The Center for Teaching and Learning is launching a new faculty experience focused on developing contemplative pedagogies across the curriculum. The experience will begin with a reading group of no more than 12 members that will meet February 14 and February 21 from 3-4:15 p.m. The initial text will be Arthur Zajonc and Parker Palmer’s *The Heart of Higher Education*. Faculty participants in the learning community will receive a free copy of the text.

Additional meeting dates are: March 21, April 4, April 18 and May 2 (all from 3-4:30 p.m.), and May 23 from 9 a.m. to 3 p.m. In these subsequent sessions in the semester the faculty group will explore other texts and meet with and learn from individuals already versed in using contemplative practices. The experience will close with an intensive workshop on May 23 that will afford faculty the opportunity to work with each other to consider ways to bring effective contemplative practices into their courses.

Contemplative pedagogies can be initiated across most disciplines (see rationale below) and can be used in most courses to complement and enhance content already in the syllabus and course description.

Apply by email to susan.mountin@marquette.edu by February 1. Please include:

- Full name
- Position/Rank
- Courses you are teaching this semester
- Experience you have had with contemplative pedagogies/practices
- A statement explaining what attracts you to this learning community

**Rationale**

In an increasingly busy, noisy, and hypertext world, cultivating abilities for calm, reflection, and awareness can improve student ability to focus and concentrate. It is incumbent upon faculty to teach not only the facts of their disciplines, but also something about acting and living in such a world. In the last decade a host of researchers, teachers, and practitioners have explored bringing contemplative practices into the educational endeavor. The task for educators is about transforming education from a “banking model” to one in which students are invited to “make meaning” of the vast amount of knowledge they do acquire over time according to Johnson and Neagley in *Educating from the Heart: Theoretical and Practical Approaches to Transforming Education* (2011). Faculty across disciplines can engage students in mindfulness practices, meditation techniques or reflection; others might talk about the power of silence to enhance focus and create balance in the students and by extension in our world. Teachers in any discipline can intentionally teach and use moments of silence and awareness for students’ personal well-being and to encourage deeper learning and understanding. These practices can diffuse a contentious conversation, allow time to process a difficult concept, value the comment of a student, settle a class, review the learning of content, or bring a sense of humanity to the classroom. Contemplative pedagogies are applicable and appropriate for everything from nursing and physics to history, English and philosophy. Our plan is to introduce and/or hone teacher competence in using contemplative pedagogies across many disciplines through experiential learning and practice in a faculty development program. Finally, participants will explore why quieting themselves as teachers as suggested in *The Heart of Higher Education* by Arthur Zajonc and Parker Palmer is as important as providing spaces for quiet for students.