**Indigenous Heritage of this Land**

The northeast region’s Kwinitekw (Connecticut River) Valley sits at a crossroads of Indigenous nations and continues to be a central gathering place for Native American and Indigenous Studies scholars as well as for Native American and Indigenous leaders, artists, writers, and activists.

**People of Nonotuck**

The Nonotuck are one of the many Indigenous groups from Kwinitekw, the Connecticut River Valley. Their territory historically encompassed what is now Hadley and Northampton, MA and much of the land eastward toward what we now call the Pelham Hills. In the early 17th Century, English and Dutch forces pitted various Algonkian groups from throughout Kwinitekw against other regional tribes. These wars decimated a population that was already ridden with European diseases to which the indigenous population had no immunity. Due to these “beaver wars,” as well as the colonial wars of the 17th and 18th centuries, the Nonotuck people folded in with Abenaki people throughout Northern New England and Southern Quebec, and have continued journeys through the area. Many have family connections with current Kwinitekw residents. Nearby territories belong to the Nipmuc to the East, and the Abenaki and Pocumtuck to the North.

Compiled by Bixie Eutsler AC’20 and Ian Miller AC’19. Reprinted with permission. For more information, visit: http://fivecolleges.edu/natam/about-kwinekw
Welcome to the 11th annual ACMHE conference

The ACMHE conference is an annual interdisciplinary forum for all aspects of scholarship and research on contemplative approaches in higher education.

For 2019, the ACMHE conference will share how contemplative practices, including mindfulness practices, can support and sustain learning communities that engage multiple ways of knowing and foster a more just, inclusive, sustainable, and compassionate world. In academia, this can function as a form of radical well-being, as contemplative approaches offer means of sustaining ourselves through institutional and societal challenges. In this way, the goals of the 2019 ACMHE conference are to explore the importance of self-care, to emphasize the importance of expanding our sense of care itself, and to learn how this is demonstrated in the field of higher education in ways that lead to more caring, compassionate campuses and communities.

We hope that this year’s conference will seed new connections and friendships to facilitate a community of well-being and care in academia, and that through attending, you will be supported in addressing this work in your own communities.

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 (CMind), 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.

WITH VERY SPECIAL THANKS TO THE CONFERENCE CO-SPONSORS

Fetzer Institute

UMass Amherst College of Nursing

UMass Amherst Center for Teaching & Learning
We listen to your feedback!
Please help us by taking our 2019 Community Survey (& enter to win a prize of $100 off event registration OR a framed Tree of Practices fine art print!)

Scan the QR code or visit bit.ly/19communitysurvey
**PRE-CONFERENCE SCHEDULE**

**THURSDAY, NOVEMBER 7th**

9:00 am – 12 noon  
**Pre-Conference Retreat Day, Part 1**  
UMass Campus Center Room 174-76

12:00 – 1:00 pm  
**Lunch**

1:00 – 4:00 pm  
**Pre-Conference Retreat Day, Part 2**  
UMass Campus Center Room 174-76

**MAIN CONFERENCE SCHEDULE**

**FRIDAY, NOVEMBER 8th**

9:00 – 9:30 am  
**Arrival, Check-in and On-Site Registration**  
Coffee and tea available in the CCA (Campus Center Auditorium)

9:30 – 10:00 am  
**Conference Opening**  
CCA

10:00 – 10:30 am  
**Transition Break**

10:30 – 11:45 am  
**Parallel Session I**  
Breakout Rooms on 1st, 8th, 9th and 10th floors of the Campus Center

11:45 – 12:00 noon  
**Transition Break**

12:00 – 1:00 pm  
**Lunch Buffet** (included with registration)  
CCA

1:00 – 2:00 pm  
**Poster Session**  
Posters to be set up before or during lunch, and may be left on display until 4pm.  
CCA

2:00 – 2:15 pm  
**Transition Break**

2:15 – 3:30 pm  
**Parallel Session II**  
Breakout Rooms on 1st, 8th, 9th and 10th floors of the Campus Center

3:30 – 4:00 pm  
**Break**  
Coffee, tea, and light snacks available in the CCA

4:00 – 5:00 pm  
**Parallel Session III**  
Breakout rooms on 1st, 8th, 9th and 10th floors of the Campus Center

5:00 – 5:30 pm  
**Transition Break**

5:30 – 6:45 pm  
**Keynote: “Disarming Ourselves, Decolonizing Care: Radical Dharma Approaches for Courageous Transformation”**  
Dr. Jasmine Syedullah, Vassar College  
CCA
### SATURDAY, NOVEMBER 9th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 9:00 – 9:15 am | Practice and Framing of the Day  
CCA                                                      |
| 9:15 – 9:30 am | Break  
Coffee, tea, and light snacks available in the CCA Foyer                         |
| 9:30 – 10:45 am | Parallel Session IV  
Breakout Rooms on 1st, 8th, 9th and 10th floors of the Campus Center           |
| 10:45 – 11:00 am | Transition Break                                                                 |
| 11:00 – 12:00 noon | Parallel Session V  
Breakout Rooms on 1st, 8th, 9th and 10th floors of the Campus Center           |
| 12:00 – 1:00 pm | Buffet Lunch (included with registration)  
CCA                                                                                  |
| 1:00 – 2:00 pm | Poster Session II  
Posters should be set up before or during lunch, and may be displayed until 4pm.  
CCA                                                                                  |
| 2:00 – 2:15 pm | Transition Break                                                                 |
| 2:15 – 3:30 pm | Parallel Session VI  
Breakout Rooms on 1st, 8th, 9th and 10th floors of the Campus Center           |
| 3:30 – 4:00 pm | Break  
Coffee, tea, and light snacks available in the CCA                                |
| 4:00 – 5:15 pm | Parallel Session VII  
Breakout Rooms on 1st, 8th, 9th and 10th floors of the Campus Center           |
| 5:15 – 8:00 pm | Reception with cash bar  
CCA                                                                                  |

### SUNDAY, NOVEMBER 10th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 9:00 – 9:30 am | Contemplative Practice  
CCA                                                                                  |
| 9:30 – 11:30 am | “What’s Next?” Debriefing and Networking Opportunity  
with tea and coffee  
CCA                                                                                  |
NOTES
In our current political, social, environmental, and economic climates, with experiences of miscommunication, misunderstanding, ideological differences, trauma, fear and rage, the practice of compassion becomes radical indeed.

Whether one is a teacher, administrator, student, or staff member of a college or university, the experience of working in support of students and employees can be a challenging experience. While the educational endeavor is a worthwhile calling, we can often sacrifice a great deal in service to that mission.

This pre-conference is an invitation to join a space with other contemplative practitioners to understand the limits and capacities of our practices to meet the challenges we face in our work as educators.

We are inviting participants to imagine and create a space in which we do the following:

- reflect on current experiences in academic institutions as contemplative educators;
- deepen contemplative practices as a means to address academic divides creating a caring, compassionate, empathetic community;
- explore what care means to each of us according to the ways we experience it;
- engage in practices that shape new pathways toward addressing issues of discomfort, rage, fear, trauma;
- expand their knowledge of how contemplative practices provide access to creative, liberatory approaches to care.

Stephanie Briggs is an assistant professor, English, at the Community College of Baltimore County and owner/designer of Be.Still.Move., a program of contemplative, compassionate community building through embodied movement and arts-based learning. She has created racially sensitive self-care programs for the STEM Women of Color Conclave, Howard University Hospital, and the Association of American Colleges and Universities’ Teaching to Increase Diversity and Equity in STEM, and developed a program of yoga and tap dance, called “Tapping into Yoga” at the University of Virginia. Stephanie is currently working on developing a program of sound healing, tap dance (and other forms of rhythmic/somatic movement), and contemplative arts as a healing justice practice.

Contact Information: stefrbriggs@gmail.com
Website: www.bestillmove.com

Kerr Mesner, PhD, is a Visiting Assistant Professor: Women’s and Gender Studies, at Wells College, a queer theologian, a theatre performer and educator, and an activist. Kerr’s current areas of research and writing include anti-oppressive approaches to education, gender and sexual diversity in education, transgender studies, arts-based educational research, and contemplative educational practices. Kerr brings a background in theology, pastoral ministry, professional musical theatre, and queer activism to these current areas of research.

Regina Smith holds an MFA in Poetry from Sarah Lawrence College and an MA in Contemplative Psychotherapy and Buddhist Psychology from Naropa University. Rooted in embodied contemplative philosophies, she is known for her magical creativity, intellectual clarity, and mission-centered collaborative leadership. The founder of ZenMama Consulting, Regina coaches womyn into realness through connection with their own divine source of power. Regina also brings radical honesty and training in mindfulness and power dynamics to inspire organizations to develop inclusive cultures for the greater good. Regina currently serves as the Executive Director of Mission Integration and Student Affairs at Naropa University.
KEYNOTE ADDRESS

Disarming Ourselves, Decolonizing Care: Radical Dharma Approaches for Courageous Transformation

Jasmine K. Syedullah, Assistant Professor of Africana Studies, Vassar College

5:30 PM on Friday, November 8th
Campus Center Auditorium

Watching the world wake up from history has sent many of us scrambling for answers about how to better care for ourselves and each other in ways that push back against the enclosures of fear, isolation, and alienation, to reach across lines of difference and begin the collective work of healing backwards towards an emergent understanding of the current moment and the possibilities for social change it holds. Rev. angel Kyodo williams reminds us that “without inner change, there can be no outer change; without collective change, no change matters.” This talk draws on the teachings of Rev. angel and Lama Rod Owens to extend the reach of contemplative space from the seat of personal awakening towards a courageous transformation of our collective responsibility for disarming ourselves and decolonizing the ways we care for each other in the spaces we live, work, learn, and grow.

Dr. Jasmine K. Syedullah is a black feminist political theorist of abolition, as well as co-author of Radical Dharma: Talking Race, Love, and Liberation (North Atlantic Books, 2016). She holds the first Assistant Professor line in Vassar College’s Africana Studies Program, celebrating its 50th anniversary this year. Her current book project is a political theory of fugitive slave mother Harriet Jacobs’s prophetic witness and writings. Before joining the faculty at Vassar, Syedullah taught at the University of San Francisco and the University of California Santa Cruz where she completed her PhD in Politics with a designated emphasis in Feminist Studies and History of Consciousness. Out in the world and across the country Jasmine is core member of the Radical Dharma Team bringing practices of personal transformation to embodied approaches to social justice and collective liberation from racial injustice and white supremacy.
PARALLEL SESSION I · FRIDAY, NOVEMBER 8th · 10:30 - 11:45 AM

Room 803
Not Just Students: Teaching and Research Faculty Living with Short and Long-Term Mental Health Issues

Universities are paying more and more attention to student mental health, but there is not yet a parallel conversation about mental health issues among university and college faculty and instructors. Depression, anxiety, and other issues remain highly stigmatized, and universities either lack a commitment or the capacity to change how we think about and respond. Drawing on my own struggles with depression and anxiety, I offer this workshop as an opportunity to create a safe and welcoming space for us to speak about this often hidden part of our lives, and to consider together ways we can make these conversations possible at our own institutions.

Elise Chenier

Room 162-75
Contemplative Reading as Radical Wellbeing

“Reading,” for many people, is merely a way to “get information.” This panel explores contemplative reading as a counter-practice to such instrumentalist tendencies. Panelists will describe three contexts to probe the fashioning of the self that contemplative reading crafts. What does it look like to read contemplatively for Ph.D coursework, exams, and dissertation projects? As teachers, how might lectio divina improve our capacity to be present with students’ transformative experiences as we read course assessments? As a personal practice, how can such reading engage the metaphors of decolonization and rehabituation of the self? Each presenter identifies contemplative reading as an act of radical wellbeing that supports the student, teacher, and individual-in/as-community. Through facilitated conversation, all present in the room will have an opportunity to share experiences so we may expand our understanding of this powerful personal practice.

Karolyn Kinane, Beck Tench, Laurel Tien, David Greenwood

Room 165-69
Holding space for students’ pain while addressing our own healing in an oppressive system

Existing in an oppressive structure results in pain and trauma that can affect our students’ and our own mental and physical health. Yet, in an educational setting, we tend to stay in our “heads” and focused on the “academic” aspect of oppression, rather than exploring the ways the system hurts us personally. This workshop will attempt to bring us out of our academic space and into our bodies to dialogue about the challenges we face working towards the liberation of ourselves and our students. Can we build consciousness, address the healing of ourselves and our students, and balance the multiple responsibilities in the institutional role of professor/counselor/administrator/etc.? We will spend time sharing, dialoguing, and unpacking this difficult conflict in community.

Gabrielle Cuesta

Room 165-70
Fostering Belonging and Intercultural Engagement Through Contemplative Practices

In this session we will explore the contemplative practices we integrated in a joint workshop series on “Fostering Belonging” as well as in a collaboratively conceived inquiry group on “Intercultural Pedagogy,” both of which sought to support inclusive learning communities on our campus. Open to faculty, staff, and graduate students, these programs aimed to help participants examine factors that can affect an environment of mutual respect, interrogate biases and their impact on learning, and develop skills and interculturally informed strategies for creating an inclusive learning environment. During this session, we will share the ways in which we sought to meaningfully engage diverse participants in reflection and critical dialogue around issues of social identity, positionality, and culture through the incorporation of mindfulness, contemplative, and dialogical practices as means for developing and modeling educators’ self-awareness and capacity for valuing differences among learners and ways of learning.

Alexia Ferracuti, Karin Firoza (not in attendance)
Room 904-08
**A Well-being Exploration into Identity, Context & Self-Care**

When Audre Lorde stated, “caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare,” her verity and audacity sent a shockwave through all of us who read, learned, or listened to this quote. Lorde spoke particularly from her experience as a black woman, feminist, lesbian, poet, and mother... but how might we all hold these words up to the light, to study their truth and power for us at this present moment of history? This session will be a highly introspective and experiential journey into our layers of identity and context: as individuals, within our institutions and identity groups. We’ll weave meditation, writing, & partnered deep listening, to think about our own positionality and to inquire into how our own self-care might become a conscious, radical act for cultivating resilience and readying us to serve the world. We’ll conclude with full group sharing and discussion. Women and men from all backgrounds, races, and ethnicities are welcomed to attend.

*Julliet Trail*

---

Room 905-09
**Daily Wellness Practices for Educators from the Science of Ayurveda**

“An empty lantern provides no light. Self-care is the fuel that allows your light to shine brightly.” – anonymous

As educators, we aspire to spread the light of knowledge, but when we become depleted, our effectiveness dims. Therefore, it is imperative that we embrace self-care to enhance our ability to positively impact others. Inspired by Ayurveda’s Daily Routine, or dinacharya, this workshop will provide an interactive experience with practices including hydration, oral cleansing, self-massage, simple body and breath exercises, meditation, and guidelines for a nutritious start to the day. (Samples and supplies provided for the first 20 participants).

*Lisa Garner Santa*

---

Room 917-06
**Engaging With Our Feelings About Climate Disruption: Loss, Anger, Injustice**

The workshop will explore how we can honor our feelings of loss & anger at the extinctions & social injustices wrought by massive climate disruption. We will begin by sharing practices that allow us to connect to our embodied experiences of the natural world, & through this embodiment connect our health & wholeness with that of the planet. We will invite participants to express appreciation & gratitude for earth, sea, forests, & mountains, as they create a healing circle that allows them to bear witness to their feelings about the unraveling of the natural environment. We will then invite participants to change perspective by looking back on the present from the perspective of 100 years into the future. Finally, we will discuss strategies to overcome the paralyzing melancholia that inhibits our conversations & actions about losing Earth. As a historian & as an economist, we offer disparate (yet related) ways to approach these topics, & invite other participants to share insights from their own disciplines.

*David Glassberg, Vaishali Mamgain*

---

Room 168C
**Time and Radical Well-Being: Integrating Temporal Self-Care, Mutual Care, and World-Care**

Time is a fundamental dimension of well-being, and the various forms of “hurry sickness” and “time poverty” in today’s world are manifestations of individual and collective mindlessness and malaise. “Free time” (Greek: schole) is the core of the ancient idea of liberal education and the root of the modern word “school,” but the lives of students, faculty, and staff in colleges are more and more affected by the experience of time as “time pressure”—a pressure that we suffer from, but that we also inflict upon ourselves and on each other. At a larger social level, time is as inequitably distributed between races, classes, and genders as is money; at a global level, climate change shows the devastating effects of endangering the long-term future for short-term financial gain. This workshop will explore ways to cultivate contemplative and activist alternatives to the dominant temporal regimes in the academy and beyond: how can we befriend and liberate time to care for ourselves, for each other, and for the world?

*Ferdinand Von Muench*
PARALLEL SESSION II  ·  FRIDAY, NOVEMBER 8th  ·  2:15 - 3:30 PM

Room 162-75
Using Contemplative Practices to Assist Educators in Creating Spaces of Healing, Compassion, and Academic Inquiry for Black Men

Over the last twenty years the higher education environment has seen a shift in the diversity of students coming to college campuses. Specifically, these spaces have become more diverse with students from various ethnic, socioeconomic, political, sexual, and social backgrounds. By neglecting to engage and understand the lived experiences of black men faculty run the risk of making them feel excluded, which could result in negative health and educational outcomes. This session will discuss how faculty can incorporate contemplative practices and theory into their classrooms to create just, equitable, and inclusive campus environments.

Marlon Blake, Steven Thurston Oliver, Lenwood Hayman (not in attendance)

Room 168 C
Contemplative Practices as Organic Community Organizing

Students at Florida International University, the nation’s largest four-year Hispanic Serving Institution, face chronic duress from living in an age of precarity. Recognizing this health crisis, and inspired by Lisa Napora’s call for systems-based institutionalization of contemplative practices, an interdisciplinary group of faculty is taking a “community organizing” approach to building institutional support. We have established a monthly workshop series where revolving facilitators practice and discuss contemplative pedagogies they have used. In a related weekly “contemplative practices laboratory,” facilitators share practices to support our own wellbeing and to consider what might be used in courses. Through these inclusive spaces, allies in other departments have emerged as “organizers” who can promote “buy in” among department colleagues.

After introducing our approach to participants, we will collectively explore the benefits and challenges of a community organizing approach to institutionalization.

Paul Feigenbaum, Ileana Hernandez, Mike Creeden

Room 165-69
Circle, Play and Mindfulness: Fostering a culture of Equity, Diversity, and Inclusion

This workshop will enhance the knowledge and skills of participants to integrate Indigenous Circles, play-based and mindful participatory approaches to support institutional change in higher education through building a culture of equity, diversity, and inclusion. In particular, we will focus on integrated process that nurture compassion and care for one-self and others within higher education. At Simon Fraser University, these integrated processes have contributed to supporting: course design; Indigenous ways of knowing; Equity, Diversity and Inclusion; and responding to sexual harm.

Brenda Morrison

Room 803
Dreaming into Being: Building Heartful Communities on Campus

How we come together is as important as that we come together. Aply, Contemplative Community in Higher Education: a Toolkit encourages educators to “move our academic institutions and spaces toward integrity: aligning stated values and goals with the actual practices, attitudes, and atmospheres that define the lived and living experience of an institution and its individuals.” The UMass Amherst Contemplative Pedagogy Working Group (CPWG) acknowledges participants’ humanity by valuing authenticity, messiness, passionate engagement, divergent perspectives, discomfort, and compassion. In this way, the CPWG makes room for our multiple identities, our true evolving selves, to emerge from shielded protection. Group members will share reflections, stories and artifacts from the CPWG – how the group evolved, what continues bringing us together, what it means to co-create an authentic contemplative community in higher education, and what more we would like to dream into being.

Brian Baldi, Jennifer Cannon, Gayatri Guhanarayan, Maria Rios, Sarah Berquist, Terrell James
Room 904-08
Women of Color explore solidarity as praxis for building capacity

Women of Color (WOC) student affairs administrators and faculty are invited to engage in a workshop that explores the meaning of the term solidarity and the unique ways in which solidarity can be used as a strategy to build capacity, professional networks, and career advancement in the workplace. Though WOC have similar yet varying experiences with their intersecting identities, this workshop will create space for WOC to (1) explore their intersecting identities and other salient identities, (2) learn the different ways WOC experience their working environments, and (3) name the ways they want support from WOC who seek to be in solidarity with them.

Paige Gardner, Naseeb Bhangal

Room 174-76
Contemplative Reading: Pedagogy & Practice

This panel demonstrates how contemplative reading disrupts the habits and demands of digital culture while cultivating habits of mind that foster focus and insight in classroom contexts. Panelists will explore the roles of pleasure, creativity, playfulness, and experimentation in designing and implementing contemplative reading assignments and activities. While embedded in different contexts, panelists employ contemplative reading to similar ends, including developing ethical sensibility, listening to the voices of the imagined, and cultivating generosity towards the unknown. During the facilitated discussion, we hope to learn from all attendees how classroom reading practices may transform habits and behaviors beyond those walls to promote a more just society. Panelists will distribute detailed assignments and activities for all attendees.

Karolyn Kinane, Caroline Wilkins, Kevin Healey, Melanie Carter, Jody Greene (not in attendance)

Hadley Room
Emotional Intelligence as Radical Well-Being: Yes! for Student & Staff Alike

As emotions drive learning, relationships, decision-making, overall health and creativity, a multilevel approach to emotional intelligence for staff and student alike is a form of radical well-being. Such an approach coupled with contemplative practices offers a means of sustaining ourselves through institutional and societal challenges. Taking a radical deep-dive into the competencies embedded in emotional intelligence allows us to learn how to use the power of emotions and mindful behaviors to create a strengthened sense of well-being, and more effective and inclusive learning environments. Such a praxis of care envelops people and engages them in multiple ways to foster sustainable and compassionate campuses. Teaching radical well-being examination and approach is needed for all who struggle with anxiety or isolation due to their perceived expectations of campus life and ways of being or for those underdeveloped in terms of their self-esteem, confidence, judgement and emotional regulation.

Ife Lenard, Ericka Echavarria

Room 905-09
Creating a Culture of Mindfulness and Contemplative Inquiry

Pratt Institute’s Mindfulness Initiatives in Student Affairs (MISA) committee is a story about campus culture shift. We will share and offer practices, discuss how campus culture changes through mindfulness and contemplative practices, and how many voices can create a road map for culture change. Our committee brings together 10 departments in the division of Student Affairs to learn mindfulness and contemplative practices and integrate practice and theory throughout the university. This work includes personal practice training, meetings and dialogue, certifications in group facilitation, and commitment to awareness and inquiry. In its third year, MISA will include an all staff training, faculty training, and contemplative pedagogy dialogues with the CTL. Attention was given to principles of organizational change and how contemplative inquiry can guide change efforts at all different levels of the institution has led to the acceptance of this culture shift from this grassroots effort.

Sam Harvey, Rhonda Schaller (not in attendance), Esmilda Abreu
PARALLEL SESSION III - FRIDAY, NOVEMBER 8th - 4:00 - 5:00 PM

Room 162-75  
**Bringing Mindful Curiosity and Curious Mindfulness to Education**

We aim to bring nuance to the language and practices of curiosity and mindfulness in education. We suggest that, although these concepts have much to offer, they can also be problematic if applied uncritically. For example, the unqualified endorsement of curiosity fails to account for the ways in which questions are themselves the product of social values and political investments. However natural and well-meaning, some questions have the power to entrench racist, sexist, and ableist assumptions about ideal knowers and ways of knowing. Likewise, mindfulness in the classroom can feel trite and stilted when practiced on command. It can also model problematic appropriation—with predominantly white, economically and socially privileged, Western teachers acting as authorities of centuries old indigenous and non-Western practices. Here, then, we aim to discover and offer a framework for critically challenging and enriching the concepts of curiosity and mindfulness within the context of education.

_Asia Ferrin, Perry Zurn_

Room 165-69  
**Self-Care as a Temporary Fix for Institutional Problems**

This session will explore the idea that self-care is a Band-Aid, or a temporary fix for institutional problems. While it is important to take care of oneself, the current self-care culture may reveal how our institutions are failing to take care of us. Burnout, empathy fatigue, and activism fatigue are common among higher education faculty and staff. These issues intersect with privilege such that diverse faculty and staff are overworked and underpaid, engaging in the invisible labor of supporting minority students and meeting institutional needs for diverse representation. When employees are stressed and lacking support, mindfulness is often proposed as a solution to the problem instead of systemic change. Participants will be invited to share their experiences with the current self-care culture. Participants will brainstorm solutions that seek to address institutional barriers so that we can move beyond a quick fix.

_Mel Lafferty_

Room 168 C  
**The Perennial Turn in Ag and Culture: Contemplative and Community-Connected Learning and Doing**

We present our contemplative and community-connected course, The Perennial Turn in Ag and Culture, part of the New Perennials Project (NPP) @ Middlebury College. Inspired by The Land Institute’s work developing a natural systems agriculture, NPP@Midd investigates education and community engagement to promote foundational change in human consciousness and ways of being for repair of human and planetary health. Readings, discussions and contemplative practices introduce multiple perspectives and ways of knowing. Community-connected learning helps us generate understanding of frameworks, strategies and challenges of change organizations in education, creative and healing arts, ag and food systems, as well as faith communities. The course inspires deep questioning from ontological/epistemological levels to methods utilized in community action. We explore Western science, multiple philosophies and numerous pathways of knowledge-development. Each session incorporates contemplative movement plus connection and awareness with/of the more-than-human world.

_Marc Lapin, Bill Vitek (not in attendance), Nadine Canter Barnicle_

Room 174-76  
**Student Writing Vulnerabilities and Contemplative Practices**

This proposal understands “writing vulnerability”—that constant state of struggle between managing the demands of everyday life with those of the writing process—as endemic to all writing and suggests that contemplative practices are one way to resist this precarity and promote political, personal, and academic well-being. Students come to our classes with material vulnerabilities precipitated by lack of economic resources, with political vulnerabilities if they belong to an immigrant community or identify as people of color, or with psychic vulnerabilities from years of being told they were not “college material”—to name only a few. While meditation, timed writing, deep listening and the like will not erase these precarities, they can offer students a way to acknowledge them, explore their impacts, and effectively respond. By addressing this struggle directly, the presentation offers an approach to contemplative pedagogical practices that begins to account for writing’s many vulnerabilities.

_Tara Pauliny_
Asking the Right Questions: Stumbling Through Contemplative Pedagogies in Research

This session is based on a research project in which suburban US middle school teachers in a rapidly diversifying predominantly white and Christian community are introduced to contemplative pedagogies and practices to explore a sense of self and to grapple with issues of race, religion, and identity. These teachers are not “early adopters” of contemplative pedagogies and practices, and we found they moved back-and-forth between engaging in avoidance strategies and critique and criticism of the contemplative readings, practices, and activities to circumvent difficult discussions around identities. We provide insight into what this means for working and engaging with individuals who are not predisposed to contemplative work. We share how we worked through understanding why the teachers sidestepped important conversations and turned it into an opportunity to ask the right kinds of questions to sustain our well-being while deeply explore issues related to justice, inclusion, and respectful dialogue and actions.

Jeremy Price, Kari Carr (not in attendance), Josh Manlove (not in attendance), Khadijah Siddeeq (not in attendance)

Talking White Fragility at a Predominantly White Institution

What happens when diversity trainings and seminars are seen as opportunities to “beat up on the white guy” and create barriers rather than bridges? Two employees at a community college looked to change the delivery of diversity conversations to limit the defensiveness one may experience when discussing topics such as white privilege and biases. By introducing the topic of White Fragility, the presenters went back to the basics and challenged their participants to reflect rather than focus on self-justification or become defensive. In this session, the two presenters of the White Fragility training will walk through workshops given at their community college. In addition to delivering the content, they will also discuss feedback received and struggles faced after delivering the workshop in the classrooms and professional development opportunities on campus. The goal of this presentation is to provide participants with beneficial tools and steps to deliver similar training on their own campuses.

Joe Scrima, Deena Ata

Contemplative Pedagogies Integrating Personal and Societal Transformations to Sustainability

Can contemplative pedagogies help us extend care to all beings, develop competencies in systems thinking, and build equitable systems for human-Earth flourishing? In this session, participants are asked to share their experiences and insights on how to use contemplative pedagogies to address global sustainability challenges. We begin by introducing the A Mindset for the Anthropocene (AMA) project, which conducts research, connects change agents, and develops curricula for integrating personal, social, and ecological transformations towards sustainability. We will then briefly present a contemplative curriculum that the AMA project is co-developing with the Courage of Care Coalition. Afterwards, we invite participants to collectively share their expertise and knowledge on how to design and implement contemplative pedagogies for human-Earth flourishing. Dialogue will be guided around the question: “How can we integrate psycho-spiritual and societal transformations toward sustainability?”

Zack Walsh, Brooke D. Lavelle

Teaching Upstream with Contemplative Practices in the Trauma and Adult Learning Context: A Recent Study in Massachusetts

This session will introduce findings from the Teaching Upstream Study: research that used feminist, qualitative, grounded-theory methods to explore adult educators’ perspectives on trauma-informed teaching in Massachusetts. Completed in 2017-2018, the study examined the social/pedagogical processes by which trauma-informed teaching takes place directly through the lens of educators working in adult learning and higher education settings. In this session, we will cover the results of the study, which revealed several contemplative practices as key strategies for resilience-oriented pedagogy, anti-racist activism, and resistance towards the influences of neoliberal policies in education. As we take a deeper look at the trauma and adult learning context, we will explore contemplative practices used by adult educators in Massachusetts to teach upstream against deprivation, discrimination, and structural barriers – and discuss critical take-away’s useful for those who support adult learners.

Emily Wilson
PARALLEL SESSION IV • SATURDAY, NOVEMBER 9th • 9:30 - 10:45 AM

Room 803
**Centered in Blackness: Offerings from The 2019 Black Mindfulness Summit**

In this roundtable session, we share images and insights gleaned from the inaugural convening of the Black Mindfulness Summit in March 2019, a gathering of diverse Black contemplative practitioners. Scholars, artists, healers, and community members gathered to reflect, sing, draw, laugh, dance, pray, and acknowledge our collective pain and wisdom. In the face of continued racial tension on college campuses, where Black bodies are policed and Black intellectual legitimacy is questioned, there exists a need for authentic healing and restorative spaces for those of us committed to doing anti-racist work. Together we considered how mindfulness and diverse contemplative approaches foster healing from racial trauma experienced in the academy. While contemplative practices connect us to the broader human condition, there is a time and place for contemplative spaces that honor our diversity and complexity, while simultaneously grounding us to have an impact within and beyond our communities.

*Michele Chatman, Steven Oliver Thurston*

---

Room 805-09
**Healing Our Collective and Individual Identities: Pedagogical Practices for Making A Class Come Alive in Body and Mind**

Recognizing that increasing number of students are suffering from mental distress, as well as an overall cultural disembodiment that links directly to our social and environmental crises, this workshop offers hands on pedagogical practices aimed at “healing our collective and individual identities”. A sociology professor and three of her former students will share their insights and classroom activities gathered and adapted from a social theory course they all participated in this past spring semester. Each will lead a particular activity and then invite the audience to reflect on its effectiveness, potential applications for other courses and possible ways to further develop the activity to maximize its efficacy. Special attention will be paid to how the activities address, unpack and possibly promote healing for the socially constructed, yet highly embodied, identities of race, gender and class, as well as our relationships with the ‘natural world’.

*Phoebe Godfrey, Jamiah Bennett, Sara Defazio, Pamela Patrick (unable to attend)*

---

Room 805
**Trauma-Sensitive Resiliency Practices: A Toolkit for Well-Being**

This workshop describes the cultivation of well-being through a toolkit of research-based strategies utilized across a continuum of programming at The New Mexico Suicide Intervention Project. A primary objective is to offer how we, in our work at the intersections of suicide prevention, trauma stewardship, and social justice, manage to stay joyful, regulated, connected, present, and resilient. As a facility of higher education, the center trains intern therapist graduate students in social work and counseling. The training program, which is part of the center’s prevention and intervention programming, integrates contemplative practices into its clinical model to enhance healing, therapeutic presence, and resiliency for both clients and clinicians alike. This workshop shares how we manage our own capacity for our compassionate values to be actionable and sustainable while offering participants insight into enhancing their own well-being and increased longevity in the service of individual and collective social justice.

*Erin Doerwald*

---

Room 903
**Critical Service-Learning: Self Awareness and Compassion In Academia**

An exploration of team teaching in a first year Residential Academic Service-Learning Course. In this interactive session we will explore our multiple social identities through vulnerability exercises. Together we will investigate how to build a bridge of compassionate understanding between “who we are and who they are.” By modeling a bridge of openness, and exploration of the underlying issues of inequality, educators will learn how to integrate the diversity present in the classroom into a contemplative pedagogy.

Students in our academic program utilize the group classroom experiences with their engagement in community organizations for learning. Our students participate in exploration of self to understand how their social identities relate to their engagement with community partners. Self-exploration is fundamental in understanding issues of social justice, power, privilege and oppression. Beyond individual development, students examine the prevailing systems governing the community organizations they serve and bring their erudition to the class.

*Terrell James, Katja Hahn D’Errico*
Room 904-08

Last year I presented on the four roles of social change in a framework of living systems theory (David Stroh) and adrienne marie brown’s Emergent Strategy. This year I would like to actually run the exercise that I presented about with the addition of mandala principle (Judith Simmer-Brown). The mandala practice walks people through an embodied contemplative journey that integrates a standing meditation practice with a spectrogram exercise making out each person’s relationship to social change (the four roles) as well as their positionality to power. The center of the mandala is the locus of power and the edge are the margins farthest away from power. The mandala practice is something we can take home and utilize in social justice communities and classrooms to have an embodied collective experience of our organizing and resistance.

_Holly Roach Knight_

Room 905-09
**“Decolonization” and the “Indigenizing” of the Academy: Sweat Lodge Ceremony as Contemplative Practice**

The concepts of “Indigenization” and “decolonization” are buzzing through Canadian Universities in the aftermath of the Truth and Reconciliation Commission’s (TRC) report, though the concepts are far from new. The TRC and its 94 recommendations was a multi-year process to address the intergenerational suffering and cultural loss of residential school survivors from Indigenous communities throughout Canada. As a consequence, universities and colleges have begun to institute some of the recommendations on multiple levels. Though positive in many regards, the process for deep rooted understanding and healing is not well understood, and for many Indigenous peoples the efforts are a repeat of earlier attempts. In this presentation, I will introduce methods used in our “Indigenous Peoples of Canada” course, which culminated in building a sweat lodge and participating in a sweat led by a Cree sweat lodge leader on the university grounds. During the ceremony, participants experienced the teachings on, connecting with our ancestors, “prayer” and creating community.

_Trudy Sable_

Room 804-08
**Not a Class But Life: Religious Diversity in the Classroom**

In her final reflection, a student in my class on poetry and spirituality wrote, “UNC Asheville is a wonderful campus, but it can be a little bit hostile towards people who openly express their faith (in anything).” Faculty, too, may also sense an unspoken disapproval of religious or spiritual practice and consequently choose to keep that part of their lives private while on campus. Are there appropriate ways to be more inclusive of our whole selves—students, faculty, and staff—including the religious or spiritual parts of our experiences at public colleges and universities? What about in our CMind community? Are there ways to honor and learn from a wide variety of religious and spiritual perspectives represented by our members? Based on my class “The Heart and the Matter: Poetry and Spirituality,” and a year-long faculty-staff learning community on Faith in Art, this practice workshop will give us an opportunity to explore these questions together.

_Richard Chess_

Amherst Room
**Dwelling Together Between Queasy Worlds: Toward Sacred Citizenship**

As liberal multiculturalism crumbles and critiques become increasingly weaponized, new scholarly frameworks are needed for working with fear and difference as we muck our way toward expanded alliances and webs of care. How are we to think, speak, and create, when disengaging from terms of “self” bound within coloniality and racialized capitalism? I am interested in border spaces inhabited when one detaches, either by choice or force, from illusions of wholeness, cohesive identity, progress, and the American Dream. What possibilities exist in-between self/not-self, embodiment/disembodiment, language and being? This experiential workshop will explore these questions through storytelling, writing, and embodied contemplative practices with the intent to build what M. Jacqui Alexander calls, “sacred citizenship,” or beloved communities of difference.

_Kirsten Mundt_
Room 805-09

**Critically reflective learning communities**

In this session we will explore how critically reflective pedagogy and ways of knowing can impact levels of engagement and build a classroom that fosters growth and caring at its heart. Caring for ourselves and each other requires us to cultivate resilience and deepen our capacity for difficult conversations and compassion in the classroom and in our communities as we work for justice. This presentation will offer knowledge of critically reflective theory and define what communities of caring can look like and embody in the academy. In seeking to teach and learn from a place of knowing our deep connection with each other, we can find greater healing and understanding in our work. And, maybe even guide us in the creation of systems that are more joy-filled and caring infused. We will also explore contemplative practices that can ground us in this work.

*Stacy Husebo*

---

Room 903

**Bridging Personal Acts of Resistance and Collective Uprising through Ecopoetics**

This presentation/performance offers one way of creating culturally-appropriate and culturally-responsive learning environments for climate justice education, environments that respect and value multiple needs, diverse ways of knowing and being while inspiring the individual action and collective uprising needed in this critical moment since the Intergovernmental Panel on Climate Change (IPCC) report put us on alert that we have less than 12 years to avert climate catastrophe. The presentation will be structured around my multi-year project, “1000 Gifts of Decolonial Love”, a community performance and epic instructional video poem that weaves together instructions for folding paper cranes, the story of Sadako, Hiroshima victim whose paper cranes came to symbolize peace; a story of “climate colonialism” and the endangerment of cranes in Taiwan; and contemporary liberation struggles of Indigenous resurgence and M4BL. The workshop integrates ecopoetics, paperfolding as contemplative activism, and story circle.

*Ju-Pong Lin*

---

Amherst Room

**Practice Makes Progress: Engaging Mindfulness with Elementary School Students**

I will present an overview of my own personal and professional journey with mindfulness, followed by a presentation outlining a year-long mindfulness project I participated in with a diverse group of fifth-graders attending a Boston Public School. I will highlight particular practices we engaged in that illuminate the necessity of bringing mindful practices into all types of education settings. In addition, I will discuss the ways in which mindfulness practices can be an entry point into addressing uncomfortable emotions associated with various forms of bias.

*Alice McIntyre*

---

Room 803

**Leading with Compassion: Bringing Radical Wellness to the Virginia Military Institute**

In this interactive session, we will explore the challenges of implementing a mindfulness-based meditation ‘fitness’ (MBFT) program at a small, southern, military college in Virginia. Virginia Military Institute’s (VMI’s) mission of producing citizen-soldiers in a liberal-arts framework interweaves two oppositional pressures cadets maneuver daily: military duties and academic scholarship. Our goal is to embed the MBFT program in this relatively insular and traditional learning environment, and then to expand it to the entire VMI community. MBFT will be the means to creating a just, connected, and compassionate community. We envision a program through which our cadets, faculty, staff, hourly-employees, and administration engage with each other, and with the larger world. In this session, we seek the collective wisdom of the ACMHE community to better understand the constraints and synergies of designing this program. We hope this exchange will also yield ideas that strengthen and sustain participants’ programs.

*Holly Richardson, Tinni Sen*
Parallel Session V - Saturday, November 9th - 11:00 AM - 12:00 NOON

Room 904-08

Yoga Philosophy Improves Classroom Discourse

This presentation offers principles and practices of yoga to improve classroom equity, diversity, and inclusion. The session begins with centering through mantra, pranayama, and mudra (chant, breath control, and gesture, respectively) to set intent and to control the vital energy. In opening the question of equitable classroom discourse, participants reflect on how they hold contemplative, inclusive learning spaces and personal talk patterns. Next, the presentation illustrates linguistic features of classroom talk dominance and how it can quash diversity and inclusion. It asks participants to share their perspectives on resolving problems of classroom talk in order to increase equity. Following, the presentation offers suggestions to improve the discourse that frames classes by engaging ideals of pratipaksha bhavana (mindfulness of opposites) and sattva (positivity and peacefulness). Participants share ideas from their own classrooms. The session closes with reflection, centering, and mantra.

A.M. Moretti

Hadley Room

Creating learning environments that fit the needs of “emerging” students

Challenges beyond academics, such as lower income, no sense of belonging, and a lack of cultural capital make underprepared, underrepresented, and first-generation college students some of the most at-risk students in college. Still, academic preparation has been the focus of much research regarding these cohorts of students. “Equally important, however, are the psychological–social barriers and lack of institutional support.”

So what if, instead of looking at these students’ academic risks, we looked at their social and emotional barriers? What if, instead of calling them at-risk, we called them emerging? This session will describe the design, and implementation of an academic support program based on intrusive-advising geared towards at-risk students. This program uses trauma-informed, contemplative practices to help first-generation students improve their self-knowledge, critical thinking, and community engagement—which in turn improves academic engagement and retention.

Ralph Godbolt, Shannon Musgrove, Aurora Bonner

Room 905-09

Neuroscience, Mindfulness, and Inclusive Pedagogy

An estimated 70 percent of adults in the United States have experienced a traumatic event at least once in their lives. When thinking of students impacted by trauma, the focus is often on younger students; however trauma and its effects can impact students of all ages including those in our classrooms and university service areas. This session will examine the neuroscience behind the Fight, Flight, and Freeze phenomena and learn to use mindfulness tools and several inclusive pedagogy strategies to better engage and support students.

Amer F. Ahmed, Mayra Padilla

Room 804-08

Embodied Learning: Connected Interiority in the Classroom

bell hooks introduced the idea of teaching as a form of transgression, and in the context of contemplative education, we transgress boundaries by inviting students to become conscious co-creators in their own learning. This paradigm encourages the students and the teacher to become active participants in an engaged pedagogy. In this way, the classroom can become a “participatory space for the sharing of knowledge” in which we can connect “the will to know with the will to become” (hooks, 1994). In this session we will consider integrative models for teaching in which learning is understood as a wholly embodied process that involves reframing ways of being and ways of knowing. We will explore, in turn, how this paradigm shifts the focus of learning to a place of connected interiority, from which we can cultivate habits of mind and heart that allow for a deepened engagement with issues of inclusivity, social justice, moral agency and personal meaning-making.

Melissa Hammerle
PARALLEL SESSION VI • SATURDAY, NOVEMBER 9th • 2:15 - 3:30 PM

Room 803
**Seeding Mindfulness: Growing Contemplative Community and Cultivating Well-being Across Campus**

Well-being belongs everywhere; it does not begin or end in any one unit of campus life - whether classroom, office, or dorm. This session explores the collaborative creation of dispersed contemplative campus practices and the capacity of a decentralized approach to bust silos, foster well-being, and create meaningful connection across departments and units. Co-presenters are participants in the Hollins Contemplative Collective, a diverse team of faculty, staff, and administrators who meet regularly for mindfulness practice and reflection. Whether teaching or fundraising; career counseling or developing diversity and inclusion initiatives; in the dance studio, library, or chapel; participants reflect on their contemplative initiatives as contributions to the interconnectedness of campus life. Attendees will be guided in reflection on their own locations in campus communities, and gain resources to collaboratively sowing seeds of well-being that take root across campus.

*LeeRay Costa, Jenny Call, Rebecca Seipp, Courtney Chenette, Karen Cardozo (not in attendance)*

Room 905-09
**Yah-kah-dha Dhih-ní-a: The mind fully awake and observing**

In October 2016, for the first time we found an Arabic word for mindfulness at Al Akhawayn University in Ifrane. Since then, we conducted mindfulness workshops, retreats and de-stress days during exams. However, in Fall 2018, I offered a 3-credit mindfulness course to foster well-being in the classroom, outside of workshops and yoga classes. This was a first course on mindfulness in a Moroccan university, with activities such as in-class guided meditation, daily personal practice, retreat, weekly embroidery and gardening classes, weekly critical reflective journal writing, workshops on art and theater, and exploring literature on mindfulness.

In this workshop, I aim to give a glimpse into the journey of 17 undergraduate students in a 3-credit elective on mindfulness. We will practice a guided meditation, critical reflective journal, play with art, look at student project (videos, photos, journal, paper) and aim to experience the collective journey of the class.

*Smita Kumar*

Room 904-08
**Reigniting your true north: Passion and courage for resiliency**

Today’s academic community is experiencing unprecedented levels of rapidly evolving challenges while navigating volatile politics, social changes, and increasing expectations. The result is often an atmosphere of stress and frustration in which faculty and administrators can easily feel under attack, overwhelmed, and exhausted. Staying true to oneself and one’s personal passion can be important to feeling sustained within the changing higher education landscape. This interactive workshop will guide participants in developing their own road map for reigniting their sense of purpose and rediscovering the inner courage they need to carry on and move forward. When considering self-care in today’s climate, faculty and administrators must explore ways of maintaining their “true north” in the face of ongoing turbulence. As participants reconnect with themselves, they will also connect with sustainable options - such as openness, dialogue, and vulnerability - for supporting inclusive campus communities.

*Rob Kramer, Robin Sansing*

Room 905-09
**Resonating Whiteness: Revealing Its Power and Denial Through Contemplative Practice**

Through amnesia, denial, systemic racism, and suppression of “other,” Academia reinforces the underlying power of white superiority. Our current embodied systems evolved from colonization, eradication, expropriation, enslavement, and legislation. Normalized and protected by our mental frameworks, denial and amnesia facilitate “comfortably numb” and disembodied white-identity. Performance artists at the intersection of academia, wellness, and community with narratives of legacy and rememory are wayfinding paths to cognition, acceptance, apology, forgiveness, and reconciliation. Immersion in spoken word and movement, workshop participants use contemplative practices for reflection and white-identity awareness. Participants will co-create resonating whiteness by connecting body with mind in a shared space that is a challenge to open awareness. A facilitated reflective discussion of a contemplative practice for application in higher education will illuminate the implicit power structure of social control.

*Cl. Dukes, Raeann G. LeBlanc*
**Amherst Room**

**Contemplative Reading: Community-Engagement & Social Justice**

This panel will introduce the practices of “Shared Reading,” Lectio Divina, and those drawn from the Jewish traditions PaRDeS, (P’shat, Remez, D’rash, Sod). Presenters will demonstrate how such practices generate micro ethical and political worlds in which participants experience not only individual insights but also relational possibilities of respect, cooperation, and justice. Presenters will describe how such practices open space for analyses of systemic oppression and the development of compassionate understanding that leads to action. The initial discussion will address the contexts of Service Learning, Community Engagement, and secular classrooms, but we may expand these contexts through the facilitated conversation where all participants may share perspectives and ask questions.

*Karolyn Kinane, Donald McCown, Jeremy Price, Patricia Owen-Smith*

---

**Room 804-08**

**Joy as Resistance: Exploring Play as Contemplative Practice**

While a workshop on play might seem counterintuitive in our current sociopolitical times, perhaps now, more than ever, we need to stay grounded in our capacities for joy. This session offers an opportunity to explore play as a pathway into embodied contemplative practice. Through games and exercises drawn from Augusto Boal’s Theatre of the Oppressed repertoire, we will explore the ways that playfulness might inspire our sense of connection with self and community, how shared laughter might create healing communal space, and how joy might serve as a powerful act of resistance. This play-full workshop will offer us an opportunity to deepen our sense of care—for self and others, to re-remember our own resilience, and to recharge our contemplative batteries for the work ahead. The activities we will engage will be gentle, invitational, and designed to be accessible for all abilities and levels of experience.

*Kerr Mesner*

---

**Room 805-09**

**Recognizing & Cultivating Wholeness as a Practice of Radical Self Care**

Wholeness is a capacity that is present within each human being. Cultivating wholeness requires engagement in multiple ways of knowing, particularly that of the deep imagination. From a state of wholeness all projective illusions fall away and a state of presence and compassionate regard emanates one’s whole being. Wholeness practices renew one’s connection particular ways of knowing and relating and can lead us to our most authentic ways of being in the world. The cultivation of the capacity for wholeness in higher education as a practice of radical self-care is essential in transforming learning environments that will support deeper inner development as an educational aim. In such an environment, educators become guides for their learners to discover golden threads of their unique purpose to contribute something of true beauty and significance in the world. This interactive workshop will introduce and explore wholeness practices for application in higher education settings.

*Jennifer Obbard*

---

**Room 903**

**Moving Beyond Burnout: Developing Resilient Relationships to Learning**

As acclaimed choreographer Liz Lerman notes, “Resistance is information.” In academic settings, contemplative practices can offer doorways into the information and insights that lie behind forms of resistance that often impede learning (including anger, shame, blame, boredom, frustration, burnout, lack of motivation, self pity) and facilitate both individual and group resilience. This workshop explores ways to recognize the wisdom behind experiences of resistance—in ourselves and our students. Contemplative practices that engage both movement and stillness can facilitate learning and responding to needs rather than falling into distraction, shame, blame, or avoidance behaviors. Through contemplative dance exercises and reflective writing practices, we will explore methods for being with and moving beyond both physical and metaphorical forms of resistance (no previous dance experience is necessary) as well as discuss the applications of these methods across disciplines.

*Candice Salyers*
PARALLEL SESSION VII - SATURDAY, NOVEMBER 9th - 4:00 - 5:15 PM

Room 803
The Courageous Path of Collective Liberation: A Compassion-based Approach to Social Justice Education

Courage of Care launched in order to provide a community for educators, activists, leaders, healers, parents and others to develop the skills necessary to realise a more compassionate, just world. We designed a model that integrates relational contemplative training, critical pedagogy and systems thinking to support sustainable personal and social transformation. Our model helps us learn to: 1) LOVE in more sustainable and compassionate ways; 2) SEE that which inhibits our capacity to connect in just, equitable ways; 3) HEAL from collective forms of trauma and oppression; 4) ENVISION more caring and just worlds; and 5) ACT to realise and sustain our shared visions. In addition to providing workshops and retreats, we developed a university level course and have consulted with several University Centres interested in compassionate systems change. This workshop will offer participants an introduction to the core theory and practice of the model with opportunity for critical engagement.

Brooke Lavelle

Room 804-08
Modeling Wholeness, Humanness, & Humility in Law School - Movement, Art, & Journaling

We are three full-time law teachers. Two of us are also meditation teachers, and we are all involved in the small but growing movement to bring various mindfulness practices to legal education. Our ultimate goal is to help students bring their whole selves to the practice of law.

Legal workplaces have become even more stressful, high-paced, and competitive than ever before. These conditions create added stress and anxiety, and detrimentally affect the mental health and well-being of law students and lawyers.

Like many professions, law is also a highly cerebral field. Legal training focuses almost entirely on developing thinking skills rather than focusing on feeling, moving, or being. This one-sided approach to education and life can leave law students and lawyers feeling disconnected from essential parts of themselves, which can in turn make it difficult for lawyers to connect with clients and act as stewards in society.

Gary Cazalet, Heidi K. Brown, Nathalie Martin

Room 805-09
Using Collective Poetry Collage to Teach Healing Justice

This workshop is inspired by a Master’s-level social work course, Community Building, where the group focuses on self-care and healing justice as critical for social workers in training. Healing justice is a framework and set of practices that attends to oppression, trauma, and stress by decolonizing institutions and culture while creating opportunities for personal and inter-personal healing. It is concerned with the whole self, including the body, mind, heart, spirit, nature, and community. Through study of Adrienne Maree Brown’s Emergent Strategy, a new voice in transformative justice, the workshop will begin with meditation followed by check-ins about real struggles in our social justice work and lives. In this context, we will read some of Brown’s work aloud and everyone is supported in writing a poem using one of her lines as a prompt. Through a collective and embodied process, we will use our individual poems to create a collective poetry collage.

Loretta Pyles

Room 903
Dealing with feelings - Global threats and contemplative tools

Often university students feel isolated and lonely with their existential thoughts. Hence, there is a strong need to develop collective ways of sharing emotions concerning questions related with the meaning of the studies. We claim that if there isn’t real dialogue between people, students will not be able to face local or global scale threats without a risk of burning out or becoming too cynical to act.

Climate anxiety groups have become successful in connecting the mindfulness-based tools as well as ways of fostering self-compassion with the real context. In the workshop, the participants can experience the practises of the climate anxiety workshop and test how the contemplative, dialogical methods help to sustain through societal changes and global challenges. Practises promote self-care and skills for compassionate dialogue.

Including discussion about how the kind of methods can be integrated into teaching and spread the mindset to build compassionate academic community.

Merita Petäjä, Sanni Saarimäki
Parallel Session VII - Saturday, November 9th - 4:00 - 5:15 PM

**Room 904-08**

**Radical Renewal: Not Knowing**

The most radical admission in academia is of not knowing, yet its pure state – beginner’s mind – is ideal for learning. In a context in which not to know an answer is seen as a serious shortcoming, consistently maintaining that state of mind is the most powerful renewal available.

The workshop will provide an experience in not knowing, and the renewal it offers, by exploring something almost no one knows how to comprehend: a challenging selection of music. The experience, produced by a series of repeated listenings and acknowledgements together of what is heard, and leading to the joy of communal discovery and a desire to know more, will be followed by suggestions for achieving this awareness in other domains. The emphasis will be on building a community of support for honestly engaging with ideas and one another in order to renew and sustain a positive academic environment. Time will be reserved for questions and discussion.

*John Morrison*

**Amherst Room**

**Mindfulness in Public Education: Embodied Whiteness as Decolonizing Praxis**

Studies reveal the benefits of mindfulness in education, but implementing programming authentically and equitably within our capitalist white supremacist hetero-cis patriarchy remains an obstacle. This workshop will focus on mindfulness in public education, research, and teacher education. I draw on my experience teaching yoga and mindfulness in New York City public schools and middle school English and ESL in Holyoke, Massachusetts to show that these traditional practices develop necessary skills of inquiry, imagination, human connection, and critical thinking. The analysis of my findings shows how teaching mindfulness from a decolonizing and ecological perspective promotes a positive learning environment, alleviates management challenges, and develops higher order thinking in students. This session invites participants to experience an anti-racist chair yoga practice and discuss how different modalities of mindfulness can be used in teaching and learning.

*Lulu Ekiert*

**Hadley Room**

**Implementing “Learning Sustainable Well-Being” Classes on Campuses**

This roundtable will discuss how to help academic institutions understand the need for, and implement, well-being classes. In my 24 years as a professor (and a recent researcher of mindfulness and well-being), I have seen a steady incline in student anxiety and depression. In response to this, in 2014, I started teaching well-being courses on campus, which have been quite successful. To move forward, and scale up, my students and I started a grassroots initiative at UCSD, called “Learning Sustainable Well-Being”, which takes a “preventive” mental health approach. The ultimate goal is to implement a mandatory 1-unit well-being class for students (using a variety of wisdoms, practices and methods), taught by professors (who will need to learn well-being themselves!). This roundtable will discuss the questions and obstacles that arise when working with universities to implement a comprehensive system of guidance so that students can flourish both academically and personally.

*Karen Dobkins, Taylor Bondi (not in attendance)*

**Room 905-09**

**Where’s My Ox? Today’s Learner and a Traditional Japanese Art**

A set of illustrations attributed to a 12th-century Buddhist priest in China and known as “The Ten Oxherding Pictures” is a well-known Zen teaching parable. This pictorial narrative is accompanied by poems in Japanese and Chinese. In my literature and culture course on the art of tea, students read an interpretation by an esteemed tea master that connects this story to the practice of tea. This visual depiction of a boy tether in hand wandering in the mountains is especially relevant to the educational journey of many students. It is a delightful story of searching for an ox with unexpected twists and turns along the way. The goal of a liberal arts education should be to encourage students to set out on an unknown trek through mountainous terrain. Along the way they should learn to confront, lasso and wrangle a wayward ox. I will use visual examples from teaching a traditional lecture class and practicum in a tearoom to describe this journey.

*Janet Ikeda*
POSTER SESSION I
Friday, November 8th, 1:00 – 2:00 pm, Campus Center Auditorium

Table 1
When doing is not enough: On values, personal grounding, and high-achieving students

This presentation discusses what mindfulness is in the context of writing a personal statement for prestigious national scholarship applications. It introduces the audience to mindful advising strategies of high-achieving students and focuses on how to make students aware of their operating on autopilot when accumulating their achievements in a long list on their resumes. I challenge students to question their motivation and their community engagement by seeing the help they offer to others beyond their academic capacities and privilege status. What is the grounding from which their engagement emerges? Why are they acting for the good of others? The understanding of the “why” behind the “what” and “how” is a lengthy process that reveals a deeper personal pathway of being, defining oneself, and engaging from one’s center and one’s inner values rather than outside motivations of doing, achieving, and delivering results.

Madalina Akli

Table 2
Humanities and Healing: Cultivating a Contemplative Pedagogy

The intention for our work is to influence a more compassionate, heart-centered approach to teaching healthcare and healing that might include aspects like art, poetry and story. To do this we brought faculty on a journey exposing them to the humanities through four workshops. In the first, the Judy Chicago Exhibit entitled Birth Project: Born Again, represented the nexus of art and health care. The next three workshops focused on fostering campus creative spirit utilizing spaces of beauty on campus: in Nurtured by Nature a campus garden, in Reimagining Sacred Spaces the university chapel and in Rivers Flow: Transitions and Change the Mississippi river. In each session we facilitated a process of writing, reflection, dialogue, and producing a communal poem. In this proposed session we will replicate our pedagogical process by leading the group in an observation of two Judy Chicago art pieces and subsequent reflection, creative expression, and creation of a communal poem.

Laurie Anderson Sathe, Jocelyn Bessette

Table 3
Tuning the Student Mind: A Teacher-Student Journey in Consciousness-Centered Education

Sociologists have developed a multitude of ways to define different identities. Each of these identities is related to an individual’s self-concept. We use these different identities to navigate the world, as they help us infer our similarities and differences with other people. But, how do we teach students to see and understand our connections and the sameness that underlies all our experience—our common humanity? As a faculty member teaching identity studies, I have long asked myself: Is the way that I am teaching sociology inspiring my students to understand their interconnection to each other and the broader world? This presentation will share both evidence-based research and stories collected from over the ten years of teaching my course, “Consciousness, Creativity and Identity”. Participants will gain new knowledge regarding the impact of consciousness-centered curricula. And, how integrating meditation into the core curriculum of academic classes can impact learning, creativity and connection.

Molly Beauregard

Table 4
The Whole Clinician Curriculum: The Intersection of Well-Being and Patient-Care

Mindfulness, emotional awareness, and prosocial attitudes are trainable and vital to both clinician well-being and patient care. However, few curricula integrate this content in clinical training. We developed and piloted a mindfulness-based compassion curriculum specifically for graduate-level health professions trainees in an outpatient primary care setting at a VA Medical Center. We evaluated needs, acceptability, and application through surveys and interviews. 40 trainees (MD(n = 33), NP(n = 5), Psych(n = 1), Pharm(n = 1)) attended one or more of three half-day mini-treats with a focus on learning contemplative skills for self-care, cultivating emotional-awareness and pro-social mindsets, and building community. 73% were naïve to contemplative practice. Participants reported less anxiety, more presence at work, greater empathy for patients, positive impacts on relationships, and a desire to further integrate practice at work. Next steps include further curricular and institutional integration.

Joe Cook, Christopher Sha, Eve Ekman
Table 5
Mindfulness and Academic Success: An Exploratory Study

Colleges and universities utilize multiple strategies to increase student success. These strategies are especially important in the current era as students are entering higher education with additional responsibilities and stressors that must be addressed for students to persist and graduate. One such strategy that higher education institutions should consider to promote student success and contend with students’ additional stressors is the teaching of contemplative practices. This poster will present the preliminary results of a qualitative research study that explores the connection between students’ (N=10) enrollment in a mindfulness studies course and their utilization of contemplative practices both inside and outside the classroom with a focus on their academic success. Using a general inductive method, the data suggests that students’ utilization of mindfulness behaviors assisted with their academic functioning, confidence, and empathy. Implications for research and practice will be presented.

Matthew Cooney, Timothy Pedigo

Table 6
The emotions of sustainability: Can contemplative pedagogical practices play a role in sustainability education?

Contemplative pedagogical approaches may be one way to make way for hope in addressing topics like climate change, poverty and sustainable development. Through a scoping review, I investigate the effectiveness of contemplative pedagogical techniques in alleviating dark emotions inevitable in environmental education. Available evidence demonstrates that scholars who are writing (passionately) about the topic agree on three overarching themes. First, the root of environmental problems centres around humanity’s disconnection from nature. Second, there is a need to engage with – instead of ignoring - dark emotions and fix-it impulses in environmental education classrooms. Third, contemplative pedagogical techniques represent a set of worthy and creative responses for experienced instructors to engage with emotions in the classroom. The literature suggests that contemplative pedagogy will play an important role in environmental education as a means of cultivating hope in an increasingly uncertain world.

Allison Elgie

Table 7
A Meta-Analysis of the Effect of Mindfulness Training in Education on Self-Compassion

The experience of the academic environment can be competitive, stressful, and at times overwhelming for students and faculty alike. Self-compassion (defined by Neff et al., 2017, as including self-kindness, common humanity, and mindfulness) has been associated with general resourcefulness (Martin et al., 2019), self-regulation (Dundas et al., 2017), and well-being (Gunnell et al., 2017) in university students, but mindfulness practices evoking self-compassion remain underutilized in academic contexts. This presentation will share a meta-analysis synthesizing existing evidence for self-compassion outcomes of mindfulness interventions conducted in educational contexts, and the design features of these interventions that elicit optimal outcomes. We hope that the presentation inspires ideas for integrating and designing mindfulness interventions into course curriculum to improve student outcomes, and the experience of the course for faculty and students alike.

Stephen Holsenbeck, Babatunde Aideyan (not in attendance), Mariya Shiyko

Table 8
The Journal of Contemplative Inquiry

The Journal of Contemplative Inquiry (JOCI) is an online, peer-reviewed, scholarly journal for all who design, research, teach, and assess contemplative practices in college and university settings. JOCI promotes a vision of higher education that cultivates personal and social awareness and explores meaning, values, and engaged action. Established in 2014, JOCI is managed and funded through the Center for Contemplative Mind in Society.

David and Trudy Sable

Table 9
Finding yourself as a visual arts major

To be a successful designer and artist, you must understand yourself. You are in the middle of the circle. After you have an awareness of self, you can balance your relationships. Next, you can work and better your community. Finally, you can tackle the great issues of society. Design affects all levels from personal projects to highly structured systems of human organization.

Through the succession of exercises, both analog and digital, I have created a series of projects that help the student get to know themself and how design is a powerful tool within community and society. These projects start with different brainstorm techniques that the students can use throughout their tenure.

We start by asking questions like:
• How do you design for yourself?
• Much of graphic design is working with others; will you work well with others?
• How can you design for the community?
• How do graphic designers affect the community?
• How will you designs affect society?
• Can design change the world?

Dannell MacIlwraith

Table 10
Shared reading practice increases mindfulness and improves quality of life

This poster reports findings from a pilot study of the effects of an evidence-based health intervention in which groups read serious literature aloud together, ultimately creating a caring community. Developed in the UK by The Reader Organization, “Shared Reading” has a 10-year history of application and research in public health in the UK and other Anglophone countries, but is new to the USA, and has not been researched with a university student population. This study, based on research from the University of Liverpool’s Centre for Research into Reading, Literature, and Society (CRILS), uses mixed methods, with quantitative data from pre- and post-intervention self-report questionnaires on mindfulness and quality of life, and qualitative data from post-intervention interviews with participants. Data suggest that participants’ levels of mindfulness increased (in both state and trait measures), quality of life improved, and the intervention was enjoyable and prompted desire to continue.

Donald McCown

Table 11
Caring for the educator: Faculty self-care implementation

Now more than ever the importance of self-care is paramount. With the ever-increasing demands on faculty time, how do we thoughtfully engage in self-care practices on a regular basis? Faculty members in higher education face numerous demands and evolving responsibilities including engaging in scholarship, working with students both in and out of the classroom, and participating in service on campus and in the community. How this pressure manifests varies across institution and discipline, however the fact remains that a high level of occupational stress accompanies the role of university faculty members (Meng & Wang, 2018). As college students’ stress levels continue to rise, faculty are tasked with educating overly scheduled and fatigued students. How do we hold space for others to grow and learn if we do not hold the same space for ourselves? This roundtable discussion will engage participants in practice and discussion around self-care in academia.

Michele McGrady

Table 12
Contemplative practices: Holistic, other-regarding, and critical reflexivity to counter dehumanizing institutions

Educational institutions can be dehumanizing spaces where people suffer greatly. Administration, faculty, students, and staff are all subject to varying degrees of suffering. There is however, a structural basis to this suffering that perpetuates itself due to the entrenched, unquestioned ways in which institutions operate. Contemplative practices have been appropriated by the medical/therapeutic industry as a self-help tool for bolstering wellness for the individual. This dovetails conveniently with the aims of neoliberal corporate capitalist principles by which modern educational institutions operate that pathologizes stress as an individual failure. Contemplative practices without some sort of praxis of care that includes not only oneself, but others in its conceptualization of well-being, is incomplete and potentially harmful. Contemplative practices have great potential to be engaged in a critical analysis of the structural, systemic, institutional forces and the ways in which they cause harm.

Muga Miyakawa

Table 13
Using Circles of Trust© to Strengthen Inclusive Community Development

Based on the work of Parker Palmer, The Circle of Trust© approach includes principles and practices for creating “brave spaces” where individuals can engage in personal and collective discernment. Integrating a variety of contemplative practices (e.g., journaling, lectio divina, meditation), this approach has the potential to transform individuals, families, workplaces, and communities. This poster describes efforts to implement Circle of Trust© practices in a 3-day retreat for participants in a state-wide community development initiative focused on facilitating greater inclusion of individuals with disabilities. The poster outlines and illustrates a variety of retreat components that were used to support participants’ self-reflection and conversations about their shared community development work. In addition, the poster includes discussion of modifications and accommodations of the Circle of Trust© approach that enhanced access and engagement for participants with sensory impairments and developmental disabilities.

Andy Roach, Veta Goler (not in attendance)
Table 14
Mindfulness-Based Interventions for Cardiovascular Disease and Risk Factors in the United States: A Systematic Review of Effectiveness and Implementation Data

Cardiovascular disease (CVD) is a persistent public health challenge worldwide. Mindfulness-based Interventions (MBI) have been researched for CVD and its risk factors, however, the efficacy and potential for implementation of these interventions remains unclear. This systematic review summarizes variations in implementation (i.e., intervention design, delivery and uptake, and contextual factors) and analyzes evidence supporting MBI's application to cardiovascular risk outcomes. Additionally, this paper analyzes the current research for potential barriers, identifies challenges to implementation, and suggests future research directions.

Tonya Sanchez

Table 15
Educating for Empathy: Writing as Meditative Practice

Empathy is an essential skill for professional students and practitioners in the helping professions. Advances in brain science have expanded our knowledge of the mechanics of empathy. To function effectively in diverse and emotionally complex environments, practitioners need to have a good understanding of the cognitive and affective aspects of empathy in order to self-regulate empathic overload and engage proactively to prevent burnout. Journaling is one meditative practice that allows for reflection and self-monitoring through critical emotional praxis.

Johanna Selles

Table 16
Interactive Reflection Tree

Thank you for the opportunity to submit a poster presentation for the ACMHE Conference this year. We are Debora Colbert and Katya Stewart-Sweeney, from the Leadership Team of the Center for Mindfulness, at Colorado State University in Fort Collins, Colorado. Our Poster reflects the overall theme of this year’s conference: Radical Well-Being in Higher Education: Approaches for Renewal, Justice, and Sustainability. Join us to interact with our poster and learn more about renewal, justice and sustainability. We will employ a visual, tactile format that will engage and honor participants’ multiple ways of knowing. The experience will include quotes on these themes along with some guiding questions. Participants will be able to connect to their conference experience and have the opportunity to reflect on how they can use it in the future.

Katya Stewart-Sweeney, Debora Colbert

Table 17
Sur-Thriving: Imagining New Possibilities for Radical Well-Being

Our poster introduces the complexity of the dimensions of radical and critical well-being while imagining sur-thrival, a fluid way of viewing survival and thrival. Using critical theories to frame sur-thrival and radical well-being, we push limits of human capacity and agency. In the quest to effect socially just change, the authors utilize Transtheoretical Model for Stages of Change as well as student affairs’ Social Change Model of Leadership to further examine the complexity of change as it relates to radical well-being. On a continuum, we address the motivators and challenges to radical well-being on the systems levels, in particular, micro, mezzo, macro, and global levels. In doing this, we complicate dichotomous tendencies and propose new ways to consider survival and thrival, and to perceive renewal, justice and sustainability, as pertaining to radical well-being.

Hannah Stohry, Simran Kaur-Colbert

Table 18
Exploring a Relational Response to Student Self-Disclosure in the Classroom

Integrated learning pedagogies that encourage students to connect personal experiences to class material often inspire transformative learning. In the process of making such connections, some students disclose material that renders them too emotionally vulnerable and therefore negatively impacts the learning process. Relational theory offers profound wisdom for navigating student self-disclosures within the complex array of intersubjective exchanges typical in classroom settings. Whether or not a student’s disclosure is productive to the learning process depends on myriad factors (i.e. the student’s sense of safety and belonging, equity and inclusion in the classroom, the response of the teacher and other students to the disclosure, etc). Shining a relational lens on this issue offers opportunity for deep discourse regarding the relational components inherent in the process of teaching and learning.

Pamela Szczygiel

Table 19
Co-creating a Map of Restorative Space with Undergraduates

Students are over committed, busy, and often burned out, but they live their school lives on campuses teeming with untapped infrastructure for mental and emotional restoration. At UW, we used participatory design in an undergraduate design methods course to co-create a map of restorative space on the University of Washington’s campus. This poster will showcase the results of our effort and overview our design process—including the participatory design activities we used to make the map of, by, and for the
students. We will also share insights from students on the radical behavior changes required for them to make time and space for their own well-being.

*Beck Tench, David Levy*

---

**Table 20**

**Contemplating Science, Engaging Bodies: A Physics Foundation Experience for Engineers**

This work presents a journey of four scholars, instructors, and artists, with their engineering students, into the world of contemplative practice and embodiment through a required physics foundation course, *Contemplative Science: Educational Context & Ethics*. In creating this learning environment, we sought to develop learners’ capacity for self-awareness and reflection as well as engagement in (1) interdisciplinary discourses that transcend science-engineering-mathematics-liberal arts-humanities boundaries; (2) the process of discernment of science relevance to human experience; (3) sense-making of human experiences, including students’ understanding of their selfhoods in relation to their professional aspirations. We use many contemplative practices and movement exercises to engage students in co-creating science with us through embodied ways of knowing. Together, we also co-create a narrative of our own and our students’ growth through this profoundly different course experience for engineers.

*Yevgeniya Zastavker, Elly Berke, Jimena Bermejo, Madhvi Venkatesh*

---

**Table 45**

**Looking Within With Virginia Woolf**

Virginia Woolf famously wrote in her essay of 1919 “Modern Fiction” about Edwardian novels: “Look within and life, it seems, is very far from being ‘like this.’ Examine for a moment an ordinary mind on an ordinary day. The mind receives a myriad impressions... shap[ing] themselves into the life of Monday or Tuesday.” My overworked, technology-distracted, harried and hurried state university students do not often have the opportunity to sit still and look within. In my current Virginia Woolf class, we are practicing meditation to “look within”: to understand what the modernist writers’ fictional techniques were attempting to apprehend; how Woolf chronicles consciousness; and also to induce more concentration and clarity in students’ minds and days. This pedagogical experiment in self-reflexivity also connects with the process-oriented feminist polemics Woolf wrote in *A Room of One’s Own* and other texts, leading us to social justice concerns as well as investigation of fictional techniques.

*Loretta Stec*
Table 8
The Journal of Contemplative Inquiry

The Journal of Contemplative Inquiry (JOCI) is an online, peer-reviewed, scholarly journal for all who design, research, teach, and assess contemplative practices in college and university settings. JOCI promotes a vision of higher education that cultivates personal and social awareness and explores meaning, values, and engaged action. Established in 2014, JOCI is managed and funded through the Center for Contemplative Mind in Society.

David and Trudy Sable

Table 21
Walking the Labyrinth as a Contemplative Tool for Self-Awareness

This poster describes research findings, using grounded theory methodology, of a study with students at the community college level walking the labyrinth as a contemplative ritual in discovery of the Self. While crossing the threshold into the labyrinth, students enter a state of liminality, a space-time of creative potentiality in individual and communal human behavior in which they experience the concept of spirit—a developing consciousness towards self-knowledge. Although the labyrinth has three circular stages, walking it has no fixed meaning; rather, meaning is generated by the interplay of the walker with the labyrinth. Labyrinth walkers experience binaries, such as darkness & light, that generate a dialectic. This dialectical movement, whereby one’s initial state-of-being while walking to the center (thesis) gives way to an opposite state (anti-thesis). As a result of experiencing this spectrum, a creative reality (synthesis) to inwardly and outwardly realize an unknown Self-truth occurs.

Nancy Bandiera

Table 22
Got vulnerability?: Developing Colleagues of Color Through Mindful Supervision

In the face of “business as usual”, this presentation creates space for participants to interrogate the relationship of vulnerability and supervision in higher education, specifically supervision involving staff of color. Have you ever heard that supervisors aren’t meant to develop you, but instead are there to make sure you don’t burn anything down (often figurative)? The presenters, two Womxn of Color, who previously shared a supervisory relationship filled with vulnerability, will leverage theoretical frameworks (i.e. Adams et al., 2000) with contemplative exercises (i.e. gallery walk and case studies) during the presentation. In doing so the presentation will mine collective knowledge to help participants (1) articulate methods to develop identity-affirming supervisory relationships, (2) articulate racial battle fatigue and how it affects supervisees and/or supervisors of color, and (3) identify at least one vulnerable and tangible way to re-imagine supervisory relationships.

Naseeb Bhangal

Table 23
Senior Capstone Project: Phase 3: UNITe (USAFA-Naropa University Inclusion Team Project)

Naropa University (Buddhist-inspired) has a vastly different culture and approach to education than the U.S. Air Force Academy (USAFA). For their senior capstone project, cadets co-created shared experiences with Naropa University to develop respect for each other’s culture using the scientist-educator model and intergroup contact theory. This mutual exchange of ideas/practices has the potential to make each culture more effective in meeting its mission. This cross-cultural collaboration is an application project based on a decade of our earlier research which involved pushing boundaries of comfort to develop and assess respect for those we often see as different from ourselves.

Michelle Butler

Table 24
Contemplation: Understanding the Self as Learner – A College Meditation Course

In Spring 2019, we offered two sections of a new team-taught course called “Contemplation: Understanding the Self as Learner”. The course introduces students to basic mindfulness and contemplative practices within the framework of understanding attentional, cognitive, and emotional regulation. Course goals are to illuminate how mindfulness skills and practices can shape habits of mind, perspective-taking, learning, and conceptualization of significant social issues. In addition to other reflective writing assignments, students complete a final assignment articulating a possible application of contemplative practice to a significant personal and/or social issue. The quality of these assignments suggests that students in the course have an increased awareness of the ways in which mindfulness practices can impact attention, cognition and emotional regulation.

Kathryn Caldwell, Mary Ann Erickson, Julia Lapp
Table 25
Changes in Well-Being from a 30-Minute Meditation RCT

Many previous studies have focused on the effects of long-term meditation, working with “self-selecting” people interested in mindfulness. In the current study, we were interested in immediate effects of meditation in people who may or may not be interested in mindfulness. Therefore, we randomly assigned N = 186 subjects to one of 7 conditions, to answer specific questions about different delivery methods of meditation. Specifically, we asked whether 1) there are immediate benefits to a single session of meditation (compared to a control activity), 2) the effects differ between a leader-vs. audio-guided meditation, 3) expectation alters the benefit of meditation, and 4) meditating in a group setting is more effective than meditating alone. Results and implications of the applicability of different methods in mindfulness research will be discussed.

Karen Dobkins, Taylor Bondi (not in attendance)

Table 26
Mindfulness and White Fragility: Tools for Engagement

This poster will focus on ways to utilize mindfulness techniques for self-care and self-compassion to combat disconnection and shame that can interfere with acknowledgement of white privilege. The concept of white fragility will be outlined, and the possible implications of it for social justice work in higher education with students, faculty, and administrators. Additionally, specific ways to apply mindfulness for the self of the educator as well as for students in classroom instruction will be presented with the purpose of engaging in this challenging social justice work more sustainable.

Laura Gambrel

Table 27

Considering factors such as high workloads, strict deadlines, and financial challenges—various studies report graduate students in helping professions experience mental health issues, such as anxiety and depression. This research poster highlights an explanatory mixed methods study examining the integration of a mindfulness-based curriculum—Mindfulness without Border’s Mindfulness Ambassadors Council program—in a consultation class for first-year School Psychology graduate students. This program has been found to be related to decreased stress and anxiety amongst various populations (e.g., teachers, teenagers, low-income mothers), but has not yet been examined with those in the helping professions. Using quantitative and qualitative data, this study examines the impact of this intervention on factors related to the students’ well-being and professional efficacy, including stress, self-compassion, mindfulness, and consultation knowledge. This study also examines the acceptability of the intervention.

Nicole Guillen, Andrew Roach

Table 28
Confronting Performance Anxiety: A Case Study

The poster would outline a process in which an undergraduate student with performance anxiety collaborated with her acting/voice teacher on a project to investigate/practise stress reduction techniques, including MBSR and Fitzmaurice Voicework, in order to reduce the physical and cognitive symptoms she experienced in auditions and performances. The culmination of the study was a work of devised theatre centering on performance anxiety through a feminist lens.

Daydrie Hague

Table 29
Contemplative Practices in Higher Education in Japan

In Educational Anthropology Major of Ritsumeikan University, students are offered the opportunity to engage in contemplative practices. They engage in multilateral research to the relations between education and humanity via issues involving their own themes. The themes of graduation theses would be important issues in students’ whole lives. To prepare for the theses, students learn Wilber’s integral theory and Krishnamurti’s literatures in the 1st grade, meditation in the 2nd and yoga in the 3rd. In the 4th year, students meditate into their issues mainly through pondering with their professors. The most important thing on writing is transforming of the consciousness itself. Some students experience themselves to be mindful to their whole existence, and the old prejudice would be cut loose from the ties and a reinterpretation of the life manifest itself. Through an analysis of students’ graduation theses, this session explores the experiences of contemplative practices in higher education.

Tomoko Kano, Hiroyuki Fukuhara, Yuuta Kawasaki

Table 30
Ancient Practices for Today’s College Student: A Buddhist Mindfulness Class

The purpose of this interpretivist case study was to examine the experiences of college students in a drop-in, mindfulness class in the Kadampa Buddhist tradition. The class was provided through
a collaboration between a student-led club and local Buddhist monasteries. Data was collected at a mid-size public university through participant observation and seven individual semi-structured interviews. Data was analyzed through thematic coding and crystallization. Major themes that resulted from the research included a comfortable atmosphere, the role of compassion, the importance of spiritually, and the short-term versus long-term impact of mindfulness. Implications of the research for students and administrators will be discussed, and participants will be encouraged to provide feedback for future research.

Mel Lafferty

Table 31
Self-care in action: Contemplative practices and students’ perceptions of stress

Stress in college students is not a new phenomenon. However, stress levels among college students are rising with an increased prevalence of depression and anxiety. According to the Center for Collegiate Mental Health’s 2017 annual report on college student mental health (CCMH, 2017), 45% of students who seek counseling report doing so because of stress related issues. The American College Health Association’s National College Health Assessment indicated 34.4% of students reported that stress interferes with their academic performance (ACHA, 2018). Trends indicate college students are more stressed by the pressures of earning a college degree and these stressors impact quality of life (Ribeiro, Pereira, Freire, de Oliveira, Casotti, & Boery, 2017). Contemplative practices in the classroom offer the opportunity to empower students to practice self-care and self-compassion. This presentation will discuss pilot study data on the use of contemplative practices on students’ perceptions of stress.

Michele McGrady

Table 32
Mindfulness Training for Psychiatric NP residents: Will access to care improve?

Mental health in the community starts with the attitudes of justice, social equity and caring within the providers. Community health centers provide care for the uninsured and actively work to remove barriers to access treatment. This is a very demanding job for most health care providers. Mindfulness practice may create a work environment capable of sustaining the high demands placed on community health care providers.

Part one, an 8-week mindfulness course is being given to with psychiatric NP residents at Thundermist Community Health Center. Part two, is 8 weeks of mindfulness practice and application to patient care.

NP residents will be given measures of work satisfaction and mindfulness before and after the 16 week course. Goal is to develop a mindfulness program as part of the residency programs to all disciplines and staff at Thundermist. Creating a caring and collaborative environment for patients and sustainability for providers in training.

Christine Moriconi

Table 33
A critical discourse analysis of the development of cultural representations in Arabic reading texts in college Arabic teaching in the U.S.

The study presents a critical discourse analysis (Fairclough, 2008) of Arabic readings, which are used for instruction in an advanced college-level Arabic course in a public research university in New England. I focus on this topic due to the gap in research that attends to critical cultural studies of texts and textbooks in the field of teaching Arabic as foreign language in the post 9/11 era and in relation to the current demanding neoliberal rhetoric (Wahba, 2018). I approach the readings to highlight the types of cultural representations that emerge in the Arabic readings, and the macro contextual factors them. Findings reveal the construction of fixed and unfavorable cultural representations informed by the rhetoric of neoliberalism and terrorism in the post 9/11 era. Findings indicate a pedagogical need for critical reading skills to read texts against the grain.

Shaimaa Moustafa

Table 35
Creating Social Change through Through Trauma Informed Compassion

Governors State University is a midsized, public institution located on the fringe of a large metropolitan city and rural communities. As a Minority Serving Institution its students comprise the new majority in higher education with students from racially underserved populations; low income families; and adult learners. GSU is navigating an organizational and cultural shift as the university transitioned from a completion college to a comprehensive university serving freshmen and sophomores in Fall 2014. This transition, in addition to unstable finances from state governments and low retention and graduation rates of underclassmen, resulted in disconnection especially for first generation, low-income coming students from traumatic back-grounds.

In continuing last years theme, “Creating a Culture of Connection” in this poster we describe our attempt to engage students, faculty, student affairs staff, and peer mentors through workshops focused on trauma-informed compassion practices to create social change.

Timothy Pedigo, Amanda Evans, Matthew Cooney
Deconstructing the Inclusion Dichotomy: Deeper Understanding from a Nuanced Scale

As diversity and inclusion wisely become embedded in organizational goals, a need for clarity has emerged. Despite the increased number of workshops and trainings, little has been done to identify outcomes past ethereal goals of “becoming inclusive.” This false dichotomy (“inclusive” or “not”) impedes efforts for defining problems, developing people, and assessing the impact of interventions. This is even more true for courses we teach and our personal contemplative practices. Using a social-developmental approach, we propose a six-step model that delineates a scale for identification of current—and desired—inclusion states. This scale allows for intersectional approaches, recognizing people vary on levels of inclusion across social locations as well as over time. Keeping the continuum of inclusion in the forefront of consciousness builds not only a more just and compassionate culture, but also one that can more effectively solve the complexities of 21st century problems.

Steven Samuels, Gary A. Packard, Jr. (not in attendance), Michelle A. Butler

Minding the Body: Embodied Strategies for Sustaining Self and Others

It is imperative for the human condition that we try to understand what we know with our moving bodies—how we move in space, make space, and make space inhabitable” (Foster, 2011). Our presentation captures this spirit: how the experiential workshops we offer combine ethnographic and kinesthetic sensibilities. We explore deeply how maintaining one’s ‘center’ helps sustain equilib-rium even under stressful conditions. Because how one learns affects how one engages with self, others, and the environment, our interdisciplinary approach uses multiple modalities (writing, observation, movement, reflection, cooperative partner exercises) to immerse participants tangibly in applied mindfulness—improving their abilities to be physically neutral, mentally relaxed yet alert. The presenters have been using this approach for the past 8 semesters as part of full-credit, academic courses—with undergraduates and graduate students alike, as well as with faculty members and administrators curious to learn more about mindful movement and well-being: the art of improving clarity and equanimity.

Nancy Watterson, Lan Tran

Expanding Multicultural Understandings in Predominantly White, Rural, Middle School Grades

The purpose of this study was to explore the principal’s role in expanding multicultural understandings in predominantly white, rural, middle school grades. This explanatory sequential mixed methods study used a closed-response survey and in-depth interviews with principals across Massachusetts. Both instruments addressed three guiding research questions: (a) To what degree do principals consider it a priority to expand multicultural understandings in predominantly white, rural, middle school grades? (b) What do principals report they are doing to expand multicultural understandings in predominantly white, rural, middle school grades? (c) What do principals report are factors and conditions that inhibit and support their efforts to expand multicultural understandings in predominantly white, rural, middle school grades? There were six key findings.

Jacquelynne Chase

Intimate Curiosity: Felt Interconnectedness as the Desire to Learn

I situate the contemplative feeling and insight of interconnected-ness in mindfulness meditation as an educational stimulant for the experience of curiosity. First, I elaborate on how the feeling of interconnectedness reflects an educational opportunity to which the objects of learning become experientially illuminated as dynamic entities that exist in meaningful relationships to the student. In this sense, learning becomes transformed from a distant “knowing” of a separate foreign world to an intimate relatedness to a world that becomes alive in its inseparable connections to the student. Curiously, then, is the educational moment in which the meaningful relationship between the student and the objects of learning invites a closer ontological intimacy and knowing. Lastly, I discuss how to contemplatively cultivate curiosity, whereby the felt interconnectedness is artfully sustained as a container that holds the objects of learning, thus, illuminating their wondrous intimacies to the student.

Steven Zhao

Feasibility of teaching self-compassion to college students

Introduction: One approach to reducing stress and increasing quality of life among college students is teaching self-compassion. The goal of this study was to conduct the first pilot evaluation
among college students of the Making Friends with Yourself self-compassion intervention.

Method: Twenty-five students participated in the eight-week intervention. Students also participated in focus groups after the intervention ended and completed pre and post measures of psychosocial outcomes.

Results: The intervention was found to be feasible and acceptable. On average, students attended six of the eight sessions, ranging from two to eight sessions. Focus group data revealed that students found the intervention to be acceptable. Finally, students reported significantly increased mindfulness and self-compassion and significantly decreased stress and academic stress after the intervention.

Discussion: An intervention designed to increase college-students’ self-compassion may be feasible and acceptable.

Elizabeth Donovan, Hannah Scott (not in attendance), Maleeha Mohammed (not in attendance), Tara Cousineau (not in attendance)

Table 42

Using contemplative practices to promote well-being and self-care among acupuncture students

The demands placed on acupuncturists can contribute to high levels of stress and burnout. Self-care practices implemented regularly may decrease high levels of stress while also serving as ways to cope during particularly stressful times. In this 15-week curriculum, a group of acupuncture students were assigned various contemplative practices to promote self-care and prevent burnout. Innovative mindfulness methods were used such as choosing an item of mindfulness in advance, to focus on in an area of their life that brought them persistent problems or unease. Students were also taught how to stop the mind when faced with a difficult situation. Pausing allowed them the space to think through the situation with more clarity, therefore leading to better choices in life. After completion of the program, students self-reported feeling more centered, focused, and compassionate towards themselves and others.

Grace Song

Table 46

Implementing Reacting to the Past Pedagogy to Facilitate Introspective Reflection

Session presents interactive experience of a shortened version of a “Reacting to the Past” game, “The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993,” and how the presenters connected the lessons of the game to the students’ lived experiences. Learning goals of the pedagogical approach include having participants better understand and appreciate the role of cultural competence as an asset both to self and to healthy functioning within a diverse society; engage in contemplative reflection around historically relevant issues, and be immersed in a collaborative learning experience where there is opportunity to create thoughtful arguments in oral and in written forms. Reflections following the game challenge participants to discuss the significance of the events and decisions made in the game from multiple perspectives; contemplate how their own worldview has been impacted and advanced by the experience; and challenge participants to explore mindful interaction with others.

Wendy Biddle, Megan P. Brock, Thomas Chase Hagood (not in attendance), Naomi Norman (not in attendance)
**PRESENTER BIOSKETCHES**

**Esmilda Abreu**  
As MISA Co-chair and Vice President for Student Affairs at Pratt, Dr. Esmilda Abreu-Hornbostel focuses her work on equity, diversity, and organizational culture initiatives. Outside of Pratt she serves as Board President of the New Jersey Coalition Against Human Trafficking, Contemplative Scholar at Montclair State University’s Research Academy for University Learning, and Steering Committee member of the New Jersey Consortium of Women and Gender Studies.

**Amer F. Ahmed**  
Dr. Amer F. Ahmed, Ed.D. is an organizational strategist who helps institutions and leaders address diversity and inclusion, equity, race, and intercultural development through consulting, coaching, group facilitation, and keynote speeches. He is the founder and CEO of AFA Diversity Consulting.

**Babatunde Aideyan** (not in attendance)  
Tunde is a psychology graduate student and neuropsychology practicum trainee with with clinical interests in breathwork and positive psychology.

**Madalina Akli**  
I hold a joint administrative and faculty position in the Commonwealth Honors College at University of Massachusetts Amherst where I prepare students to apply for national and international scholarships and study abroad programs. I am also the Director of the International Scholar Program and teach preparatory and re-entry study abroad courses and direct the International Scholars Certificate.

**Laurie Anderson Sathe**  
Laurie Anderson Sathe, EdD is Program Director and Associate Professor in the Holistic Health Studies Program at St. Catherine University. Her work explores holistic approaches to teaching and healing. She has a special interest in transformative pedagogy and the use of the creative arts, symbol and story for expanding perspectives and worldview.

**Deena Ata**  
Deena Ata has worked within higher education since 2011 as a Counselor, Adjunct Professor, Sport Psychology Consultant, and Academic Advisor. She has been an Academic Advisor at William Rainey Harper College since 2017. Deena took part in the Social Justice Leadership Certificate program at Harper College, a program designed to develop leadership skills through a social justice lens to support student success and employee engagement. She partnered with Joe Scrims to introduce the concept of White Fragility to the college. She received her B.S. in Psychology from Chicago State University and her M.A. in Counseling Psychology, with a specialization in Sport and Health Psychology from Adler University. She is currently pursuing her Ph.D. in Higher Education Administration at Illinois State University. Her research interests includes higher education athletics as well as racial and ethnic inequities within in higher education.

**Brian Baldi**  
Brian Baldi is a Senior Lecturer and Assistant Director for UMass Amherst’s Center for Teaching & Learning, where he leads the Lilly Teaching Fellowship Program, conducts midterm assessments and teaching consultations, and co-founded UMass’ Contemplative Pedagogy Working Group. Brian uses contemplative practices to teach literature and writing.

**Nancy Bandiera**  
Dr. Nancy Bandiera earned a Ph.D. in Communication Studies, an M.F.A in Theatre at the University of Texas, Austin, and M.A in Interdisciplinary Studies at UT Arlington. Her research centers on facilitating labyrinth walks as contemplative pedagogy. She serves as a professor of communication & theatre, currently teaching communication at The City University of New York (CUNY) LaGuardia Community College.

**Molly Beauregard**  
A graduate of the University of Michigan, Loyola University Chicago and the University of Pittsburgh, Molly teaches sociology at the College for Creative Studies. Her work there was the subject of a 2015 documentary film. Her book, Tuning the Student Mind, will be released by SUNY Press later this year.

**Jamiah Bennett**  
Jamiah Bennett is a senior majoring in Journalism and Sociology at UCONN.

**Elly Berke**  
Elly Berke is interested in the ways that role-playing causes the body to shift the mind through building empathy and perspective. She uses acting to cultivate empathy for the immigrant experience, to improve doctors’ bedside manner and to help build a dialogue around consent and sexual assault on college campuses.

**Jimena Bermejo**  
Jimena Bermejo is a dancer, choreographer, performance artist and dance educator who is interested in the human body/mind and has recently moved away from the classical...
“rehearse-to-perform” paradigm to reveal imperfections, to break the separation between audience and performer, and tell a story of her own experiences, including issues of race, trauma, growing up in Mexico.

Sarah Berquist
Sarah Berquist is a Sustainable Food & Farming Lecturer & Advisor at UMass Amherst. She equips students with practical life skills: the ability to grow their own food, confidence leading others, critical thinking, and pausing to take a breath. She has been nominated by her students for the last three years and selected as a Distinguished Teaching Award finalist.

Jocelyn Bessette
Jocelyn Bessette Gorlin PhD, CPNP teaches at the Department of Nursing at St. Catherine University. She has cared for children with hemophilia and AIDS with a special interest in families raising a child with chronic illness. She is also interested in the visual arts and story and how these can be utilized in the healing process.

Naseeb Bhangal
Naseeb (she, her, hers) is a first-generation, Queer Desi Womxn of Color, a former student-athlete turned Student Affairs professional. Her childhood in India left her intrigued by the interplay between diverse cultures and communities across the globe. Naseeb has channeled this intrigue into delivering and learning from diversity, inclusion, and equity efforts within intercultural centers across higher education.

Wendy Biddle
Winfred (Wendy) Biddle is a Lecturer at the University of Georgia, responsible for mentoring first-generation students as they navigate successful paths in higher education. She was awarded an Innovative Teaching Award and recognized as a Faculty Ally of the TRIO first-generation student program in 2018.

Marlon Blake
Dr. Marlon Blake: Assistant Director of Student Affairs, who research focus is on the way in which community college faculty members implement and use contemplative practices in the classroom. Additionally, he is also the co-founder of the MindfulQuest, which works to support educational leaders to implement mindfulness into their work and daily lives.

Taylor Bondi (not in attendance)
Taylor Bondi is a graduate student working towards her PhD in Experimental Psychology at University of California, San Diego. Her research focuses on understanding and improving well-being, specifically through mindfulness meditation practices. She is interested in student mental health, and how stress, loneliness, and anxiety contribute to poor well-being.

Aurora Bonner
Aurora Bonner serves as an Academic Advisor with the Act 101 Program at Bloomsburg University. Aurora uses yoga and meditation as a means to engage students in addressing issues of trauma.

Megan P. Brock
Megan Brock serves as a Lecturer for the Division of Academic Enhancement at the University of Georgia. She is responsible for teaching students of diverse developmental and disciplinary backgrounds, who elect to take academic success support courses. Additionally, she’s an academic coach, assisting students in overcoming barriers to their success.

Heidi K. Brown
Heidi K. Brown is a former litigator, a Brooklyn Law School professor, and the author of The Introverted Lawyer and Untangling Fear in Lawyering. Based on her own experience untangling performance anxiety, Heidi’s work focuses on helping quiet and anxious law students and lawyers amplify their voices authentically.

Michelle Butler
Dr. Michelle A. Butler is an Associate Professor of Psychology at the U.S. Air Force Academy (1999-present) and has a Ph.D. in Experimental Psychology with a specialization in behavioral neuroscience. For the past decade or so, Michelle has been doing research on inclusive leadership.

Kathryn Caldwell
Kathryn Caldwell is Assistant Professor of Psychology at Ithaca College. Her research and teaching is in the area Conservation Psychology and Ecopsychology. She is particularly interested in the relationship between mindfulness and environmental decision-making and behavior.

Jenny Call
Rev. Dr. Jenny Frazier Call has served as University Chaplain and Director of the Office of Spiritual and Religious Life at Hollins University in Roanoke, Virginia since fall 2011. A graduate of Virginia Theological Seminary (D.Min), Baptist Theological Seminary at Richmond (M.Div), and the College of William and Mary (B.S.), Jenny is passionate about supporting people in their journey to holistic well-being using contemplative practices and spirituality as resources for resiliency, connection, belonging, and healing. Jenny is also trained as an integrative health and wellness coach through Duke Integrative Medicine.
Jennifer Cannon
Jennifer Cannon is a PhD candidate, Department of Teacher Education and Curriculum Studies at UMass Amherst. Jennifer has a graduate certificate in Social Justice Education and is a UCLA certified mindfulness facilitator. Her areas of scholarship include critical pedagogy, women of color feminism, decolonial theory, and contemplative pedagogy.

Nadine Canter Barnicle
Nadine Canter Barnicle is Professor of the Practice in the Middlebury College Environmental Studies Program and the Community Engagement Specialist for the New Perennials Project at Middlebury. She teaches community-engaged learning courses and is an advisor to individuals, non-profits and higher ed. Nadine studies Tai Chi Chuan, Chinese Medicine and Eastern Philosophy, which form the roots of her emerging contemplative pedagogy.

Kari Carr (not in attendance)
Kari Carr is Visiting Assistant Professor of Educational Leadership and Teacher Education at the IU School of Education-Indianapolis. Dr. Carr’s research and teaching has centered on the organizational, policy, and legal implications of school reform and leadership within religiously-affiliated public/private schools, and in mathematics teacher education.

Melanie Carter
Melanie Carter is a Senior Instructor in the Department of Rhetoric and Composition at the American University in Cairo. She has been the recipient of the university’s Excellence in Teaching award and currently serves as coordinator for Core 1010, a freshman-level reading course.

Gary Cazalet
Gary Cazalet teaches across advocacy, dispute resolution, technology and law and literature at the University of Melbourne Law School. He is a qualified MBSR teacher and teaches mindfulness within and beyond the Law School. Gary’s teaching helps students develop their creativity to enhance their understanding of themselves and their world.

Roxane Chan
Roxane Raffin Chan is an associate professor in the College of Nursing. Her research involved developing contemplative practices for persons with chronic disease. This work identified that the best course of action would be to prepare compassionate and wise health care providers who could teach contemplative skills to patients as needed.

Jacquelynne Chase
Dr. Chase is an Assistant Professor of Education at Westfield State University. Her Ph.D. is from Lesley University in Educational Leadership and her research focus is on multicultural understandings in predominantly white settings and student engagement.

Michelle Chatman
Dr. Michelle Coghill Chatman is an Assistant Professor of Criminal Justice and Youth Studies at the University of the District of Columbia. Her research focuses on Black youth violence prevention, urban well-being, and the use mindfulness and culturally relevant contemplative approaches to foster healing and promote justice within Black communities.

Courtney Chenette
Assistant Professor of Political Science

Elise Chenier
Elise Chenier is a radical white settler queer feminist who consciously works to create spaces that work against white supremacy. Her meditation practice and study of contemporary Buddhist texts has helped her carve a path back to life. Listening to On Being also helps. In addition to history, she teaches an undergraduate course on Radical Acceptance.

Richard Chess
Richard Chess is the Roy Carroll Professor of Honors Arts & Sciences at UNC Asheville. He directs UNCA’s Center for Jewish Studies. His most recent book of poetry is LOVE NAILED TO THE DOORPOST. He has led UNCA’s contemplative inquiry initiative since 2011.

Debora Colbert
Debora Colbert, Ph.D. is one of the Co-Founders and Co-Directors for Colorado State University’s (CSU) Center for Mindfulness. She also serves as the Director of Professional Development at The Institute of Learning and Teaching (TILT) and has worked in higher education over 20 years. Dr. Colbert has been practicing mindfulness meditation for many years and promotes diversity and inclusivity in sharing the powerful effects of mindfulness practices in higher education. She earned a Ph.D. in Higher Educational Leadership and Organizational Performance and Change from Colorado State University.

Joe Cook
Joe Cook, MA, CMT-P is a UCLA-trained mindfulness facilitator and Advanced Fellow in Health Professions Education Evaluation and Research at the San Francisco Veterans Administration Medical Center, where he develops and evaluates mindfulness and emotional awareness curricula for health professions trainees.
Matthew Cooney
Matthew Cooney is an assistant professor of education who teaches at Governors State University in the Interdisciplinary Leadership Doctoral Program. As a higher education scholar, he researches organization and governance in post-secondary institutions and student success initiatives using contemplative practices.

LeeRay Costa
LeeRay Costa is Professor & Director of the Gender and Women’s Studies Program, and Director of Faculty Development at Hollins University. She is co-founder of the Hollins Contemplative Collective. Her work focuses on the intersection of feminist and womanist theories of social justice and embodied contemplative practice and theory in educational settings and in social justice activism.

Tara Cousineau (not in attendance)
Undergraduate student at Simmons University.

Mike Creeden
Mike Creeden is Associate Chair of the Department of English at Florida International University. An instructor of technical writing and first-year composition, he uses contemplative practices to help students with emotional regulation and self-care, and to build a supportive classroom community.

Gabrielle Cuesta
Gabrielle Cuesta is an educator and activist committed to dismantling structural oppression and violence. She currently serves as a Counselor/Adjunct Lecturer in the SEEK Department at John Jay College. Gabrielle graduated with a Master’s in Social Work at Hunter College, specializing in Community Organizing in 2016. Prior to joining the SEEK Department, Gabrielle worked for the Fresh Air Fund’s Career Awareness Program, serving as a camp director and counselor for youth for seven years. She has created and led several workshops on the History of Racism in the United States and fighting oppression in youth organizations. As a queer cis-woman of mixed race, white passing identity, Gabrielle feels a strong responsibility to carry on the legacy of powerful women who came before her while battling against patriarchal values and white supremacy.

Sara Defazio
Sara Defazio is a senior majoring in Women’s Gender & Sexuality Std, and Sociology /Human Rights at UCONN

Karen Dobkins
Professor Karen Dobkins got her PhD in Neurosciences in 1992 and has been a professor in the Psychology Department at UCSD since 1995. Since 2014, she has been creating and leading workshops on “Sustainable Well-Being” at UCSD (“Principles of Clarity”) as well as around the world. She also starts every undergraduate lecture with a mindful moment, which is well-received and greatly appreciated by her students. Although her main area of research study has been brain development in children, her most recent research focus is in the area of Mindfulness and Well-Being. Outside the world of research, she is a co-founder of “Spacious-Minds”, which builds conscious dayscaries through interior design and well-being courses. She is a practitioner of yoga, a leader in an exercise method called “IntenSati”, as well as a mindfulness coach. She is the mother of three teenagers (who keep her on her toes) and she loves to give inspirational talks, including her TEDx talk “The Space between Kansas and Oz”

Erin Doerwald
Erin Sibley Doerwald, LCSW, CMT-P offers an experiential and research-informed lens on how well-being is connected to ecological systems and practices that have been shown to support resilience in behavioral health. As a clinician and university instructor, she is especially interested in the intersections of trauma, contemplative practices, and social justice.

Elizabeth Donovan
My research centers around empowering people to better manage their health. One line of research involves developing and evaluating psychosocial interventions delivered in-person and through mobile phones. A second line of research focuses on documenting patients’ voices using qualitative research methods.

CL Dukes
A Vipassana practitioner since 2014, Cheryl L Dukes is Cheshire Cat curious with a through-the-looking-glass perspective on life. Our UMass experience includes: student affairs, government relations, volunteer management, and am the director of community engagement for the College of Nursing. We are underwater-walking our way to writing a play.

Ericka Echavarria
Ericka Echavarria, MSW, JD, currently serves as an Associate Director of Field Education at Columbia University School of Social Work. She also teaches graduate students and serves as a Field Instructor. Another passion lies in preparing future social workers for direct practice with clients and systems, and developing self-care and self-awareness practice, social justice advocacy skills, cultural capacity, and an ethical, professional identity. With her own consulting practice, Ericka serves as a mitigation specialist/sentencing advocate. Also working closely with defense attorneys of both court
appointed and privately retained cases, her role involves making the case for life on behalf of clients in capital cases through comprehensive psychosocial investigations, advocacy, storytelling, and case management for clients in the federal and state criminal justice system. Ericka received her Masters in Social Work from Columbia University in 2008, and her Juris Doctorate from Albany Law School in 2002.

Lulu Ekiert
Lulu Ekiert is a graduate student of Bilingual, ESL, and Multicultural Education at UMass Amherst with a decade of experience teaching Yoga, Mindfulness, and Proprioceptive Writing in educational settings. Taking an anti-racist stance in her teaching practice, Lulu aims to hold space for critical studies of whiteness in education and to empower historically marginalized learners through community based mindfulness practices.

Eve Ekman
Eve Ekman, Ph.D., MSW, is the director of training at the UC Berkeley Greater Good Science Center. She is a UC Berkeley- and UCSF-trained contemplative social scientist and teacher in the fields of emotional awareness and burnout prevention. Dr. Ekman holds a volunteer clinical faculty affiliation with UCSF and leads wellness training for pediatric residents.

Allison Elgie
Allison Elgie is a PhD Candidate studying sociometabolism of small island states. Her research looks at the potential for circularity of Grenada’s waste management system. Her curiosity about contemplative pedagogy began through a reflection of her own teaching and learning experiences. She undertook this research as part of a Certificate in University Teaching at the University of Waterloo.

Mary Ann Erickson
Mary Ann Erickson is Associate Professor at the Gerontology Institute of Ithaca College and has a Ph.D. in Human Development from Cornell University, as well as a Certificate in Mindfulness Studies from Lesley University. Her research is in the areas of housing and gerontology education.

Amanda Evans
Amanda Evans is a university lecturer of psychology at Governors State University. She teaches many undergraduate courses that focus on trauma. She has extensive experience working with survivors of sexual assault and domestic violence as well as variety of agencies that work with trauma-informed responses to victims.

Paul Feigenbaum
Paul Feigenbaum is an Associate Professor of English at Florida International University. He is also the Director of Project THINC (Teaching Humanities in the New Context) at FIU’s Center for the Advancement of Teaching and co-editor of the Community Literacy Journal.

Alexia Ferracuti
Dr. Alexia Ferracuti is Associate Director at Northeastern University’s Center for Advancing Teaching and Learning Through Research, where she develops and facilitates programming and services that promote reflection, inquiry, and inclusive pedagogy. Alexia is especially interested in the integration of contemplative practices in higher education, intercultural pedagogies, and embodied learning.

Asia Ferrin
Asia Ferrin is an Assistant Professor of Philosophy at American University. Her primary research interests are in Moral Psychology, Feminist Philosophy, and Ethics. In her research, she pursues projects that help us better understand our moral selves and moral interactions with others.

Karin Firoza (not in attendance)
Karin Firoza is Director of Northeastern University’s Center for Intercultural Engagement. Karin previously served as Senior Assistant Director for Northeastern’s Center for Spirituality, Dialogue and Service, championing interfaith connections and dialogue. Karin is also a co-founder of Roots & Wings, a consulting practice that works within schools to raise identity consciousness.

Hiroyuki Fukuhara
Hiroyuki Fukuhara is a Professor of the Educational Anthropology major of College of Letters, Ritsumeikan University in Japan, where he teaches contemplative practices. He has 40 years personal experience in meditation and taki-gyo (Japanese traditional contemplative practice in waterfall). He is a director of the Japanese Society of Hypnosis.

Laura Gambrel
The lead presenter is a faculty member and researcher/scholar who has focused her academic and clinical work on mindfulness interventions for couples and families and in training for marriage and family therapy graduate students. She has over 15 years of contemplative practice experience and regularly incorporates mindfulness into her work with graduate students with a focus on social justice.
Paige Gardner
With seven years of experience in facilitating social justice and diversity trainings, leadership and identity development, and crisis management, Paige Gardner (she/her/hers) currently serves as an Assistant Dean of Students for Coordinated Assistance and Resource Education (CARE) at Loyola University Chicago. As a queer, Black, Woman of Color, Paige takes interest in scholar-practitioner work that centers intersectional identity development among students, staff, and faculty in higher education and student affairs. In an effort to build resilience and persistence with some of the most vulnerable populations of individuals in higher education, Paige’s main concentration of work includes providing individuals with the necessary tools to successfully navigate their college experience and working environments, as well as emphasize the importance of solidarity work that builds coalitions of support in the work place.

Lisa Garner Santa
Lisa Garner Santa is Professor of Flute and Associate Director of Learning and Teaching at Texas Tech University where she enjoys a career as performer, administrator, and embodied learning facilitator. She teaches flute as well as a core curriculum course, Yoga and the Creative Arts. Lisa is an E-RYT500 Kripalu Professional Yoga Teacher. Visit lisagarnersanta.com.

David Glassberg
David Glassberg has experimented with contemplative teaching practices in his environmental history and nature writing courses at UMass Amherst. His research explores the impact of a changing climate on a local community’s sense of place and history. He is on the steering committee of Climate Action Now Western Massachusetts.

Ralph Godbolt
Ralph Godbolt serves as Director of the Act 101 of the Bloomsburg University of PA. His research focuses on the Black Expressive Tradition.

Phoebe Godfrey
Dr. Phoebe Godfrey is an Associate Professor-in-Residence in Sociology at UCONN. She is the co-founder of the non-profit CLiCK (Commercially Licensed Co-operative Kitchen) in Windham that is an incubator for local food businesses. She considers her teaching and non-profit work as central to her commitment to social and ecological justice.

Veta Goler (not in attendance)
Veta Goler is Associate Professor and Chair of Dance Performance & Choreography, and Co-Director of the Teaching Resource and Research Center at Spelman College. Her research interests include the intersection of dance and spirituality in popular culture and explorations of spirituality and contemplative practices in education and the workplace. She has published her research in dance and culture journals and anthologies and has presented at national and international conferences. Veta is a national Circle of Trust® facilitator, and many of the retreats and workshops she leads are based in the work of education innovator Parker J. Palmer, who has written extensively on the value of living an “undivided life,” in which one’s work is in harmony with one’s values.

Jody Greene (not in attendance)
Jody Greene is Associate Vice Provost for Teaching and Learning and Founding Director of the Center for Innovations in Teaching and Learning at UCSC, where she is Professor of Literature, Feminist Studies, and the History of Consciousness.

David Greenwood
David Greenwood is Professor and Canada Research Chair of Environmental Education at Lakehead University in Thunder Bay, Ontario where his work seeks to integrate the well-being of people, place, and planet.

Gayatri Guhanarayan
Gayatri Guhanarayan is a lecturer in the Kinesiology department at UMass Amherst. She teaches a course in Human Performance and Nutrition in a team-based-learning setting, integrating mindfulness in both her teaching and mentoring practices. She is also a former TIDE fellow-teaching for inclusion, diversity and equity.

Nicole Guillen
Nicole Guillen is a third year School Psychology doctoral student at Georgia State University. She has presented at both national and statewide conferences, such as GAPBS and NASP. Her research interests are centered on contemplative practices for professionals and students, multicultural education, and bilingual/multilingual school psychology practices.

Thomas Chase Hagood (not in attendance)
Director of the Division of Academic Enhancement & UGA Reacting to the Past Co-Director

Daydrie Hague
Daydrie Hague is a Professor of Theatre and Head of Performance at Auburn University where she teaches acting and voice. Her research focuses on the ways in which marginalized individuals can be empowered through voice,

**Katja Hahn D’Errico**
Katja Hahn is a Lecturer/Program Director of the IMPACT Residential Academic Program for Civic Engagement & Service Learning and an Adjunct Professor of Social Justice Education at University of Massachusetts. Katja has integrated contemplative practice into academic curriculum and seminars. Contemplative practice guides her work beyond theory into life.

**Melissa Hammerle**
Melissa Hammerle is Visiting Assistant Professor in Education Studies at Middlebury College, where she teaches, among other courses, Contemplative Education. Her recent research was entitled: “Conceptualizing Contemplative Practice as Pedagogy: Approaches to Mindful Inquiry in Higher Education.” She co-chaired the 2016 Clifford Symposium at Middlebury: “Fully Present: The Art and Science of Mindful Engagement.”

**Sam Harvey**
Sam Harvey, MISA Co-chair, and Professional Development Specialist in Pratt’s Center for Career and Professional Development. Using her background in communications design, she oversees communications for the committee and other contemplative-based initiatives both at Pratt and within professional organizations such as NASPA Region 2 and The Metropolitan New York College Career Planning Officer’s Association.

**Lenwood Hayman** (not in attendance)
Dr. Lenwood Hayman, Assistant Professor of Public Health, established the Mindful Promotion of Healthy Initiatives and Learning (Mind-PHIL) research team to study the influence of mindfulness-based activities on health promotion amongst underserved communities and positive educational outcomes for first-generation and non-traditional students.

**Kevin Healey**
Kevin Healey is an Associate Professor of Communication at the University of New Hampshire. His research and teaching focuses on the religious and ethical dimensions of digital culture. Bridging media studies and contemplative scholarship, he has published several programmatic articles in this subfield.

**Ileana Hernandez**
Ileana Hernandez is the Assistant Director at Florida International University’s Center for the Advancement of Teaching. She also adjuncts in the Department of Psychology and incorporates contemplative practices into her courses and workshops.

**Stephen Holsenbeck**
Stephen Holsenbeck is completing a Master’s in Health Data Analytics at Northeastern University. He holds a BS in Neuroscience from Emory University. He currently teaches yoga and codes with the R statistical programming language. He has over 3000 hrs of experience with meditation.

**Stacy Husebo**
Stacy M. Husebo, MSW, LICSW is a licensed clinical social worker who teaches in the masters in social work program at St. Catherine University in St. Paul, MN. In addition, Stacy has a private practice where she offers therapy, clinical supervision and teaches meditation classes.

**Janet Ikeda**
Janet Ikeda, Associate Professor in the Department of East Asian Languages and Literatures at Washington and Lee University, took eight years to finish a B.A. A year studying Japanese abroad in Japan turned into a four-year odyssey that led her to study at the Urasenke tea ceremony school in Kyoto.

**Terrell James**
Terrell James is a doctoral student in the Anthropology program at UMass Amherst. Terrell worked at the Springfield Renaissance School and taught a study skills course that incorporated contemplative practice and social justice. Terrell is a co-facilitator for a residential academic program that integrates service-learning, contemplative practice, and social justice.

**Tomoko Kano**
Tomoko Kano is an Associate Professor of the Educational Anthropology major of College of Letters, Ritsumeikan University in Japan, where she teaches yoga and mind-body interventions. She is the representative of the workshop of consciousness studies in Ritsumeikan and also a director of the Japanese Society of Hypnosis.

**Simran Kaur-Colbert**
Simran is a community-engaged critical interfaith scholar-activist committed to raising existential worldview diversity consciousness for student affairs in higher education professionals. Ms. Kaur is a 3rd year PhD Student leading Miami
University’s Multifaith Engagement for Transformative Action Collective and is also chair of The Interfaith Center (Oxford, OH) 501(c)3. Her praxis promotes respect, cooperation and justice for radical well-being. Her research explores how to support the cultivation of approaches which help students, faculty and staff with moving through feelings of loneliness and isolation in institutions, particularly around existential worldview diversity. Simran has worked in both the public, private and non-profit sectors and is always looking for ways to bridge the gaps within them in addressing worldview diversity.

Yuuta Kawasaki
Yuuta Kawasaki is a student of the Graduate School of Ritsumeikan University in Japan, and belongs to the Educational Anthropology (humanics) major of college of letters. His research subject is meditation practice on education. He was one of the panelists of emerging scholars of Mind & Life IRI in 2018.

Karolyn Kinane
Karolyn Kinane is Associate Director for Pedagogy and Faculty Engagement at the University of Virginia Contemplative Sciences Center. Before that she was Professor of English, Co-Director of the Center for Excellence in Teaching and Learning, and Director of Contemplative Communities at Plymouth State University, NH.

Rob Kramer
Rob Kramer’s twenty year academic career includes serving as the director of Training & Organizational Development at the University of North Carolina, as the founding director of the Center for Leadership & Organizational Excellence at NC A&T, and current faculty development instructor at UNC’s Institute for the Arts and Humanities.

Smita Kumar
Yogi, educator and researcher! Whether teaching leadership or a yoga class, I see myself practicing breathing, holding a safe space and watching myself; losing any sense of distinction across spaces. I research on mindfulness, gender-based violence and researcher self-care, and teach HRD, mindfulness & yoga at a Moroccan university.

Mel Lafferty
Mel Lafferty, MA, is a doctoral student in Higher Education and Student Affairs Leadership and a Graduate Assistant for Community Engagement at University of Northern Colorado (UNC). Her research interests include mindfulness and self-care for student affairs practitioners, higher education mindfulness centers, and first-generation graduate student success.

Marc Lapin
Marc Lapin, Associate Laboratory Professor of Environmental Studies and College Lands Ecologist at Middlebury College, teaches science within ecological/socio-ecological systems, multiple ways of knowing, and nature conservancy. A long-time practitioner of Buddhism and Earth-based spiritual practices, Marc is a leader at Middlebury in contemplative pedagogy and place-based education.

Julia Lapp
Julia Lapp RD, PhD – Associate Professor of Nutrition. Julia teaches nutrition and health classes at Ithaca College. She has practiced Buddhist meditation for approximately 25 years and is training for certification as a mindfulness meditation instructor with Tara Brach and Jack Kornfield of the Insight Meditation Society.

Brooke Lavelle
Brooke D. Lavelle is the Co-Founder and President of the Courage of Care Coalition, a nonprofit dedicated to facilitating personal and social transformation through relational compassion training, anti-oppressive pedagogies and systems and community organizing tools. Brooke lectures at SFSU and consults with various contemplative- and University-based centers.

Raeann G. LeBlanc
Raeann G. LeBlanc is an Assistant Professor in Nursing at the University of Massachusetts Amherst with a PhD in nursing and Doctorate of Nursing Practice in Public Health. Raeann is a practitioner of mindfulness meditation and explorer of contemplative practices in expanding the potential for compassion, justice and collective well-being.

Ife Lenard
Ife Lenard, MSW, EdM, has a profound commitment to intentional spaces, service-leadership, and building relationships in a different, more human way. Her ability to serve as a catalyze, share stories, unpack inequities that sustain harm, and deepen practices move educators forward in their journey. Experiences with her address and interrupt toxicity and racial and social disparities as she uses the transformational movements of educational leadership, clinical social work, restorative practices, and mindfulness to again move educators toward a collective humanity that embraces wholistic development for staff and children alike.

She serves simultaneously as Professor to graduate students at Columbia University School of Social Work and Hunter College School of Education, and Educational Consultant to educators and clinicians. Prior, Ife was a School Leader (Dean and then Principal) for over 10 years, and
teacher, Ife holds a B.S. in Human Ecology and two Masters -both from Columbia University.

David Levy
David Levy is Professor at the Information School, University of Washington, in Seattle, where he focuses on bringing mindfulness training and other contemplative practices to address problems of information overload and acceleration.

Ju-Pong Lin
A Taiwanese immigrant, Ju-Pong Lin works at the nexus of art, politics, culture, & nature, co-founded Fierce Bellies, an artist collective that works to mainstream climate justice through joyful art practice, transnational feminism, mindful activism and radical aesthetics. Ju-Pong is the Director of Goddard College's MFA in Interdisciplinary Arts program.

Dannell MacIlwraith
Dannell has worked in design for over 15-years. A web design teacher for 10-years, Dannell’s pedagogy is for students to be innovative about process as an experience. She intends for students to create new designs out of mental associations that push out against borders instead of filling in the blanks. She currently teaches at Kutztown University in southeastern Pennsylvania. She earned a BA in Digital Art from Tyler School of Art, MED in Art Education from Kutztown University, and MFA in Graphic Design at Vermont College of Fine Arts.

Vaishali Mamgain
Vaishali teaches classes such as Economics and Happiness and as Director of the Center for Compassion facilitates compassion workshops; based on years of contemplative retreats she encourages participants to draw on everyday experiences to have greater self-compassion, empathy and openness to ambiguity -helping them live more meaningful and joyful lives.

Josh Manlove (not in attendance)
Josh Manlove is a doctoral student in the Urban Education Studies program at the IU School of Education-Indianapolis and a graduate assistant at the Center for Urban and Multicultural Education. His interests include multicultural college students and racial justice in higher education settings.

Nathalie Martin
Nathalie Martin is a professor at the University of New Mexico School of law, where she teaches commercial and consumer law, as well as mindfulness and the law. She is also a yoga and meditation teacher, and the author of Lawyering from the inside Out and Yoga for Lawyers.

Donald McCown
Donald McCown is 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, co-author of Teaching Mindfulness: A practical guide for clinicians and educators, and co-editor of Resources for Teaching Mindfulness: An international handbook.

Michele McGrady
Michele L. McGrady, Ph.D. is an assistant professor at Western Michigan University’s Integrative Holistic Health and Wellness program. Dr. McGrady’s educational background is in counseling psychology. Her primary areas of interest include spirituality and college students and use of contemplative practices (reflective writing and mindfulness based practices) in the classroom.

Alice McIntyre
I am a Professor and Chairperson of the Elementary Education Program at Hellenic College, Brookline, MA. I have been an educator for over 40 years. I have published extensively about issues of whiteness, urban and teacher education, mindfulness in relation to student teaching, and the use of participatory action research to address issues salient to inner-city youth in the United States and women and war in the North of Ireland. My latest book: Elementary Students Practicing Mindfulness: A Meeting of the Minds was published in March 2019 by Lexington Books.

Kerr Mesner
Rev. Dr. Kerr Mesner is a theatre educator, scholar, queer clergyperson, and activist. This workshop draws on Kerr’s decades of experience as a contemplative educator and participatory theatre facilitator. Kerr’s current scholarship focus on the intersections of transgender studies, queer Christian theologies, performative autoethnography, anti-oppressive education, and activism.

Muga Miyakawa
Muga Miyakawa is a PhD candidate at Simon Fraser University in the Faculty of Education. He is interested in the intersection of contemplative practices and critical pedagogy.

Maleeha Mohammed (not in attendance)
Undergraduate student at Simmons University.

A.M. Moretti
Alicia M. Moretti teaches linguistics and language arts at California State Polytechnic University, San Luis Obispo and at Cuesta Community College. Alicia is a siromani in the Sivananda Yoga Vedanta tradition.
Christine Moriconi
Presently, Psychiatric NP resident at Thundermist Health Care Center, Rhode Island. Retired co-director for the Center for Contemplative Studies at West Chester University, in Pennsylvania. Research in mindfulness in nursing education, parenting and special needs.

Brenda Morrison
Brenda Morrison is the Director of the Centre for Restorative Justice and an Associate Professor in the School of Criminology, Simon Fraser University. She is a social psychologist with teaching, research and field experience in outdoor education, governance and justice. Internationally, she has presented papers at the House of Lords and UNESCO. Nationally, she is a research partner with PREVNet (Promoting Relationships Eliminating Violence Network), Children’s Rights Academic Network and serves on the Board of Smart Justice Canada. She has also served on justice reform committees for the Ministry of Justice. In her home community, she is an active board member for the North Shore Restorative Justice Society.

John Morrison
John Morrison has developed the use of contemplative methods in composing and teaching music for over thirty years. A longtime practitioner of Zen, John teaches courses such as Just Listen and Contemplating Music at the Longy School of Music of Bard College in Cambridge, MA.

Shaimaa Moustafa
Shaimaa Moustafa, M.Ed, Ed.S
PhD Candidate, Language, Literacy & Culture
College of Education
University of Massachusetts Amherst
Five-College Arabic Teaching Associate
Five-College Arabic Language Initiative

Kirsten Mundt
Kirsten Mundt is a Research Assistant Professor of American Studies at the University of New Mexico, a bodyworker, and storytelling instructor. Her research explores embodied, resurgent possibilities within neoliberal capitalism. She holds a PhD in American Studies from UNM and lives in Santa Fe, NM.

Shannon Musgrove
Shannon Musgrove serves as Assistant Director of the Act 101 Program at Bloomsburg University. Shannon focuses on yoga and meditation as tools to engage students in developing healthy ways to manage stress and anxiety.

Naomi Norman (not in attendance)
Associate Vice President for Instruction & UGA Reacting to the Past Co-Director

Jennifer Obbard
Jennifer Obbard has made contributions in higher education for over 15 years with a passion for creating meaningful and transformative learning environments. She has explored multiple ways of knowing through her own journey of cultivating and reclaiming her wholeness. She is currently completing Wild Mind training with Animas Valley Institute.

Steven Thurston Oliver
Dr. Steven Thurston Oliver is Associate Professor of Secondary and Higher Education at Salem State University. Steven is Sociologist of Education whose research is focused on the ways in which Contemplative Pedagogy can be used as a catalyst in K-12 teacher preparation and higher education programs for cultivating greater capacity among educators to engage across human differences.

Patricia Owen-Smith
Patricia Owen-Smith is Professor of Psychology at Oxford College of Emory University. She founded Oxford College’s service learning program and serves as the faculty director. Dr. Owen-Smith is the author of the recently published book, The Contemplative Mind in the Scholarship of Teaching and Learning.

Gary A. Packard, Jr. (not in attendance)
Gary Packard, Jr., Ph.D., Permanent Professor and Vice Dean for Curriculum & Strategy, US Air Force Academy. He assists the Dean with programs, research, and curriculum for 500+ undergraduate courses for 4,000 cadets in 31 academic disciplines. He graduated from the Academy in 1982 with a degree in Behavioral Sciences and earned his Ph.D. in Developmental Psychology from the University of NC, Chapel Hill, in 1999.

Mayra Padilla
Dr. Mayra Padilla earned a B.S. in Applied Physics from UC Davis and a Ph.D. in Neuroscience from UC Berkeley. She worked as a neuroscientist at the San Francisco Brain Institute, SRI International (formerly the Stanford Research Institute), and Sands Research, Inc. As a result of seeing too few Latinx and African American scientists, Dr. Padilla returned to her hometown to take on the role of Dean of Institutional Effectiveness and Equity, overseeing the HSI STEM & Equity Initiatives at Contra Costa College.
Pamela Patrick (not in attendance)
Pamela Patrick is a senior majoring in Sociology/Human Dev and Family Sciences at UCONN.

Tara Pauliny
Tara Pauliny is an Associate Professor of English and Gender Studies at John Jay College/CUNY where she teaches both online and face-to-face courses in writing, rhetoric, and gender studies. She has been integrating contemplative approaches into her writing classroom for the last few years and is currently writing about the interplay between contemplative studies and writing/composition studies. Tara practices yoga and meditation and will soon be attending yoga teacher training.

Timothy Pedigo
Timothy Pedigo is an assistant professor of psychology at Governors State University who is the coordinator of the masters in psychology program and teaches courses in mindfulness and compassion to both graduate and undergraduate student. He is also a clinical psychologist with over 32 years in working with trauma.

Merita Petäjä
Merita Petäjä, psychologist, Project Manager in Study well-being project at Aalto University, Finland. Merita has been running Mindfulness and Self-Compassion workshops on campus, inspired by the work of Arthur Zajonc. She also works as a director at Businesstheatre and connects body and mind in her work.

Jeremy Price
Jeremy Price is Assistant Professor of Technology, Innovation, and Pedagogy at the Indiana University School of Education-Indianapolis. Dr. Price’s teaching is focused on the mindful use of technology in education for justice, inclusion, and equity. His research explores place, oppression, and white nationalism in school and youth settings.

Loretta Pyles
Loretta is Professor at the School of Social Welfare at the University at Albany and is also a meditation and yoga teacher, workshop leader, and organizational consultant. Her most recent book is Healing Justice: Holistic Self-Care for Change Makers (Oxford University Press, 2018). Her work has focused on the areas of disasters, violence against women, crisis/trauma, racial/economic/gender/environmental justice, and body-mind-spirit practice.

Holly Richardson
Holly Richardson received a BSc from the University of Iowa and a MSc from the University of Wisconsin. Her PhD is from the Ohio State University in exercise physiology. She is a professor at the Virginia Military Institute in Physical Education with a focus on neuroscience and integrative wellness.

Maria Rios
Maria Rios is an academic librarian at UMass Amherst engaged with social justice, anti-oppression praxis, and intersectionality within her librarianship practice. She explores the intersection of critical and contemplative pedagogies within a library and information science lens.

Andy Roach
Andy Roach is Associate Professor in the Department of Counseling & Psychological Services at Georgia State University. He is a nationally certified school psychologist and former elementary and middle school teacher. His current research and scholarship focus on the following areas: (1) inclusive post-secondary education for students with intellectual disabilities; (2) developing authentic and trustworthy leadership in schools, non-profit organizations, and communities; and (3) mindfulness and contemplative practices. He is a certified mindfulness educator and trainer for Mindfulness Without Borders, and a facilitator-in-preparation with the Center for Courage & Renewal.

Holly Roach Knight
Holly Roach is a cultural organizer and contemplative activist who lives at the intersections of faith, justice and racial equity. Holly loves holistic models for change that engage us in drawing from the deepest wells of our being to sustain our work for justice. Holly’s activist roots are in numerous social justice movements including the struggles for political prisoners Leonard Peltier and Mumia Abu-Jamal, the struggle at Big Mountain, AZ, the Global Justice movement, police brutality and protective hospitality. Holly has a bachelors in Art and Social Change from Prescott College and graduated from the inaugural class of Father Richard Rohr’s Living School for Action and Contemplation. She recently finished two MA degrees, one in Social Change and Community Organizing from Prescott College and Contemplative Education at Naropa University. Holly is co-director and co-founder of Transform Network and works at the intersection of faith and justice for transformational social change.
Sanni Saarimäki
Sanni Saarimäki a study counselling psychologist for students at Aalto University, Finland. From her educational background she is a psychologist, a teacher and a mindfulness-coach. In Aalto, one of her interests has been pioneering mindfulness-based group-interventions for dealing with climate anxiety.

David Sable
David Sable, PhD (Interdisciplinary Studies), is Adjunct Professor of Buddhism at Saint Mary’s University, Canada. He is a native New Yorker, graduate of Teachers College at Columbia University, former Director of two non-profit organizations, an education consultant, and a senior meditation teacher authorized by the Tibetan Buddhist teacher, Chogyam Trungpa.

Trudy Sable
Trudy Sable, PhD., Community Engaged Research Facilitator Office of the Vice President Academic and Research, and Adjunct Professor of Anthropology, Saint Mary’s University, with thirty years of working collaboratively with Indigenous Peoples. She is the Co-Editor of the Journal of Contemplative Inquiry.

Candice Salyers
Candice Salyers’s research explores intersections of dance performance, feminist theories, cognitive and environmental philosophy, and contemplative practices proposing that site-specific dance can contribute to unique ways of learning and embodying ethical citizenship. She has been invited to speak at Society for European Philosophy, and publications include contributions to Tanz, Bewegung, und Spiritualität, and the Journal of Performance and Mindfulness.

Steven Samuels
Steven M. Samuels, Ph.D., Professor, Dept of Behavioral Sciences & Leadership, US Air Force Academy. First civilian cadre to integrate USAFA (1993), studying leadership, inclusion, and pedagogy. Fellowships/Consults include: the Pentagon, USNA’s Stockdale Center for Ethical Leadership, Citadel (SC), UCCS’ Matrix Center for the Advancement of Social Equity and Inclusion.

Tonya Sanchez
Tonya Sanchez is a master of science candidate at Brown University School of Public Health, department of Behavioral and Social Sciences. Her thesis work explores pragmatic applications of mindfulness-based interventions with a focus on racial and ethnic implementation and inclusion.

Robin Sansing
Robin L. Sansing, MSW, LCSW, is a Clinical Instructor at the UNC Chapel Hill School of Social Work. In addition to teaching and advising in the macro specialization at the School of Social Work, Robin provides organizational development consulting and has a private psychotherapy practice in Chapel Hill.

Rhonda Schaller (not in attendance)
Rhonda Schaller is an artist, author and educator. She is the co-chair of the MISA committee, Founder of the Meditation Incubator, Director of the Career Center, and a Visiting Associate Professor in the Integrated Mind and Body Program. Her published works include The Mindful Eye: Transformative Pedagogies in the Visual Domain, chapter 10: Infinite Mind, Creative Mind, Business Mind, Ed. Michael Garbutt (Common Ground Publishing, June 2018).

Hannah Scott (not in attendance)
Undergraduate student at Simmons University.

Joe Scrima
Joe Scrima is currently the Testing Center Manager at William Rainey Harper College and has worked in various positions throughout the institution starting in 2003. Aside from being an employee since that time, Joe also received his A.A. from Harper College, and successfully transferred to Illinois State University to earn his B.S. in Mass Communication. In other words, Joe has invested in the Harper College community for over 16 years. Recently, he took part in Harper College’s first ever Social Justice Leadership Certificate program, a program designed to develop leadership skills through a social justice lens to support student success and employee engagement. During the program, he focused his efforts on introducing the concept of White Fragility to the college community.

Rebecca Seipp
Rebecca Seipp is the Assistant University Librarian at Hollins University, where her work focuses on library operations and supporting the humanities division through research instruction and appointments. Outside of work she enjoys reading, cooking, and incorporating sustainable practices into her life. She lives in the Blue Ridge Mountains with her husband, dog, and cat.

Johanna Selles
Johanna Selles, R.N., Ed.D. is an emerita professor of Education/Faith formation at Emmanuel College, Victoria University at the University of Toronto. As a nurse, she has worked in a variety of health care settings including hospice, research and critical care. Her course, Spirituality and
Health, has been taken by students in ministry, health care, or those seeking certification as multi-faith spiritual care providers. This poster is based on her book **Empathic Communities: Educating for Justice** (Wipf and Stock, 2011). Her regular practice of journaling has led to the publication of her first novel, **What We Leave Undone** (forthcoming, Wipf and Stock, 2019).

**Tinni Sen**
Tinni Sen received a BSc in Economics from Lady Brabourne College, Kolkata, an MSc in Economics from Calcutta University, and PhD in Economics from the University of Mississippi. She is a professor of Economics at Virginia Military Institute. She lives in Lexington, VA with her husband, two daughters and two cats.

**Christopher Sha**
Christopher Sha, MD is the residency clinic site director in Medical Practice at the San Francisco Veterans Administration Medical Center, and Assistant Professor in the Department of Medicine at UCSF.

**Mariya Shiyko**
Mariya Shiyko, PhD, is an expert on behavior change using portable technology and mindfulness. She is an entrepreneur, professionally trained shaman, scientist, writer, and artist. mariyashiyko.love

**Khadijah Siddeeq** (not in attendance)
Khadijah Siddeeq is a doctoral student in the Urban Education Studies program at the IU School of Education-Indianapolis and a graduate assistant at the Center for Urban and Multicultural Education.

**Grace Song**
Dr. Grace Song is the Chair of the Won Buddhist Studies program at the Won Institute of Graduate Studies. She is an ordained Won Buddhist minister who has led meditation retreats in Korea and the US. Her research interests include Women in Modern Buddhism, mindfulness in education, and contemplative practices in higher education.

**Loretta Stec**
Loretta Stec has been teaching at San Francisco State University since 1993 in the fields of 20th-century literature in English (especially modernisms); feminist literary criticism; “postcolonial” studies; and the literature of exile and migration. She is eager to incorporate the wisdom of yoga and meditation into literary study.

**Katya Stewart-Sweeney**
Katya Stewart-Sweeney is on the Leadership Team for Colorado State University’s Center for Mindfulness. She is the Graduate and International Student Advisor in Electrical and Computer Engineering. She has worked at CSU for 17 years and worked at Naropa University in Student Affairs for ten years. She has been meditating since 1988. Katya has practiced the martial art T’ai Chi Ch’uan for 30 years, as a student at Rocky Mountain Tai Chi in Boulder. She earned her B.A. in Buddhist and Western Psychology; and her M.A. in Counseling and Art Therapy, both from Naropa University. She has been connected with Quaker (Society of Friends) schools and organizations in Pennsylvania and Colorado.

**Hannah Stohry**
Hannah Stohry is a Ph.D student in Educational Leadership (Leadership, Culture, and Curriculum) at Miami University in Ohio. She is employed as a Graduate Assistant at the Mindfulness & Contemplative Inquiry Center. Her research interests include: mixed identities, contemplative practices, Third Culture Kids, vulnerability, critical whiteness studies, and autoethnographic methods.

**Pamela Szczygiel**
Pam Szczygiel, DSW, LICSW is an Assistant Professor of Social Work at Bridgewater State University. She has held various clinical positions in the field of social work since 2001 and continues to maintain a small psychotherapy practice. She is a certified yoga instructor and holistic health coach and serves as a Mind Body Facilitator for the Services to the Armed Forces Division within the American Red Cross.

**Beck Tench**
Beck Tench is a PhD student at the University of Washington Information School where she researches contemplative practices, public space, and technology. Beck is interested in understanding how to facilitate contemplative experience and practice through the design of physical space and technology.

**Laurel Tien**
Laurel Tien is Academic Dean at Graduate Institute for Transformative Learning in Washington, USA, Faculty at Kwantlen Polytechnic University (Vancouver, BC, Canada), and PhD Candidate in the Transformative Studies program at California Institute of Integral Studies (USA).

**Juliet Trail**
Juliet Trail is Director of Education for UVA’s Contemplative Sciences Center. CSC efforts incorporate curricular courses, co-curricular programs, research, scholarship, faculty devel-
oPMent and learning communities, and leading of contemplative practices. She teaches courses such “Mindfulness and Compassion: Living Fully Personnally and Professionally,” and “The Art & Science of Human Flourishing.”

Lan Tran
Lan Tran - adjunct instructor at Cabrini University, life-long martial arts teacher, and workshop leader is committed to using the Zhong Xin Dao approach to neutral viewpoint to help students unpack perceptions, explore their assumptions and biases, reconsider judgments, and let-go of anxiety aggression and resistance—all through unifying one’s mental and physical self.

Madhvi Venkatesh
Madhvi Venkatesh is an educator, researcher, and dancer who co-directs Prakriti Dance and serves as a Lecturer and Associate Director of Graduate Education at Harvard Medical School. As an educator, she has explored how movement can be used to convey various curricular concepts from social sciences, mathematics, and science.

Bill Vitek (not in attendance)
Bill Vitek directs the New Perennials Project for the Rockefeller Family Fund. A generalist philosopher, educator and jazz musician, Vitek collaborates with The Land Institute in Salina, Kansas, and is a Scholar-in-Residence at Middlebury College. He is Professor Emeritus at Clarkson University.

Ferdinand Von Muench
Ferdinand von Muench is Lecturer in the Division of University Studies at Colgate University, where he teaches a “great books” course. He is co-initiator and co-organizer of “Moment & Momentum,” an ongoing series of contemplative/activist meetings for students, faculty, and staff at Colgate, and co-leader of an interdisciplinary project on “Time.”

Zack Walsh
Zack Walsh is a Research Associate at the Institute for Advanced Sustainability Studies (IASS) in Potsdam, Germany. He co-leads the A Mindset for the Anthropocene (AMA) project which is a transdisciplinary research project and emerging network of change agents integrating personal and socio-ecological transformations to sustainability.

Nancy Watterson
Nancy Watterson is an Associate professor of American Studies at Cabrini University, where her teaching and research revolve around applied mindfulness practices from the Zhong Xin Dao (ZXD) or “neutral pathway,” from The Martial Art of Awareness. She and Lan Tran train, co-teach, and offer seminars on body-anchored mindfulness whether in their class “Conflict and Cooperation,” or the BALANCE Learning Community.

Caroline Wilkins
Caroline Wilkins, senior lecturer at the University of Maryland, has taught in the Professional Writing Program since 1999. Assistant Director of the Professional Writing Program and the Mentoring Coordinator in the English Department, Ms. Wilkins is also a poet and is studying to be a certified yoga teacher.

Emily Wilson
Emily recently completed her PhD at Simmons University, where she was a Hazel Dick Leonard Fellow and studied trauma-informed teaching and learning. Emily is a public health educator, practitioner, and certified health education specialist with over ten years of experience working at the intersection of trauma, resilience, health, and learning.

Yevgeniya Zastavker
Yevgeniya V. Zastavker, a Physics faculty at Olin College of Engineering, focuses on innovative curricular practices in engineering education, including contemplative pedagogies, with a focus on diversity and inclusion issues. This work allowed her to redefine her identity as a refugee, woman, scientist, qualitative scholar, spiritual worker, dancer, and musician.

Steven Zhao
Steven Zhao is a PhD student at Simon Fraser University specializing in philosophy of education with particular interests in contemplative pedagogy, existential phenomenology, and Buddhist philosophy. His current research examines the parallels between Buddhist ethics and the phenomenology of intersubjectivity as well as their educational implications.

Perry Zurn
Perry Zurn is Assistant Professor of Philosophy at American University. He researches in political philosophy, gender theory, and applied ethics. Zurn is the author of The Politics of Curiosity (University of Minnesota Press, under contract) and the co-author of Curious Minds (MIT Press, under contract).
We listen to your feedback!
Please complete the conference evaluation & community surveys to share your thoughts with us:

bit.ly/ACMHE2019
bit.ly/19communitysurvey

16th Annual Summer Session on Contemplative Learning in Higher Education
August 2 – 7, 2020
Smith College, Northampton, MA
Learn more: contemplativemind.org/summer
This conference would not be possible without the generous support of the Fetzer Institute.

We believe the connection between the inner life of spirit and outer life of service and action holds the key to lasting change.

We explore the mysteries of ourselves and our universe through spiritual and scientific inquiry. We work for personal and societal transformation—encouraging the spiritual growth of all people and supporting inclusive communities and institutions around the world.

We aim to inspire and serve a global movement grounded in connection that transforms the world into a more loving home for all.

fetzer.org
We want to hear from you!
Take the 2019 Community Survey
(& enter to win $100 off event registration
OR a framed Tree of Practices fine art print!)

Scan the QR code at left or visit
bit.ly/19communitysurvey