groups. A series of conceptual and non-conceptual practices enables us to think and feel into increasingly subtle assumptions. This intrapersonal protocol serves as a foundation from which to interrogate the socially constructed biases that maintain hierarchies of oppression. After this inner work, we are better prepared to do the outer work of imagining and building a more just society.

Cynthia Drake teaches a first-year seminar at Naropa University that combines contemplative practices with diversity and anti-oppression curricula. She also teaches literature at CU Boulder, where she is completing her doctoral dissertation on epistemologies of non-duality.

15.

Links in the Chain: The Contemplative Mind with First and Second Year Students

Patricia Owen-Smith

Professor of Psychology, Oxford College of Emory University

Lyn Pace

Chaplain, Oxford College of Emory University

The presentation will describe a seminar that was taught in spring semester 2015 by a professor of psychology and the college chaplain entitled “The Contemplative Mind: Engaging the Big Questions.” The seminar examined questions about the nature of beliefs and values, ethics, morality, spirituality, happiness and well-being, suffering, gratitude, and personal and social responsibility. Textual readings served as one major venue for the exploration of these questions. The second major venue was the integration of contemplative practices such as music, mindfulness meditation, visualization, yoga, the labyrinth, etc. with which we both opened and closed each seminar. Our goal was to create a contemplative community that would allow our students to both engage and integrate the questions and practices. We will model the seminar with participation by conference participants and describe what we saw as our hurdles and successes in the introduction of the contemplative to 18-20 year olds in a small southern college.

Patti Owen-Smith, Ph.D. is a Professor of Psychology at Oxford College of Emory University. In 2000 she was named a Carnegie Scholar for her research project focused on models of insight development in the classroom. It was this research that led to the establishment of the college’s first service learning program that she now directs. Her current area of interest centers on the integration of contemplative pedagogies into the undergraduate classroom.

The Reverend Lyn Pace, MDiv. is the college chaplain at Oxford College of Emory University. He is currently enrolled in the doctor of ministry degree program at Candler School of Theology at Emory University where his research interests include creating structures of belonging between the local community and Oxford College.

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16.

Culture of Distraction: Teaching Critical Reflection on Technology, Distraction, and Cultural Engagement

Jenell Paris

Professor of Anthropology, Sociology, Anthropology, and Criminal Justice, Messiah College

Presentation of a curricular unit from an Introduction to Cultural Anthropology course that includes meditation, ethnographic fieldwork, and self-reflection to facilitate critical engagement and personal decision-making about how to live well in our “culture of distraction.” Engagement with the scholarship of Sherry Turkle and David Levy is central to the unit.

Jenell Paris is Professor of Anthropology at Messiah College in Gratham, PA.

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17.

Contemplative Practices for Exploring Diversity Within and Beyond One’s Experience

Jeremy Price

Assistant Professor, School of Education, Fairmont State University

This poster charts the journey of undergraduate teacher candidates learning to recognize the uniqueness and diversity in themselves and others by developing contemplative and mindful inquiry practices (Barbezat & Bush, 2014) as part of a teacher education course. Most students grew up in a predominantly rural Appalachian state where the prevailing narrative from inside and out is that the population is homogeneous and monolithic in terms of characteristics and outlook despite evidence to the contrary (Barlow, 2014; Pollard, 2004; Smith et. al., 2010). By engaging in contemplative and mindful inquiry practices, students learn to speak for and define themselves, recognize the voices and uniqueness of others, value this interplay of diversity, and transcend the narratives that have been spun to constrain their interactions. The course activities are scaffolded to encourage students to bring these experiences with them to inform their practices as future educators.

Jeremy Price is an Assistant Professor of Education at Fairmont State University in Fairmont, WV. Dr. Price teaches courses in educational technology and social-emotional teaching and learning and engages in research on reflection and intentional social networks. He works with undergraduate and masters-level students to become mindful learners and educators.

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18.

Whole Person Mentorship

Katherine Querna

Doctoral Candidate and Lecturer, Social Work, University of Washington

To its own detriment, the traditional academy has privileged the cognitive capacities of students and scholars and approached individual histories and experiences with, at best trepidation, and at worst as liabilities to the empiricists "objective pursuit of truth and knowledge." This positivistic paradigm has informed mentorship practices that limit students' ability to feel as though their wholeness is valued, which could diminish students' sense of self, limits the intimacy of the relationship between mentor and student (a salient predictor of mentorship effectiveness), and impacts the creativity and innovation of scholarship. Being a "whole person" mentor in academia is a complex and often vulnerable undertaking, as it requires one's own commitment to reflexivity and openness to difference and change. This interactive session will explore practices that participants are already doing and those they are interested in exploring to support students and colleagues as whole people within the academy and beyond.

Katie Querna, MSW, is a Doctoral Candidate and Lecturer. Her research examines gender norms and health, including the impact of aggression on health and interventions to promote compassion. She recently completed a survey of social work approaches to teaching social justice. She loves to dance and practices meditation and yoga.

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19.

Wander In / Wonder In: Academic Art Galleries and Contemplative Pedagogy

Shan Bryan-Hanson

Director and Curator of Art Galleries and Collections, St. Norbert College

Academic art galleries are dynamic venues for fostering connection, contemplative pedagogy and the empathetic exchange of ideas across campus and in the wider community. Gallery environments are designed to engage attention and guide visitors into the present moment; from one exhibition to another a gallery can shift from a quiet, reflective space to an active, frenetic atmosphere featuring performance or kinetic art. As places where visitors might encounter unfamiliar ideas and perspectives, academic art

galleries invite transformational inquiry. They can also be intimidating, seen as spaces that demand a prescriptive understanding of art and art jargon. The best art encounters, the ones with potential to change thinking, occur when preconceived notions of art are left behind and a sense of curiosity, play or wonder is invoked. This poster explores the opportunities and challenges academic art galleries face when embracing this role in community and working to eliminate barriers to access.

Shan Bryan-Hanson is the Director and Curator of the Art Galleries at St. Norbert College where she also teaches introductory, intermediate and advanced painting courses in the Art discipline. She is a practicing artist, a student of yoga and interested in art as contemplative practice.

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20.

Deeper Human Relationships Through Nature Connectedness and Place

Terri Hebert

Assistant Professor, Science Methods and Inquiry, Indiana University South Bend

Sara Sage

Associate Professor, Secondary Education, Indiana University South Bend

The places we inhabit profoundly influence who we are and the relationships we construct over time. Those connected with nature often derive a sense of meaningful existence from their closeness with nature. Further, exposure to public parks and green spaces improves physical and mental health well being (Howell, Dopko, Passmore, & Buro, 2011). Sobel (2005) contends that "an enlightened localism that is sensitive to broader ecological and social relationships . . . strengthens and deepens [one's] sense of community and land" (p. 6). It is our intent to provide an overview of the contemplative practices introduced to science educators during a summer program emphasizing nature-based learning opportunities within our urban-based community. An invitation will be extended to session attendees to join in practices highlighted from the summer program and to consider how to apply the practices in their own teaching settings.

Dr. Terri Hebert, Assistant Professor of Science Methods and Inquiry at IU South Bend, coordinates place-based learning opportunities for students within the Michiana region. She also serves as Principal Investigator of a three-year Indiana Department of Education's Math/Science

Partnership Grant titled, “ED2: Earth Day Every Day.”

Dr. Sara Sage, Associate Professor of Secondary Education at IU South Bend, teaches courses in interpersonal communication skills and methods for teachers. Dr. Sage is also a licensed mental health counselor applying mind-body, mindfulness, and Jungian approaches in therapy.

21.

Case Study Investigating Contemplative Transformation Through A Complex Systems Lens

Mary Manning Stewart

Doctoral Student, EDLF Social Foundations of Education, University of Virginia

This poster demonstrates themes in my current dissertation research on an initiative incorporating contemplation at a major research university. I invoke a living/complex systems lens as a plumb line to look for (aspirational and actual) emergence and transformation in personal, interpersonal, organizational and institutional praxes. I investigate how contemplative practices and orientations may -- and may not -- amplify and leverage perceptual and responsive capacities conducive to such emergence and transformation. I inquire into how participants in this setting invoke (or not) relationships between contemplative methods and power dynamics involving entrenched HEI habits, unconscious privilege, internalized oppression, and structural inequities.

My interests are at the nexus where contemplative practices (including embodied, relational, and arts-based methods) converge with social justice concerns and organizational, institutional or community dynamics. I find a living/complex systems lens increasingly compelling. I am currently completing a doctorate in Social Foundations of Education at the University of Virginia.

22.

Mindfulness, Contemplation, and Civility: Building Just Learning Communities

John Van Bladel

Psychology Instructor, Fulton-Montgomery Community College

Community Colleges are often called “colleges of opportunity.” They are frequently an entry point for a diverse group of “first generation” college students. By employing a student-centered approach, which includes the application of mindfulness, civility, and Socratic teaching methods, we can construct learning communities that invest students in the classroom in a shared compassionate exploration of the class topics while developing the academic and relational skills necessary to achieve their academic and professional goals. Applying mindfulness we support our individual and collective responsibly to contribute to the class as we collaborate in our search for the truth. By creating environments that are safe intellectually, emotionally, and physically we enhance critical thinking skills, improve relational skills, develop appropriate assertive skills, and enhance civil discourse respecting diverse perspectives and supporting each other in reaching our full potential.

John van Bladel, MSW, is a Psychology Instructor at Fulton-Montgomery Community College. His focus is on integrating mindfulness and civility into the classroom to create learning communities that support students in reaching their full potential. His focus is on contemplative education, peace and conflict studies, and ecopsychology.

23.

Yoga for Educators: Cultivating Mindfulness for Diversity and Social Justice

Vanessa Villate

Assistant Professor, Teacher Education, Lamar University

This poster will present the structure and results of a 4-week online non-credit course for education students. Throughout the course, yoga and mindfulness practices were introduced through short online videos. The students kept reflective journals and participated in asynchronous discussions about their experiences, as well as about their perspectives on articles about yoga and mindfulness integrated into teaching for diversity and social justice.

The program had two primary goals: 1) to help the students learn ways to use yoga and mindfulness practices to reduce stress and be more present in their teaching, especially as applied to working with diverse students and toward increased social justice; and 2) to explore the use of an online format for introducing students to the idea of applying yoga principles and mindfulness to teaching, with the hope that it could become a semester-long elective course offered to education students.

Dr. Vanessa Villate is an Assistant Professor of Teacher Education at Lamar University, in Beaumont, Texas. As a long-time yoga practitioner and teacher, she is interested in the integration of yoga and mindfulness into all levels of education, particularly for teachers' self-development and self-care.

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24.

A Mindful Campus: Cultivating Awareness and Connection in a Distracted World

Kim Weiner

Associate Professor and Psychologist in the Counseling Center, Center for Health and Well Being at Indiana University of Pennsylvania

Jan Baker

Associate Professor of Special Education and Chair of the Department of Communication Disorders, Special Education and Disability Services

Donald McCown

Assistant Professor, Health; Director, Contemplative Studies minor; co-Director, Center for Contemplative Studies, West Chester University of Pennsylvania

Dan Weinstein

Assistant Professor of English at Indiana University of Pennsylvania

A two day professional development workshop held at IUP on February 27-28, 2015, and open to all employees and students at the university, emphasized the inclusive aspiration of IUP's Mindfulness Living Learning Community, to create a "Mindful Campus." This poster is a visual summary of the two day workshop, which included, on the first day, Dr. Donald McCown's keynote presentation and sessions he led on mindful movement and meditation for students, faculty, and staff. The second day treated similar themes, but exclusively in the context of faculty development. Included are descriptions of the experiential exercises which were a part of breakout sessions on contemplative writing,

contemplative leadership and working with compassion and self-compassion as a method for inquiry into inclusion and diversity.

Kim Weiner, Ph.D. is Associate Professor and Psychologist in the Counseling Center, a division of the Center for Health and Well Being at Indiana University of Pennsylvania. 3 years ago, she collaborated with the Office of Residence Life to create the Mindfulness Living Learning Community (MLLC). The Community offers programming throughout the year for faculty, students and staff for the purposes of improving well-being, enhancing creativity and connection, and providing spaces for contemplation and meditation. She serves as a mentor for the MLLC.

Donald McCown, Ph.D. is Assistant Professor of Integrative Health, Co-Director of the Center for Contemplative Studies and Director of the Contemplative Studies Minor at West Chester University of Pennsylvania. He has been lecturer in the School of Health Professions at Thomas Jefferson University in Philadelphia, and Director of Mindfulness at Work Programs at the Mindfulness Institute at the Jefferson-Myrna Brind Center of Integrative Medicine.

Dan Weinstein, Ph.D. is Assistant Professor of English at Indiana University of Pennsylvania. Dan's research, positioned at the intersection of educational technology and the psychology of creativity, tends to focus on how learning spaces may be designed to help students think deeply in original ways. Dan serves as a Mentor in IUP's Mindfulness Living Learning Community.

Jan Baker, Ph.D. is an Associate Professor of Special Education and Chair of the Department of Communication Disorders, Special Education and Disability Services. Jan integrates mindfulness practices into courses for pre-service teachers. She is interested in effectiveness of practices to manage stress for teachers and students with learning and behavior problems.

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25.

Where is the Compassion in the Community? Searching Student Outcomes

Stacy Wright

Graduate Student, West Chester University of Pennsylvania

Donald McCown

Assistant Professor, Health; Director, Contemplative Studies minor; co-Director, Center for Contemplative Studies, West Chester University of Pennsylvania

Laura Schwandt

Independent Scholar and Intern, Center for Contemplative Studies, West Chester University of Pennsylvania

A mixed methods study of undergraduate students (n=211) evaluated the outcomes of students participating in the four key courses of West Chester University’s minor in Contemplative Studies. Quantitative measures of mindfulness, emotion regulation and self-compassion showed significant changes, while compassion for others showed significant change. Analysis of qualitative data from reflective essays (n=188) did not notably, reveal themes of improved connection with others, however, this was outweighed by themes of individual progress and benefits.

This poster presentation will detail quantitative and qualitative findings, particularly as they related to the tension between individualism and compassionate connection. Are students an individualistic towards contemplative practices and their benefits? Does this stance arise from the teaching and practices within the courses, or it is unreflectively assumed by students? How may these findings inform efforts to build contemplative communities within our universities?

Stacy Wright is a graduate student in Public Health, specializing in Community Health, at West Chester University of Pennsylvania. Currently, she is an intern at the Center for Urban Health, Thomas Jefferson University Hospitals and a research assistant at the Center for Contemplative Studies West Chester University.

Donald McCown, Ph.D., is assistant professor of health, director of the minor in contemplative studies, and co-director of the center for contemplative studies at West Chester University of Pennsylvania. He is author of *The Ethical Space of Mindfulness in Clinical Practice*, and primary author of *Teaching Mindfulness* and *New World Mindfulness*.

Laura Schwandt, MPH, received her Master’s in Public Health, with a concentration in Integrative Health, from West Chester University of Pennsylvania in 2015. Over the past year, Laura has interned with the university’s Center for Contemplative Studies researching the introduction of a minor in Contemplative Studies to undergraduate students.

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26.

Who Meditates, and Why? Exploring a Minor in Contemplative Studies

Laura Schwandt

Independent Scholar and Intern, Center for Contemplative Studies, West Chester University of Pennsylvania

Stacy Wright

Graduate Student, Public Health, West Chester University of Pennsylvania

Donald McCown

Assistant Professor, Health; Director, Contemplative Studies minor; Co-Director, Center for Contemplative Studies, West Chester University of Pennsylvania

A mixed methods study of undergraduate students at West Chester University (n=211) sought to assess the benefits of studying and participating in contemplative practices. Self-report instruments and reflection papers were used to measure changes in emotion-regulation, mindfulness, self-compassion, and compassion for others upon completion of required courses for a minor in Contemplative Studies, which include a range of meditation practices, yoga, and tai chi chuan. Quantitative results indicated significant changes in emotional-regulation, mindfulness, and self-compassion. No quantitative changes were observed in participants’ compassion for others. This poster presentation will review the demographics of the university’s undergraduate population and those students enrolling in courses centered on contemplation and meditative practices. Analysis of qualitative data will reveal themes suggesting reasons that students opt to enroll in core practice courses.

Laura Schwandt, MPH, received her Master’s in Public Health, with a concentration in Integrative Health, from West Chester University of Pennsylvania in 2015. Over the past year, Laura has interned with the university’s Center for Contemplative Studies researching the introduction of a minor in Contemplative Studies to undergraduate students.

Stacy Wright is a graduate student in Public Health, specializing in Community Health, at West Chester University of Pennsylvania. Currently, she is an intern at the Center for Urban Health, Thomas Jefferson University Hospitals and a research assistant at the Center for Contemplative Studies West Chester University.

Donald McCown, Ph.D., is assistant professor of health, director of the minor in contemplative studies, and co-director

tor of the center for contemplative studies at West Chester University of Pennsylvania. He is author of *The Ethical Space of Mindfulness in Clinical Practice*, and primary author of *Teaching Mindfulness* and *New World Mindfulness*.

27.

Writing and Re-seeing: A Contemplative Approach to Essay Revision

Grace Wetzel

Assistant Professor, English, St. Joseph's University

This poster presentation will explore the integration of yoga, meditation, and essay revision in two First-Year English classes. Meditation-based contemplative pedagogy not only enhances student motivation to revise, but encourages more sophisticated rhetorical analysis—particularly through the contemplation of sociopolitical dynamics accompanying difference that often uphold systemic inequalities. This presentation will highlight student revision of a major essay assignment—a rhetorical analysis of a 19th-century text addressing woman's rights (options included Frances Watkins Harper's "We Are All Bound Up Together" (1866) and *The U.S.A. v. Susan B. Anthony* (1873) among others). Meditation, combined with yoga and freewriting, promoted more engaged and meaningful analysis of how marginalized writers used rhetoric as a tool of resistance. I will also examine a second assignment—a rhetorical analysis of a recent op-ed on homelessness, capital punishment, or police-community relations—that helped students both deepen close readings and more fully contemplate contemporary social justice issues.

Grace Wetzel is an Assistant Professor of English at St. Joseph's University. Her interests include women's rhetorical history, civic outreach, and contemplative pedagogy. She is currently developing a book project on nineteenth-century women's journalism and an article exploring the use of yoga and meditation in First-Year English revision workshops.

28.

Learning to be Present: A Mindfulness Training for Student Clinicians

Roxanne Stoehr

Instructor/Clinical Supervisor, Health and Human Science, Southeastern Louisiana University

Mindfulness training was implemented in a university speech-language-hearing clinic. One graduate student and six undergraduate students were lead in a meditation exercise at the beginning of each weekly clinical staffing. Students were encouraged to employ the meditation practice throughout the week. In additions, the students were asked to write personal clinical objectives to focus on such areas as increasing mindfulness, awareness, attention, compassion, wellness and health, etc. The students were asked to reflect on practices implemented at the end of the semester. Specifics concerning the mindfulness training will be presented and anonymously submitted feedback from the student clinicians will be shared during this poster presentation.

Roxanne Wright Stoehr is a speech-language pathologist and instructor at Southeastern Louisiana University in the Communication Sciences and Disorders program. She has practiced meditation and other contemplative practices for many years and delights in sharing her practices. She is a co-founder of Southeastern's recently established Peace and Purpose mindfulness initiative.

29.

Developing Mindful Dispositions in Teacher Candidates

Danette Day

Assistant Professor, Education, Fitchburg State University

Teachers must acquire the appropriate knowledge, skills and dispositions to effectively educate diverse learners and to meet the challenges of the teaching profession in the current standards-based, school culture and climate. Learn how, and why, one teacher educator seeks to prepare teacher candidates to become reflective school leaders with mindful dispositions.

Danette Day, Ed.D., is an educator and scholar with a twenty-four year career in public, private, charter and innovation school education who exhibits strong leadership and communication skills. She is also a social justice proponent, life-long learner, and an outstanding role model committed to the preparation of reflective teachers and administrators.

30.

Metacognition and Mindful Dialogue as a Bridge Across Cultural Difference

Wiley Davi

Associate Professor and Chair, English and Media Studies, Bentley University

Mark Orrs

Professor of Practice, Political Science; Director, Sustainable Development Program, Lehigh University

Higher Education offers fertile ground for students to develop the skills needed to recognize, create and sustain just communities. In our classrooms, we emphasize the role of mindfulness through metacognition (thinking about one’s own thinking), reflection and discussion. We see these as ways to improve interpersonal communication across boundaries/differences—something much needed in today’s world as we strive for justice where it is lacking, oftentimes on our very own campuses. This poster presentation provides ways to teach students how to be able to negotiate boundaries and privilege in different settings by emphasizing development of the intra-personal in order to be more effective inter-personally. That intrapersonal communication, we argue, takes the form of metacognition and reflection. By building mindfulness into our courses, we have found that as Sharon Salzberg writes, “Mindfulness helps us get better at seeing the difference between what’s happening and the stories we tell ourselves about what’s happening, stories that get in the way of direct experience.”

Wiley C. Davi is Associate Professor and Chair of the English and Media Studies Department at Bentley University in Waltham, Massachusetts. She has published articles on race and critical thinking in the classroom, and she has published on service-learning in the composition classroom.

Mark Orrs is Professor of Practice in Political Science and Director of the Sustainable Development Program at Lehigh University.

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31.

Making Peace with Conflict: Mentors & Mediators Building Just Communities

David O’Malley

Associate Professor, Social Work, Bridgewater State University

Shan Mohammed

Associate Clinical Professor, Health Sciences, Northeastern University

Beth O’Malley

Dean of the Chapel, Hood College

How are the institutions of higher education that we represent or connect with cultivating leadership to effectively engage, manage and if needed, resolve conflict? This interactive session seeks to courageously and proactively acknowledge conflict that exists in educational institutions and communities in which we learn, live and work. Conflict need not always be negative, but is a part of human nature and community that can hopefully be managed and directed toward good outcome. The roles, knowledge and skills of mentors and mediators are assets that many of us have benefitted from in formal and informal structures and practices in our personal and institutional lives. How can we be intentional in developing and supporting such structures and practices for ourselves, our students, our colleagues and our community partners? We believe that contemplative practices can help to imagine, plan, implement and embody the knowledge, skills and spirit to build just communities.

David O’Malley is a social work educator with two decades of experience learning from individuals, groups, communities and campus collaborations addressing issues of discrimination, inequality and social justice. Glad not yet to be an expert, he relishes the journey of failures, small successes and discovery in collaboration with others.

Shan Mohammed has been a public health educator/family physician for two decades. He leads a master of public health program working with a diverse group of students, community members and colleagues. Shan seeks to integrate his contemplative side as an artist in addressing the administrative elements of his work life.

Beth O’Malley is a college chaplain who has worked in interreligious endeavors for two decades. She enjoys learning from people of differing philosophical, religious, social, cultural and political backgrounds to find common ground and purpose in creating communities where justice is both discussed and embodied in their collective lives.

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32.

Impact of Mindfulness-Based Interventions on K-12 Teacher Professional Development

Molly Dunn Deeley

Ph.D. Candidate, Education: Teaching, Learning, Policy, and Leadership, University of Maryland

K-12 teachers face an array of stressors on a daily basis. These stressors range from local issues with students, parents, and administrators to state and federal concerns involving district-mandated curricula and testing protocols. Surveys indicate that K-12 teachers report experiencing moderate to high levels of stress, and ample evidence documents the causes and consequences of stress in teaching (Montgomery & Rupp, 2005). Despite the laundry list of stressors teachers face, they are provided few resources with which to alleviate their daily concerns (Meiklejohn et al., 2012).

Mindfulness practices may be one way in which teachers alleviate school stressors. In the last decade, interest around mindfulness in schools has grown, with theory, practice, interventions, and conferences proliferating (Zenner, Herrnleben-Kurz, and Walach, 2014). However, research in the area of teacher mindfulness in particular is in its infancy. In this literature review, I examine the growing field of teacher-based mindfulness interventions to analyze the interventions' impact upon teacher professional development and community.

Molly Dunn Deeley is a Ph.D. candidate in the Department of Education (Teaching, Learning, Policy, and Leadership) at the University of Maryland. Her research interests include the use of mindfulness in education, relational trust within schools, and non-traditional forms of professional development for teachers.

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33.

Compassionate Community Building: The Role of the University

Jesse Goldman

Undergraduate Student - Senior, Political Science, University of North Carolina Asheville

This poster will look specifically at UNC Asheville and the ways in which mindfulness and contemplative practices have successfully formed and connected communities, both within our campus and beyond. By exploring specific UNCA initiatives such as our contemplative practice learn-

ing circle for faculty, our student-led mindfulness club, and our annual Creating a Mindful Campus Conference, we will attempt to better understand the purpose and place of Universities within the broader context of society. Through guided dialogue and open inquiry we will explore institutions, structures, systems, and best practices for supporting the growth of contemplative community building.

Jesse Goldman is a Political Science major at UNC Asheville. He founded UNCA's mindfulness club at the end of his freshman year after developing his own daily mindfulness practice. Jesse is also the founder of Slack-Librium LLC, teaching slacklining and mindfulness workshops at schools and events across the country.

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34.

Walking Mindfully with Middle Schoolers: Developing an After-School Slacklining Curriculum

Jesse Goldman

Undergraduate Student - Senior, Political Science, University of North Carolina Asheville

This poster explores the creation and facilitation of a bi-weekly afterschool program in slacklining and mindfulness taking place at Asheville Middle School. Slacklining is a newly emerging sport that involves learning to balance on a dynamic piece of webbing that is tensioned between two points. Once balance is achieved, various tricks and static poses can be incorporated. Slacklining requires one-pointed focus and a seamless connection between body and mind, essentially making the sport a physical mindfulness practice. This poster details the program objectives, some of the activities I facilitated, and results measured both anecdotally and with pre and post surveys. This poster will specifically explore the ways in which slacklining and contemplative practices have been used to build and strengthen community at Asheville Middle School as well as form connections with UNC Asheville.

Jesse Goldman is a Political Science major at UNC Asheville. He founded UNCA's mindfulness club at the end of his freshman year after developing his own daily mindfulness practice. Jesse is also the founder of Slack-Librium LLC, teaching slacklining and mindfulness workshops at schools and events across the country.

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35.

Manifesting Beloved Community: The MEME as Symbolic Representation of Caring

Christine Berding

Assistant Professor, Nursing, University of West Georgia

Sharon Ann Cumbie

Professor, Nursing, University of West Georgia

This inquiry explores the curious phenomena of the creation of a faculty MEME by nursing students as a symbolic representation of encouragement. It is a story of a cohort of undergraduate students demonstrating failure to thrive in a nursing academic environment. The serendipitous effect of their transformation through contemplative approaches resulted in a virtual caring relationship between the faculty member and students, creating a beloved community in which all flourished.

Phenomenography is a qualitative methodology for mapping different ways in which people experience, conceptualize, perceive, and understand various aspects of phenomena in the world around them. The method was employed to discover the architecture of participants' understanding and meaning of the lived experience of the MEME as a symbolic representation of caring. Through this shared meaning, the students' use of the MEME became central to the emergence of courage and connection that helped them to thrive within challenging circumstances.

Dr. Christine Berding is an Assistant Professor of Nursing at the University of West Georgia. Her research interests focus on the transformation of nursing education through the discovery and use of contemplative pedagogy to cultivate connectedness and caring between and among nursing students and faculty.

Dr. Sharon Cumbie is a Professor of Nursing at University of West Georgia. A mental health provider, her specialty area is women & children survivors of domestic violence, using art and story as central contemplative approaches to therapeutic engagement. She is currently using heuristic-narrative qualitative methods to explore self-discovery phenomena.

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36.

The Five Dimensions of Engaged Teaching: A Window into Anti-Oppression Content and Pedagogy

Elizabeth Dorman

Assistant Professor, Teacher Education, Fort Lewis College

This poster shares the results of a pilot study investigating the ways in which the five dimensions of engaged teaching (Weaver & Wilding, 2013) were used to help college students access and process the anti-oppression content of a pre-service teacher education course called "Instructional Equality." The five dimensions of engaged teaching include cultivating an open heart; engaging the self-observer; being present; establishing respectful boundaries; and developing emotional capacity. Data sources for this Scholarship of Teaching and Learning inquiry include voluntary semi-structured interviews with former students in this course; student writing and speech from the course; and instructor-created artifacts such as lesson plans and teaching reflections. Initial analysis suggests that the dimensions of being present, engaging the self-observer, and cultivating an open heart were especially important for allowing students to recognize and respond to the emotions they experienced when working with anti-oppression content. The five dimensions were especially helpful for accessing and processing content about privilege, race, and racism. More detailed results and implications will be shared in the poster presentation.

Dr. Elizabeth Hope (Beth) Dorman is Assistant Professor of Teacher Education at Fort Lewis College, a public liberal arts college in Durango, Colorado, where she teaches graduate and undergraduate students. She is interested in the effects of mindfulness and contemplative practices and pedagogies on teacher development of social-emotional competence, particularly in diverse contexts and courses that address multicultural perspectives and equity issues.

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37.

Deep Listening, Authentic Dialogue: An (Inter) Connected Approach to Teacher Education

Tami Augustine

Clinical Assistant Professor, Social Studies and Middle Childhood Education, Ohio State University

This presentation is based on findings from a study involving middle childhood social studies teacher candidates

who, through various practices, differentiated between listening and deep listening, as well as dialogue and authentic dialogue as a way to develop as more open-minded, empathetic individuals who recognize the interconnectedness of the global community. Using various discussion strategies during class sessions, the teacher candidates determined the importance of deep listening and authentic dialogue to develop skills to participate in a democratic society, as well as honor the diverse perspectives of that society. An integral aspect of developing the skills necessary for deep listening and authentic dialogue was the role of online discussion, which decentered the role of the course instructor and encouraged risk-taking, critical thinking, and questioning, while simultaneously permitting teacher candidates to reflect upon their teaching and beliefs.

Tami Augustine is a Clinical Assistant Professor of Social Studies and Middle Childhood Education at Ohio State University. Her research focuses on social studies teacher education, the intersection of spiritual pedagogy and critical global education, and contemplative practices in teaching and learning. Tami recently co-edited *Research in Global Citizenship Education*.

38.

Cultivating Body Wisdom in a Critical Cultural Competence Course

Terri Karis

Professor, Human Development and Family Studies, University of Wisconsin-Stout

This poster highlights preliminary findings from a Scholarship of Teaching and Learning study of students' experiences of contemplative practices, including guided meditations and Interplay© forms. Using movement, voice, story, stillness and noticing, Interplay is "a global social movement dedicated to ease, connection, human sustainability and play" and an "active creative way to unlock the wisdom of the body." <http://interplay.org/index.cfm/go/home:home/>

My purpose was to cultivate presence, openness, and adaptability, and support empathy, inclusion, and acceptance of difference, all skills essential for critical cultural competence. After in-class experiences students used mindfulness skills to write reflections, which provided the foundation for a Body Wisdom Reflection assignment. These assignments provide the data for this study.

Terri Karis, Ph.D. is Professor in the Couple and Family Therapy Program and Department of Human Development and Family Studies at the University of Wisconsin-Stout. Her scholarly interests include how students learn about race. Licensed as a family therapist and a psychologist, Terri maintains a clinical practice in Minneapolis.

39.

Mindfulness Practicum Student Reflection Essays and Poems

Tracy Chang

Associate Professor, Labor Studies and Employment Relations, Rutgers University

The session will describe how a "Mindfulness Practicum" was incorporated into an Organizational Behavior course and present the themes of students learning through their reflection essays and poems.

Dr. Tracy F. H. Chang is an Associate Professor in the Department of Labor Studies and Employment Relation, School of Management and Labor Relations at Rutgers University. She is a Mindfulness-Based Stress Reduction teacher in training and incorporates mindfulness practice into her teaching of Organizational Behavior.

40.

The Cultural Adaptation of Mindfulness-Based Stress Reduction (MBSR) in the African American Community

Deanna Hall

MSW Student, Chicago State University

Problem: Mindfulness has emerged as an evidenced based intervention in mainstream society with the development of Mindfulness-Based Stress Reduction (MBSR). The efficacy of MBSR in the clinical field is well documented. However, we know less about the cultural and contextual adaptation of MBSR, particularly for communities that are disproportionately impacted by stress influenced illnesses and interpersonal violence.

Evidence: Research has documented that MBSR is not accessible to the African American community in terms of cost and geographic location (Blum, 2014). Thus, there are barriers to participation among this population. In

addition, with the cultural adaptation of MBSR for western culture, important components may have been excluded, modified, or minimized. Research shows that these components are culturally congruent to practices in the African American community (Blum, 2014).

Purpose: The purpose of this study is to review what factors one might consider in the cultural adaptation of MBSR in African American communities.

DeAnna Hall is a recent graduate from the Masters in Social Work Program at Chicago State University. Ms. Hall is currently acting as a research assistant for NIH funded grant that is examining the role that MBSR plays in reducing burnout and compassion fatigue among case managers. Her aims are to develop mindfulness training programs that are accessible and affordable to all, specifically, members of marginalized and oppressed communities. She has presented her research to the National Association of Black Social Workers and is approved to be a co-presenter at the National Association of Social Workers (NASW) annual conference.

41.

Advancing Social and Environmental Justice through Contemplative Practice

Dena R. Samuels

Assistant Professor, Women’s & Ethnic Studies, University of Colorado – Colorado Springs

Taking action is critical for the advancement of social and environmental justice. Action, however, is unlikely without the motivation prompted by self-reflection and awareness of the larger problem of social inequities and injustices. The Practice is a framework for understanding these pernicious problems that are rooted in a legacy of abused power and domination, and offers contemplative practices for transforming suffering in ourselves, in our relationships, and in the planet. The Practice is based on many ancient teachings that have been shared by Thich Nhat Hanh, Eckhart Tolle, Wayne Dyer, Gary Holthaus, Byron Katie, Baron Baptiste, Deepak Chopra, among many others. It allows us to live healthy, culturally inclusive lives filled with connectedness, meaning and purpose.

Dena R. Samuels, Ph.D. is Assistant Professor in Women’s & Ethnic Studies at the University of Colorado – Colorado Springs (UCCS), and received the university’s Outstanding Instructor Award. As Director of UCCS’ Matrix Center

for the Advancement of Social Equity and Inclusion and through her consulting firm: Dena Samuels Consulting, she provides seminars and consultation on the processes of building inclusiveness. Samuels’ latest book, *The Culturally Inclusive Educator: Preparing for a Multicultural World* (Teachers College Press, 2014) offers transformative strategies for building cultural inclusiveness. She also serves as a culturally inclusive, trauma-sensitive yoga instructor in a locally owned donation-based studio.

42.

A Contemplative School Leadership Growth Arc Protocol: Three Thomas Merton Poems as Bibliotherapy

Tom A. Stewart

Associate Professor of Educational Administration, Leadership & Research, Western Kentucky University

Merton (1957) organized the poetry collection *The Strange Islands* into three distinct parts. Selected poems from this collection can also be used to illustrate and foster a contemplative school leadership growth arc (in three stages) and form a coaching protocol to aid and foster the school leader’s personal and professional growth. This poster illustrates how three of the poems demonstrate 1) a new school leader’s outward fearlessness or hubris (“How to Enter a Big City”), 2) the leader’s growing reflective decision-making process (“Whether There is Enjoyment in Bitterness), and 3) the self-actualized school leader’s acknowledgment and honoring of a healthy leadership style’s emotional aspects (“In Silence”).

The poster’s theoretical model explicitly addresses the theme of the Seventh Annual Conference of the Association for Contemplative Mind in Higher Education by demonstrating Thomas Merton’s continued impact on a just, equitable, and healthy society and communities (specifically, here, school communities).

Dr. Tom Stewart is an Associate Professor of Educational Administration, Leadership, & Research at Western Kentucky University in Bowling Green, KY and co-founder of Contemplative Learning Solutions Educational Consulting. His research interests include reflective practice for school leaders and teachers, contemplative leadership, and using the Enneagram to improve and enhance workplace interactions.

PARALLEL PRESENTATION ABSTRACTS

Listed in order by session.

Parallel Session 1

Friday, October 9th, 11:35 am –12:35 pm
Blackburn Center

Session #101
60-Minute Interactive
Gallery Lounge

Integrating the Contemplative at a Multi-Dimensional Institution: Journey Toward an Undivided Self, Campus, and City

Michelle Chatman

Assistant Professor, Division of Social and Behavioral Sciences, University of the District of Columbia

Amanda Huron

Assistant Professor of Interdisciplinary Social Sciences, University of the District of Columbia

Mchezaji “Che” Axum

Director, Center for Urban Agriculture and Gardening Education, University of the District of Columbia

Carl Moore

Interim Director, UDC Research Academy for Integrated Learning, University of the District of Columbia

The University of the District of Columbia (UDC) is the only institution of public higher education in the nation’s capital. The institution is one with multiple identities: public, urban, land-grant, and HBCU; and an equally diverse student population. UDC has a critical role to play in Washington, D.C. as a whole -- a highly divided city of ever-widening income and wealth gaps, with strong tensions over gentrification and inequality. How can contemplative practices be used to deeply engage some of these issues -- and even bring together a deeply divided city? In this session, UDC faculty will share their journey of attending to the soul of their institution, and the city at large, through the infusion of contemplative practice into pedagogy, campus culture, and social justice activism. Palmer (2009) writes of the undivided life as one whose soul has been restored. Together, UDC faculty, staff and students are launching a journey of restoration, towards an undivided campus.

Michelle Chatman, Ph.D., is an Anthropologist and Assis-

tant Professor in the Criminal Justice Program where she teaches courses on Ethnography, Youth Development, and Cultural Diversity and Social Justice. Her research interests include urban inequality and well-being, African Diasporic communities, and women’s health. She is Faculty Leader of the Initiative in Civic Engagement and Equity (ICE-E), which promotes civic engagement, community service, and social justice activism on campus.

Amanda Huron, Ph.D., is an Assistant Professor of Interdisciplinary Social Sciences. She teaches courses on GIS mapping, DC History, and Cultural Geography.

Mchezaji “Che” Axum (Agronomist) is the Director of the Center for Urban Agriculture and Gardening Education in the College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES) at the University of the District of Columbia (UDC). Mr. Axum leads a team of researchers at the Muirkirk Research Farm in Beltsville, MD and oversees UDC’s Master Gardening, Specialty and Ethnic Crops and Urban Forestry programs.

Carl Moore, Ph.D., is Interim Director of the UDC Research Academy for Integrated Learning. Dr. Moore oversees faculty development initiatives at UDC, including online certification programs and traditional instruction.

Session #102
60-Minute Interactive
Ballroom East

I-Thou Storying: Sacred Listening to Bridge Cultural Divide

Theresa Dolson

Manager of Community-Based Learning, Center for Civic Engagement, University of Richmond

In “Story as a way of Knowing,” author Kevin Bradt revives the concept of storytelling as a two-way act, as much listener as teller. Great thinkers like Martin Buber have written about the power of deep listening which involves mutual vulnerability. Can we consider such listening as a contemplative pedagogy? Students in my class, “Storytelling, Identity and Social Change,” practice deep reciprocal listening (or, as Bradt calls it, “Storying”) as a way of mentoring juveniles incarcerated in a correctional facility. In this

interactive session, we will experience Storying together, and then discuss this community-based learning project as a contemplative pedagogy. We will consider the impact of this activity on the college students and the incarcerated youth, and ask hard questions about the implications for social justice.

Theresa (Terry) Dolson is the Program Manager for Community-based Learning in the Bonner Center for Civic Engagement at the University of Richmond. She imagines with faculty how they and their students could interact in the community around campus to cultivate deep learning.

Session #103
60-Minute Interactive
Hilltop Lounge

**Social Justice and the Beloved Community:
The Letter From a Birmingham Jail**

Victor Goode
Associate Professor of Law, CUNY School of Law

Jeanne Anselmo
Holistic Nurse; co-Founder, CUNY School of Law meditation program

Alizabeth Newman
Professor and Director, Community Legal Resource Network, CUNY School of Law

In our Contemplative Practice and the Law course we combine the contemplative perspective with the social justice mission of the school. One of several interactive classes involves using the Lectio Divina method of collectively reading a text aloud and then meditating on its meaning. Over the years we have found Dr. Martin Luther King Jr.'s *Letter From a Birmingham Jail* especially effective in combining contemplative values and ideas with social activism, movements for social justice and reflecting on one's place in pursuing justice in an unjust world.

We read the letter out loud, with each participant reading a sentence until the group has completed the text. Each voice is heard and resonates with a different cadence. King writes to his fellow ministers and raises profound questions of law, morality and justice. These topics are part of every law student's course of study, but we add a contemplative dimension and meditative perspective with this exercise.

Jeanne Anselmo is a holistic nurse and was a founder of the meditation program at CUNY Law School.

Victor Goode was a co-founder of the Contemplative Practice and the Law class taught at CUNY Law School for the last seven years.

Alizabeth Newman is the Director of Immigrant Initiatives and Clinical Professor at CUNY School of Law where she focuses on innovative models for collaboration with immigrant community organizations.

Session #104
60-minute Practice
Room 150

**Investigating Suffering Contemplatively:
A New Model for Action Research**

John Baugher
Associate Professor, Sociology, Goucher College

Consideration of the power of contemplative practice in higher education has focused largely on teaching (e.g., contemplative pedagogy), and to a lesser extent service (e.g., campus mindfulness groups and other health initiatives). How might contemplative approaches reshape our engagement in scholarly research? This 60-minute interactive session will explore how a contemplative approach to the practice of social scientific research could help us better apprehend our interdependence and more deeply live into the values of compassion, inclusion, and social justice.

The session will draw on the presenter's recent research on a hospice program in a maximum security prison to illustrate how dialogic and other compassion practices expressed in the context of qualitative interviewing could be skillful means for restoring the most marginalized persons to the as-yet-to-be-realized beloved community of the free. This project illustrates the power of researching across difference and out of the place of one's own suffering.

John Eric Baugher recently joined the faculty at Goucher College as Associate Professor of Sociology. Before coming to Goucher, he served as Director of Research at the Maine Hospice Council and Center for End-of-Life Care, was Associate Director for Contemplative Learning at UVA (Fall 2014), and taught contemplative courses for many years at the University of Southern Maine where he was Associate Professor until 2014.

Session #105
60-Minute Practice
Blackburn Forum

Improvisational Arts for Multicultural, Just Community Building: Honoring Individual Uniquenesses

Yuri Yamamoto

Adjunct Staff Accompanist, Communication and the Performing Arts, Meredith College

Creating just communities starts from examining one's own biases and understanding other people's stories. Doing this work alone can be difficult particularly for members of the majority who conceive their shared cultural practices and stories are the norm. Minorities, in contrast, often feel that their voices are not heard. Intentionally multicultural communities whose purpose is to engage in honest dialogues are needed to share experiences with each other and to build alliances for doing justice work. Collaborative arts can facilitate heartfelt story sharing and enhance bonds in such a community. Free improvisation honoring individual uniquenesses, in particular, may work as a powerful tool for building multicultural, just communities because, unlike many other art forms that are bound by a narrow cultural context or skill requirements, it celebrates individual styles of expression. Yamamoto will lead activities among the participants and share stories from her recent projects. Bring your own creative tools!

Yuri Yamamoto is a multifaceted musician and a facilitator. She uses improvisational arts for building multicultural communities committed to deeper connection. Yuri is Adjunct Staff Accompanist at Meredith College, Music Director at the Unitarian Universalist Fellowship of Raleigh, and has a Ph.D. in Genetics.

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Session #106
60-Minute Interactive
Room 148

The Act of Becoming: Finding Your Bigger Game

Velma Cobb

Director/Associate Professor, Equity Assistance Center, Touro College

We each strive for a balance of life energies to becoming our best self, alongside the constant tension that seems to position life in dualities...self and other; the known and unknown; control and vulnerability; judgement and ac-

ceptance; and stasis and change. Contemplative practices have brought us closer to our values, beliefs, and what has meaning to us. This deep, inner awareness allows us to see the non-duality of life and the interdependence of self, in relationship with others and our surrounding context. Who we are cannot be separated from the context in which we live...our family, our work, our community, and the world in which we live. This intersection of inward and outward focus is at the center of this workshop. A Bigger Game (BG) is a contemplative tool, organized in the format of a game board that allows participants to explore, reflect, and embody the paradoxical dance of becoming in context.

Velma L. Cobb (Ed.D, CPCC, ACC) directs the Touro College Region II Equity Assistance Center (EAC) and is an Associate Professor in the Graduate School of Education. A certified leadership coach; trained Leadership Circle Profile and Culture Survey practitioner; and a licensed Bigger Game trainer, she works to ensure educational equity.

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Session #107
60-Minute Interactive
Digital Auditorium

Progressive Integral Education

David Forbes

Associate Professor, School Psychology, Counseling, and Leadership, Brooklyn College and the Graduate Center/CUNY

Do contemplative practices in education promote accommodation and adjustment—or transformation, social justice, and genuine community? Are we understanding, discussing, and challenging the neoliberal “reform” agenda, competitive and individualistic capitalist relations and structures, differing levels of personal and cultural development, and multicultural relativism? I will present an Integral approach which I teach to school counseling and education students. Students are encouraged to see, study, question, and act on the sources of stress, using mindfulness within a social justice context of experiencing and working toward universal educational equality. This approach critically employs and contextualizes mindfulness practices in schools to promote healthy and socially equitable cultural relations and systems for optimal universal development. The aim is to critically think about how mindfulness in counseling and education is used and to develop a more comprehensive approach in accord with the commitment to individual growth and universal social justice rather than just personal adjustment.

David Forbes teaches School Counseling at Brooklyn College and Integral Urban Education in the CUNY Graduate Center Urban Education program. He wrote the book *Boyz 2 Buddhas*, was a co-recipient of a program fellowship from the Center for Contemplative Mind in Society in 2005, and wrote "Occupy Mindfulness" (online).

Karen Arnold is Associate Professor of Educational Leadership and Higher Education at Boston College. I study the connections between education and adult life. Her research follows "best case" groups of students across the transitions from high school to college to career: high school valedictorians, Rhodes Scholars, and low income students of color from innovative high schools.

Session #108
60-Minute Interactive
Reading Lounge

Tikkun Olam: Jewish and Contemplative Practices to Repair the World

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

Rabbi Shirley Idelson
Dean, Hebrew Union College - Jewish Institute of Religion

Karen Arnold
Associate Professor, Educational Leadership and Higher Education, Boston College

Rabbi Danielle Stillman
Director of Student Life, Lehigh University

Rabbi Shirley Idelson, Ph.D., is Dean of HUC-JIR. Following her ordination from HUC-JIR/New York in 1991, she served at Vassar College as the Director of Religious Activities and Chaplaincy Services; campus rabbi at Carleton College; and Associate for Jewish Life at Macalester College.

Rabbi Danielle Stillman, director of student life at Lehigh University, holds a Masters of Theological Studies from Harvard University's Divinity School. She was ordained in 2009 at the Reconstructionist Rabbinical College.

Traditionally, Jews are given the responsibility to help repair a broken world. Acts of tikkun olam focus on the world without, addressing a wide range of social, environmental, economic and other issues; the world within, healing one's own broken heart, cultivating compassion towards one's self and others; and the world beyond, working toward bringing about an end to God's exile from God's self. In this session, four educators will offer several Jewish contemplative practices used in various areas of college and university life. The exercises will include a contemplative d'var Torah (teaching of a passage from Torah), the chanting of niggunim (wordless Hasidic melodies), and hevruta study (dialogic learning in pairs). The presenters include a dean at Hebrew Union College-Jewish Institute of Religion, a Hillel director and associate campus chaplain at Lehigh University, and faculty members at Boston College and UNC Asheville. All four presenters recently completed the Jewish Mindfulness Teacher Training Program.

Richard Chess is the Roy Carroll Professor of Honors Arts & Sciences at UNC Asheville. He directs UNC Asheville's Center for Jewish Studies. He is a regular contributor to "Good Letters," the blog hosted by the literary and arts journal *IMAGE: Art, Faith, Mystery*. He has published three books of poetry.

Parallel Session 2

Friday, October 9th, 2:40–3:40 pm
Blackburn Center

Session #201
60-min Practice
Room 150

Prison Education, Embodied Writing, and the Cultivation of Empathy

Anita Chari

Assistant Professor, Political Science, University of Oregon

In this session, I will introduce practices and concepts that I have used in the context of prison education work that I do at Oregon State Penitentiary and the University of Oregon. Participants will have the opportunity to experience embodied writing practices that I have used in the context of a class called “Autobiography as Political Agency.” I use somatic practices to cultivate empathy, attunement, nervous system regulation, and trust among students in the class. The practices I make use of come primarily from two forms 1) Continuum Movement, and 2) Biodynamic Craniosacral Therapy. I have adapted these somatic practices in the service of creating an environment where students are invited to come into a deeper level of embodiment while crafting autobiographies that traverse the personal, the political, and the social. Issues of diversity, community-building, race, gender, attunement, and empathy will be addressed in the context of this 60-minute practice session. These practices may be relevant for those teaching in a variety of fields.

Anita Chari is a writer, musician, and political theorist based in Eugene, Oregon. She is Assistant Professor of Political Science at the University of Oregon.

Session #202
60-Minute Interactive
Room 148

How Contemplative Writing Practices Enable “Writing for Social Justice”

Beth Godbee

Assistant Professor, English, Marquette University

This session describes and shares contemplative practices

used in a community-based writing course, “Writing for Social Justice,” which involves students in creating educational and promotional videos for our local YWCA’s Racial Justice Program. While engaging students in writing in the world (with real purpose, for a real audience), this course also considers the impact of writing, literacy, and rhetoric on the world: on changing ourselves, others, and institutions. To achieve this goal, contemplative practices are used for explicit and ongoing intrapersonal inquiry (or self-work) alongside interpersonal interactions (work-with-others) and institutional change (work-within-institutions). Contemplative practices can help us identify and act critically within and across these three spheres of relations: intrapersonal, interpersonal, and institutional. Further, contemplative writing practices (e.g., journaling, text rendering, identifying one’s identity memberships, and completing social identity wheels) can help us slow down for greater intentionality, explicit attention to power-privilege-prejudice, and commitment-based writing to act on and in the world.

Assistant Professor of English at Marquette University, Beth Godbee studies power, writers’ agency and rights, cross-status relationships, and relational communication—toward identifying how we might enact more equitable relations. Beth has published in *Research in the Teaching of English*, *Community Literacy Journal*, and *Feminist Teacher*, among other sources.

Session #203
60-Minute Interactive
Ballroom West

Creating the Beloved Community through Faculty of Color Retreats

Veta Goler

Co-Director, Teaching Resource and Research Center; Associate Professor of Dance, Spelman College

The important work of educating young people places intense, multi-faceted demands on college professors. These demands are magnified for faculty of color at predominantly white institutions (PWIs), who face additional stressors, among them a sense of isolation, the need to justify their research interests, and other ways that their race and/or culture are devalued or are invisible in the academy. They are also magnified for faculty at historically black colleges and universities (HBCUs), where resources are often limited. At Spelman College, I have offered six daylong retreats based in the work of Parker J. Palmer, in which faculty of color at PWIs and HBCUs have been able to pause and

reflect for personal and professional development. In *Creating the Beloved Community through Faculty of Color Retreats*, I will share experiences from these retreats and lead a discussion about how such efforts can contribute to creating just communities.

Veta Goler is Co-Director of the Teaching Resource and Research Center and Associate Professor of Dance at Spelman College. A dance historian and former modern dancer, Veta’s research and teaching interests include black women choreographers and contemplative practices in education and work. She is a national Courage and Renewal facilitator.

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Session #204
60-Minute Interactive
Digital Auditorium

Healing Ourselves, Our Schools & Our Communities: Equity, Contemplative Education & Transformation

Terry Murray
Associate Professor, Education, State University of New York New Paltz

B Grace Bullock
Founding Director and Principal Research & Program Evaluation Consultant, International Science and Education Alliance

Adi Flesher
Former Director, Contemplative Teaching and Learning Initiative, Garrison Institute

Sheryl Petty
Principal, Annenberg Institute for School Reform, Brown University

Rona Wilensky
Director of Mindfulness Projects, PassageWorks Institute

In our work in higher education, we encounter varying degrees of individual and collective stress, suffering, and trauma. Because these forces are often nested in institutional, social and cultural systems of inequity, privilege and marginalization, a contemplative approach to change alone is not sufficient to heal these internal and external divides.

This session will build on the work of 21 scholars and practitioners who recently gathered at Garrison Institute to explore this pressing issue and devise healing, transformative responses. It will explore approaches to meeting these

challenges with courage, clarity and compassion through the integration of three sets of intersecting sets of theory: contemplative education, multicultural education and social justice/equity work.

The session facilitators will describe the processes and outcomes of their collective work and engage the group in continuing to refine a strategic approach to forging what can be described as culturally responsive contemplative activism or an engaged contemplative pedagogy.

Terry Murray, PhD, is an Associate Professor in the Humanistic/Multicultural Education Program at SUNY New Paltz. Terry’s scholarly work has focused on self-knowledge development, contemplative inquiry, and socially-engaged contemplative practices. Terry leads the Faculty/Staff Contemplative Group at SUNY New Paltz and is a co-founder of the SUNY Contemplative Network.

B Grace Bullock, PhD, is an intervention scientist, educator and Founding Director and Principal Research & Program Evaluation Consultant at the International Science and Education Alliance (ISAEA). She is a scientist-practitioner, author and mindfulness instructor who integrates evidence-based intervention with contemplative practices in her research, teaching and clinical work.

Adi Flesher, MEd, is former Director of the Garrison Institute’s Contemplative Teaching and Learning Initiative. Over the past five years, Adi has developed and run programs geared towards helping teens, young adults, and educators understand their own brains and minds in ways that promote curiosity, happiness and health.

Sheryl Petty, EdD, has worked in educational systems change and organizational development for 20 years. She is a national Educational Equity and Systems Change Consultant, an associate consultant with Movement Strategy Center and, most recently, a Principal for the Annenberg Institute for School Reform at Brown University.

Rona Wilensky is Director of Mindfulness Projects at PassageWorks Institute. Previously, Rona worked as an education policy analyst for the Governor of Colorado, the Education Commission of the States, and various education reform initiatives. She is a contributor to state and national conversations on high school reform through her essays in *Education Week*.

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Session #205
60-Minute Interactive
Gallery Lounge

Power of Reflection: Intersections of Social Identity, Prejudice & Privilege

Samantha Clifford

Coordinator of New Initiatives, Faculty Professional Development Program, Northern Arizona University

This hour-long session is highly interactive. We will examine how status is based on membership in certain social identity groups. Participants will complete a Social Identity Worksheet, and join in two activities that will foster reflection on privilege and oppression. Participants will engage in journaling to help acknowledge their positions in the social hierarchy and how this positionality affects interaction. The activities can be used with students to help raise awareness of the roles we occupy and can be built upon to foster diverse interactions. The first step in creating change and fostering more ethical, compassionate and socially just communities is to recognize our own role in perpetuating a social hierarchy where the power imbalance affords certain groups the ability to secure and maintain its advantages relative to those of others.

Samantha Clifford holds a B.S. in psychology, an M.A. in anthropology, and a Doctorate in education. Dr. Clifford's research includes qualitative inquiry into the attrition of Aboriginal university students; health issues of homeless youth in England; fostering reflexivity as a tool to reduce prejudice; and increasing student's intercultural interactions.

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Session #206
60-Minute Interactive
Reading Lounge

Holistic Engagement for Racial Justice: Inquire Within, Connect and Act

Loretta Pyles

Associate Professor, Social Welfare, State University of New York at Albany

Gwendolyn "Wendy" Adam

Associate Professor, Social Work, Central Connecticut State University

Coming face to face with racial injustice can overwhelm the body-mind-heart-spirit, rendering our ability to conscious-

ly communicate and act, ineffective. These challenges require that we reinvigorate community action by learning evolving skills, where contemplative and experiential approaches in the classroom create transformational impact for racial justice. Holistic Engagement (Pyles & Adam, 2015), defined as: an intentional practice of using the whole self to tune into and creatively respond within a dynamic, globalizing social work environment, is a lifelong practice, of developing a set of four skills: Presence with the Whole Self; Whole Self Inquiry; Empathic Connection; and, Compassionate Attention. Participants will practice these skills in consideration of issues of racialized police brutality and the Black Lives Matter movement. Through contemplative and experiential, and individual and collective learning, participants will immerse in holistic engagement methods, with the opportunity to inquire within, connect with others, and act, in service of racial justice.

Loretta Pyles, PhD, is Associate Professor at SUNY-Albany, an engaged scholar, and a yoga and meditation teacher. She is author of *Progressive Community Organizing: Reflective Practice in a Globalizing World*, 2nd ed. (Routledge, 2014) and co-editor of *Holistic Engagement: Transformative Social Work Education in 21st Century Social Work* (Oxford, 2015).

Gwendolyn "Wendy" Adam, PhD, MSW, LICSW is an Associate Professor at Central Connecticut State University. Through a variety of leadership roles in academia, federal government and community practice, Dr. Adam's efforts focus on cultivating engaged leadership, compassionate presence and innovative educational methods to engage the whole learner and the whole educator.

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Session #207
60-Minute Interactive
Blackburn Forum

Reversing Spiritual/Somatic Bypassing of Racism

Judith Simmer-Brown

Professor, Religious Studies, Naropa University

Carla Sherrell

Assistant Professor, Counseling & Psychology, Naropa University

Tommy Woon

Director of Diversity and Inclusion, Naropa University

While mindfulness may bring greater concentration, emotional balance, and productivity to students in the class-

room, there is a danger that mindfulness may unwittingly produce “spiritual bypassing” of personal and social issues. Contemplative studies may well be bypassing issues of social justice and racism in our university communities and our society. How do we as contemplative educators build on students’ greater presence and productivity to address the global issues that so need their attention and care? How especially can mindfulness bring a genuine life of interdependency across social identities and contemplative creativity to solve our greatest societal issues?

This interactive workshop will explore a biological heuristic to explain the somatic dynamics that can drive bypassing. Somatic Experiencing offers a powerful understanding and approach to mindfully learn to self-regulate and restore fresh perspective to issues like racism. Understanding this on an experiential, mindful level will suggest pedagogies that overcome bypassing.

Judith Simmer-Brown, Ph.D., is Distinguished Professor of Contemplative and Religious Studies at Naropa University. She serves on the steering committee of the American Academy of Religion’s Buddhist Contemplative Studies group. She is editor, with Fran Grace, of *Meditation and the Classroom: Contemplative Pedagogy for Religious Studies* (SUNY 2010).

Carla Sherrell, Assistant Professor in Naropa University’s Graduate School of Counseling & Psychology’s Somatic Counseling Psychology program, has been an educational leader for over 30 years as a counselor, teacher, and an/a equity/diversity facilitator and consultant. She earned her Doctor of Education in Leadership and Change from Fielding Graduate University. Carla is CEO of The Sum, a Colorado non-profit that supports educational institutions, other non-profits, and businesses in becoming inclusive communities across ethnic, racial, gender, sexual orientation, religious, and other sociocultural group affiliations.

Tommy Woon is Director of Diversity and Inclusion at Naropa University. He is on the Board of Directors of the Somatic Experiencing Trauma Institute, holds certification as a Compassion Cultivation Teacher from the Stanford Medical School, and educates to optimize anti-racism and social justice efforts through syncretic contemplative/somatic education. [Note: Tommy was unable to attend this conference]

Session #208
60-Minute Interactive
Hilltop Lounge

Challenging The Status Quo: Infusing the First Year Experience with Social Justice Perspectives

John Lawton
Coordinator, Office of Multicultural Affairs, Community College of Baltimore County

First year orientation programs have the potential to reinforce the status quo paradigm, or to cultivate new modes of understanding and critical perspectives. This session focuses on how to infuse the “first year experience” with social justice oriented themes by elucidating the limitations of orthodox teaching practices and curricula development. This presentation addresses the question, “what constitutes success?” from a new student perspective. Correspondingly, the utility of education will be discussed from a social justice perspective with an emphasis placed on the notion that academic success should be understood as synonymous with the development of one’s critical faculties and ability to recognize and counteract social injustices in American society and beyond. This session would be particularly well suited for faculty and staff who regularly interact with first-year (freshman) students inside and outside of the classroom.

John Lawton coordinates the Office of Multicultural Affairs at the Community College of Baltimore County. He possesses a Master of Arts degree in Political Science and a Bachelor’s degree in English. He teaches Political Science and Sociology, and seminars on social justice.

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Parallel Session 3

Friday, October 9th, 4:00 –5:00 pm
Blackburn Center

Session #301
60-Minute Practice
Gallery Lounge

The Discrimination Relay: A Mindful Exploration of Privilege, Oppression and Belonging

Terri Karis

Professor, Human Development and Family Studies,
University of Wisconsin-Stout

We all yearn for connection and social inclusion yet structures of privilege and oppression create obstacles to realizing the Beloved Community. This experiential workshop offers a participatory activity designed to make visible the interconnections between structures of privilege and oppression, individual responses to these structures, and our human needs for belonging and connection. The Discrimination Relay helps participants develop and deepen awareness of the limits of individualism, and reflect on the links between their own individual and interpersonal experiences and the structural and systemic aspects of privilege and oppression. Throughout the process we will practice mindful awareness of our responses to the relay, reflect together on what we are noticing and consider how this exploration might help us create the communities we'd like to be a part of. Participants will receive written instructions for implementing the discrimination relay.

Terri Karis, Ph.D. is Professor in the Couple and Family Therapy Program and Department of Human Development and Family Studies at the University of Wisconsin-Stout. Her scholarly interests include how students learn about race. Licensed as a family therapist and a psychologist, Terri maintains a clinical practice in Minneapolis.

Session #302
60-Minute Interactive
Room 150

Narrative Unity? Border Crossings between Indigenous Peoples, Academia and Government

Trudy Sable

Director, Gorsebrook Research Institute and Anthropology,
Saint Mary's University

This interactive presentation will draw on my twenty-five years of personal, cultural and societal border crossings between Indigenous peoples of Atlantic Canada (the earliest colonized peoples of Canada), and the academic and governmental institutions (the colonizers) that are now supposedly empowering or "helping" them to better their post-colonial lives. I will discuss finding the threads on which people can build dialogues across borders, while simultaneously bringing awareness to the conditions that keep inadvertently re-creating and perpetuating the social inequalities. Through interactive practices, we will contemplate the conditions where there can be true collaboration; for opening new and creative ways of knowing, and for relating beyond embedded assumptions about knowledge creation. How do we in empowering institutions reconcile and let go of the "we know best" attitude and ensure that historically marginalized people can take ownership and find dignity in their own wisdom and knowledge traditions?

Trudy Sable, Ph.D., Director of Aboriginal and Northern Research and Adjunct Professor of Anthropology, Saint Mary's University, has collaborated with Indigenous peoples developing community based programs and research projects for over twenty-five years, including for Aboriginal youth and women considered "at-risk." She has been leading meditation programs since 1978.

Session #303
60-Minute Interactive
Digital Auditorium

Improvisation, Consciousness, and Race: Jazz as Diagnostic and Transformative Agent

Ed Sarath

Professor of Music, Director Program in Creativity and Consciousness Studies, Music/Creativity and Consciousness Studies, University of Michigan

Jazz provides a uniquely fertile lens through which to examine the contemplative practice-race relationship. With a long legacy of leading innovators who have engaged significantly with contemplative disciplines, the idiom exemplifies capacities inherent in the arts to broach deeper and more expansive dimensions of consciousness through robust creativity as well as silent, interior methodologies. The African American roots of jazz make a consideration of these connections particularly timely given the newly recognized complexities of the overarching race conversation—or perhaps a sobering realization of the lack thereof—that have gripped our nation in recent months and years. In this talk, I examine the transformative potential of jazz through the lens of Integral Theory and show how the idiom’s capacity to transcend cultural/racial/gender and other boundaries in music has much to teach us about transcending these boundaries in education and life at large. I call attention to the marginalization of black music in the field of music studies as yet another instance of the need for robust conversation and activism, and where contemplative-based understanding and advocacy could yield significant results.

Ed Sarath is Professor of Music and Director, Program in Creativity and Consciousness Studies, at the University of Michigan. Active worldwide as performer, composer, author, and educational innovator. Founder and President of the International Society for Improvised Music. His most recent book is *Improvisation, Creativity, and Consciousness* (SUNY 2013), the first to apply principles of Integral Theory to music.

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Session #304
60-Minute Interactive
Blackburn Forum

Building Just Communities: Learning from Activists

James Rowe
Assistant Professor, Environmental Studies, University of Victoria

Leslie Booker
Director, Teacher Training, The Lineage Project

Brooke Lehman
Co-Founder, the Watershed Center

Embodied practices from singing and dancing, along with spiritual forms like prayer and ceremony, have been central to all successful social movements. But the integration of mind/body practices like meditation and yoga into secular

and multi-faith movements in the Euro-Americas, is a recent and growing trend. Several organizations are now focusing their efforts on the fold between subjective and social change. Rowe recently conducted interviews with leaders in the emerging “transformative movement-building” current, and will be sharing key lessons he has learned from front line activists. Both Leslie Booker from the Urban Sangha Project, and Brooke Lehman from the Watershed Center, played pivotal roles weaving meditation and yoga into the Occupy Wall Street explosion of 2011. They will share experiences from Occupy, along with lessons they are learning from current experiments at the intersection between subjective and structural change.

James Rowe is an Assistant Professor in the School of Environmental Studies at the University of Victoria. His writings on the application of contemplative practice to social change have appeared in *Waging Nonviolence*, *openDemocracy*, *New Politics*, and *The Arrow: A Journal of Wakeful Society, Culture, and Politics*.

As director of Teacher Trainings for the Lineage Project, Leslie Booker has brought the practices of yoga and meditation to incarcerated and court-involved youth since 2008. Booker is committed to supporting the sustainability of activists on the front lines of social justice work.

Lehman was deeply involved in the Global Justice Movement and the Occupy Movement, where she focused on helping activists build healthy organizational structures, and connect to their sense of purpose. She helped found the Watershed Center in 2007, a retreat space in New York for social and ecological justice organizers.

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Session #305
60-Minute Interactive
Hilltop Lounge

Answering the Cries of the Soul

Taqueina Boston
Director, Multicultural Growth and Witness, Unitarian Universalist Association

Rhonda Magee
Professor, Law, University of San Francisco

Stephanie Briggs
Assistant Professor, English, Community College of Baltimore County

For people working in faith-based and secular contexts to

build just communities, how do we ground our work in the spiritual or contemplative practices that have historically motivated and sustained engagement with ongoing struggles for justice?

The “soul’s cry” may be heard all around us: it arises externally from the people who are experiencing great pain and have great need, and internally, within ourselves, as a measure of our own suffering, and in reaction to that being expressed by others. How do we bring supportive, awareness-based practices into organizations, including the ACMHE, and how does ACMHE use these practices to impact the larger society? In what ways do we hear the voices of those in greatest need and to see them as sources of wisdom and leadership? This panel will share our own experiences incorporating contemplative practices into our work to build on justice in society. There will also be time for personal and group-level sharing about professional spiritual, contemplative, and justice work.

Taquiena Boston - Director of Multicultural Growth and Witness for the Unitarian Universalist Association (UUA), a liberal faith community working for justice as an expression of spiritual values - focuses on spiritual resources for marginalized communities, leadership development, culture change, social justice for faith leaders and activists, building just communities, and faith-rooted social movements.

Rhonda V. Magee, JD/MA (Sociology/Qualitative Methods) is a law professor, mindfulness teacher, and leading contemplative educator. Her mission is to catalyze the transformation of education and education-related research in support of innovative, holistic, more inclusive and equitable ways of thriving together in the 21st century.

Stephanie Briggs is an Assistant Professor, English, at the Community College of Baltimore County. She incorporates contemplative practices using art and movement in the classroom, allowing students to explore their life trajectories and diverse histories through compassionate, collaborative processes. She is the designer of the movement based contemplative program Be.Still.Move.

Session #306
60-Minute Interactive
Room 148

Giving Voice to Voiceless: Telling the Stories of the Undocumented

Amelia Barili

Senior Lecturer, Spanish and Portuguese, UC Berkeley

How can we prepare our students to transfer what they learn in the classroom to serve the broader community? How can we inspire students to engage in building just and nurturing communities both through writing (and publishing) and through service? At UCB I teach a Spanish course where students are assisted in developing their voices to tell true stories of their plight as undocumented, or that of their relatives, friends and classmates, and those of people they have met while volunteering in a legal service NGO or at bilingual schools. Those stories have been published in a bilingual anthology, to be able to reach a wider audience to raise awareness and care. In this interactive session I will share effective methodologies I have developed working with the Latino population and undocumented students. I will also invite participants to reflect on ways they can apply these methodologies to their own settings.

Recognizing the potential of university students and the needs of the community, UCB faculty Amelia Barili has developed an innovative pedagogy that integrates the most recent findings of Cognitive Science and Neurobiology with Meditation and Service Learning. She received the UCB Chancellor’s Award for Public Service in 2008.

Session #307
60-Minute Interactive
Reading Lounge

From Service to Solidarity: Contemplative Pedagogy and Responsible Student Action

Ameena Batada

Assistant Professor, Health and Wellness, University of North Carolina Asheville

Civic engagement can be an effective tool for applying course content, increasing interactions across difference, improving interpersonal skills, and addressing real-world concerns discussed in academia. This session will focus on contemplative pedagogy in a service-learning course on health disparities. The presenter will invite participants

to explore various aspects of this engagement, such as: the terminology we use in our courses, power dynamics between campuses and communities, length and depth of course activities, and how to support students' further cultivation of self-awareness, non-judgment, and compassion. The facilitator will describe the overarching course principles on civic learning, share specific classroom-based contemplative exercises, and pose several critical questions for discussion, related to how higher education can be, as education activist Paulo Friere stated, a "practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

volves a concentrated investigation of place. As a doctoral student in Educational Leadership at UCLA, his research interests include contemplative pedagogy and place-based education.

Ameena Batada, DrPH, is an assistant professor at UNC Asheville. Ameena's teaching and scholarship focus on community/public health and stem from community-driven opportunities to reduce health disparities. She uses contemplative pedagogy in diversity-intensive and service-learning courses to connect students with themselves, each other, course material, and living consciously.

Session #308
60-Minute Interactive
Ballroom East

The Field of our Work: Cultivating Community in Higher Education

Glenn Bach
Doctoral Student, Educational Leadership, University of California, Los Angeles

A combination of reflective pedagogies and leadership styles can provide a useful framework for counteracting the dominant neoliberal agenda of accountability. Slow pedagogy, a blend of critical and contemplative strategies that reconnects us to the local environment, can encourage the types of transformative conversations that Parker Palmer describes as critical to restoring a balance of heart and mind. Adopting this reflective approach, we can shift the leadership paradigm from hierarchical authority to mutual interdependency as leadership manifests in the reciprocal relationships in a campus community. The entire campus, then, shoulders the responsibility to care for the campus on behalf of students. The idea of the slow university, a more reflective educational system rooted in a local place, may be the paradigm shift needed to counteract the dominant neoliberal mentality and help build a more just society.

Glenn Bach is a sound artist and poet whose work in-

Parallel Session 4

Saturday, October 10th, 10:50 am –12:05 pm
Blackburn Center

Session #401
75-Minute Panel
Blackburn Forum

The Soul of Black Communities: Reading Du Bois Contemplatively

Clyde Griffin, Jr.

Associate Professor, Human Services and Education, Metropolitan College of New York

Natasha Johnson

Assistant Professor and Program Coordinator, Human Services, Metropolitan College of New York

Richard Grallo

Professor, Applied Psychology, Metropolitan College of New York

This session describes how in the context of a competency-based program of teaching and learning (Purpose-Centered Education©) students at Metropolitan College of New York learn to read contemplatively Du Bois' *Souls of Black Folk* and other texts, using an adaptation of Lectio Divina techniques and other contemplative practices, and subsequently, apply their new sense of mindfulness in researching, planning, and implementing semester-long projects in urban communities to promote equity, equality, and social justice. We call these Purpose-Centered projects Constructive Actions (c).

Dr. Clyde Griffin, Jr., Ed.D. 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. He served as a Peace Corps Volunteer in Nigeria and has over the years worked with abused and neglected adolescents in New York City as well as with other vulnerable populations. From 2003 to 2013, he was the Chair of the Human Services Program at Metropolitan College of New York.

Natasha Johnson, J.D. is an activist, advocate, educator, and lecturer on issues of domestic violence, gender-based violence (GBV), and human rights. Recently she started the non-profit "Globalizing Gender" to provide legal services

and reform on behalf of survivors of GBV. She holds a J.D. degree from CUNY School of Law and a B.A. degree from Columbia University.

Richard Grallo, Ph.D. is professor of applied psychology at MCNY. Since 1983 Dr. Grallo has taught undergraduate courses in applied psychology. He is a Fellow at the Albert Ellis Institute and a past president of the Association for the Advancement of Educational Research (2010-2012). Interests include problem solving and decision-making. Dr. Grallo is currently professor of applied psychology in the Audrey Cohen School for Human Services and Education at Metropolitan College of New York. He also serves as Coordinator and Special Adviser to the President for Academic Outcomes.

Session #402
75-Minute Panel
Digital Auditorium

Creating Just Communities: A Multicultural Center Grounded in Contemplative Practice

Myra Gordon

Director, Office of Diversity, Kansas State University

LaBarbara James Wigfall

Associate Professor, Landscape Architecture, Kansas State University

Hector Martinez

Fourth-Year Student, Architecture, Kansas State University

Brandon Clark

Program Coordinator, Office of Diversity, Kansas State University

Gabriel Durand-Hollis

Principal, Durand-Hollis Rupe Architects, Inc.

The need for a Multicultural Student Center at Kansas State University grew out of the university itself not being a just community. After intense student activism, the university president embraced the need for this Center. In this panel presentation, the Center planning process and how the design and programs were grounded in contemplative practice will be shared. Topics will include: how diverse student groups were formed to conduct a charrette for the building design; how cultural competence grew among white students who knew very little about diversity; how the building was made to look and function inside and out like a beacon for social justice; and how the dimensions of contemplative practice line up with the built environment and programs.

This Center will drive the transformation of K-State into a truly just community. Our students will graduate as true champions of social justice no matter where they live or work.

Dr. Myra Gordon has been the university's chief diversity officer for 13 years. During her tenure at K-State, the university has won two national awards for diversity excellence. Dr. Gordon is a 2014 Minority Access, Inc. National Role Model. She is committed to the eradication of privilege and inequity.

LaBarbara Wigfall is a tenured associate professor in Landscape Architecture in our top ten ranked College of Architecture, Planning and Design. Ms. Wigfall's specialties include community empowerment in the design process and as founder of NOMAS, the development of multi-cultural architecture students. Ms. Wigfall is the recipient of the prestigious Commerce Bank Award for Diversity Excellence.

Hector Martinez, a fourth year Hispanic student in architecture, has been part of planning and "selling" the Center to those with power and privilege. Through this process, Hector has become the type of student we wish to graduate and lead the development of just communities into the future.

Gabriel Durand-Hollis, principal in the Durand-Hollis Rupe architecture firm, has been practicing for 25 years, is very active in AIA, and has produced numerous award-winning designs. He comes to this project with a real soul for social justice which has been beautifully expressed in the building design.

Brandon Clark has been working in multicultural student development at Kansas State University for over 10 years. He is the state director for Alpha Phi Alpha Fraternity, Inc. and advisor to the most award-winning Black Student Union in the Big XII. Mr. Clark has won numerous awards.

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Session #403
75-Minute Panel
Hilltop Lounge

Connecting Across Difference through Interpersonal Mindfulness Practice

Peter Grossenbacher
Professor, Contemplative Psychology; Contemplative Education, Naropa University

Trudy Sable
Director of Aboriginal and Northern Research, Adjunct Professor of Anthropology, Saint Mary's University

Thomas J. Bassarear
Professor of Teacher Education, Keene State College

Many people targeted by systematic oppression express needs to be seen, heard, and truly met. Interpersonal connections are essential to building just societies, yet most mindfulness-based pedagogies do not explicitly address this need. To begin remedying this deficit, interpersonal mindfulness practice involves noticing one's own experience as it happens, briefly detailing this experience to another person (sans storyline), and listening (without comment) to another person's present-moment experiential description. Iteratively engaging this practice with multiple partners provides intimate exposure to others' inner life across a structured sequence of experiential domains, and brings to light facets of relationship between another's experience and one's own. This practice fosters interconnectedness between individuals and helps us to become more conscious of the multiple levels of identity involved in communication. After guiding attendees in this practice, we will discuss its applicability for scaffolding difficult domains of discourse and facilitating connection across various dimensions of difference.

As Professor in Contemplative Psychology and Contemplative Education at Naropa University, Peter Grossenbacher, Ph.D., teaches meditation, contemplative science, and pedagogies of mindfulness, awareness, and compassion. A meditator since 1980, his current research focuses on the teaching of contemplative practice and meditative development. He also offers faculty development training in contemplative pedagogy.

Trudy Sable, Ph.D., Director of Aboriginal and Northern Research and Adjunct Professor of Anthropology, Saint Mary's University, has collaborated with Indigenous peoples developing community based programs and research projects for over twenty-five years, including for Aboriginal youth and women considered "at-risk." She has been leading meditation programs since 1978.

Dr. Tom Bassarear is a Professor of Teacher Education at Keene State College. He brings contemplative practices into his teacher education courses, three interdisciplinary courses, and introduction to meditation courses. He also teaches meditation in various settings. He has practiced Vipassana meditation for 35 years.

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Session #404
75-Minute Panel
Room 150

Compassion, Contemplative Practice, and Ethics in STEM

Agnes Curry

Professor, Philosophy, University of Saint Joseph

Oliver W. Hill

Professor, Experimental Psychology, Virginia State University

Douglas K. Lindner

Professor, Electrical and Computer Engineering, Virginia Tech

Elaine Yuen

Associate Professor, Religious Studies; Chair, World Wisdom Traditions Program, Naropa University

The panel's purpose is to explore the implications of contemplative practices for ethics in STEM. Can a mindful practice support ethical vision in scientific research? A traditional presumption is that science is 'value-free' but we know this is not so. Indeed, STEM methods and instructional modes often encourage narrowing and fragmenting of practitioners' social and spiritual vision. Alternatively, while individual researchers may have ethical and spiritual commitments animating their personal lives, bringing these into STEM work is often thought to infect scientific methods with irrationality. This can result in STEM practitioners seeing ethics as either irrelevant to their investigations, or relevant only extrinsically - as a second-stage "application" of neutral knowledge. This highly interdisciplinary panel will explore the potential role of contemplative practices in developing an integrative vision for ethics in STEM from philosophical, psychological, engineering (academic and industry), and Buddhist perspectives.

Agnes Curry, Ph.D., is Professor of Philosophy and Director of General Education at the University of Saint Joseph in Connecticut. Her teaching includes contemporary ethics, social theory, and philosophical approaches to happiness, with a major concern to promote inclusive discourses. She integrates meditation and other mindfulness techniques into her courses.

Oliver W. Hill, Jr., Ph.D., is Professor of Experimental Psychology at Virginia State University. A former Fellow and current board member of the Center for Contemplative Mind in Society, and a meditation teacher since 1972, he infuses contemplative pedagogy into psychology courses. He leads two NSF projects studying cognitive training in STEM education.

Douglas K. Lindner, Ph.D., Electrical Engineering, has been on the faculty of Electrical and Computer Engineering at VA Tech since 1982. He was the Fredrick Lenz Fellow at Naropa University for 2013-14. His interests include contemplative practices for STEM. He practices meditation and qigong in the Shambhala sangha.

Elaine Yuen, Ph.D., is an Associate Professor of Religious Studies and Chairs the World Wisdom Traditions Program at Naropa University, Boulder, Colorado. She teaches ethics and service learning, spirituality and ritual, and Buddhism. A Senior Teacher in the Shambhala Buddhist tradition, she explores life as a teacher, parent, and artist.

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Session #405
75-Minute Panel
Ballroom East

Creating Beloved Communities: Academic Capitalism, Adaptive Leadership, and the Contemplative Project

Dorothe Bach

Associate Professor and Associate Director, Teaching Resource Center, University of Virginia

John Baugher

Associate Professor, Sociology, Goucher College

Richard Chess

Roy Carroll Professor of Honors Arts and Sciences; Director, Center for Jewish Studies, University of North Carolina at Asheville

Bart Everson

Media Artist and Faculty Developer, Xavier University of Louisiana

Matthew Lee

Professor and Chair, Sociology; Interim Chair of Anthropology and Classical Studies, University of Akron

This panel discussion engages the experiences of a diverse group of educators and faculty developers, all of whom have taken a leadership role in bringing contemplative practice to bear on struggles for inclusion and sanity in the current age of academic capitalism. Broadly speaking,

the session seeks to create a conversation around the real challenges we face in creating beloved communities in institutional environments that are often immune to change or, worse, are changing in ways that threaten the core values and practices of community in the context of liberal arts education. The discussion will advance our understanding of the challenges and possibilities of the contemplative project in light of broader trends in higher education. Together we will explore how those trends may play out within our specific institutional contexts and how the literature on adaptive leadership may help guide our work of shaping and sustaining ourselves and our communities.

John Eric Baugher recently joined the faculty at Goucher College as Associate Professor of Sociology. Before coming to Goucher, he served as Associate Director for Contemplative Learning at UVA (Fall 2014) after having taught contemplative courses for many years at the USM where he was Associate Professor until 2014.

Dorothe Bach is an Associate Director and Associate Professor at the University of Virginia's Teaching Resource Center. With a grant from ACMHE and UVA's Contemplative Sciences Center she co-created UVA's Contemplative Pedagogy Program. Research interests include diverse faculty retention, course design, learning portfolios, and transformative learning.

Richard Chess is Roy Carroll Professor of Honors Arts and Sciences and Director of the Center for Jewish Studies at the University of North Carolina at Asheville. His research interests and projects include: Creative Writing, poetry and prose; Contemplative Pedagogy and Practice; and Jewish Culture.

Bart Everson is a media artist and faculty developer at Xavier University of Louisiana. Since 2010, he has organized workshops and initiatives to promulgate contemplative practice and pedagogy on campus. His recent work draws on integrative learning, digital activism, and Earth-based spiritual paths.

Matthew T. Lee is Professor and Chair of Sociology and Interim Chair of Anthropology and Classical Studies at the University of Akron. In April of 2015 he delivered the Presidential Address to the North Central Sociological Association on contemplative sociology and meta-mindfulness. His current research focuses on benevolence and compassion.

Session #406
75-Minute Panel
Gallery Lounge

The Bow: Teaching Inclusivity and Social Justice Through Contemplative Ritual

Carla Sherrell
Core Candidate and Assistant Professor, Somatic Counseling Psychology, Naropa University

Dale Asrael
Associate Professor, Transpersonal Counseling, Naropa University

Zvi Ish-Shalom
Assistant Professor, Religious Studies; Chair, Contemplative Judaism Program, Naropa University

Uğur Kocataskin
Assistant Professor and Chair, Contemplative Counseling Psychology Program, Naropa University

Mark Miller
Musician and Zen practitioner

The bow is a tradition that daily marks the beginnings and endings of classes, meetings, and other gatherings throughout Naropa University. Though not compulsory, the pervasiveness of this contemplative ritual offers a consistent opportunity for our community members to embody cognitive, affective, and, for some, spiritual awareness and acknowledgment of the similarities and differences that we hold across intrapersonal, interpersonal, sociocultural, and institutional histories, identities, and experiences. In this interactive session, a multicultural, multiethnic panel of Naropa faculty will share their personal and sociocultural relationships to the bow, as well as how they embody and teach the ritual.

Carla Sherrell, Ed.D., is Core Candidate, Assistant Professor in the Graduate School of Psychology Somatic Counseling Psychology program at Naropa University. She has been a leader for social justice in education for over 30 years. She studies and teaches the integration of counselor, contemplative, and social justice practices in education.

Zvi Ish-Shalom, Ph.D., is Assistant Professor of Religious Studies at Naropa University and the Chair of the Contemplative Judaism program. He is also an ordained rabbi and the founder of Kedumah, a contemporary spiritual school and teaching in the lineage of Kabbalah.

Dale Asrael is an Associate Professor in the Transpersonal Counseling program in the Graduate School of Psychology

at Naropa University, where she founded and leads the Naropa University Mindfulness Instructor training program. She leads meditation retreats internationally and teaches qigong.

Uğur Kocataskin is an assistant professor and current chair of the Contemplative Counseling Psychology program at Naropa University. He studies the integration of Buddhist based contemplative practices into social justice practice and pedagogy, specifically in counselor education.

Mark Miller (MFA, CalArts) is a musician and Zen practitioner devoted to the practice of mindfulness and creativity. He has performed with various improvising artists including Art Lande, Tuck & Patti, R. Carlos Nakai and Stephen Nachmanovitch. His work with Peter Kater ("Illumination") was nominated for a Grammy Award in 2013.

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Session #407
75-Minute Panel
Room 148

Integrating Mindfulness Practices into a Social Justice Oriented Social Work Curriculum

Marcia Meyers

Professor, Social Work & Public Affairs, University of Washington

Katherine Querna

Doctoral Candidate and Lecturer, Social Work, University of Washington

Tanya Ranchigoda

Lecturer, Social Work, University of Washington

Faculty and graduate students from the University of Washington will discuss three related initiatives to integrate mindfulness into a Social Work graduate program that has an explicit commitment to advancing social justice. (1) Mindful and meditation practices are integrated into clinical courses to encourage students to be fully present in the learning environment and to support compassion and non-judgment as they sit in the fire of very emotional and political discussions about clinical and social justice work. (2) An elective course combines meditation training, didactic and interactive classroom exercises to examine the contribution of mindfulness and compassion practices to social work with individuals and to social justice activism. (3) An innovative design uses self-reported and classroom data--collected from all students to evaluate mastery of Social Work Competencies--to evaluate the impact of a

10 week mindfulness course on students' reflexivity and preparation for multicultural and socially just practice.

Marcia K. Meyers, MSW, PhD, is a Professor of Social Work and Public Affairs. Her research focuses on poverty, inequality and comparative social welfare studies. She has been a practicing Buddhist for over 30 years and is an authorized teacher in the Nyingma tradition of Lama Tsultrim Allione.

Katie Querna, MSW, is a Doctoral Candidate and Lecturer. Her research examines gender norms and health, including the impact of aggression on health and interventions to promote compassion. She recently completed a survey of social work approaches to teaching social justice. She loves to dance and practices meditation and yoga.

Tanya Ranchigoda, MSW, has been a pediatric oncology social worker for 10 years and maintains a mindfulness-focused private practice. She is a Lecturer teaching clinical practice with an underlying contemplative learning framework. She is developing new approaches for integration of mindfulness with ethnically diverse populations.

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Parallel Session 5

Saturday, October 10th, 1:30 – 2:30 pm
Blackburn Center

Session #501
60-Minute Round Table
Reading Lounge

Student Round Table

Details TBA

Session #502
60-Minute Interactive
Ballroom East

Bridging the Divide: Labor Markets, Cultural Work, and Contemplative Pedagogy

Ranjeeta Basu

Professor, Economics, California State University, San Marcos

Mtafiti Imara

Associate Professor, School of Arts, California State University, San Marcos

The focus of this session is social justice in the labor market. Immigration discourses in many countries are laced with hypocrisy. Consumers want services that immigrant labor can provide, but often eschew the very human beings that perform those services as evidenced by detentions, deportations and other forms of inhumane treatment. In the case of cultural workers, particularly those from Diaspora communities; consumers often desire their culture “products,” but discriminate and fail to acknowledge their humanity. We believe that such a schism is a dehumanizing process that perpetuates social injustice.

This is an interdisciplinary examination of the role that contemplative practices play in mitigating this process. By being present, attending to, respecting and connecting with each other with compassion, we humanize our approach to learning about labor markets and the continuity of cultural work. We contend that these practices can be a pedagogical bridge to community consciousness and collective action.

Ranjeeta Basu earned her Ph.D. in Economics in 1989 from University of California Riverside. Areas of specialization include International Labor Economics, Economics and Well-being. Published her research with Dr. Imara on impact of tourism on music culture. Attended the summer workshop hosted by ACMHE in August 2013 at Smith College.

Mtafiti Imara earned his Ph.D. in Music in 1996 from Michigan State University. Dr. Imara’s research agenda includes cultural change as indexed by music and prompted by globalization and the migratory (Diaspora) experience. He is also a jazz musician and composer and has performed in many national and international venues.

Session #503
60-Minute Round Table
Room 148

How Can College Administrators and Trustees Help Create Just Communities and Educate Mindful Students?

Joseph Belluck

Trustee, State University of New York

For the past four years, I have been advocating within the SUNY system and on individual campuses for additional resources for contemplative education as well as on a variety of social justice issues. This session would discuss ways in college trustees and administrators can help increase the use of contemplative practices on college campuses and the important role this would play in building more just communities and developing socially aware students.

Joseph Belluck is an attorney and Trustee of the State University of New York.

Session #504
60-Minute Interactive
Gallery Lounge

Devising Performance: Contemplative & Artful Pedagogies to Heal, Unite, and Provoke

Michelle Bach-Coulibaly

Senior Lecturer, Theatre Arts & Performance Studies, Brown University

Matthew Garza

Special Needs Classroom Teacher, Yoga Instructor, and Performance Artist

This session will create space to explore creative devising practices for facilitating a critical contemplative pedagogy as fundamental components of the research-to-performance model. Part of this session will be devoted to experiencing first-hand how the devising and performance process can artfully negotiate the complexities of power, liberation, justice, violence, oppression, freedom, and community. In addition, we will share case studies for devised pieces which brought together both enrolled and non-enrolled students and professors from diverse backgrounds to explore such themes as *The Heart Sutra* and *The Nature of Dark Matter*, *The Katrina Disaster*, *Endemic Disease in West Africa*, *Youth Imprisonment*, *Addiction to Big Oil and Plastic Consumption*, *The Pharmaceutical Industry*, *Abilities-Disabilities*, and *the Gulf Coast Oil Spill*. This participatory session will support the practice of researchers, educators, artists, mental health professionals, and others to strengthen our work, which is interconnected in our collective responsibility to work towards a peaceful world.

Michelle Bach-Coulibaly is the Senior Lecturer in the Department of Theater Arts and Performance Studies at Brown University and director of the Yeredon Center for Cultural Preservation and Social Engagement in Mali, West Africa. Michelle is also the artistic director of *New Works / World Traditions Performance Troupe* which has produced over 35 original works for the concert stage, international festivals, film and in the schools.

Matthew Garza is a special needs classroom teacher, yoga instructor, and performance artist who has worked with diverse youth in historical inquiry, visual arts, dance & movement, media literacy, and film production across the globe. An Art21 Educator and WW-RBF Fellow, Matthew currently runs an educational non-profit in Providence, RI.

Session #505
60-Minute Round Table
Hilltop Lounge

Dealing with Resistance to Oppression and Social Justice Issues

Diane Goodman
Diversity Consultant, SUNY New Paltz

"Can you love them enough to help them learn?" (Pat Romney) Educating about different forms of oppression and social justice issues often elicits resistance from students, especially those from privileged groups. In the face of this

resistance, we may find it difficult to feel compassionate and may experience impatience, anger, hopelessness and other feelings and thoughts that negatively impact our educational efforts. In this discussion, we will explore the following questions:

- What are the challenges instructors face as they try to engage people, especially individuals from privileged groups, in exploring social justice issues?
- How does the social identity of the instructor affect these dynamics?
- How do/can contemplative practices help instructors develop and embody the qualities needed to deal with the resistance and "love them enough to help them learn?"

Diane J. Goodman, Ed.D. has been teaching and training about issues of diversity and social justice for over 30 years. In higher education, she has taught in the areas of education, psychology and social work. She trains and consults nationally and internationally with Universities, schools, and other organizations.

Session #506
60-Minute Practice
Digital Auditorium

Sustaining Inner Resources for Social Justice Work: Arts-Based Contemplative Practice

Kakali Bhattacharya
Associate Professor, Educational Leadership, Kansas State University

Meaghan Cochrane
Doctoral Student, Curriculum and Instruction, Kansas State University

As higher education professionals invested in social justice agenda, often such investment causes depletion of resources, leaving us feeling empty, emotionally and energetically drained, and/or running on fumes. Through an arts-based contemplative practice session, the presenters will guide the attendees to reflect on one's relationship with self and the world at large when engaging in social justice agendas. Presenters will gently encourage attendees to become mindful of what arises for them as benefits, gifts, and/or barriers that need their attention, so that they can be nurture and/or neutralized, to identify ways to find their own inner resources, to draw strength from, so that they can engage in and sustain their journeys in various social justice agendas. The presenters intend to offer a

scared space to cultivate moments where such deep inner journeys can take place that can be illuminating and fulfilling for attendees. No art skills are necessary.

Kakali Bhattacharya is an associate professor at Kansas State University at the Department of Educational Leadership. Her research interests include de/colonizing epistemologies and methodologies, contemplative pedagogies and practices, transnational issues in higher education, arts-based approaches to qualitative research, and technology-integrated learning and social spaces.

Meaghan Cochrane is a doctoral student in Curriculum and Instruction at Kansas State University. Her research interests include rural place attachment, homelessness, and socioeconomic poverty issues within K-12 rural classroom environments. Her doctoral research focuses primarily on the effects of homelessness among students in rural communities.

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Session #507
60-Minute Interactive
Blackburn Forum

Diversity and Assessment: Redefining Rigor In Support of Just, Inclusive Research

B Grace Bullock
Founding Director, Principal Consultant, International Science & Education Alliance

Rhonda Magee
Professor, Law, University of San Francisco

Why does assessment of contemplative teaching and learning matter? Do current strategies reflect contemplative values? More importantly, are existing strategies inclusive of racial and sociocultural diversity? Extant assessment and evaluation of contemplative curricula, pedagogy, and programs utilizes an empirical framework that emphasizes group level analyses of common factors among relatively homogeneous samples of individuals. This [rigorous, scientific] approach was designed in academic systems that have historically been insensitive to issues of diversity, inclusivity, structural racism and institutional oppression. Because of this implicit bias, few assessment instruments sufficiently account for the distinct experiences of non-white students, particularly in the context of contemplative research. In this interactive session will examine how existing assessment approaches insufficiently account for diversity among participants, and identify priorities for change. We will also discuss ways in which we can

create new pragmatic, inclusive, and empirically rigorous mixed-method assessment structures and approaches.

B Grace Bullock, PhD is a research scientist, psychologist, contemplative educator, speaker, author and Founding Director of the International Science & Education Alliance. Her mission is to facilitate partnership in contemplative science, practice and program evaluation to support equity, programmatic diversity and scientific integrity, and promote effective decision-making and social change.

Rhonda V. Magee, JD/MA (Sociology/Qualitative Methods) is a law professor, mindfulness teacher, and leading contemplative educator. Her mission is to catalyze the transformation of education and education-related research in support of innovative, holistic, more inclusive and equitable ways of thriving together in the 21st century.

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Session #508
60-Minute Interactive
Room 150

Engaging Justice, Building Just Communities: Social Economic Environmental Design (SEED)

Lisa Abendroth
Professor, Art: Communication Design, Metropolitan State University of Denver

The nature of design practice is radically evolving. In response to profound human justice issues, public interest designers are emerging as a new breed of practitioner-activist focused on building intentional and lasting solutions that address the integrated nature of social, economic, and environmental concerns. The education and resulting practice of today's designer is beyond the technical. Instead public interest designers committed to impacting issues of justice must respond with the ability to connect interpersonally to the problem: they facilitate community engagement through dialogue, discussion and contemplative activities that visualize problem complexities and possible outcomes. This session introduces the goals and methodology of the SEED Network, an organization that provides a framework for activating an ethical and sustainable public interest design practice. Session participants will explore approaches to community building through the SEED Evaluator, a communication tool that facilitates a first person and reflective community-centered design process.

Lisa Abendroth is a Professor and Communication Design Program Coordinator at Metropolitan State University of

Denver. She is a founding member of the SEED Network, coauthor of the SEED Evaluator tool, and coeditor of *Public Interest Design Practice Guidebook: SEED Methodology, Case Studies, and Critical Issues* (Routledge, July 2015).

Parallel Session 6

Saturday, October 10th, 2:50 –3:50 pm
Blackburn Center

Session #601
60-Minute Interactive
Digital Auditorium

Can We Create a Just World Without Violence? *Jus Ad Bellum*, Mindfulness and the Philosophy of Peace

Renée Hill

Associate Professor, History and Philosophy,
Virginia State University

In my Philosophy of Peace course offered Spring, 2015, my students, all African American, wrestled with the concept of “just war” and the possibility of constructing a peaceful world. As a class at an HBCU, race was both the backdrop and a thread throughout our discussions. Given that enlisting in the armed services has traditionally been a way persons of color were able to escape poverty, several students in my class had parents who were soldiers, and this greatly impacted their take on peace. In the first week the students included the importance of inner peace in their considerations of societal peace and justice, and we embarked on an eight week mindfulness program. This paper seeks to continue the discussion of the possibility of constructing a peaceful community and examines concepts of just war, race, nonviolence, pacifism, collateral damage and their intersection with mindfulness and inner peace.

Renée A. Hill is an Associate Professor of Philosophy, specializing in Political Philosophy. For twelve years she was Co-Director of the Institute for the Study of Race Relations, and continues to teach, research, lecture, and implement programs in the area of social justice and contemplative practices.

Session #602
60-Minute Practice
Gallery Lounge

Making Music Together: Participatory Models for Community

Angela Mariani

Associate Professor of Musicology, School of Music,
Texas Tech University

Drawing upon decades of empirical observation, teaching experience, and contemplative practice, this 60-minute practice session argues three main points: first, that making music together models and teaches community-building; second, that learning to listen, reflect, articulate, compromise, and reach consensus in making art enhances those abilities beyond the realm of art; and third, that such cognitive and experiential flexibility enhances individuals’ capacity to unhook privilege and seek social justice. The presentation includes guided exercises in chant and body percussion, deep listening and vocal improvisation, listening, written reflection, and group sharing. Upon completion, participants may expect a greatly enhanced sense of artistic and empathetic capacity.

Angela Mariani is Associate Professor of Musicology at Texas Tech School of Music and directs its Early Music Ensemble. BM from U. Mass Amherst and MM and DM from Indiana University. Perform with Altramar medieval music ensemble. Since 1991 have hosted the national radio program Harmonia. Student of Tibetan Buddhism and related traditions.

Session #603
60-Minute Practice
Room 148

Mindful Eating: A Decolonizing Pedagogy of Interbeing

Yuk-Lin Renita Wong

Associate Professor, School of Social Work, York University

This session will take the participants through a mindful eating exercise to connect deeply with the “interbeing” of all lives. Each morsel of food contains all lives and all the conditions that produce it. When we eat the food, the sunshine, the cloud, the soil, the farmers, the workers... enter us and become us. As Thich Nhat Hanh writes, “To be is to inter-be.” While most mindfulness practitioners have probably practiced mindful eating, this session will take

the participants deeper into a contemplation of interbeing and social justice through mindful eating. The exercise has been adapted to social work classrooms where racialized students reported experiencing a reconnection with the wholeness within and without, and a restoration of their creative inner life force that went beyond the binaries and categories of identities which they then extended outward in their action in building a just society.

Yuk-Lin Renita Wong, a mindfulness practitioner for 17 years, is an Associate Professor at the School of Social Work, York University. She brings mindfulness into social work education as a decolonizing pedagogy for social justice work. She has been a meditation facilitator in the tradition of Thich Nhat Hanh since 2007.

Session #604
60-Minute Practice
Hilltop Lounge

Race Talk ~ Fear and Fearlessness During Interracial Dialogues

Gale Young
Professor Emerita & Chair, Communication, California State University, East Bay

“...The nature of our in-ness affects everything.”
W.E. B. DuBois

Why are conversations about race so awkward, volatile, frustrating, and divisive? Why do we need to have them? Students want to have meaningful dialogues about power, and their lived experiences with diversity, yet teachers are fearful of the anger and situations getting out-of-control. The quality of students’ lives and ours, in this ever-more diverse society, depends on the ability to relate to these differences in a healthy way. Foundational knowledge about “the other” is essential but insufficient. The classroom is a perfect place to practice engaging chasms of difference.

A range of mindful-based pedagogies can decrease the “othering” process, cultivate perspective taking, encourage truth-telling, inquiry, deep listening, and provide the space for intense feelings and discomfort to arise and be acknowledged. Participants will be introduced to and practice mindful-based pedagogies for integrating and facilitating difficult dialogues into the classroom.

Gale Young, PhD is Professor Emerita and Chair of the Communication Department, Cal-State University East-

Bay (the most diverse university in the mainland US). She studies, researches and teaches intercultural and conflict communication using mindfulness-based pedagogies focusing on difficult dialogues about and across racial and other diversities that divide.

Session #605
60-Minute Interactive
Ballroom East

Racial Justice Through Engaged Compassion

Seth Pennington Schoen
Graduate Student, Spiritual Formation, Claremont School of Theology

Christopher Carter
Postdoctoral Fellow, University of San Diego

Public attention placed on the value of black life has increased since the #blacklivesmatter movement emerged in response to the killing of Trayvon Martin in 2012. This notion, that black lives matter, has created discomfort and uneasiness within some people in our communities. “Die-ins” and other forms of protest have called institutions of higher education to examine how they can create communities where students, faculty, and staff feel heard and valued.

Racial Justice Through Engaged Compassion is a program designed to give people the interpersonal and conversational tools to create just communities that honor racial and cultural difference. Our approach utilizes the compassion practice, internal family systems, and race theory to help participants develop an embodied knowledge of the impact that race has on our lives in order to begin the process of tending our racially wounded parts. This program enables communities to discern how they can work toward compassionate racial justice.

Our interactive session will begin with a guided discussion of our Compassionate Racial Awareness method. Following this we will lead the audience through one practice from our model that will give participants a small experience of what we mean by “contemplatively” engaging issues of race. We will then briefly reflect on this practice and conclude our session with a Q&A.

My name is Seth Schoen, and I am a 4th year PhD student at Claremont School of Theology. My research interests are in the areas of spirituality, Christian spirituality, spiritual formation, contemplative studies, and race and racism.

My name is Rev. Dr. Christopher Carter, and I'm a Postdoctoral Fellow at the University of San Diego. My research interests are in the areas of Christian Ethics, Ecological Ethics, Black and Contemplative Studies.

Session #606
60-Minute Interactive
Reading Lounge

Just Mercy—Awakening Contemplative Inquiry in Online and Face-to-face Learning

Joanne Gozawa
Associate Professor, Transformative Inquiry, California Institute of Integral Studies

In his 2014 work, *Just Mercy*, attorney and executive director of the Equal Justice Initiative in Alabama, Bryan Stevenson, chronicles his 6-year effort to represent an innocent Black man on death row. This is a story of the injustice in the U.S. justice system.

In this session, I will present what fostered an online cohort of diverse learners to engage *Just Mercy* contemplatively, and how these learners organically came to reflect upon their different positionality.

The session's greater intention, however, is to have participants inquire together about how their contemplative practices prepare them to turn the online or face-to-face classroom from space to place and to turn passive learners to ones who are wholly engaged. What do we educators, who desire deepened learning for students—no matter what the field of study—understand about fostering learners' to be contemplative inquiry and not just to do it? What moves insightful action?

Joanne Gozawa is Associate Professor in the Transformative Inquiry Department at the California Institute of Integral Studies, having taught there for 14 years. Her scholarly interests range from the "presence of presence" in online learning environments to existential dimensions of participatory learning amongst diverse learners.

Session #607
60-Minute Interactive
Blackburn Forum

Transformative Contemplative Practices in Ethnic Studies

Alberto Pulido
Professor, Ethnic Studies, University of San Diego

Alma Ruby Beltrán
Academic Coach, High Tech High North County; Graduate, Anthropology and Ethnic Studies, University of San Diego

The ethnic studies project begins with the assumption that race and racism have been, and continue to be, profoundly powerful social and cultural forces in U.S. society and in modernity at large. Race and racism impacts on how we live our daily lives and understand ourselves in relation to our peers, our community and the dominant culture and institutions we encounter. In this session, we guide participant to reflect and discover the role of contemplative studies as both intellectual and pedagogical strategies for helping us recognize and challenge the destructive nature of racism and other forms of inequality. By utilizing contemplative studies within an ethnic studies framework, this session will highlight and validate "new and unique ways of knowing" that will underscore the critical connections between inner, outer and deeper styles of learning as strategies for de-centering racism. We will highlight the value of embracing multiple "truths" inside and outside the academy for empowering and transforming marginalized lives and communities.

Alberto López Pulido is a Professor of Ethnic Studies at the University of San Diego where he teaches courses in Chicano/Latino Studies and ethnic studies. He has come to recognize the inherent value of contemplative practices within an ethnic studies pedagogy that empower the stories and lives of students of color in higher education along with the knowledge and truths that arise from the community from where these students come from. Alberto's work has been featured in Laura Rendón's work on Sentipensante scholarship and pedagogy.

Alma Ruby Beltrán is a recent graduate from University of San Diego with degrees in Anthropology and Ethnic Studies, minor in Women and Gender Studies. Alma is currently employed by High Tech High North County, as an academic coach and wishes to advance her studies with a degree in Speech and Language Pathology. She is co-facilitating with Alberto Pulido in order to expand research in contemplative studies to include more perspectives on students of color experience in higher education as part of her future work.

Session #608
 60-Minute Interactive
 Digital Auditorium

Contemplative Activism: Performing Queer Theology

Kerri Mesner
 Assistant Professor, Education, Arcadia University

As a contemplatively-rooted arts-based researcher, queer Christian clergyperson, and theologian, I navigate a number of in between spaces in my academic, vocational, and spiritual lives. These queer spaces of seeming unintelligibility are laden, both with rich potentialities and with inherent risks for misunderstanding, discrimination, and even violence. “What does it mean to live in the in between?” is a question that has emerged as a compelling theme in my research. This one-act play emerges from a new, theologically informed queer performative autoethnographic research methodology, investigating the rhetorical, political, and theological complexities of these liminal spaces. Rigorous autobiographical research is analyzed through the lenses of anti-oppressive educational theory, queer theory, and queer theology. This work aims to push towards the edges of pedagogical-artistic inquiries, and the possibilities that can be found through transgressing and “queering” boundaries, liminalities, and edges: both those of the researcher and those of the audience.

Rev. Dr. Kerri Mesner is an Assistant Professor in the School of Education at Arcadia University, an ordained minister, a queer theologian, a theatre performer, and an activist. Kerri has a PhD in Education: University of British Columbia, and an MA in Theological Studies: Vancouver School of Theology.

Parallel Session 7
 Saturday, October 10th, 4:10 – 5:10 pm
 Blackburn Center

Session #701
 60-Minute Interactive
 Room 148

A Framework for Intentional and Culturally Responsive Evaluation

B Grace Bullock
 Founding Director, Principal Consultant, International Science & Education Alliance

Current evaluation of contemplative pedagogy in higher education is not inclusive of educators, students and other key participants. As such, these approaches fail to serve those most in need of understanding the impact of this work. We will present a framework for intentional and culturally responsive evaluation of contemplative pedagogy in higher education based on participatory evaluation design (Patton, 2008) and culturally responsive evaluation (Symonette, 2004). Programs, practices, and policies often struggle to demonstrate their impact when conducted under accountability pressures. This framework contains both the ethical and the validity imperatives for inclusive evaluation.

At the heart of this intentional approach to evaluation is inclusivity of participants and a deep understanding of their experiences within classroom, program, or practice contexts. The framework emphasizes intentional and inclusive strategies for evaluation that focus on cultural competence as central to building just communities in higher education through thoughtful yet rigorous evaluation of impact.

B Grace Bullock, PhD is a research scientist, psychologist, educator, speaker, author and Founding Director of the International Science & Education Alliance. Her mission is to facilitate partnership in contemplative science, practice and program evaluation to support equity, programmatic diversity and scientific integrity, and promote effective decision-making and social change.

Session #702
60-Minute Interactive
Gallery Lounge

Embodying Values through Contemplative Exercises in Introduction to Restorative Justice

Cristina Serverius

PhD Candidate, Brown University; M.Ed. student, Simon Fraser University

This session will explore the use of contemplative methods to teach values-based courses. In particular, I will discuss a project for an Introduction to Restorative Justice course, for which I created weekly contemplative assignments to help students engage with the course material on a more personal level. I will provide background to the project, give participants a chance to practice with some of these exercises, and discuss our evaluation of the method's effectiveness in achieving our goals.

Cristina Serverius is a PhD Candidate in Comparative Literature at Brown University and an M.Ed. student in Contemplative Inquiry & Approaches at Simon Fraser University. She studies the connection between conscience and consciousness.

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Session #704
60-Minute Practice
Blackburn Forum

Deep Listening for Clarity and Connection

Daisy Pellant

Special Topics Seminar Leader, Mind, Brain, and Education, Harvard Graduate School of Education

Join us for a practice session of deep listening with the intention to deepen our ability to truly hear ourselves and one another. By shedding many preconditioned "listening" behaviors, we will explore a new way of connecting. In addition to trying on several exercises, we will reflect on the possibilities for building just communities through micro-moments and macro-culture shifting around listening practices.

Daisy Pellant, Ph.D. is a developmental educational psychologist with a background in positive youth development, teaching, and school counseling. She leads the Contemplative Practice Collaborative at Harvard, focused on contemplative practice for personal and professional development.

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Session #705
60-Minute Interactive
Digital Auditorium

Bridging Fractured Conversations in Canada: Contemplative Approaches to Multiperspective Dialogue and Action

Rajan Rathnavalu

M.A. Student, Curriculum and Education, University of Calgary

Hans Asfeldt

Undergraduate Research Program Developer, University of Alberta

Often referred to as the Texas of Canada, Alberta's reliance on petroleum has prompted the wide-scale development of northern oil sands, source of the proposed Keystone pipeline, and more than 170,000 fractured oil and gas wells. This session will highlight how a contemplative grounding is opening new spaces for dialogue within a deeply entrenched extractive culture.

The session will outline the work a group of University of Alberta students, professors, and community members have done to deepen public discourse on challenges associated with resource development in Canada, as well as explore positive alternatives. This work includes:

- ~ Alberta Voices (www.albertavoices.ca)
- ~ Conversations on Fracking in Alberta (www.fracking.ab.wordpress.com)
- ~ Spirit of the Land (www.spiritoftheland.ca)

The foundational contemplative premises and practices for these projects, as well as successes and challenges, will be highlighted as catalysts for discussion.

Rajan Rathnavalu took a decade-long 'gap year' to study Buddhist meditation before helping to initiate various projects bridging ecology and spirituality during his undergraduate degree. He is currently completing a Masters in Education at the University of Calgary based on this work.

Hans Asfeldt became involved with the Responsibility for the Land project as an undergraduate student, particularly as one of two principle filmmakers and main writer for AlbertaVoices (www.albertavoices.ca). He is currently working for the University of Alberta's Undergraduate Research Initiative (URI) further developing classroom applications for this project.

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Session #706
60-Minute Interactive
Reading Lounge

Conceptualizing Contemplative Practice As Social Justice Pedagogy

Melissa Hammerle
Visiting Instructor, Education, Middlebury College

Rebecca Kneale Gould
Senior Lecturer, Environmental Studies,
Middlebury College

One approach to social justice education involves an investigation into the very nature of how we learn, how we think, and how we perceive, all within the context of academic learning. In this interactive presentation we will discuss pedagogical strategies we have used that inform an ethic of connected teaching as a foundation for socially engaged discourse and learning. In this context, an aim of education is the conscious development of more compassionate and just learning experiences in the classroom through practices that support the cultivation of mindful inquiry. Melissa Hammerle will share her research in the field of contemplative pedagogy in higher education as well as practices she has used to build a socially engaged learning community. Becky Gould will discuss teaching contemporary environmental justice in the context of prior social justice movements, paying particular attention to the work of Gandhi, Martin Luther King Jr., and Dorothy Day.

Melissa Hammerle is Visiting Lecturer in Education Studies at Middlebury College. Formerly she was Director of the Creative Writing Program at NYU. Her research focuses on contemplative education as an engaged teaching and learning practice. Her recent study was entitled: "Conceptualizing Contemplative Practice as Pedagogy: Approaches to Mindful Inquiry in Higher Education."

Rebecca Gould is senior lecturer in environmental studies at Middlebury College. Her current research involves religion and the environment, from eco-theology to studies of contemporary, religiously-based environmental activism among Protestants, Catholics and Jews. Publications include "At Home in Nature," about the spiritual dimensions of both modern and 19th century back-to-the land movements.

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Session #707
60-Minute Interactive
Ballroom East

Essentialism of Art History: On the Front Line of Mindful Seeing

Natalie Coletta
Professor, Art History and Visual Studies,
Community College of Rhode Island

The history of art is a trove of injustice and selectivity. Few "marginalized" artists make it into the canons of history, but by examining exclusionism, we evolve our communities, our relationships and our selves. Through explorations in art history, we can hone students' visual acuity and enable compassionate response, a skill that resonates across diverse student biographies in order to foster just communities and common purpose. Discussion will bring attention to current neuroscience on creativity by thinkers like Rex Jung, and to the preponderance of "social practice" in contemporary art. We will engage in two mindfulness exercises that I have built to increase awareness and understanding: the first, a long-tested observation and language exercise using details from great works of art and the second, an adaptation of a newly designed blog meditation that reveals the "Non Dominant in Art History."

Natalie Coletta is a Professor of Art History and Visual Studies at the Community College of Rhode Island with research interests in Southeast Asian Art, the History of Women Artists and Twentieth Century Art. Natalie has guest lectured at universities including the Rhode Island School of Design and Simmons College, and has contributed criticism to *Surface Design Journal* and *Art New England*.

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Workshops

Sunday, October 11th, 10:00 am –12:00 pm
Blackburn Center

Workshop A
Gallery Lounge

The Work Required to Do The Work: Defining Contemplative Ally-ship

Rhonda Magee

Professor, Law, University of San Francisco

Daniel Barbezat

Professor, Economics, Amherst College

Beth Berila

Director, Women's Studies Program, Ethnic and Women's Studies Department, St. Cloud State University

Ramaswami Mahalingam

Associate Professor, Psychology, University of Michigan

What contemplative commitments and practices effectively build personal interpersonal and systemic capacities to work together in diverse communities? How do we actively support one another in expanding our circles of moral concern to include so-called Others? Do current strategies for building and maintaining ally relationships reflect contemplative values and insights? More importantly, are there ways that existing strategies implicitly re-inscribe patterns of privilege and subordination and resist true equity and communion? In this "interactive panel" session we will examine how existing pedagogy and practices for building and maintaining ally relationships may be enriched by both contemplative commitments and contemplative approaches and pedagogy aimed at systems-level and structural transformation (via concise PowerPoint). We will also discuss our own experiences with creating and maintaining ally relationships, including pitfalls and lessons learned. And we will invite the audience to share in the exploration of ways of creating new and more fully contemplative approaches.

Rhonda V. Magee, JD/MA (Sociology/Qualitative Methods) is a law professor, mindfulness teacher, and leading contemplative educator. Her mission is to catalyze the transformation of education and education-related research in support of innovative, holistic, more inclusive and equitable ways of thriving together in the 21st century.

Daniel Barbezat, Ph.D. is Professor of Economics at Amherst College, and Executive Director of the Center for Contemplative Mind in Society. He is the author, with Mirabai Bush, of *Contemplative Practices In Higher Education* (Jossey-Bass, 2014).

Beth Berila, Ph.D. is a registered yoga teacher and the Director of the Women's Studies Program and Professor in the Ethnic and Women's Studies Department at St. Cloud State University. Her book, *Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education* was just published by from Routledge.

Ram Mahalingam, Ph.D. is an Associate Professor in the Psychology Department at the University of Michigan. He is a cultural psychologist with a research interests in mindfulness, leadership and creativity with a specific focus on social marginality. He teaches an undergraduate course on Mindfulness. He also developed a mobile app for mindfulness.

Workshop B
Reading Lounge

Nurturing Well-Being: A Workshop With The Holistic Life Foundation

Andres Gonzalez

Co-Director, Holistic Life Foundation

Ali Smith

Co-Director, Holistic Life Foundation

Atman Smith

Co-Director, Holistic Life Foundation

Ali Smith, Atman Smith, and Andres Gonzalez are the founders and directors of the Holistic Life Foundation is a Baltimore-based nonprofit organization committed to nurturing the wellness of children and adults in underserved communities. Through a comprehensive approach which helps children develop their inner lives through yoga, mindfulness, and self-care HLF demonstrates deep commitment to learning, community, and stewardship of the environment. HLF is also committed to developing high-quality evidence based programs and curriculum to improve community well-being.

Ali Smith co-founded the Holistic Life Foundation in 2001, where he currently serves as Executive Director. He is a native of Baltimore, Maryland and graduate of the Friends School of Baltimore. He attended college at the

University of Maryland College Park where he graduated with a BS in Environmental Science and Policy. Learning yoga and meditation from his parents, and visiting ashrams as a child, he has over 13 years of experience teaching yoga and mindfulness to diverse populations. Through his work with HLF he has helped develop and pilot yoga and mindfulness programs with at-risk youth, at drug treatment centers, mental crisis facilities, and in many other underserved communities around the world. He is a certified yoga instructor and has authored a series of children's books, and co-authored several yoga and mindfulness-based curricula, as well as numerous workshops and trainings.

Atman Smith is a co-founder of the Holistic Life Foundation, where after 10 years of serving as Director of Youth Programming, he currently serves as the Director of Fundraising. He is also Co-Founder and Co-CEO of For the People Entertainment, LLC. He is a native of Baltimore, Maryland and attended Friends School of Baltimore for twelve years, but graduated from Baltimore's Paul Laurence Dunbar Senior High School. He went on to attend the University of Maryland, College Park where he was a letter award winner for the Men's basketball team and received a BA in Criminology and Criminal Justice. His parents were yogis and taught him contemplative practices as a very young child. For the past thirteen years he has been teaching yoga and mindfulness to many diverse populations.

Andres Gonzalez is a trained and certified yoga instructor. He has been the Co-Founder and Marketing Manager for the Holistic Life Foundation, Inc. in Baltimore, MD since 2001. He is also Co-Founder and Co-CEO of For the People Entertainment, LLC. For twelve years, Andres has taught yoga to a diverse population, including Baltimore City Public School students, drug treatment centers, wellness centers, colleges, and other various venues. For the past two years, he has partnered with John Hopkins Bloomberg School of Health and the Penn State's Prevention Research Center on a Stress and Relaxation Study and is the co-author of a high school physical education curriculum based on yoga principles. He maintains a B.S. in Marketing from University of Maryland, College Park and an MBA from the University of Maryland, University College.

Workshop C
Blackburn Forum

Practicing Intersectionality: Merging Contemplative Practices with Social Justice Pedagogy

Beth Berila

Director, Women's Studies Program, Ethnic and Women's Studies Department, St. Cloud State University

Stephanie Briggs

Assistant Professor, English, Community College of Baltimore County

Vijay Kanagala

Assistant Professor, Higher Education and Student Affairs Administration, University of Vermont

Ramaswami Mahalingam

Associate Professor, Psychology Department, University of Michigan

Jennifer Cannon

Doctoral Candidate, Teacher Education and Curriculum Studies, UMass Amherst

This session will explore how panelists weave together contemplative practices with structural analyses of systems of oppression to facilitate transformational learning. Panelists will share pedagogical practices that engage students in reflections of their complex identity locations, helping them forge solidarity while cultivating empathy for diverse experiences. By integrating critical social justice analysis with fierce compassion, these practices build intentional, beloved communities by helping students reflect upon intersectionality and learn how they are interconnected, often in inequitable ways.

Additionally, this session will explore the challenges of engaging with contemplative pedagogy in the classroom, including critiques as lacking academic rigor and the realization that some students may not feel safe enough to access the vulnerability invited by these practices. As we share our ongoing journeys in this work, we will discuss the messiness and the hope of learning practices that, ideally, transform both ourselves and our students.

Beth Berila, Ph.D. is a registered yoga teacher and the Director of the Women's Studies Program and Professor in the Ethnic and Women's Studies Department at St. Cloud State University. Her book, *Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education* was just published by from Routledge.

Stephanie Briggs is an Assistant Professor, English, at the Community College of Baltimore County. She incorporates contemplative practices using art and movement in the classroom, allowing students to explore their life trajectories and diverse histories through compassionate, collaborative processes. She is the designer of the movement based contemplative program Be.Still.Move.

Vijay Kanagala is an Assistant Professor of Higher Education and Student Affairs Administration at the University of Vermont. Employing contemplative pedagogy and practices in the classroom, Kanagala engages with graduate students to develop and further their social justice and equity consciousness - both in the classroom and in their practice.

Ram Mahalingam is an Associate Professor in the Psychology Department at the University of Michigan. He is a cultural psychologist with a research interests in mindfulness, leadership and creativity with a specific focus on social marginality. He teaches an undergraduate course on Mindfulness. He also developed a mobile app for mindfulness.

Jennifer Cannon is a doctoral candidate in the Department of Teacher Education and Curriculum Studies at UMass Amherst and has a graduate certificate in Social Justice Education. She is a UCLA certified mindfulness facilitator and her areas of scholarship include critical theory, women of color feminism, decolonial theory, and contemplative pedagogy.

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Workshop D
Room 148/150

Reflections of Peace Across Borderlands of Culture and Race

David Truscello

Professor, English, Community College of Baltimore County

Larry Coleman

Director of Multicultural Affairs, Community College of Baltimore County

Bev Bickel

Clinical Associate Professor, Language, Literacy and Culture; Affiliate Associate Professor, Gender and Women Studies, University of Maryland, Baltimore County

Joby Taylor

Director, Shriver Center Peacemaker Program, University of Maryland, Baltimore County

Jadi Keambiroiro

Assistant Professor, English, Community College of Baltimore County

Precious Stone

Associate Professor, Communication, Theatre, and Video Production, Community College of Baltimore County

James Early

American Studies, University of Maryland, Baltimore County

How do we gather ourselves in social justice organizing work in and out of classrooms that is fully participatory and sustained over time? And how can contemplative practices help us stay in the hard work and collaborate across differences? How can contemplative community organizing practices be implemented in schools and colleges, neighborhoods, and work places and support developing peaceful relations around common causes locally and globally? This interactive session will involve participants in discussion and activities to reflect on social capital, privilege and proximity to challenges faced by others and explore critical reflection as an essential practice. We will consider how humility and empathy are essential to working across cultures in the face of segregated experience and dominant narratives about colorblindness and local or national unity and exceptionalism.

This session focuses on mindful teaching, community and social justice organizing, and critical reflexivity especially in the context of all that has been going on in Baltimore and the U.S. and with developments in relations with Cuba.

David K. Truscello earned his B.A. and M.A. in English at Kent State University and his Ph.D. in Language, Literacy and Culture (LLC) at UMBC. Truscello has taught English, ESOL, and Spanish in community agencies, community schools, community colleges, and universities for 35 years.

Larry Grant Coleman has a doctorate in communication theory from the University of Pittsburgh. He is College-Wide Director of Multicultural Affairs at CCBC where he trains educators in Culturally Responsive Teaching (CRT). Coleman worked with the CPB Annenberg Project and has been faculty in the School of Communication at both Howard University and Gallaudet University.

Beverly Bickel, Clinical Associate Professor of Language, Literacy and Culture and Affiliate Associate Professor of Gender and Women Studies, focuses on transformational knowledge for social justice and participatory democracy. She teaches interdisciplinarity within critical, feminist, and

innovative pedagogies that support the development of critical consciousness and collaborative leadership.

James Counts Early, advocate of cultural diversity and equity issues internationally and in the nation's public cultural and educational institutions, most recently served as the Smithsonian Institution's Director of Cultural Studies and Communication at the Center for Folklife Programs and Cultural Studies and teaches in American Studies at UMBC.

Precious B. Stone is associate professor of communication, theatre, and video production at CCBC. She has a B.A. in Film/Theater Studies (Yale University), an M.A. in Folklore (University of North Carolina), and an M.F.A. in Film/Video production (UNC Greensboro). Precious directs stage and screen projects focusing on race, culture, and media.

Joby Taylor is Director of Shriver Center Peacemaker Program at UMBC, a masters degree program for returning Peace Corps workers.

Jadi Keambiroiro teaches English at CCBC, is a CRT Core member and CRT Conference Chair.

Workshop E
Digital Auditorium

Complexities of De-constructing Hierarchical Teaching Spaces in Higher Education

Rose Sackey-Milligan
Co-Director, c-Integral

Katja Hahn d'Errico
Adjunct Professor, Social Justice Education; Faculty Director, IMPACT! at CESL, University of Massachusetts Amherst

Nicole Anderson Cobb
Adjunct Lecturer, African American Studies & Research, University of Illinois at Urbana-Champaign

There's no debating that a mutually respectful teacher-student relationship enhances teaching and learning. However, given the hierarchical nature of the academy, can this relationship realistically exist? Can we hold the contradiction between the hierarchy and the knowledge that learning requires addressing the academy's inherent power structures?

In this session we will explore how contemplative practices might deconstruct hierarchy and impact the educator's

privilege and power. We will consider the following: Is it possible to build just communities in classrooms in higher education where the hierarchical educator-student relationship is normalized? Do attempts to build just communities reinforce forms of oppression for educators and students of color in the academy? How can contemplative practices influence building spaces for teaching and learning that does not give unbalanced authority to the educator over the student? Are there circumstances where maintaining the privilege and power of the educator is crucial for effective learning and teaching?

Rose Sackey-Milligan, Ph.D. is a socio-cultural anthropologist and former Director of the Center for Contemplative Mind in Society's Social Justice Program. She is associated with c-Integral, colleagues committed to integral change through consciousness-in-action.

Katja Hahn d'Errico is Adjunct Professor of Social Justice Education & Faculty Director of IMPACT! at CESL, University of Massachusetts Amherst.

Nicole Anderson Cobb, Ph.D., is Adjunct Lecturer, University of Illinois at Urbana-Champaign, Department of African American Studies & Research, Urbana, IL.

Workshop F
Hilltop Lounge

Leaning into Difference Through Difficult Group Conversation: Exploring Power, Privilege, and Oppression

Deb Bopsie
Academic Advisor, Adjunct Faculty, Contemplative Counseling Psychology, Naropa University

Regina Smith
Adjunct Faculty, Contemplative Psychology, Naropa University

Uğur Kocataskin
Assistant Professor and Chair, Contemplative Counseling Psychology, Naropa University

Creating and maintaining dialogue around difference can be challenging in communities. Through didactic and experiential learning, this workshop will explore how facilitators/instructors can support shifting alliance from self-protection and solidity toward willingness to feel and be impacted by one's own and others' suffering.

Deb Bopsie is an academic advisor and teaches the Community and Diversity class at Naropa University. She has a private practice in contemplative psychotherapy in addition to background in mediation and social justice. Deb has presented at the Mind Life International Symposium and the American Group Psychotherapy Association Conference.

Regina Smith, MFA, MA is a spirited educator committed to serving communities in a way that is inspired by poetic vision and grounded in heart-and-body-centered compassion. Teaching in both the undergraduate and graduate psychology programs at Naropa University, she also enjoys facilitating conversations around dynamics of diversity and inclusivity.

Uğur Kocataskin is an assistant professor and current chair of the Contemplative Counseling Psychology program at Naropa University. He studies the integration of Buddhist based contemplative practices into social justice practice and pedagogy, specifically in counselor education.

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Workshop G
Ballroom East

Embodying the Service-Learning Experience: Contemplative Pedagogies in Context

Ellen Pader

Associate Professor, Regional Planning; Public Policy, University of Massachusetts, Amherst

Brian Baldi

Assistant Director, Center for Teaching & Faculty Development, University of Massachusetts, Amherst

Maria José Botelho

Associate Professor, Language, Literacy, and Culture, University of Massachusetts, Amherst

Joseph Krupczynski

Associate Professor, Architecture; Chair, Provost's Committee on Service-Learning, University of Massachusetts, Amherst

Service-learning and contemplative pedagogies complement and deepen the other theoretically and in practice. Both have as a central goal helping students discover the socially constructed obstacles and assets they face in their quest for a caring and just society, and how they can exercise power with their words and actions as they learn to be agents of positive social change. Students focus not only on intellectual knowledge, but also on experiential, deeply

embodied learning with local communities. Both pedagogies require mutual respect between the academy and others, empathy, deep listening, seeing and acting from multiple perspectives, and reflecting upon oneself and one's learning, while applying a critical gaze on how these theories and practices position oneself and the communities with which one serves.

Through examples, discussion and interactive exercises, we offer multiple lenses into the collective, mutually enhancing effects of service-learning and contemplative pedagogies, focusing on:

- Community-engaged projects from both community and classroom contexts; and
- How to support and inspire faculty who use contemplative practices enhance criticality and perspective-taking in their teaching.

Ellen Pader is an Associate Professor in Regional Planning and in Public Policy, UMass, Amherst. An anthropologist focusing on housing discrimination, she teaches both foundation and graduate community-service classes combining service-learning, contemplative and team-based learning pedagogies. She is a founding member of the contemplative pedagogy working group and recipient of the 2015 UMass Distinguished Community Engagement Award for Teaching.

Brian Baldi is Assistant Director for the Center for Teaching & Faculty Development at UMass, Amherst, where he co-runs a contemplative pedagogy working group, coordinates a seminar series for new department chairs; manages a continuum of faculty scholarly writing programs; and provides consultations on pedagogy, course design, and assessment.

Maria José Botelho is Associate Professor of Language, Literacy, and Culture, UMass, Amherst. She teaches graduate courses in children's and young adult literature, writing, reading, critical literacies, and ethnographic methodologies. Her current research focuses on how critical literacies, multiliteracies, and Waldorf language arts pedagogies can re-imagine school literacies. She is a member of the contemplative pedagogy working group.

Joseph Krupczynski is an Associate Professor in the Department of Architecture and chair of the Provost's Committee on Service-Learning, UMass, Amherst. A founding director of The Center for Design Engagement (C*DE), his recent creative work and scholarship promote sustainability, equity and social justice through participatory art/design strategies.

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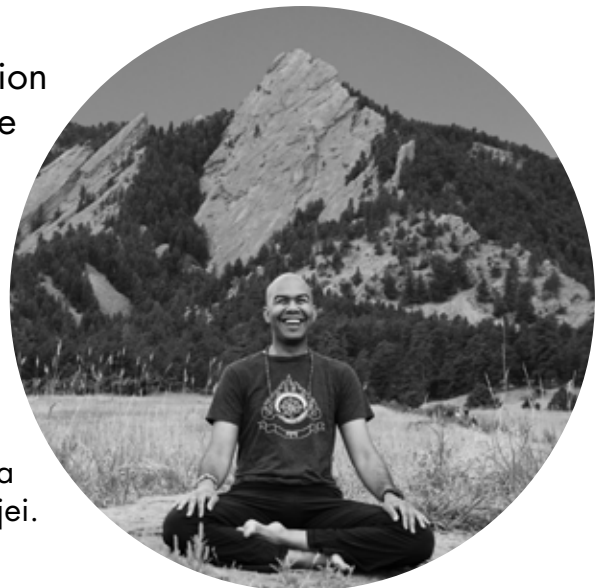
Mindfulness, MOOCs & Money in Higher Education *Contemplative Possibilities and Promise*

March 18–21, 2016

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

Presenters Include:

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