April 2021 ACMHE Newsletter
Member News, Upcoming Events & Recent Publications

SAVE THE DATE! 2021 ACMHE CONFERENCE
online · Friday, November 5 - Sunday, November 7
Details will be posted at acmheconference.org

Dr. Michelle Chatman delivers the 2018 keynote

Names of ACMHE members appear in bold type.
Margaret Benefiel announces her latest book:


This volume contributes to an understanding of the importance and implications of a contemplative grounding for higher education, and consists of chapters written by noted scholars from both Eastern and Western traditions that shed light on the following questions:

- What is an appropriate epistemological grounding for contemplative higher education? How does the current dominant epistemology in higher education mitigate against contemplative teaching, learning, and research? What alternatives can be offered?

- How can a contemplative culture be nurtured in the classroom? What difference does that culture make in teaching and learning? What is the role of individual and institutional leadership in creating and sustaining this culture?

- What is contemplative research? How can the emerging field of contemplative studies fit into the twenty-first-century university?

- What can faculty and students learn from contemplative practices about how to find peace of mind in a world of higher education characterized by increasing complexity, financial pressures, and conflicts?

- What does a contemplative organizational structure look like in higher education? How can committees, faculty meetings, and administrative teams use contemplative practices to work more effectively together?

- How can contemplative decision-making processes be used in higher education? Given hierarchies, turf wars, and academics’ propensity for using argument as a weapon, is it possible to introduce contemplative practices into decision-making situations in appropriate ways?

Jon Brammer, Instructor in Humanities and Social Sciences, Three Rivers Community College, has successfully defended his dissertation on contemplative writing in doctoral programs. His degree will be conferred from Lesley University on May 22nd. The abstract is as follows:

Doctoral students usually exhibit a proven track record of academic success as demonstrated by the completion of both undergraduate and graduate degrees. However, despite that success, attrition rates across doctoral programs are high. The challenges inherent to the completion of a doctoral program are well-documented, but the over-arching concepts that account for those challenges are often subject to compartmentalization and reductionism.
This interdisciplinary qualitative study explored the experiences of current doctoral students and recent graduates through interviews with twenty-seven participants across a variety of academic disciplines. Using a set of scripted questions, each participant was asked to characterize their motivations for doctoral work, what expected and unexpected aspects they encountered, how they viewed their writing as a product of scholarship, and what they believed to be the most valuable part of the experience.

The interviews revealed common themes related to the personal and professional challenges associated with developing a new, academically focused identity. In addition, participants reported that many of their greatest challenges were connected to negotiating the epistemological and ontological changes they were experiencing within the context of advisor, department, and program expectations. Participants reported many transformative/transitional experiences that were only occasionally aligned with pre-planned, programmatic milestones. However, written work often served as the benchmark for recognizing those developments.

The theoretical ideas of liminality and intersubjectivity were used to develop a coherent model of doctoral education that not only accounts for the experiences described by the participants, but also suggests the benefits of a more contemplative approach to doctoral work. By realizing the inherently contemplative and reflexive nature of producing written work in doctoral programs, students can redefine their challenging experiences as opportunities for authentic self-expression.

*Keywords: Liminality, intersubjectivity, doctoral programs, contemplative pedagogy, doctoral writing*

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**We’re Seeking Event Volunteers!**

- Do you have solid Zoom skills?
- Do you love helping to “hold space” during online events?
- Do you enjoy video editing (or want to gain more experience with it)?
- Want to attend CMind & ACMHE events for free?

*We are seeking event volunteers* for our live webinars, workshops, and online retreats. Working with CMind’s Event Manager, Maya Elinevsky, volunteers can attend events (and, at times, pre-event tech checks), perform background tasks like admitting attendees from the waiting room, help monitor the broadcast to ensure everything is running smoothly, and prepare the event recordings for sharing with attendees.

**If interested, please email Maya Elinevsky at Maya@contemplativemind.org**
Milena Braticevic shares an online course offering, open to all:

**Four-Week Webinar Series:**
**Building Mental Resilience in Uncertain Times**
Milena Braticevic, PhD Integral Health
University of Toronto School of Continuing Studies
[Register Here]
Cost: $299 CAD

The unprecedented level of uncertainty in the world today calls for a transformation of the mind and increased mental resilience - the ability to deal with unpredictability and change. Increased rates of depression and anxiety during the COVID pandemic indicate an urgent need for prevention-oriented programs.

This experiential workshop provides tools for sustained mental resilience through increasing awareness of the integrated nature of reality and the latest cognitive science research. Based on a prevention-oriented paradigm of integral health, the workshop will introduce educational, experiential, and behavioural components to help participants develop the mind and establish themselves as leaders during this challenging time. The program is designed to improve critical thinking, creativity, and collaboration - the key skills required for the future of work.

**PRESENTER:** Milena Braticevic, PhD Integral Health, Founder Nondual Perspectives
Milena holds a PhD in Integral Health from the California Institute for Human Science. Milena’s work explores prevention-oriented methodologies for mental health, sustainability, and wellbeing. Milena’s mental health programs have helped individuals at various organizations, corporations, and educational institutions build resilient minds and reduce the prevalence of common mental disorders and stigma. For more information visit www.nondualperspectives.com.

[View a recent talk between Deepak Chopra and Milena Braticevic on ‘Non Duality and Mental Wellbeing’ (YouTube)]

**SERIES BREAKDOWN:**

**Session 1: Uncertainty and the Integral View**
Tuesday, May 4 at 6-7:15pm EDT

**Session 2: Anxiety, Depression and the Natural State**
Tuesday, May 11 at 6-7:15pm EDT

**Session 3: Current Challenges and the Relational Nature of the Mind**
Tuesday, May 18 at 6-7:15pm EDT

**Session 4: Review and Future Challenges**
Tuesday, May 25 at 6-7:15pm EDT

“Uncertain times call for a transformation of the mind and increased mental resilience. Developing an integral view is the key to overcoming current challenges.”

**MILENA BRATICEVIC**
**PH.D. INTEGRAL HEALTH**
EYC: Upcoming Offerings

Free Webinar Series: Embodying Racial Justice

ANTI-RACIST PEDAGOGY AND EMBODIED JUSTICE
In the first webinar, we explore how deconstructing white privilege in our society and in the spaces where we lead inevitably place us, as educators and facilitators, in what we call a “Double Bind.”
Register here:

April 2, 2021 at 12:00pm PST

WORKING WITH RACIALIZED TRAUMA IN THE SPACES WHERE YOU LEAD
In the second webinar of the series, you’ll learn the relationship between trauma in general and racialized trauma.
Register here:

April 16, 2021 at 12:00pm PST

INTERGENERATIONAL TRAUMA, THE SOMATIC FIELD AND REPAIR
In the third webinar, you’ll learn about the key practices and concepts for working with intergenerational trauma.
Register here:

April 30, 2021 at 12:00pm PST

EYC Spring Faculty Course

Our next 6-week faculty course in embodied and trauma-informed pedagogy starts May 2nd! Faculty will learn practices for the classroom based on trauma-informed pedagogies, the neuroscience of mental health, and pedagogies of social justice and diversity. This course supports faculty to create connection in the online and in-person classroom at a moment when higher education is called upon to face profound social problems that can produce anxiety, stress, and burnout among students, staff, and faculty.
To register: EYC Spring Faculty Course. We also have scholarships available for our spring EYC Faculty Course! Visit www.embodyingyourcurriculum.com/scholarship for details and to apply.

EYC’s New OnDemand Intro Course

Our new EYC Intro Foundations Course is now available! For those of you who want a shorter introduction to the fundamentals of nervous system regulation at an accessible price, this course is for you. Join it here.
Anita Chari is organizing several upcoming events and online learning opportunities through Embodying Your Curriculum, an initiative with co-founder Angelica Singh:

**Embodying Your Curriculum’s spring EYC Faculty Course** will start May 2, 2021. EYC’s online course equips faculty with pedagogies to address overwhelm and cultivate equity and diversity during a time of unprecedented change in education. Amidst social movements for racial justice and a global pandemic that has deepened social inequalities, our students and faculty are experiencing more anxiety, mental health challenges, and feelings of overwhelm than ever before. Embodying Your Curriculum is an innovative approach to cultivating wellness, diversity, and equity on campuses, while also supporting faculty productivity and boosting student retention. Our course combines trauma-informed pedagogies and mental health neuroscience to teach practical solutions that transform campus cultures and promote equity, social justice, and health.

The EYC Faculty Course is a 6-week, 4-module online course designed to teach educators how to create safety and connection within the online classroom and in-person. Educators will leave this course understanding how trauma impacts learning, how to regulate their own nervous systems to feel connected and energized online and in-person, and how to cultivate a learning environment where students feel seen and heard. The EYC Faculty Course is priced at $2,100 per enrollment. Through our Krista Raine Scholarship Fund, we are proud to offer partial funding to successful candidates for the spring course.

For more details and to register, visit: [www.embodyingyourcurriculum.com](http://www.embodyingyourcurriculum.com)

Dr. Oren Ergas (PhD) of Beit Berl College, Israel has recently published a large mixed methods study that examined a population of 673 higher education students who participated in the course “mindfulness and education.” The paper establishes the place of mindfulness in higher education by demonstrating the educational impact of mindfulness practice, when taught in conjunction with the theory of its origins, science and educational theory. The paper can be downloaded as a preprint [here](http://www.embodyingyourcurriculum.com) or in its published form (if you have access).

As a participant in UNESCO’s international science and evidence based education assessment, Oren has collaborated in a paper published in *Science of Learning (Nature)* that lays out the foundations of this assessment. While the assessment focuses on learning and neuroscience, Oren made a point of introducing contemplative practices into its framework. Several additional publications coming out of this project are in the workings.

Finally, Oren’s book *Mindfulness and the Quiet Revolution in Education* (Hebrew) was published in March.
From Katelin Gallagher, Contemplative Studies Initiative Coordinator & CS Minor Advisor
Oregon State University:

Be the Refuge:
Recentering Asian Americans in Our Understandings of Buddhism and Mindfulness
Oregon State University Contemplative Studies Initiative
Wednesday, May 26th 6:30-8pm PDT
Free and open to all via Zoom
Register Here: https://beav.es/Jtm

In honor of Asian and Pacific American Heritage Month, this online event will feature author Chenxing Han in conversation with OSU Academic Advisor Holly Hisamoto. They will discuss Chenxing’s recently published Be the Refuge: Raising the Voices of Asian American Buddhists (North Atlantic Books, 2021), the first book to center Asian American Buddhists as a pan-ethnic, pan-sectarian group. Be the Refuge counters the erasure of this complex and diverse group by resisting essentialized tropes (Oriental monk, superstitious immigrant, banana Buddhist) and reimagining Asian American Buddhists as trailblazers, bridge-builders, integrators, and refuge-makers.

Two thirds of U.S. Buddhists are of Asian heritage, though it’s hard to guess this from mainstream depictions. What is lost when American Buddhist sanghas and meditation communities decenter our Asian heritage? This event provides a space for honest exploration as we delve into this question and consider what it means to be a refuge for oneself and others. Informed by chaplaincy work, Holly and Chenxing will lift up themes of identity and culture, power and race, anger and grief, ancestors and ritual, and other topics from their perspectives as Asian American Buddhists. In the face of ongoing anti-Asian violence, this timely conversation holds a space for connection, resilience, and healing. We hope you’ll join us, and we look forward to your questions and insights during the audience Q&A portion of the program.
Dr. Jared Kass’ book, *A Person-Centered Approach to Psychospiritual Maturation: Mentoring Psychological Resilience and Inclusive Community in Higher Education* (2017, Palgrave MacMillan) describes a contemplative practice curriculum, Know Your Self, that helps students develop inner resources and interpersonal skills that promote cultures of health, social justice, and peace. The book presents results from an evaluation study that triangulated statistical and narrative data, providing a granular exploration of student learning.

Dr. Kass was recently selected to serve as a Fulbright Specialist in Global/Public Health (Approved Candidate Roster) to offer professional training in this curriculum internationally.

He is a Visiting Scholar with the Benson-Henry Institute for Mind-Body Medicine, Massachusetts General Hospital, and a Professor of Counseling and Psychology, Lesley University.

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This series of videos produced by Karolyn Kinane, Associate Director of Pedagogy and Faculty Engagement at the Contemplative Sciences Center at the University of Virginia, introduces contemplative pedagogy with special attention to its role in backward design, offering specific examples from online learning environments in higher education. We will consider the relationship between course design best practices such as alignment and transparency and contemplative values such as presence, awareness, and compassion. We will engage in exercises to identify the beliefs, habits, and intentions that undergird instructors’ teaching philosophies and practices. We will develop strategies to design learning experiences in line with one’s most pressing goals for student-learning. This series offers college instructors the basic vocabulary and skills to start engaging in teaching as a contemplative practice.

Second, the Contemplative Sciences Center at UVA has piloted a one credit Contemplative Lab UVA to explore the connections between contemplative processes and creative expression. We will be designing and offering four varieties of these Labs to complement not just creative expression but also critical thinking, problem solving, and ethical engagement. More information can be found here: [https://csc.virginia.edu/feature/exploring-creative-process-through-contemplation-new-lab-students](https://csc.virginia.edu/feature/exploring-creative-process-through-contemplation-new-lab-students)

Third, the Contemplative Sciences Center and the Center for Teaching Excellence at the University of Virginia have partnered to develop a one week Contemplative Institute for Teaching and Learning that we will pilot this June with UVA faculty. If the Institute is fully online this June, we may open a few spots for non-UVA faculty. We are excited to get feedback and refine the Institute and open it up to anyone to participate in the coming years. Information here: [https://csc.virginia.edu/event/contemplative-institute-teaching-and-learning](https://csc.virginia.edu/event/contemplative-institute-teaching-and-learning)
From Kerr Mesner, Ph.D:

A “Soft Place to Land” …  
**Spiritual companioning for people working in academia**

- **A place to deepen our connection to that which is sacred in our lives…**
- **A space where we gather together to explore the heart questions of our lives and work.**
- **A space to listen deeply and to be listened to deeply.**

As someone working in academia, I have struggled to find space where I can integrate my spiritual life with my professional vocation as an educator. And as a trained spiritual director, I have been exploring how to bring the work of spiritual companioning into academic settings with more intention. These groups have emerged from that exploration.

Spiritual companioning, (sometimes referred to as spiritual direction,) is a practice of offering “set aside” time and space for focused reflection on one’s spiritual or contemplative path, with a trained listener who provides and holds space for this sacred work. Group spiritual companioning offers an opportunity to do this work in community with a trained spiritual director. Having trained with the Pacific Jubilee Program in Spiritual Direction, I am passionately committed to supporting people in all spiritual walks, whether or not those walks have a name or an “organized” framework.

In this group, we cultivate a space where each of us can bring our understandings of that which is sacred, and where we can celebrate both the connections and the differences in our spiritual paths. You are welcome here.

Meetings are fully online, and take place once a month for 2 hours. These are semi-closed groups, which means that, after attending an initial meeting, a 4 month commitment is required. To support community and connection, groups will only admit new members at specific times through the year. The maximum group size is 6 members, at which point another group will be formed. If you are interested in joining a group, please contact Kerr for a brief initial exploratory conversation, to make sure it’s a good fit. **The current group, meeting on fourth Mondays 3-5pm EST, has one starting May 24th; if you are interested, please contact Kerr as soon as possible.**

To arrange an exploratory conversation, or for more information about meeting times, price, and any other questions you might have, please email Kerr at kerrmesner@gmail.com.

I am also happy to offer online facilitation if you would like to gather your own group of colleagues. Please contact me to discuss the practicalities of this option.

**Kerr Mesner** is trained with the Pacific Jubilee Program in Spiritual Direction. He is a Visiting Assistant Professor and Chair: Women’s and Gender Studies at Wells College, an ordained minister with Metropolitan Community Churches, a queer contemplative Christian, a performing artist, and an activist. Visit [kerrmesner.com](http://kerrmesner.com) to learn more about his offerings.
Brooke Moreland has been promoted to Associate Director, Digital Education Hub at the Indiana University School of Education-Indianapolis.

She serves as the Associate Director and Project Manager for the Digital Education Hub (DEH) for Rigorous Remote Learning with Communities (RFS 19-072) as part of the Federal CARES Act response through the Indiana Governor’s Emergency Education Relief Fund and the Indiana Department of Education. In this role, she leads the instructional design and research efforts of online professional development modules for educators utilizing the principles of adult learning, critical race theory, and sociocultural learning theories to address the needs of Pre-K-12 learners during the pandemic. Student advocacy and understanding how organizational change and policy impacts high risk populations are her research interests.

From Dr. Daniel Plá:

The 2nd Seminar on Performing Arts and Contemplative Practices: contemplation, performing arts and coexistence continues discussions started in the Performance and Mindfulness Symposium held at the University of Huddersfield (UK) in June 2016, and pursued in the seminar on Performing Arts and Contemplative Practices held in Rio de Janeiro, UNIRIO, in November of the same year. The event will happen from May 17th to 21st of 2021 and is promoted by Tradere Research Group (CNPQ), coordinated by Dr. Daniel Plá (UFSM) with the partnership of CRIA group (UFMG), NUPAC (Centre for Research in Performing Arts-UFSM), UNIRIO (Rio de Janeiro-Brazil); UNICAMP (Campinas-Brazil) and the Mindfulness and Performance Research Project and ReCePP (University of Huddersfield-UK. It is also part-funded by the National Council for Scientific and Technological Development (CNPQ) and Pró-Reitoria de Extensão (PRE-UFSM).

What are the possible relationships between performing arts, contemplative practices and performer training? In what ways can art contribute to creating a ‘sight pedagogy’ that allows the eye to develop a deep and contemplative attention? How can performing arts and contemplative practices work to increase coexistence conditions: environmental preservation, decent living conditions, politics, and economy committed to Human Rights? What is the relationship between performing arts, contemplative practices and perception? Is it possible that we can think about contemplative practices in traditional cultures other than Asiatic and European?

Work submissions are no longer available, but it is possible to apply for attendance up to 16th of May. The seminar is free and will be run totally online. More info and programme can be seen at www.grupotradere.com/seminar.

Looking forward to seeing you there.
Three news items from **Ajay Rastogi** at the Foundation for Contemplation of Nature, India:

The **International Mountain Prize 2020** was conferred on the Jagriti Women Selfhelp Group for cultural exchange and transformative education. The group hosts the participants of the “Mountain Resiliency” course organized by the Foundation for Contemplation of Nature. Over a decade, 100s of students have been through this place-based experiential learning program, and our village kids have also progressed with interaction and exchange with the visiting students.


A **podcast series on Deep Ecology in 21st Century** with over 20 interviews of leading sustainability practitioners from different walks of life across the world is now available. An e-book which has transcriptions of all the interviews and in addition relevant pictures has been put together. It is ready for publishing and if anyone is interested, happy to share a copy for reading, distributing, and of course, giving due consideration to publish it online. This is an effort of collaboration and co-creation by Imaginary Life, Sweden and the Foundation for Contemplation of Nature.

Listen at [https://nordicbynature.transistor.fm/](https://nordicbynature.transistor.fm/)

A **course on “Mindfulness and Nature”** for primary school teachers is being put together to be launched in India by the end of the year. The intent is to help the teachers build their own resilience and practice; and at the same time equip them with tools to deal with young students of ages 5-11. The curriculum design and content is being developed in collaboration with School of Sustainability Studies, Western Colorado University, under the guidance of an Indian Advisory Committee.

Any ACMHE members who find it interesting to learn more and to contribute their material and experience are most welcome.

Learn more about the Foundation for Contemplation of Nature

Satish Kumar, who spoke in the first episode on Activism
Mindfulness Training for College Students that Works!

25% discount on tuition to all ACMHE members

**Koru Mindfulness** is the evidence-based mindfulness program created at Duke University specifically for college and graduate students. It is tailored for the hectic, anxious lives our students lead, designed to give them the strategies they need to create real presence in their lives.

If you would like to become a Koru teacher and start teaching a mindfulness curriculum that works, please join us for one of our online Koru Teacher Training Workshops. **We are now offering 3 different workshop formats to meet the diverse schedule of our global network of teachers.**

We are offering a 25% discount on tuition to all ACMHE members, so make sure you mention your affiliation when you apply! Applications due 2 weeks prior to workshop start date.

Visit korumindfulness.org for more information and to apply!

“This was an incredibly rewarding experience. It far exceeded my expectations especially given an online format. The leaders and facilitators used the format so effectively that they were able to build a truly living community.”

– Scott O’Leary, NC State University

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**Become a Certified Koru Mindfulness Teacher**

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Offering different workshop formats with identical content to best meet your schedule.

LEARN MORE & APPLY AT KoruMindfulness.org
Paul Wapner’s latest book is now available: *Is Wildness Over?* (Polity)

Wildness was once integral to our ancestors’ lives as they struggled to survive in an unpredictable environment. Today, most of us live in relative stability insulated from the vicissitudes of nature. Wildness is over, right?

Wrong, argues leading environmental scholar Paul Wapner. Wildness may have disappeared from our immediate lives, but it’s been catapulted up to the global level. The planet itself has gone into spasm - calving glaciers, wildfires, heatwaves, mass extinction, and rising oceans all represent the new face of wildness.

Rejecting paths offered by geoengineering and de-extinction to bring the Earth under control, Wapner calls instead for ‘rewilding’. This involves relinquishing the desire for comfort at all costs and welcoming greater uncertainty into our own lives. To save ourselves from global ruin, it is time to stop sanitizing and exerting mastery over the world and begin living humbly in it.

REGISTRATION NOW OPEN!

17th Annual Summer Session on Contemplative Practices in Education
Online via Zoom, August 2nd - 5th

To learn more and register: www.contemplativemind.org/programs/summer

2021 Theme: Contemplative Practices for Collective Healing and Liberation
This year’s team of facilitators includes Maria E. Hamilton Abegunde (Chair), Lisa-Marie Napoli, Yuria Celidwen, David W. Robinson-Morris and Kai-Cheng Thom. Read their bios and learn more at contemplativemind.org/programs/summer
The Activist’s Ally: Contemplative Tools for Social Change was originally created in 2007 as a resource manual for social justice activists seeking to bring contemplative practices into their lives, communities, and workplaces.


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**Proudly Co-Sponsored by CMind**

A three-session online course with Dr. Angel Acosta on the emergence of a restorative paradigm in education. This course is for educators, DEI consultants, therapists, psychologists, researchers, teachers, parents, artists, somatic practitioners, activists, aspiring activists & anyone interested in building community and exploring the healing-centered paradigm.

Learn more & register:

[https://www.drangelacosta.com/healing-centered-education](https://www.drangelacosta.com/healing-centered-education)
CMind is partnering with The Mindful Society Global Institute for *A Mindful Society 2021: Revolve*, a 1-day virtual festival of uplifting, engaging, and thoughtful mindfulness experiences.

Join us on **Saturday, April 24, 2021**, as we revolve across 11 different time zones. Dip in and out, or commit to a block of time for intensive practice and connection with an inclusive community.

Registration ($60US) is through Mindful Society Institute.


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**A Mindful Society 2021: Revolve**

A virtual festival hosted by Mindful Society Global Institute.

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Presenters at AMS 2021: REVOLVE include Dr. **Michelle Chatman** and **Mlrabai Bush**.

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**THE APRIL 2021 PRACTICE WEBINAR**

**Body-Based Therapeutic Guided Practices**

with **Tai Chou-Kudu**

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4 - 5 pm ET, Wednesday, April 28

$25 / Free for ACMHE members / Free with an Access Grant

[contemplativemind.org/webinars](http://contemplativemind.org/webinars)
CALL FOR PAPERS: DUE MAY 1

The Journal of Contemplative Inquiry (ISSN: 2333-7281) is a peer-reviewed interdisciplinary journal publishing articles, reflections, and book reviews to support the scholarly exchange of ideas regarding the understanding, development, and application of contemplative and introspective methods in all aspects of higher education. Our intention is to share knowledge that is theoretically grounded and practically useful for teachers, students, staff, and leadership in higher education and related contexts.

We seek to publish work that builds bridges between the emerging field of contemplative education, broadly defined, and related practices in the wider Scholarship of Teaching and Learning (SoTL), student life, faculty development, leadership studies, and related areas. Particularly welcomed are submissions that align with the mission of the Center for Contemplative Mind in Society to further compassion and social justice in all aspects of higher education and in our world more widely. We welcome submissions that introduce, explore, and evaluate contemplative practices from different cultural traditions that deepen and support interactions across cultural boundaries and identities. This includes work that may draw on paradigms for conducting research that are different from or in addition to conventional academic methodologies.

JOCI is published by CMind, the Center for Contemplative Mind in Society. Members of the Association for Contemplative Mind in Higher Education (ACMHE) have free access to the journal’s contents through the ACMHE website.

JOCI manuscripts submitted by May 1, 2021, will be considered for publication in the 2021 issue. Submissions after May 1 may be held for consideration for future issues.

We invite authors from any discipline, department, or office in academe whose work concerns our mission to submit original writing on all aspects of contemplative practices and perspectives in higher education.

For submission guidelines, please visit the JOCI website.

Contact: Dr. Trudy Sable & Dr. David Sable, Editors, at editors@contemplativemind.org