

4-3-2017

Contemplative Communities

Karolyn Kinane
Plymouth State University

Follow this and additional works at: <http://digitalcommons.plymouth.edu/plymouthclusters>

Recommended Citation

Kinane, Karolyn, "Contemplative Communities" (2017). *Clusters*. 183.
<http://digitalcommons.plymouth.edu/plymouthclusters/183>

This Text is brought to you for free and open access by Digital Commons @ Plymouth State. It has been accepted for inclusion in Clusters by an authorized administrator of Digital Commons @ Plymouth State. For more information, please contact ajpearman@plymouth.edu, chwixson@plymouth.edu.

PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer
rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Contemplative Communities

Project Leadership: (Identify Project Director/Manager or Co-Manager/s Dr. Karolyn Kinane

Project Description: Contemplative inquiry is an approach to problem-solving that complements creative and critical approaches. Contemplative Communities makes Plymouth State University a destination for contemplative and mindful approaches to teaching, learning, design, and problem-solving. This is a two-phase plan. The first phase, described in this project proposal, features undergraduate students working with faculty and staff to craft, implement, and assess curricular and co-curricular activities to enhance students' well-being, improve learning, and build community. The second phase, to be developed and proposed next year, brings graduate students into these experiences.

Contemplative Communities is a multi-pronged project that includes developing a four-course General Education micro-credential, engaging students with regional and national debates in contemplative sciences and studies, hosting co-curricular activities through partnerships with Student Affairs, **shepherding the "Living with Purpose" first year co-curricular experience**, and serving the wider region by designing and facilitating contemplative and mindfulness workshops the Center for Active Living and Healthy Lifestyles.

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project

- a. To develop and enhance an ethos of mindfulness across campus and regionally
- b. To give undergraduate (and in phase-two, graduate) students hands-on experiences applying content, skills, and dispositions learned in contemplative curricula to real world problems
- c. To engage Plymouth State faculty, staff, and students in high impact, transformative projects with regional partners and national organizations
- d. In phase two, to create mentorship opportunities between graduate and undergraduate students

2. Student Learning Outcomes – Outline the expected student learning outcomes

- a. Students will be able to define, describe, identify, apply, and assess contemplative and mindful approaches to a variety of problems, situations, and issues

- b. Students will identify and contribute to current debates in the fields of contemplative science, pedagogy, inquiry, and assessment
- c. Students will identify, communicate with, and collaborate with on- and off-campus stakeholders and resources
- d. Students will identify and serve regional wellness needs (environmental, personal, physical, occupational, spiritual, social, and emotional) using contemplative approaches

Project Synopsis (objectives & outcomes): 30 word maximum; capture the project objectives and most significant outcomes for the project. This synopsis should be written for potential use in our internal communications and external Marketing/PR activities.

Project Synopsis (objectives & outcomes):

Contemplative Communities is a series of projects and programs that allows Plymouth State students to design and engage in contemplative and mindful approaches to problem-solving in local and national contexts.

Project Documents/Pictures/Videos On-line Archive: post the link to on-line project resources captured in this project, especially, pictures, videos, “Quotable Quotes” and other project documents.

<https://vimeo.com/210618806>

Project Documents/Pictures/Videos On-line Archive: We hope that MARCOM or the Digital Archive Steering Committee will record portions of the April 21-22, 2017 event in Keene (described below and in the attached budget form) for promotional material.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement:

Contemplative Communities fosters collaboration across disciplines by putting faculty in Biology, Nursing, Communication & Media Studies and English to work crafting a Contemplative Approaches micro-credential through our General Education program. It helps students see the links among disciplines as they learn, develop, and apply contemplative and mindful approaches to problems in the natural and human sciences.

We also serve the undergraduate-driven and led initiatives of 1) creating multi-denominational worship and ritual space, 2) creating an official student organization for mindfulness, 3) facilitating informal 20 minute “sit and stretch” experiences, and 4) collaborating on a mindful eating program.

This project is the home for the “Living with Purpose” co-curricular experience initiated from Student Affairs last year. Adapted from a Harvard University model, “Living with Purpose” brings first year students into small group discussions on issues they find pressing. The experience is designed to help students increase a sense of agency, to increase resiliency, and to ensure the university recognizes the student as a whole person—with emotional and spiritual needs and questions.

In phase two, we will seek to bridge undergraduate and graduate experiences by creating mentorship and collaboration activities so all students may apply the fruits of their research to local, regional, and national settings. We have been communicating with the Ed Leadership Team (Marcel LeBrun, Linda Carrier, Christie Sweeney) and have a March meeting scheduled to discuss the development of phase two.

This project addresses the relevant societal issues of high-impact learning practices (through contemplative pedagogy) and well-being (environmental, social, physical, occupational, emotional, spiritual, and intellectual wellness). Once the curriculum is in place, campus, local, and regional issues requiring contemplative approaches will be identified by students and stakeholders through Open Lab experiences.

This project establishes and cultivates ties between Plymouth State University and local wellness organizations, the International Mind & Life Institute, the national Association for Contemplative Mind in Higher Education, and the White Mountain Chapter of the American Holistic Nurses Association.

Once they’ve achieved competencies through our curriculum, our students will be prepared to engage and address the needs of local and regional partners (Pemi Baker Community Health, Pemi Youth Center, Plymouth Senior Center) with attention to education and well-being. It will be their mission to identify local needs and partners with the help of the Center for Active Living and Healthy Lifestyles. We have communicated with Chandra Engelbert and Barbara McCahan and they are supportive of this collaboration.

Contemplative Communities will impact up to 80 undergraduate students a year-- 320 students at full implementation-- through the General Education micro-credential. It will impact additional undergraduates through the co-curricular activities developed and facilitated by students within the Contemplative Communities program.

We have communicated with Brian Dye, Jess Dutile, and Mark Fischler, who are supportive of our attempt to bridge academic and student affairs by tending to students' disposition, wellness, and sense of purpose. Contemplative Communities could be the home for the emerging "How to Live Wisely" pilot.

In phase two, it will further impact a number of graduate students, to be discussed at our March meeting with the Ed Leadership Team.

This project situates Plymouth State University as a hub for contemplative educators, strategists, activists, and artists in northern New England and eventually beyond. Within three to five years, students, faculty, and staff will facilitate retreats, develop programming, host symposia, create networking opportunities, develop credentialing, and support teaching, learning, and research in interdisciplinary fields of Contemplative Inquiry and Science.

This project fulfills the missions of two Integrated Clusters and seeks partial funding from Education, Democracy, and Social Change (EDSC) as well as Health and Human Enrichment (HHE).

Contemplative Communities adopts the ethos of EDSC as it crafts transformative learning experiences for undergraduate (and, in phase two, graduate students) to create social change. Our students will work collaboratively with faculty, staff and community partners through Open Labs in their Contemplative Approaches General Education courses, will serve on the Collaboration Team of the Contemplative Communities Program to design co-curricular activities for their peers, and will explore and serve the needs of local and regional stakeholders through self-designed projects.

In phase two we will seek to empower graduate students in their leadership capacities. In addition to the Ed Leadership Team, we will work with other graduate faculty in the coming months to discuss the potential for including graduate students in the Contemplative Communities project. Two years ago we began conversations with Nancy Puglisi to bring students from the M.A. program in Personal and Organizational Wellness into the undergraduate experience through mentorship opportunities and collaborative projects. The Contemplative Communities project can provide a strong foundation for this idea to take root and flourish.

At the heart of contemplative inquiry lies the mission of the HHE cluster. Students, faculty, and staff in the Contemplative Communities program will support, promote, and enhance quality of life for all through education, research, and partnerships. Courses, lab experiences and self-designed projects are transdisciplinary explorations that advance the art, science, and ethical awareness of human potential.

Contemplative Communities is a significant extension of work already in progress. The transdisciplinary CollegeContemplative group has convened for several years, hosting meditation Mondays, facilitating reading groups, maintaining a blog, attending and presenting at conferences, and designing and teaching courses. Faculty serve on several doctoral theses committees or are writing a thesis on

contemplative and mindful approaches to education and leadership. We have also developed a Special Topics courses in Contemplative Approaches to Higher Education. We have built relationships with regional and national organizations. We here seek to formalize work that has been done informally, to gain high-level university support for our ethos, and to serve a greater number of students and regional partners through strategic planning, implementation, and assessment of curricular and co-curricular experiences.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Karolyn Kinane	Professor	Project Manager	English	kkinane@plymouth.edu
Annette Holba	Professor	Collaboration Team	Communication and Media Studies	aholba@plymouth.edu
Kathy Tardif	Catholic Campus Minister	Collaboration Team	Campus Ministry	kmtardif@plymouth.edu
Brigid O'Donnell	Professor	Collaboration Team	Biology	bcodonnell@plymouth.edu
Sandra Van Gundy	Professor	Collaboration Team	Nursing	svangundy@plymouth.edu
Mark Fischler	VP Student Affairs	Living With Purpose Facilitator		mjfischler@plymouth.edu
Gary Goodnough	Professor	Living With Purpose Facilitator	Counseling and School Psychology	ggoodno@plymouth.edu
Marylena Sevigney	Staff	Living With Purpose Facilitator		mcsevigney@plymouth.edu
Joe Scala	Undergraduate	Advisory Board rep		jdscala@plymouth.edu

Grace Brooks	Undergraduate	Advisory Board rep		gfbrooks@plymouth.edu
Victoria Forester Courtland	Graduate student	Advisory Board rep	Mindful and contemplative approaches	vaforestercourtland@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
Chantal LaPlante	American Holistic Nurses Association	External Partner	Nursing	chantallaplanteRN@gmail.com
Chandra Engelbert	Pemi-Baker Community Health	External Partner	Health	cengelbert@pbhha.org
Carrie Bergman	Association for Contemplative Mind in Higher Education	External Partner	Education	carrie@contemplativemind.org
Gina Kelly	Private Practice	External Partner	Counseling	gkelly3@plymouth.edu

Student Participant Profile (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Contemplative Approaches to Creative Thought	Course in micro-credential series	Undergraduate	General Education	20 students/year = 80 students at full implementation

Contemplative Approaches to Self in Society	Course in micro-credential series	Undergraduate	General Education	20 students/year = 80 students at full implementation
Contemplative Approaches to Scientific Inquiry	Course in micro-credential series	Undergraduate	General Education	20 students/year = 80 students at full implementation
Contemplative Approaches to Past and Present	Course in micro-credential series	Undergraduate	General Education	20 students/year = 80 students at full implementation
John Rogers ('18) and Lindsey DeRoche ('17)	Presentation at national conference	Undergraduate	English	2
Residential Life, Student Activities	Partnership for co-curricular activities, particularly mindfulness practices, contemplative inquiry, and meditation	Undergraduate	Student Affairs	30-60/year
See undergrad student reps in table above				2

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
 This project DOES require IRB compliance (*complete below*)

IRB Approval Status: *Select an Option*

IRB Approval Date: *Click here to enter a date.*

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 3/1/2017

Project Complete Date: On-going

Project Milestone	Milestone Description	Target Completion Date
Contemplative Approaches Courses	CTDI, PPDI, SSDI, and SIDI Experimental courses developed and approved	4/1/2017
Conference Presentation	Faculty, undergraduate, and alum present "Contemplative Pedagogy: Impacts, Outcomes, Transformations"	4/21/2017
Collaboration Team established	Current faculty and staff are joined by students and local partner	8/1/2017
Living with Purpose	Participants, facilitators, and activities in place	12/01/2017
Co-curricular experiences	First pass: designed by students in Contemplative Approaches courses	4/2/2018
Living with Purpose	Project concluded	5/20/18
Contemplative Approaches Courses	All CTDI, PPDI, SSDI, and SIDI Experimental courses offered	8/31/2018
Micro-credential criteria developed	Outcomes, experiences, and assessments in place	8/31/2018

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: