



Bonner Center for Civic Engagement

CCE Faculty Learning Community 2025-2026

Helping Students Engage Well: Creative and Contemplative Practices to Support Community Engagement

Working in the arena of civic engagement, particularly in chaotic times, challenges our ability to persist. Social justice topics may raise emotional responses (anger, sadness, frustration, guilt, blame, hopelessness) that can interfere with learning; contemplative practices can be used to help all persons involved in a community engaged project to move through these emotional states and not shut down.

What practices might we bring into our classrooms and community-engaged activities which would cultivate mindfulness and equanimity to help us in the search for understanding and improvement?

The CCE invites applications for our CBL Faculty Fellows Program, AY 2025-2026. The program will support **experienced** faculty teaching community-engaged classes who would like to investigate ways to support engagement with the crises of our time from a place of wholeness and well-being. We will use a broad approach to mindfulness practices, using the definitions from (ACMHE) Tree of Contemplative Practices (<https://onbeing.org/blog/the-tree-of-contemplative-practices/>).

Fellows will commit to offering a **community-based learning class** that **includes an element of contemplative pedagogy** in fall 2025 or spring 2026. Fellows will also track the effects of the practice they are weaving into their class, possibly completing a Scholarship Of Teaching and Learning (SOTL) project.

Fellows will:

1. attend a **1 day** workshop in May 2025.
2. participate in one development activity of their choice related to mindfulness/creative practice in summer 2025 (for example, a meditation retreat) which can be supported by CCE funds.
3. present a mindfulness/creative activity integrated with their CBL syllabus and a proposal for a [Scholarship of Teaching and Learning project](#) during a **half-day** meeting in August, 2025.
4. meet periodically (as decided by group) during AY 25-26 to support the implementation of the new assignment(s) and the development of their SOTL project.

5. Present their SOTL project in **May 2026** at a workshop for new CBL faculty. Fellows will also be eligible for CCE funding to attend a relevant conference (in their own discipline, civic engagement, contemplative practices or SOTL) to present their findings.

Financial Supports: CCE will

- purchase relevant books and materials.
- pay for a relevant development opportunity in summer 2025.
- provide the mindfulness-enhanced CBL class extra funding and support (beyond the normal CBL course support grant funding).
- fund travel to one conference to present findings.

To Apply: Complete the form below by April 12, 2025

[Application Link](#)

Potential Readings:

Berila, B. (2023). Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education (2nd ed.). Routledge.

<https://doiorg.newman.richmond.edu/10.4324/9781003193272>

Hersey, T. (2022) *Rest is resistance: a Manifesto*. Little, Brown Spark. (see also: <https://thenapministry.com/>)

Cash, T. A., Gueci, N., & Pipe, T. (2021). Equitable Mindfulness: A Framework for Transformative Conversations in Higher Education. *Building Healthy Academic Communities Journal*, 5(1), 9–21. <https://doi.org/10.18061/bhac.v5i1.7770>

Purser, R. E., Forbes, D., & Burke, A. (Eds.). (2014). *Handbook of mindfulness: Culture, context, and social engagement*. Springer. ([UR library copy](#))

Owen-Smith, Patti L., and JSTOR. (2018). *The Contemplative Mind in the Scholarship of Teaching and Learning / Patricia Owen-Smith*. Indiana University Press. ([UR library copy](#))

Barry, L. (2014). *Syllabus: Notes from an accidental professor*. Drawn & Quarterly.

Potential Summer Activities: (individual or group)

[The Well Collective](#)

[Richmond Hill Art and Spirituality](#)

[Inner Work Center](#)

[Lynda Barry's workshop](#) in Joan Oates Institute