

2018 MIND & LIFE XXXIII

# Reimagining Human Flourishing

A Mind & Life Dialogue  
with the Dalai Lama

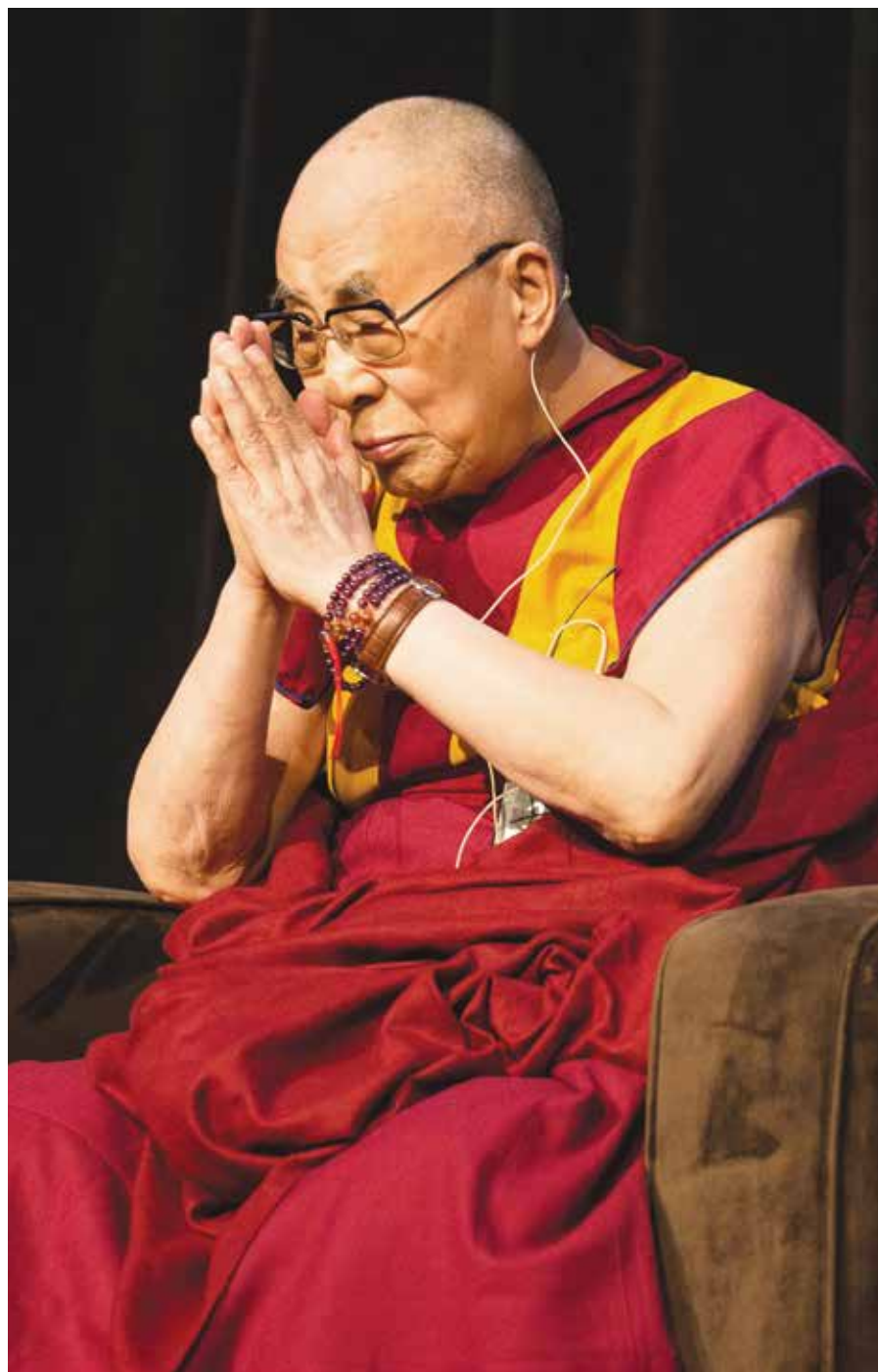
---

DHARAMSALA  
HIMACHAL PRADESH, INDIA  
12 – 16 MARCH, 2018



MIND & LIFE  
INSTITUTE





# WELCOME

It is with great joy that I welcome you to the thirty-third Mind & Life Dialogue with His Holiness the Dalai Lama, “Reimagining Human Flourishing,” here in beautiful Dharamsala, India.

Since these conversations began in 1987 between Chilean biologist and neuroscientist Francisco Varela (1946-2001), His Holiness, and a small group of scientists at the residence of the Dalai Lama, the Mind & Life Dialogues have exemplified a forum for rich interdisciplinary discourse and open inquiry into critical aspects of the human condition and the nature of reality. Now thirty years later, we again gather in Dharamsala to carry forward this ongoing conversation, maintaining the original spirit and format of the first Dialogues, “not as a conference nor a debate, but in an atmosphere of a living room conversation.”

I’m especially heartened that the focus of this Dialogue is aligned with His Holiness’ deep commitment to secular ethics and the education of youth. His Holiness has reminded us time and again that building peace in and among nations requires education of both heart and mind. We now delve into this topic and explore interconnected themes about how social-emotional education paradigms, including compassion and attention training in K-12 settings, can optimize human flourishing. Besides the morning faculty presentations and discussions with His Holiness, guests will have an opportunity to more fully probe the intersection of science and practice in educational contexts at afternoon Q&A sessions with the faculty.

The Mind & Life Institute continues its work in earnest to bridge research to real world needs. We appreciate your participation in this critical conversation and on this journey to awaken humanity and create a peaceful and compassionate world.



**Susan Bauer-Wu**  
President, Mind & Life Institute

## CO-ORGANIZERS

### The Mind & Life Institute



**MIND & LIFE**  
INSTITUTE

Since its founding 26 years ago, the Mind & Life Institute has been the driving force in creating and growing the contemplative sciences. Beginning as a series of dialogues between His Holiness the Dalai Lama and leading Western scientists and scholars, Mind & Life has since expanded to become the leading convener, catalyst, and community builder in supporting contemplative research and bridging practice and real-world

applications. Our ultimate goal is to alleviate suffering and promote human flourishing. For more information, visit [mindandlife.org](http://mindandlife.org).

### The Dalai Lama Trust, India



His Holiness the 14th Dalai Lama founded the Dalai Lama Trust in 2003. The Trust was established to support the advancement and welfare of the Tibetan people, the culture and heritage of the ancient civilization of Tibet, and the promotion of the deep-rooted values associated with its culture and people.

Among a number of charitable activities, the Dalai Lama Trust supports the preservation of Tibetan culture and the development of leadership and educational opportunities for young Tibetans. The Trust also seeks to support initiatives that encourage a sense of universal responsibility in the global community and the advancement of dialogue between science and religion. The Trust regards the cultivation of ahimsa and nonviolence as a powerful means toward both individual growth and broader social change. The Trust also provides relief and assistance to underserved communities of all faiths and origins.

The Dalai Lama Trust is funded by charitable contributions made by the founder and by the public and is a Public Charitable Trust registered under the provisions of the Indian Income Tax Act, 1961. A board of trustees, chaired by the founder, governs it.

## NOTE ON THE PROGRAM

On behalf of the Program Planning Committee, we welcome you to Mind & Life Dialogue XXXIII with His Holiness the 14th Dalai Lama. This meeting provides us with an important opportunity to align the program theme more closely with His Holiness' deepest interests. Rather than organizing the program to highlight individual scientific presentations to His Holiness, the conversation will center on the programmatic theme "Reimagining Human Flourishing." We endeavor to make this a working Dialogue with a central focus on education, especially in light of His Holiness' longstanding prioritization of secular ethics education initiatives. In addition, we have included a mixture of both scientific and practice-oriented discussions to catalyze the synthetic and integrative opportunity we believe this meeting provides.

The Program Planning Committee envisions short scientific and practitioner presentations, giving more time for genuine discussion among His Holiness, scientists, humanities scholars, education researchers, and practitioners. We believe this format will enable crucial questions on how to gain better scientific understanding of key constructs like "attention," "meta-awareness," and "emotion regulation," as well as about the practical question of how to expand the Social Emotional Learning framework to incorporate the teaching of compassion and secular ethics more fully.



**Richard Davidson**  
Co-chair of the Program  
Planning Committee



**Thupten Jinpa**  
Co-chair of the Program  
Planning Committee



# HISTORY OF MIND & LIFE DIALOGUES

Since 1987 the Mind & Life Institute has organized regular dialogues between His Holiness the Dalai Lama and leading scientists and philosophers. The purpose of these meetings is to creatively yet critically investigate themes of mutual interest concerning the nature of reality, consciousness, and the implications of recent developments in neuroscience, as well as to tackle the ethical issues raised by powerful technical innovations and scientific discoveries.

In these Dialogues, two great investigative traditions — modern science and Buddhist philosophy — come together at various locations around the world. Leading scientists inquire together with His Holiness and a select group of scholars in the expectation that such cross-cultural dialogue can lead to mutual enrichment and even to new insight and lines of research. Indeed, several significant research initiatives have originated from these Dialogues, including the study of contemplative attention and open awareness, compassion and altruism, neuroplasticity and meditation, cultivating emotional balance, and even new research ideas in the experimental foundations of quantum physics. One can say that from these Dialogues the emerging field of contemplative sciences was born.

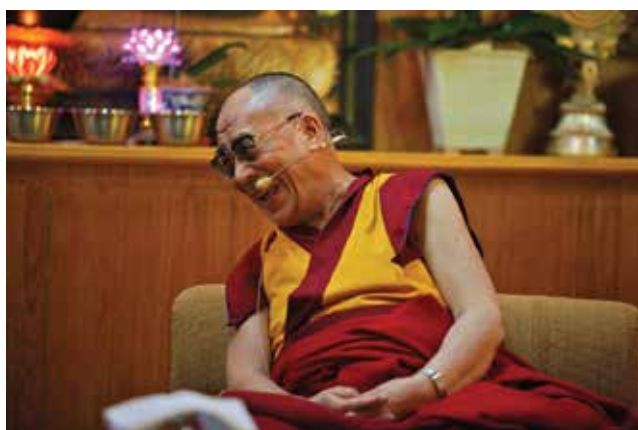
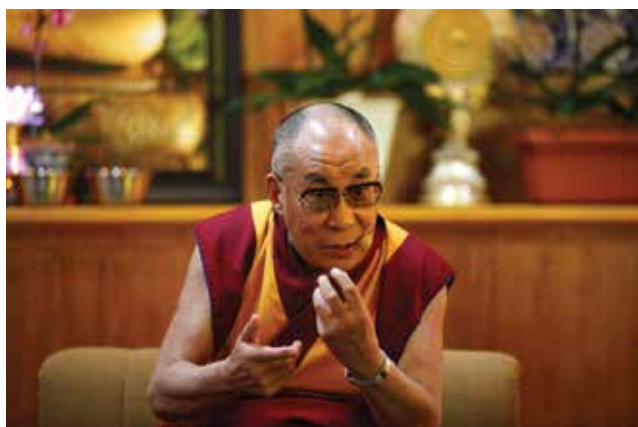
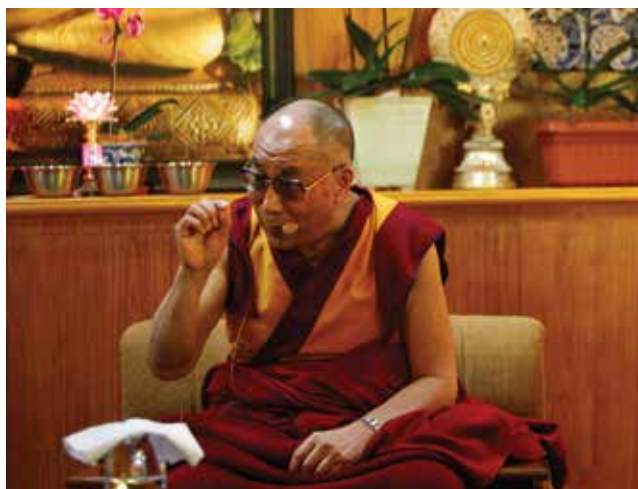
In 2003, the Mind & Life Institute organized its first public conference with the Dalai Lama, which took place at the Massachusetts Institute of Technology in Boston. The impact of that meeting — and subsequent large public meetings with His Holiness on the clinical and educational applications of mindfulness — transformed Mind & Life's mission and scope of work.

Based in Charlottesville, Virginia, Mind & Life, a nonprofit organization, provides a home for scholars and scientists from different disciplines around the world to incorporate contemplative practices into various fields of study. What started 30 years ago as a series of dialogues between His Holiness the Dalai Lama and leading Western scientists and scholars has since expanded to become the leading convener, catalyst, and community builder in supporting contemplative research and bridging practice and real-world applications.

## PAST DIALOGUES

2017 MIND & LIFE XXXII	Botho/Ubuntu: A Dialogue on Spirituality, Science, and Humanity
2016 MIND & LIFE XXXI	Power & Care
2015 MIND & LIFE XXX	Perception, Concepts, and Self: Contemporary Scientific and Buddhist Perspectives
2014 MIND & LIFE XXIX	Mapping the Mind
2014 MIND & LIFE XXVIII	Ethics, Education, and Human Development
2013 MIND & LIFE XXVII	Craving, Desire, and Addiction
2013 MIND & LIFE XXVI	Mind, Brain, and Matter: Critical Conversations Between Buddhist Thought and Science
2012 MIND & LIFE XXV	Contemplative Practice and Health: Laboratory Findings and Real World Challenge
2012 MIND & LIFE XXIV	Latest Findings in Contemplative Neuroscience
2011 MIND & LIFE XXIII	Ecology, Ethics, and Interdependence
2010 MIND & LIFE XXII	Contemplative Science: The Scientific Study of the Effect of the Contemplative Practice on Human Biology and Behavior
2010 MIND & LIFE XXI	Mental Training: Impact on Neuronal, Cognitive, and Emotional Plasticity
2010 MIND & LIFE XX	Altruism and Compassion in Economic Systems: A Dialogue at the Interface of Economics, Neuroscience, and Contemplative Sciences
2009 MIND & LIFE XIX	Educating World Citizens for the 21 <sup>st</sup> Century: Educators, Scientists, and Contemplatives Dialogue on Cultivating a Healthy Mind, Brain, and Heart

2009 MIND & LIFE XVIII	Attention, Memory, and the Mind
2009 MIND & LIFE XVII	Dialogue on Meditation Research: Present and Future
2008 MIND & LIFE XVI	Investigating the Mind-Body Connection: the Science and Clinical Applications of Meditation
2007 MIND & LIFE XV	Mindfulness, Compassion, and the Treatment of Depression
2007 MIND & LIFE XIV	The Universe in a Single Atom
2005 MIND & LIFE XIII	Investigating the Mind: The Science and Clinical Applications of Meditation
2004 MIND & LIFE XII	Neuroplasticity: The Neuronal Substrates of Learning and Transformation
2003 MIND & LIFE XI	Investigating the Mind: Exchanges Between Buddhism and Biobehavioral Science on How the Mind Works
2002 MIND & LIFE X	The Nature of Matter, The Nature of Life
2001 MIND & LIFE IX	Transformations of Mind, Brain, and Emotion
2000 MIND & LIFE VIII	Destructive Emotions
1998 MIND & LIFE VII	Epistemological Questions in Quantum Physics and Eastern Contemplative Sciences
1997 MIND & LIFE VI	The New Physics and Cosmology
1995 MIND & LIFE V	Altruism, Ethics, and Compassion
1992 MIND & LIFE IV	Sleeping, Dreaming, and Dying
1990 MIND & LIFE III	Emotions and Health
1989 MIND & LIFE II	Dialogues Between Buddhism and the Neurosciences
1987 MIND & LIFE I	Dialogues Between Buddhism and the Cognitive Sciences



# PROGRAM SCHEDULE

*His Holiness will be present for all morning sessions.  
Presenters are listed in the order they appear.*

## DAY ONE

### MONDAY, 12 MARCH

#### Early Childhood Development and Social Emotional Learning

MODERATOR: KIMBERLY SCHONERT-REICHL

**9:00 – 11:30**    **INTRODUCTORY REMARKS:** Susan Bauer-Wu

Richard Davidson

Michel Boivin

Daniel Goleman

**11:30 – 13:30**    **LUNCH**

**13:30 – 15:00**    **DISCUSSION**

**15:00 – 15:30**    **TEA BREAK**

**15:30 – 16:30**    **QUESTION AND ANSWER**

---

## DAY TWO

### TUESDAY, 13 MARCH

#### Social and Emotional Learning and Education in the Classroom

MODERATOR: ANTHONY PHILLIPS

**9:00 – 11:30**    Kimberly Schonert-Reichl

Sophie Langri and Tara Wilkie

Jennifer Knox

# PROGRAM SCHEDULE

11:30 – 13:30 LUNCH

13:30 – 15:00 DISCUSSION

15:00 – 15:30 TEA BREAK

15:30 – 16:30 QUESTION AND ANSWER

---

## DAY THREE

### WEDNESDAY, 14 MARCH

#### Meta-Awareness and Attention Training in Education Research

MODERATOR: RICHARD DAVIDSON

9:00 – 11:30 Amishi Jha  
Sona Dimidjian  
Thupten Jinpa Langri

11:30 – 13:30 LUNCH

13:30 – 15:00 DISCUSSION

15:00 – 15:30 TEA BREAK

15:30 – 16:30 QUESTION AND ANSWER

---

## DAY FOUR

### THURSDAY, 15 MARCH

#### Ethics and Compassion in Education Research

MODERATOR: DANIEL GOLEMAN

9:00 – 9:20 His Holiness the 14th Dalai Lama

9:20 – 11:30 Robert Roeser  
Matthieu Ricard  
Sona Dimidjian

11:30 – 13:30 LUNCH

13:30 – 15:00 DISCUSSION

15:00 – 15:30 TEA BREAK

15:30 – 16:30 QUESTION AND ANSWER

---

## DAY FIVE

### FRIDAY, 16 MARCH

#### Evaluation and Implementation: Challenges and Opportunities for Human Flourishing

MODERATOR: AARON STERN

9:00 – 11:30 Sonia Lupien  
Patricia Jennings  
CLOSING REMARKS AND KATAK CEREMONY

11:30 – 13:30 LUNCH



## DAY ONE

### Early Childhood Development and Social Emotional Learning

Day One begins with an overview of key insights derived from developmental, affective, and contemplative neuroscience on the processes of change, epigenetic influences on development, early brain development, and the nurturing of social and emotional skills over the first 20 years of life. This will provide scientific background for the Dialogue and raise fundamental questions to be addressed.

The following presentation gives focus to the importance of emerging intersubjective differences in development to illustrate the role of early childhood and gene-environment interplay. Once the science of early childhood development is framed, we shift the discussion to how social and emotional learning adds critical life skills to academic curriculum lessons, leveraging emotional and social development to help children master essential human skills.

---

## DAY TWO

### Social Emotional Learning and Education in the Classroom

Continuing our discussion of social and emotional learning, Day Two begins by illustrating how social and emotional learning (SEL) has expanded over the past decade around the world and is being integrated into the very fabric of educational policy and practice. Education practitioners will explore the important question of how His Holiness' vision of educating the heart could be realized through bringing the teaching of ethics and compassion into schools.

The first presentation draws on the experience of teaching and refining an SEL program in the classroom through focusing on emotional literacy, self-regulation, empathy, and compassion, all taught within a framework called "CS3: Core Skills in Three Domains" which include self, others, and community. The concluding presentation discusses the process of implementing what His Holiness calls secular ethics in education, or the Social, Emotional, and Ethical Learning approach in various K-12 settings, as developed at Emory University.

# SESSION ABSTRACTS

## DAY THREE

### Meta-Awareness and Attention Training in Education Research

On Day Three, having discussed topics relevant to education practitioners, the Dialogue brings recent scientific findings into conversation with Buddhist understandings of the mind. The first presentation in this session surveys the current scientific research on meta-awareness and attention. References are made to the influence of mindfulness and compassion training in a broad range of high stress and high performance groups, including educators and students.

The session concludes with a Buddhist perspective on attention, mindfulness, and meta-awareness — key mental faculties that are the focus of both cultivation as well as application across Buddhist contemplative traditions of mental training.

---

## DAY FOUR

### Ethics and Compassion in Education Research

The program continues with the scientific research on education and discussion of the psychology of ethical development, including moral reasoning, compassion, moral motivation, and issues of community and culture. Moving from these theories, there will be examples of how they can be translated into educational experiences.

Widening the frame, Buddhist understandings of compassion are presented with reference to applications in real world situations. Recognizing that parents play a critical role in the well-being of their children at home and at school, the session concludes with clinical research on mindfulness and compassion training for parents of young children in school settings.

---

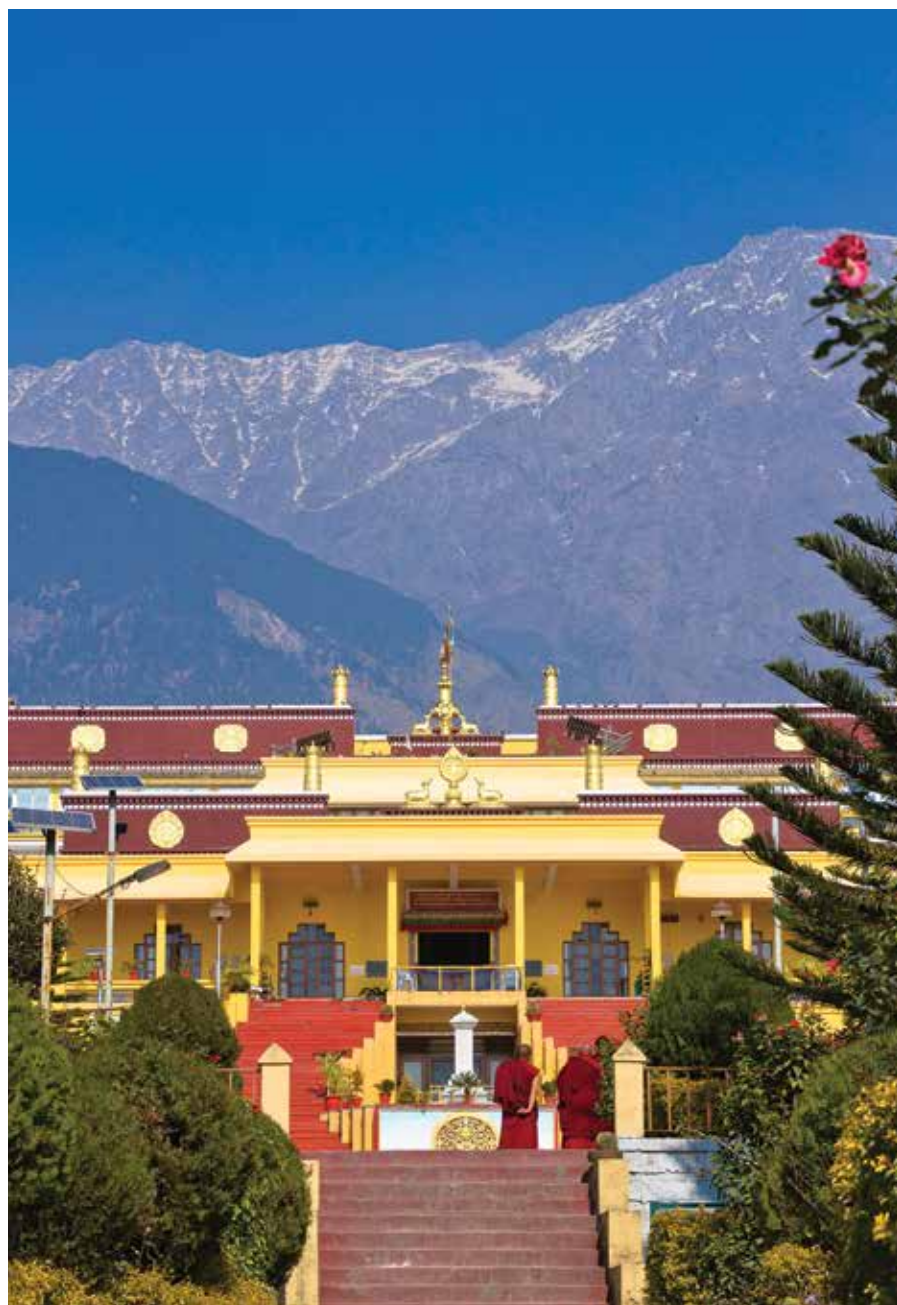
## DAY FIVE

### Evaluation and Implementation: Challenges and Opportunities for Human Flourishing

Day Five brings the Dialogue to its crescendo with a discussion about implementation and evaluation of learning in the classroom. The session begins with a presentation on the biological stress response in brains that produce stress hormones that influence memory and emotion regulation. Studies are cited to demonstrate how perceiving a situation to be threatening or not can activate or inhibit a stress response.

The final presentation considers Cultivating Awareness and Resilience in Education (CARE for Teachers), a professional development program for educators that combines emotion skills instruction with mindfulness and compassion practices. The impact on teachers and classroom interactions is correlated with student motivation and reading competence. This session concludes with an open discussion and synopsis of crucial points discerned during the five days.







**HIS HOLINESS THE 14TH DALAI LAMA** is a man of peace. He has consistently advocated policies of nonviolence, even in the face of extreme aggression. He also became the first Nobel Laureate to be recognized for his concern for global environmental problems. He has traveled to 67 countries and received more than 150 awards and honorary doctorates in recognition of his message of peace, nonviolence, interreligious understanding, universal responsibility,

and compassion. He has also authored or coauthored more than 110 books, including the “Book of Joy” with Archbishop Desmond Tutu.

The Dalai Lama, Tenzin Gyatso, was born on 6 July 1935 to a farming family in a small hamlet of Tibet. He is now the spiritual leader of Tibet, yet describes himself as a simple Buddhist monk. At the age of 23 he passed a rigorous examination with honors and was awarded the Geshe Lharampa degree, equivalent to the highest doctorate in Buddhist philosophy. In 1950, after China’s invasion of Tibet, he was called upon to assume full political power. Therefore, in 1954, he went to Beijing and met with Mao Zedong and other Chinese leaders. Five years later, following the brutal suppression of the Tibetan national uprising in Lhasa by Chinese troops, the Dalai Lama was forced to escape into exile. Since then he has been living in Dharamsala, northern India.

In 1963, His Holiness presented a draft democratic constitution for Tibet. The charter enshrines freedom of speech, belief, assembly and movement. It also provides detailed guidelines on the functioning of the Tibetan Administration with respect to Tibetans living in exile. In 1992, the Central Tibetan Administration published guidelines for the constitution of a future, free Tibet.

In 1989, he was awarded the Nobel Peace Prize for his nonviolent struggle for the liberation of Tibet. His Holiness is co-founder and Honorary Chairman of the Mind & Life Institute.



**MICHEL BOIVIN, Ph.D.**, is the Canada Research Chair in Child Development, professor of Psychology, Director of the Research Unit on Children's Psychosocial Maladjustment at the School of Psychology of Université Laval, and Fellow of the Royal Society of Canada. He leads a program of research on the bio-psycho-social determinants of child development, with a special emphasis on early childhood. This research is anchored to large population-based longitu-

dinal studies, including the Quebec Newborn Twin Study and the Quebec Longitudinal Study of Child Development.

Boivin has extensively published in leading international journals in psychology, psychiatry and pediatrics, including three books, 44 book chapters, and 226 articles. He co-leads the Center of Excellence in Early Childhood Development and the web-based and multilingual Encyclopaedia on Early Childhood Development, two international initiatives aimed at knowledge dissemination. He has trained more than 50 Ph.D. students and postdoctoral fellows.

---



**RICHARD DAVIDSON, Ph.D.**, is the William James and Vilas research professor of Psychology and Psychiatry, and Director of the Center for Healthy Minds at the University of Wisconsin-Madison. Davidson's research is broadly focused on the neural bases of emotion and emotional style and methods to promote human flourishing, including meditation and related contemplative practices.

Davidson has published over 375 articles, numerous chapters and reviews, and has edited 14 books. He was named one of the 100 most influential people in the world by Time magazine in 2006. He is the author (with Sharon Begley) of "The Emotional Life of Your Brain," published in 2012, and co-author with Daniel Goleman of the book "Altered Traits," published in 2017. Davidson was elected to the American Academy of Arts & Sciences in 2003 and the National Academy of Medicine in 2017, and is the Chief Scientific Advisor and a Founding Steward of the Mind & Life Institute.

---



**SONA DIMIDJIAN, Ph.D.**, is an associate professor in the Department of Psychology and Neuroscience at the University of Colorado Boulder. Her research focuses on cultivating enduring well-being for women, children, and families. She is a leading expert in the treatment and prevention of depression, with a focus on the mental health of pregnant and postpartum women. Her work examines the clinical application of contemplative practices, including mindfulness meditation, and behavioral

approaches in healthcare settings, as well as social emotional learning in schools. She also has a longstanding interest in the dissemination of evidence-based practice, using digital technology and community based strategies, such as training peers and lay counselors, to increase access to effective treatments.

Dimidjian is the recipient of numerous awards acknowledging her teaching and clinical research. She received her B.A. in Psychology from the University of Chicago and her Ph.D. in Clinical Psychology from the University of Washington. Dimidjian currently serves on the board of the Mind & Life Institute.

---



**PATRICIA JENNINGS, Ph.D.**, is an associate professor of Education at the Curry School of Education at the University of Virginia. An internationally recognized leader in the fields of social and emotional learning and mindfulness in education, Jennings led the teams that developed and studied “CARE for Teachers,” a mindfulness-based professional development program shown to significantly improve teacher well-being, classroom interactions, and student engagement in a federally funded study.

Jennings is the principal author of the Compassionate Schools Project curriculum, a health and physical education curriculum for elementary students that integrates social and emotional learning, mindful awareness, compassion practices, mindful movement, and healthy eating skills. She is also the co-principal investigator of a large, randomized, controlled trial to examine the curriculum’s efficacy in promoting positive youth outcomes. Jennings is author of “Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom.”



**AMISHI JHA, Ph.D.**, is a neuroscientist and associate professor in the Department of Psychology at the University of Miami, and Director of Contemplative Neuroscience for the UMindfulness Initiative, prior to which she was an assistant professor at the Center for Cognitive Neuroscience, University of Pennsylvania. She received her Ph.D. from the University of California-Davis in 1998, and received her postdoctoral training at the Brain Imaging and Analysis Center at

Duke University in functional neuroimaging. She studies the neural bases of attention and the effects of mindfulness-based training programs on cognition, emotion, and resilience. With grants from the Department of Defense, and several private foundations, she has been systematically investigating the potential applications of mindfulness training in education, sports, business, and the military.

Jha's work has been featured in the Journal of Cognitive Neuroscience, Emotion, and PLOS ONE, and she serves on the editorial boards of Journal of Experimental Psychology: General, Frontiers in Cognitive Science, and Frontiers in Cognition. She has received several awards for teaching and innovation in science, including selection as a Poptech Science and Public Leadership Fellow in 2010. She is an internationally recognized speaker who has lectured at the World Economic Forum, Aspen Institute, Pentagon, and NY Academy of Sciences as well as many other forums on topics such as optimizing attention, building brain fitness, mindfulness and other forms of contemplative training, and how to protect the brain from stress and aging. She has been interviewed on NPR, CBS, and NBC, as well as in The New York Times, The New Yorker, The Washington Post, The Los Angeles Times, Time magazine, GQ, Newsweek, and Scientific American.



**JENNIFER KNOX** is an educator with over 18 years experience in the United States, Europe, and Asia. As a member of the core Social, Emotional and Ethical Learning (SEE) team at Emory University, she has been central to the development of the curriculum since its first steps in 2015. She serves as a SEE Learning education consultant, curriculum designer, teacher training facilitator, and liaison with partner schools.

As a certified Cognitive Based Compassion Training (CBCT) instructor, Jen has worked to incorporate CBCT into educational settings, including formal research studies at an International Baccalaureate charter school and at the School of Human Ecology at the University of Wisconsin, Madison. She has also taught CBCT to students at Emory University and to faculty in Atlanta Public Schools. For 12 years, she has taught visual art at Woodward Academy where she teaches a SEE Learning Course and coordinates with senior administrators, counselors, and faculty to align SEE Learning initiatives academy-wide.

---



**SOPHIE LANGRI, M.A.,** holds a B.A. in East Asian Studies and Anthropology from Montréal University and an M.A. in Sociology and Politics of Development from the University of Cambridge, England. She has been the project manager for the Institute of Tibetan Classics since 1999. Since 2003, Langri has been a regular attendee at the biannual Mind & Life International Symposium for Contemplative Research and the in-depth dialogues between the Dalai Lama and scientists and scholars interested in the study of the human mind and its potentials. Her participation in these conferences has enabled her to interact with neuroscientists, psychologists, and educators who are passionate about translating important scientific insights into the domain of education.

In addition, Langri has received extensive training in Nonviolent Communication (NVC) as well as Restorative Justice methods. Combining her NVC background with what she has learned through years of interaction with scientists in the field of brain and learning, in 2008 Langri created and began Ma Classe Zone de Paix, a school program teaching social and emotional learning (SEL) for children ages 5–12. For this innovative school program, Langri was awarded the YMCA Québec Peace Medal in 2010.

She is currently working as an SEL consultant with the Ministry of Education Québec for the Grandes Rencontres project, which will give information to all school regions about SEL throughout Québec. She is currently also in the process of receiving her certification as a Stanford Compassion Cultivation Training instructor. Langri is the co-founder, along with Tara Wilkie, of the Institute of Social Emotional Education and the co-author of CS3, a K-8 curriculum. She lives in Montréal with her husband and two daughters.



**SONIA LUPIEN** is the Founder and Director of the Centre for Studies on Human Stress whose mission is to transfer scientifically validated knowledge on stress to the general public. Her studies have shown that children are as vulnerable as adults to stress and that children as young as age six can produce high levels of stress hormones. Her studies in adults have shown that stress can significantly impair memory performance.

In her new research projects, Lupien is working on differences between men and women in stress reactivity, and she is developing new educational programs on stress in adolescents and employees. Greatly involved in the transfer of scientific knowledge to the public, Lupien has published a book for the public entitled “Par amour du stress” now translated in English under the title “Well Stressed: Manage Stress Before It Turns Toxic,” which aims at helping the public better understand stress as it has been studied for the last 50 years by scientists across the world.

---



**MATTHIEU RICARD, Ph.D.**, is a Buddhist monk at Schechen Monastery in Kathmandu, Nepal. Born in France in 1946, he received his Ph.D. in Cellular Genetics at the Institut Pasteur under Nobel Laureate Francois Jacob. As a hobby, he wrote “Animal Migrations” in 1969. He first traveled to the Himalayas in 1967 and has lived there since 1972, studying with Kangyur Rinpoche and Dilgo Khyentse Rinpoche, two of the most eminent Tibetan teachers of our times.

Since 1989, he served as French interpreter for His Holiness the Dalai Lama. He is the author of “The Monk and the Philosopher,” with his father, the French thinker Jean-Francois Revel; “The Quantum and the Lotus,” with the astrophysicist Trinh Xuan Thuan; “Happiness, A Guide to Developing Life’s Most Important Skill;” and “Why Meditate?” He has translated several books from Tibetan into English and French, including “The Life of Shabkar,” and “The Heart of Compassion.”

As a photographer, Ricard has published several albums, including “The Spirit of Tibet,” “Buddhist Himalayas,” “Tibet,” “Motionless Journey,” and “Bhutan.” He devotes all of the proceeds from his books and much of his time to 120 humanitarian projects involving schools, clinics, orphanages, elderly people’s homes,

and bridges in Tibet, Nepal, and India. He supports these projects through his charitable association, Karuna-shechen. Ricard is devoted to the preservation of Tibetan cultural heritage. He has been deeply involved in the work of the Mind & Life Institute for many years, and is a Founding Steward of the Mind & Life Institute.

---



**ROBERT W. ROESER, Ph.D., MSW**, is the Bennett Pierce Professor of Care, Compassion and Human Development at the College of Health and Human Development at Pennsylvania State University. He has a Ph.D. from the combined program in Education and Psychology at the University of Michigan (1996) and holds master's degrees in religion and psychology, developmental psychology, and clinical social work.

In 2005 and 2016 Roeser was a United States Fulbright Scholar in India; from 1999 through 2004, he was a William T. Grant Faculty Scholar; and from 2006 to 2010, he served as the Senior Program Coordinator for the Mind & Life Institute (Boulder, Colo.) and helped to coordinate the Mind & Life Education Research Network. He also served on the working group that designed the original Call to Care Curriculum for the Mind & Life Institute. He is a scientific advisor to the follow-on work of the Courage of Care Coalition and is currently serving on the planning committee for Mind & Life Institute's 2018 Summer Research Institute.

Roeser's scholarship and research is focused on schools as key cultural contexts of human development and the use of contemplative practices in educational settings for school administrators and leaders, teachers and staff, and students. His laboratory is devoted to the study of the effects of mindfulness and compassion in education with regard to improving health and well-being, teaching and learning, and an equitable and compassion culture in education.

---



**KIMBERLY SCHONERT-REICHL, Ph.D.**, is a professor in the Faculty of Education at the University of British Columbia (UBC) and the Director of the Human Early Learning Partnership (HELP), an interdisciplinary research unit in the Faculty of Medicine at UBC. Prior to her graduate work, Schonert-Reichl was a middle school teacher and then a teacher at an alternative high school for “at risk” adolescents.

As a renowned expert in social and emotional learning, Schonert-Reichl’s research focuses on identification of the processes that foster positive human qualities including empathy, compassion, and altruism in children and adolescents. She serves as an advisor to the British Columbia Ministry of Education on the redesign of the Curriculum and Assessment Framework that includes a focus on the promotion of students’ personal and social competencies. Additionally, she is an Advisor to Education 2030, a project of the Organization for Economic Co-Operation and Development (OECD); a board member of the Collaborative for Academic, Social, and Emotional Learning (CASEL); and an advisor to the Dalai Lama Center for Peace and Education.

Schonert-Reichl is the recipient of the 2015 Joseph E. Zins Distinguished Scholar Award for outstanding research on SEL. In 2009, she was awarded the Paz Buttedahl Career Achievement Award by the Confederation of University Faculty Associations of British Columbia in recognition of her sustained outstanding contributions to the community beyond the academy through research over the major portion of her career.



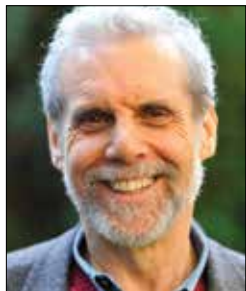
**TARA WILKIE, Ph.D.**, holds a doctorate in cognitive psychology with a special focus on understanding different learning profiles. She has been a researcher, a classroom resource teacher, a special education consultant, a school psychologist, and a university lecturer. Wilkie’s research has focused on the use of computers as cognitive tools and the application of metacognitive learning strategies. Her clinical experience includes working with children and

adolescents both in the classroom and in specialized settings.

Since 2015, Wilkie has been the Director of Social and Emotional Learning (SEL) at the Peace Grantmakers Network (PGN), a group of philanthropic foundations, individual donors, and partner organizations working collaboratively in applied peace efforts and social harmony initiatives. As the director of SEL at PGN as well as its key resource facilitator, Wilkie has been actively involved in the development of such applied peace initiatives as “Les Grandes Rencontres.” She also helped organize two key symposia for educators: “Creating Caring School Communities: Social Emotional Learning & Bullying Prevention” (February 2014) and “Research Meets Practice: Effective Tools to Prevent Bullying” (November 2014). Wilkie’s current focus is in the area of SEL, bullying prevention, and creating caring school communities.

Wilkie co-developed “Ma Classe Zone de Paix,” a non-violent, communication-based SEL school program. Since 2009, she has been teaching this program in French two days a week at École Bussonière, a primary school in Montréal. She also offers workshops and training on SEL for teachers, parents, and school boards and maintains a private practice. Wilkie is the co-founder, with Sophie Boyer Langri, of the Institute of Social Emotional Education and the co-author of CS3, a K–8 curriculum. She lives in Montréal with her husband and two daughters.

## MODERATORS



**DANIEL GOLEMAN**, best known for his worldwide bestseller “Emotional Intelligence,” is most recently co-author of “Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain and Body.” A meditation practitioner since his college days, Goleman spent two years in India, first as a Harvard Predoctoral Traveling Fellow and then on a postdoctoral fellowship. Goleman’s first book, “The Meditative Mind: The Varieties of Meditative Experience,” is written on the

basis of that research, offering an overview of various meditation paths. Goleman has moderated several Mind & Life Dialogues between the Dalai Lama and scientists, ranging from topics such as “Emotions and Health” to “Environment, Ethics and Interdependence.” Goleman’s 2014 book, “A Force for Good: The Dalai Lama’s Vision for Our World,” combines the Dalai Lama’s key teachings, empirical evidence, and true accounts of people putting his lessons into practice, offering readers guidance for making the world a better place. Having worked with leaders, teachers, and groups around the globe, Goleman has transformed the way the world educates children, relates to family and friends, and conducts business. He is a Founding Steward of the Mind & Life Institute.

---



**ANTHONY PHILLIPS, Ph.D.**, has expertise in brain function and behavior. He was Scientific Director of the CIHR Institute of Neurosciences, Mental Health and Addiction (2009–2017), Founding Director of the University of British Columbia (UBC) Institute of Mental Health, and is currently professor in the Department of Psychiatry and Senior Investigator with the UBC Djavad Mohafaghian Centre for Brain Health.

Phillips’ research focuses on the neural bases of learning and memory and has contributed to better treatment of addiction and mental health. He has published more than 300 peer-reviewed papers, is a Fellow of the Royal Society of Canada and a Fellow of the Canadian Academy of Health Sciences. Phillips has received numerous awards including the Heinz Lehmann Award from the Canadian College of Neuropsychopharmacology and the Bill and Marilyn Weber Lifetime Achievement Award from the UBC Faculty of Medicine. In 2015, he became a member of the Order of Canada.



**AARON STERN** is a composer, educator, internationally recognized consultant on learning, and the founder of the Academy for the Love of Learning, a Santa Fe, New Mexico-based educational institution. He conceived the Academy with musician Leonard Bernstein, and serves as its President and educational leader.

The Academy was founded as a “think and do tank” to develop, practice, foster research on, and disseminate its transformative learning methods, which are designed to activate the natural love of learning as a transformative practice in people of all ages. To accomplish this, the Academy offers a comprehensive set of programs grounded in its learning model and innovative awareness-based practices through its various institutes, including the Institute for Teaching; Institute for Living Story; Institute for Foundation Studies, which offers the Academy’s pioneering leadership program; Leading by Being; Institute for Organizational Learning; and others. Stern currently serves on the board of the Mind & Life Institute.

---

### *Interpreter to His Holiness the Dalai Lama*



**THUPTEN JINPA, Ph.D.**, received his early education and training as a monk and obtained the Geshe Lharam degree from the Shartse College of Ganden Monastic University, South India. In addition, Jinpa holds a B.A. with Honors in philosophy and a Ph.D. in religious studies, both from Cambridge University. He taught at Ganden Monastery and worked as a research fellow in Eastern religions at Girton College, Cambridge University.

Jinpa has been the principal English translator to His Holiness the Dalai Lama since 1985 and has translated and edited numerous books by the Dalai Lama, including The New York Times’ bestseller “Ethics for the New Millennium,” “Transforming the Mind,” “The Universe in a Single Atom: Convergence and Science and Spirituality,” and “Toward a True Kinship of Faiths: How the

World's Religions Can Come Together.” His own published works include — in addition to papers in both English and Tibetan — “Songs of Spiritual Experience” (co-authored); “Self, Reality and Reason in Tibetan Philosophy: Tsongkhapa’s Quest for the Middle View;” “Mind Training: The Great Collection;” and “The Book of Kadam: The Core Texts,” the last two titles being part of The Library of Tibetan Classics. Jinpa’s Tibetan publications include “Chos kyi snang ba gsar pa” (A New Light on Dharma), a first-ever introduction to Buddhism in vernacular Tibetan, as well as the recently published comprehensive modern Tibetan grammar entitled “bod skad kyi brda sprod gsar bsgrigs smra sgo’i lde mig” (A Modern Tibetan Grammar, Key Opening the Door of Speech).

Jinpa is an adjunct professor at the Faculty of Religious Studies at McGill University, Montréal. He is also an executive committee member of the Center for Compassion and Altruism Research and Education (CCARE) at the School of Medicine, Stanford University, and the main author of CCARE’s Compassion Cultivation Training (CCT) program. Jinpa is a board chair of the Mind & Life Institute. He is the Founder and President of the Institute of Tibetan Classics and the General Editor for The Library of Tibetan Classics.

This Dialogue is possible thanks to the support of the Hershey Family Foundation and the Dalai Lama Trust, India. The Mind & Life Institute is humbly grateful for their generous support.

## Mind & Life Dialogue in Dharamsala Donors

The Mind & Life Institute would like to acknowledge and thank the following contributors for their generous support of the Dharamsala Dialogue.

### **Dalai Lama Trust India**

George Family Foundation

### **Hershey Family Foundation**

Pierre and Pamela Omidyar Fund

---

The Mind & Life Institute would like to thank the following individuals for their contribution to the success of this Dialogue:

## Mind & Life Dharamsala Dialogue Program Planning Committee

Thupten Jinpa, Ph.D., Institute for Tibetan Classics (co-chair)

Richard Davidson, Ph.D., University of Wisconsin-Madison (co-chair)

Sona Dimidjian, Ph.D., University of Colorado Boulder

Kimberly Schonert-Reichl, Ph.D., University of British Columbia

Michael Meaney, Ph.D., McGill University

## Conférence Internationale Mind & Life Montréal

Louise Poulin, Art Expert

Charles-Mathieu Brunelle, Space for Life

Sophie Langri, M.A.

Pascale Demers

Claude Trudel

Michel Trudel

Matthieu Ricard, Ph.D., Karuna-Shechen

Rémi Quirion, Ph.D., Scientific Chief of Québec

Nathalie Bondil, Ph.D., Montréal Fine Arts Museum

Anik Trudel, LL.B

## **Mind & Life Steering Council**

Susan Bauer-Wu, Ph.D., co-chair, Mind & Life Institute

Sarah Bowen, Ph.D., Pacific University

John Dunne, Ph.D., University of Wisconsin–Madison

Elissa Epel, Ph.D., University of California–San Francisco

Wendy Hasenkamp, Ph.D., Mind & Life Institute

Rhonda Magee, J.D., University of San Francisco School of Law

Clifford Saron, Ph.D., University of California–Davis

Michael Sheehy, Ph.D., Mind & Life Institute

Evan Thompson, Ph.D., co-chair, University of British Columbia

Carol Worthman, Ph.D., Emory University

## **Mind & Life Board of Directors**

Mark Bertolini, M.B.A., Aetna

Lisette Cooper, C.F.A., Ph.D., Athena Capital Advisors

Martin N. Davidson, Ph.D., University of Virginia

Sona Dimidjian, Ph.D., University of Colorado, Boulder

Raymond L. Gellein, Jr., M.B.A., RGB Capital Advisors

Barry Hershey, M.F.A., Filmmaker

Carolyn Jacobs, Ph.D., Smith College School for Social Work, Dean Emerita

Thupten Jinpa, Ph.D., Institute for Tibetan Classics

Jack Kornfield, Ph.D., Spirit Rock Center

Tania Singer, Ph.D., Max Planck Institute for Human Cognitive  
and Brain Sciences

Aaron Stern, Academy for the Love of Learning, Founder and President

## **Mind & Life Founders**

Adam Engle, J.D., M.B.A.

Tenzin Gyatso, His Holiness the 14th Dalai Lama

Francisco J. Varela, Ph.D. (1946-2001)

## MIND & LIFE INSTITUTE DONORS

### Sustaining Patrons

*(Gifts of \$50,000 or more)*

Anonymous  
Marc and Lynne Benioff  
Kirk Benson  
Mark Bertolini  
Ann Down  
Rip and Jacque Gellein  
Claudia Madroza Hernández and Roberto Hernández Ramírez  
Hershey Family Foundation  
Maria Tussi Kluge  
Pierre and Pam Omidyar, via the Silicon Valley Community Foundation  
The Kemmerer Family Foundation  
Tides Foundation

### Patrons

*(Gifts between \$15,000 and \$49,999 annually)*

Adam J. Weissman Foundation  
Lisette Cooper  
The Eagle and Hawk Foundation  
George Family Foundation  
Carolyn Jacobs  
John Templeton Foundation  
Lostand Foundation  
Paulo de Tarso Lima and Viviane Polacow  
Kevin Riordan  
Chade-Meng Tan  
The White and Jacobs Family

### Partners

*(Gifts between \$1,000 and \$14,999 annually)*

Anonymous  
Susan Bauer-Wu and Mengjen J. Wu  
Mary and Marshall Carter  
Dr. Chang  
Susan and Richard Davidson  
Sona Dimidjian  
Gigi Gartner  
James Gates  
Dan Hruza

Jack Kornfield  
 William and Catherine Krame  
 Marty Krasney  
 Bob and Jennifer Kuo  
 Lynn and Mark Kutler  
 Cathy Lewis  
 Leigh and Charles Merinoff  
 Therese Miller  
 Tero Nikulainen  
 Francene and Tim Orrok  
 Carol Worthman and Klaus Roesch  
 Nicholas and Michelle Seaver  
 Bennett and Fredericka Foster Shapiro  
 Aaron Stern  
 Peter Szapary  
 Kim Tompkins  
 Annie Umbricht  
 Jonathan Verity  
 Victor P. and Roberta K. R. Bradford  
 Charitable Gift Fund  
 George Wang  
 Tara Well  
 Wisdom Lotus Foundation  
 Joni Winston

## Friends

*(Gifts up to \$999 annually)*

Robert Abbott  
 Andrew Ahn\*  
 Brittany Alperin  
 Noopur Amin  
 Carmen Garcia Armero  
 Steven Arnold and Laurie Bauman  
 Dr. Dorothe Bach  
 Barry Baer  
 Javier Barron  
 Bart Bartholomew  
 Elisabeth Becker  
 Karlo Berger\*  
 Charlene Bloedorn  
 Harriet Blum  
 Peter Bonanno  
 Thupten Jinpa and Sophie Boyer-Langri  
 Jon Brammer and Heather Fessenden  
 Mary Brantley  
 Sarah Braun  
 Donald Brautigam  
 Marilee Bresciani

Owsley Brown III  
 Linda Buchsbaum  
 Miriam Cameron  
 Vicki Capek  
 Diana and Christopher Chapman Walsh  
 Samir Chebbine  
 Heather, David, and August Cochrane  
 Steve Cockrell  
 Nancy Craigmyle  
 Dede Danforth and Geoffrey Underwood  
 Joanne and Maynard Davis  
 Peter Debreceny  
 Donna DeFore  
 Kathleen Dobropolski  
 Robin Donath  
 Claire Durand  
 Ronald Epstein  
 Donna Estess  
 Powell Eugenia  
 Nina Fantl\*  
 Janet Fink  
 Sandra Finzi  
 Catherine Foster-Anderson\*  
 June Fritchman  
 Rebecca Garrett  
 Edith Gaudreau  
 Phyllis Gill  
 Simon Goldberg  
 Marcia Grabowewsky and Ken Paller  
 Mark Greenberg  
 Stacey Guenther  
 Ann Hague  
 Bob and Donna Halcomb  
 Doris Pasteleur Hall  
 Paul Hanke  
 Rick Hanson  
 Janice Lindsay-Hartz and Steven Hartz  
 Joyce Hawkes  
 Alexis Heitman  
 Sharon Hepburn  
 Thuy Ho  
 Robert and Sandra Hodge  
 Chris Holinger  
 Helen Stephanie Ho  
 Jeannine Jacques  
 Jennifer Jeffries  
 Patricia Jennings  
 Hiromi Johnson

Ms. Jackie Johnson  
 Jodie Katz  
 Dr. Kathleen Kevany  
 Howard Klapman  
 Paula Koppel  
 Kimberley Korb  
 David Kranes\*  
 Donna Kwilosz  
 Barbara Landis  
 Alice Lash  
 Theresa Laurie  
 Eva Lee  
 Deborah Ling  
 Michele Lucantoni  
 Michael Macklin  
 John Maier  
 John Makransky  
 Barbara Maltby  
 Ruth Maus  
 John McBurney  
 Dori Mcdannold  
 Eva McKenney  
 Darshan Mehta\*  
 John Meiklejohn  
 Linda Mundt  
 Ms. Margaret Murray  
 Julia Napier\*  
 Tsewang Ngodup  
 Khoa Nguyen  
 Lis Nielsen  
 Abigail Nolan\*  
 Andrew Nussbaum\*  
 Ms. Rebecca Nyquist  
 Theodore Pappagallo  
 Juan Carlos Paredes  
 Elaine Pearlman  
 Tuan Pham  
 Howard Prager  
 Thomas Prescott  
 Niki De Quelen  
 Fred Randall  
 Jayaraman Rao  
 Ryan Redman  
 Dr. Ian Reiss  
 Vivi Rogers  
 Roke Foundation  
 Anne Rosen  
 Elana Rosenbaum

Patricia Rush  
 Sharon Salzberg  
 Susan Saravo  
 Ying Scheeh  
 Laura Schmalzl  
 Kurt Scholler  
 Richard Schreder  
 Steve Schwartz  
 Carly Searles  
 Michael and Karen Sebahar  
 Pamela Seigle  
 Jane Shapiro\*  
 Sue Shapiro  
 Phyllis and Richard Sharlin  
 Dr. Tania Singer  
 William Stahl  
 Molly Sturges  
 Gabriella Szatmary  
 Geoffrey Thomas  
 Nikki Thompson  
 Marsha Torkelson  
 Unity Center of Peace Church  
 Shelley Urlando  
 Ms. Julie Vonderhaar  
 Michelle Walsh  
 Peter Wayne  
 Ryan Weaver  
 Patricia Weill  
 Wendy Weingarten  
 Todd Welstein  
 John Wendt  
 Wu-Tsung Weng  
 Jane Whitaker  
 Mary Wolfe  
 Nick Woolsey  
 Anne Wotring  
 Sheila Wright  
 Thelma Wutzer  
 Judith Zaruches  
 Michael Zimmerman  
 Christopher Zobrist

\* Given in memory of Catherine Kerr, to  
 support the Mind & Life Catherine Kerr  
 Award for Courageous and Compassionate  
 Science

*Gifts listed were received between  
 January 1–December 31, 2017.*

## WHY I GIVE.



Tero, a monthly donor  
to the Mind & Life Institute

Given the assault of political news, social upheaval, and the overwhelming threat of environmental catastrophe, it's easy, explains Tero, to feel despondent about the world's future. But since Tero found Mind & Life's lecture series online a half-dozen years back, he's felt the shadow lift.

"What I've come to understand is that our problems are mostly related to uncontrolled minds and behaviors, and to get solutions, we need to understand that the mind drives behavior and choices," he explains.

"A big part of my beginning a daily practice had to do with Mind & Life's lectures on the benefits of meditation, and I've been impressed by the concrete scientific, practical solutions it offers that can help us all. Mind & Life's scientific approach, which includes wisdom from Eastern philosophy, offers the best solution I've seen so far."

Giving a little each month to Mind & Life, says Tero — who describes himself as "an ordinary working guy" — makes the future seem less hopeless and bleak.

"I realize that finding answers is far afield from implementing them, but Mind & Life has given me hope," says Tero. "I think we have the knowledge and wisdom to change things for better."

## A NEW RELEASE FROM THE LIBRARY OF MIND & LIFE DIALOGUES

### The Monastery and the Microscope: Conversations with the Dalai Lama on Mind, Mindfulness, and the Nature of Reality

Edited by Wendy Hasenkamp with Janna White  
Yale University Press

Does nature have a nature? Do you need a brain to be conscious? Can we change our minds and brains through meditation? What can science do for a monk, and what can a monk do for science?

Part history, part state-of-the-field, part inspiration for the future, this book explores what Buddhism and science can teach each other, and what they can tell us about ourselves and the world.

"The Monastery and the Microscope offers a powerful constellation of human potentials brought to their fullest. Shedding light on so many of life's great questions, it is a tremendous accomplishment and clearly a labor of love."

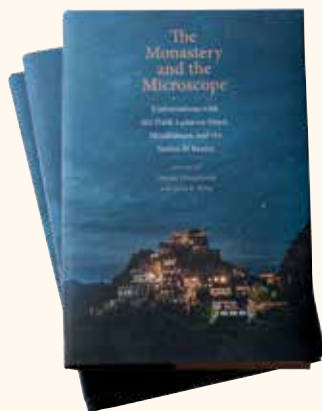
— Sharon Salzberg, author of *"Real Happiness and Real Love"*

"In this gripping volume, Hasenkamp and White take you to India and give you a front-row seat at a special moment in the ongoing dialogue between Western science and Tibetan Buddhism. Not to be missed."

— Evan Thompson, author of *"Waking, Dreaming, Being"*

"This remarkable book reflects the wisdom of the deepest insights in physics, neuroscience, and philosophy in relation to the human mind and perspectives on reality."

— Joan Halifax, Abbot, Upaya Zen Center



## MIND & LIFE TEAM IN DHARAMSALA



### **SUSAN BAUER-WU, Ph.D., President**

Susan is President of the Mind & Life Institute who has dedicated much of her career to studying and teaching contemplative practices in healthcare and higher education. Prior to joining Mind & Life, she held leadership, faculty, and clinical positions at the University of Virginia, Emory University, and Harvard Medical School. She is a longtime member of the Mind & Life community and the author of

dozens of scholarly publications and a book for the lay public, “Leaves Falling Gently: Living Fully with Serious & Life-limiting Illness through Mindfulness, Compassion & Connectedness.”



### **HEATHER COCHRANE, Director of Philanthropy**

Mind & Life’s work is supported primarily by contributions from individuals in our community. Heather’s work at Mind & Life is focused on expanding our community of donors and ensuring that they are well-informed about the what their support makes possible. Before joining the Mind & Life team, Heather was the executive director of a foundation for the performing arts. She is a Certified Fundraising Executive, has

an M.A. in literature, has won awards for screenwriting, and has more than 20 years of nonprofit fundraising experience.



### **ROB DUNNENBERGER, Senior Programs Associate**

Rob graduated from James Madison University with a degree in Music Industry with an emphasis in Percussion Performance. Rob has worked as a music educator, performer, and stage manager for various events in the Central Virginia area.



### **JONATHAN JOY-GABA, Ph.D., Digital Media Coordinator**

Jon is the media producer, social media marketer, and digital media archivist at Mind & Life. Prior to joining Mind & Life, Jon was trained as a neuropharmacologist at the University of Virginia where he received his Ph.D. in Pharmacology. Jon is also a passionate photographer and filmmaker.



**ELLEN KELLNER, Executive Assistant to the President**

Ellen is a graduate of American University and brings more than 20 years of experience as an executive assistant and project manager. Ellen is the author of a book on mindful divorced parenting called “The Pro-Child Way: Parenting with an Ex.”



**MICHAEL SHEEHY, Ph.D., Director of Programs**

Michael leads the design and implementation of Mind & Life programming. He is a scholar of Tibetan Buddhism, and for three years trained in a monastery in far eastern Tibet. He has held faculty appointments at The New School and City University of New York, and is concurrently faculty at the University of Virginia. Before joining Mind & Life, Michael directed Tibetan literary research at the Buddhist Digital

Resource Center and was a visiting scholar at Harvard Divinity School.

## **Mind & Life Institute Staff**

Susan Bauer-Wu, President

Kristin Adolfson, Graphic Designer

Eboni Bugg, Senior Manager for Diversity, Inclusion and Global Outreach

Shawn D. Clement, Philanthropy Associate

Heather Cochrane, Director of Philanthropy

Cary Dickinson, Grants Associate

Ned Dunn, Information Technology Manager

Rob Dunnenberger, Senior Program Associate

Lucy Hartley, Administrative Office Associate

Wendy Hasenkamp, Science Director

Jonathan Joy-Gaba, Digital Media Coordinator

Ellen Kellner, Executive Assistant to the President

Sunanda Markus, Grants Administrator

Megan Renfro, Philanthropy Manager

Vivi Rogers, Director of Administration and Finance

Michael Sheehy, Director of Programs



**MIND & LIFE**  
INSTITUTE

MIND & LIFE DIALOGUE XXXIII • REIMAGINING HUMAN FLOURISHING • DHARAMSALA, INDIA • 12–16 MARCH					
Monday, 12 March DAY ONE	Tuesday, 13 March DAY TWO	Wednesday, 14 March DAY THREE	Thursday, 15 March DAY FOUR	Friday, 16 March DAY FIVE	
Early Childhood Development and Social Emotional Learning  MODERATOR: KIMBERLY SCHONERT-REICHL	Social Emotional Learning and Education in the Classroom  MODERATOR: ANTHONY PHILLIPS	Meta-Awareness and Attention Training in Education Research  MODERATOR: RICHARD DAVIDSON	Ethics and Compassion in Education Research  MODERATOR: DAN GOLEMAN	Evaluation and Implementation  MODERATOR: AARON STERN	
<b>9:00 – 9:20</b> Opening Remarks: His Holiness Susan Bauer-Wu  <b>9:20 – 11:30</b> His Holiness Richard Davidson Michel Boivin Daniel Goleman	<b>9:00 – 11:30</b> His Holiness Kimberly Schonert-Reichl Sophie Langri & Tara Wilkie Jennifer Knox	<b>9:00 – 11:30</b> His Holiness Amishi Jha Sona Dimidjian Thupten Jinpa	<b>9:00 – 9:20</b> His Holiness the 14th Dalai Lama  <b>9:20 – 11:30</b> His Holiness Robert Roeser Matthieu Ricard Sona Dimidjian	<b>9:00 – 11:30</b> His Holiness Sona Lupien Patricia Jennings  Closing Remarks & Katak Ceremony	
<b>11:30 – 13:00</b> LUNCH	<b>11:30 – 13:00</b> LUNCH	<b>11:30 – 13:00</b> LUNCH	<b>11:30 – 13:00</b> LUNCH	<b>11:30 – 13:00</b> LUNCH	
<b>13:30 – 15:00</b> SESSION DISCUSSION	<b>13:30 – 15:00</b> SESSION DISCUSSION	<b>13:30 – 15:00</b> SESSION DISCUSSION	<b>13:30 – 15:00</b> SESSION DISCUSSION		
<b>15:00 – 15:30</b> TEA BREAK	<b>15:00 – 15:30</b> TEA BREAK	<b>15:00 – 15:30</b> TEA BREAK	<b>15:00 – 1:30</b> TEA BREAK		
<b>15:30 – 16:30</b> Q&A with Guests	<b>15:30 – 17:00</b> Experiential Exercise led by Aaron Stern	<b>15:30 – 16:30</b> Q&A with Guests	<b>15:30 – 16:30</b> Q&A with Guests		NO PROGRAMMING