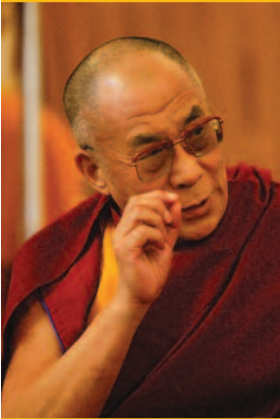


MIND & LIFE
INSTITUTE



Mind and Life Institute 2009 Autumn Newsletter

Building a scientific understanding
of how to create and maintain a healthy mind



Letter from the Chairman



Greetings,

In 2006 the Mind and Life Institute initiated the **Mind and Life Education Research Network (MLERN)**, a multidisciplinary intellectual forum dedicated to investigating issues at the intersection of mind, brain, education and contemplative practice. Over the past 3 years, MLERN has met 3 times each

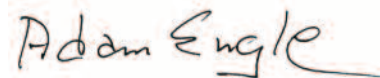
year to look at how contemplative practices might enrich child and adolescent development, current goals of education, and support lifelong learning. One of the specific goals of MLERN was to organize a Mind and Life Dialogue with the Dalai Lama in Washington DC to explore these issues in a public forum. The lead story in this issue of our newsletter is about MLERN and our upcoming dialogue with the Dalai Lama and world-renowned educators, scientists, contemplatives and policy makers: **Mind and Life XIX: Educating World Citizens for the 21st Century: Educators, Scientists and Contemplatives Dialogue on Cultivating a Healthy Mind, Heart and Brain.** This historic meeting will take place in Washington DC on October 8-9, 2009.

Please visit our meeting website at www.EducatingWorldCitizens.org to get more information and register to attend.

This newsletter will also report on our very successful 6th Annual Mind and Life Summer Research Institute (MLSRI). This program, together with its companion ML Francisco J. Varela Research Awards has become one of the most powerful catalysts for developing the emerging fields of Contemplative Neuroscience and Clinical Science. Each year 200 graduate students, post docs, junior and senior faculty, contemplatives and philosophers gather at the Garrison Institute for a week long residential science retreat. Each year I am moved as I see the dynamic, long lasting collaborations that are begun at the MLSRI. Next year our topic at the MLSRI will be education and human development, carrying forward the learning developed at our Mind and Life XIX dialogue.

We thank all of you for your interest and support of the work of the Mind and Life Institute, especially during these challenging economic times. Without your continued support our work would not be possible.

Warmest regards and many thanks to each and every one of you.



Adam Engle
Chairman and CEO



Mind and Life Education Research Network Sponsors Dialogue on Educating World Citizens

The challenges of the global community in the 21st century in terms of the ecological crisis, economic interdependence, mass technology and widespread intercultural contact and migration require new forms of education that prepare young people to address and prosper within these unique challenges. Unprecedented levels of inter-cultural cooperation and goodwill will be required to effectively solve some of these challenges.

As central cultural contexts of human development, schools can play a major role in cultivating so-called 21st century skills in young people – skills such as self-control, self-awareness and personal responsibility; conflict resolution, empathy and social responsibility; compassion, global awareness and universal responsibility. Such positive human qualities, we hypothesize, are based upon inherent dispositions of the child (towards affection and connection, empathy, awareness, and curiosity) that, when cultivated through formal and sustained practice and supportive mentoring relationships with others, eventuate in more complex skills associated with the regulation of attention and emotion; the regulation of behavior in the direction of ethical ideals, and the cultivation of clear and veridical forms of awareness of oneself, others and the world around us. Families, schools, colleges and universities, as well as other social institutions that serve children, youth and emerging adults, can play essential roles in the cultivation of these 21st century skills and related positive qualities all across the first few decades of life.

What do we know about the development of habits of the heart and mind that support healthy social-emotional and attentional development generally, and academic learning in particular, during infancy, early childhood, and the elementary, secondary and college years?

What kinds of educational environments, teaching practices and curricular activities might cultivate these skills and positive qualities for students at different ages?

How can we envision and create models of “contemplative parenting” and “contemplative communities of educational leadership, teaching and learning” that provide the social environments necessary to prepare



PHOTO: Guillermo Ossa

a new generation of young people to meet the challenges of the 21st century?

Mind and Life XIX, “Educating World Citizens for the 21st Century” on October 8-9, 2009 in Constitution Hall, Washington DC will bring together world-renowned scientists, educators, and contemplatives with the Dalai Lama presiding, to explore these issues and questions and what a new education paradigm might look like that can advance the development of “world citizens” and thereby meet the profound challenges of the 21st century skillfully, mindfully and compassionately.

During the past few months, we have been very busy planning all aspects of the Educating World Citizens meeting. On May 18-20, 2009, scientists, contemplatives, and practitioners who are participating in the dialogues in the Washington DC meeting gathered together in Boulder, Colorado for a pre-meeting to continue to craft the scientific and practical content that will form the substance of the meeting. This was the first face-to-face meeting of all of the participants and we had both lively discussion and an enjoyable time getting to know one another more personally. One of the highlights of the pre-meeting was briefly interviewing and videotaping each of the participants on why they decided to become involved in this particular meeting about education (these videos can be seen at the conference website: www.educatingworldcitizens.org).



The pre-meeting provided a broad sketch of the kinds of themes that may be discussed in Washington on the need for a new educational paradigm that takes seriously the education of so-called “21st century skills” and the “whole student” and “whole educator.” We think this meeting will be a watershed event for the field of education as well as for the initiatives of the Mind and Life Institute. Indeed, as the landmark federal education bill called No Child Left Behind comes up for review, we think this is a very important moment for the nation to review its educational goals and priorities.

We hope you all will be able to join us for this unique and timely educational event. This event is co-sponsored by the Graduate Schools of Education at Harvard; Stanford; Penn State, Michigan, Wisconsin, George Washington University and the University of Virginia; the American Psychological Association; and the Collaborative for Academic, Social and Emotional Learning (CASEL).

Update on Mind and Life Education Research Network II (MLERN II)

Currently, the newly formed Program and Research Council of the Mind and Life Institute is reviewing a proposal that aims to create The Mind and Life Education Research Network II (MLERN II). This new network, co-chaired by Professors Richard Davidson (University of Wisconsin, Madison) and Mark Greenberg (Penn State University), would extend the work of the original Mind and Life Education Research Network (MLERN) that was formed in 2006. Originally, MLERN was created as a multidisciplinary intellectual forum dedicated to exploring issues at the intersection of mind, brain, education and contemplative practice. The network, directed by Dr. Richard Davidson of the University of Wisconsin, included a core group of contemplatives and contemplative scholars; neuroscientists; cognitive, developmental and educational scientists, and educational activists. The proposal is for MLERN II to extend the network for another 3 years.

The proposed goals of MLERN II include both engagement in contemplative scholarship on education and the building of a field of scholars interested in doing so. Specific activities of the network would include (a) an externally-funded, interdisciplinary, collaborative multisite study of contemplative practices with teachers and students; (b) the allocation of seed grants for pilot research to scientists and contemplatives interested in the introduction of contemplative practices in educational settings; (c) a post-doctoral fellows program designed to mentor young scientists with these interests, and (d) periodic meetings of network members and guests to create, share, and refine measures, interventions, and applied research efforts in this area. Efforts to generate the funds necessary for MLERN II are currently underway.

Finally, as we come to a close of MLERN, we want to update on you on the whitepaper the group is preparing on education and the cultivation of positive human qualities through the use of contemplative practices. Significant progress has been made on this scientific review of the extant literature that supports the case for exploring contemplative practices in education settings. We hope to have the paper under review in a few weeks.



PHOTO: Stephen Eastop



Mind and Life XIX

Educating World Citizens for the 21st Century

Educators, Scientists and Contemplatives
Dialogue on Cultivating a Healthy Mind, Brain and Heart

October 8–9, 2009 • DAR Constitution Hall • Washington, D.C.

Dalai Lama to Engage in Education Reform Dialogue at Educating World Citizens Conference



On Oct. 8-9, 2009, the Dalai Lama will participate in our Washington D.C. conference, Educating World Citizens for the 21st Century. The goal of this ML XIX conference is to create a rich series of dialogues on how the attentional, social, emotional and ethical dimensions of human development can be more fully integrated into the

culture and the practices of teaching and learning in schools, and how such innovations can be studied through an emerging transdisciplinary effort called contemplative science. Towards these ends, ML XIX brings together leading educators, scientists and policy makers with contemplatives to discuss the importance of researching what we know about the development of attention, emotion, mindfulness and compassion, and how contemplative practices may provide insights into how best to cultivate these positive qualities in young people and the adults in their lives.

Research indicates that families, schools and communities are essential factors in cultivating both the academic and the non-academic but equally important skills necessary to be successful in our society. The insights contemplative traditions have developed over millennia regarding particular practices and techniques for developing non-academic skills such as self-control, focused and mindful attention, empathy and compassion, and a felt responsibility for and commitment to the betterment all of humankind may have particular relevance for new programs aimed at families,

schools and community based organizations that serve children, youth, and emerging adults.

“We hope to draw more attention to expanding research into mindfulness-based educational approaches, such as social and emotional learning, and how such reforms can improve attention, motivation to learn, self-regulation, and healthy decision-making skills among school-aged children and teenagers,” said Adam Engle, Chairman of The Mind and Life Institute.

Educating World Citizens for the 21st Century will take place October 8-9, 2009 at DAR Constitution Hall. Tickets are on sale with discounts for students and groups of 5 or more, and are available through TicketMaster at the event website.

"The meeting presents a rare transdisciplinary dialogue on education and its aims in the 21st century. Experts in science, education, and perhaps surprisingly, contemplative practice will come together to discuss a renewed vision of education that puts mindfulness, compassion and responsibility to others at the center. Participants will inquire into how we can transform educational environments in ways that draw upon contemplative wisdom such that they nourish these qualities in both young people and the adults who are so central in their lives. I am very honored and excited to be a part of this effort at re-visioning education in the 21st century from these unique but complementary vantage points!" Robert W. Roeser (Senior Program Coordinator, Mind and Life).

The Dalai Lama will participate in each session, which include “Attention, Emotional Regulation and Learning,” “Compassion and Empathy,” and “Envisioning the World Citizen.”

Event Website: www.educatingworldcitizens.org

Organization Website: www.mindandlife.org

Press Inquiries: press@mindandlife.org or main phone: 303-530-1940. Please first visit the website, then email us with any unanswered questions.



Mind and Life Summer Research Institute (MLSRI) 2009

MLSRI 2009 was devoted to the theme of *Scientific and Contemplative Perspectives on the Self – Implications for Human Flourishing and Social Transformation*. There were 28 participating multidisciplinary faculty including contemplative artists and practitioners, representing diverse fields of contemplative scholarship, developmental psychology, cognitive and affective neuroscience, and clinical psychology.

More detailed information regarding the 2009 MLSRI, including the *new* MLI Blog can be found on our website at: www.mindandlife.org/sri09.ml.summer.institute.html

The format chosen for the week-long program was specifically developed to provide deep levels of engagement in dialogue between plenary speakers, participating faculty, research fellows and senior investigators. Conversation flourished around conceptualizations of self and identity from the various traditions; the development of self in normative and contemplative contexts; the neurobiology of the self, its development, and associated plasticity; the processes of self-identification and their effects on life outcomes such as health, education, well-being and social relations; the phenomenology of the “embodied sense” of identity, ownership and agency in experience, and the relation of these first-person perspectives to the brain and body across development; the concept of “self-regulation” and its relation to issues of mental causation, free-will, and a variety of life outcomes;

the role of self processes in psychological illness; and finally, self versus no-self views on the fundamental nature of the mind and consciousness.

The week began with 2 introductory sessions that set the tone and provided a framework for the entire week. John Dunne, PhD and Georges Dreyfus, PhD provided a discussion on introductory concepts on Buddhism from a Yogacara-Abhidharma perspective, while David Vago, PhD provided an introduction to the emerging field of contemplative neuroscience. Ringu Tulku provided a unique contemplative perspective on the Self/No-self distinction early in the week, Will Cunningham presented a computational framework from the cognitive perspective, and Perrine Ruby, PhD and Dorothee Legrand, PhD offered a critical review of the neuroimaging results on what is self-specific. Their theoretical investigation contributed to interesting discourse throughout the rest of the week.

The SRI continues to have the day-long “mini” silent retreat. It provides an exceptional space for inquiry and meditation to all participants and a unique opportunity for scientists to experience a 1st person embodied perspective. The two poster sessions for participants provided an excellent opportunity for participants at all levels of their careers and education to learn from one another in one-on-one dialogue. The quality of research in the 30 posters that were presented was exceptional, ranging from the philosophical investigation of phenomenology, to rigorous





statistical validation of new measures of compassion and attachment, to the self-control of the anterior insula using real-time fMRI as neurofeedback.

With over 60 Varela grant awardees, invitation to speak at SRI has become a competitive process. 6 awardees were invited to speak during the 2009 SRI and presented their findings. Helen Weng, '06 presented findings from her ongoing fMRI study investigating compassion meditation vs. cognitive reappraisal as emotion regulation strategies to negative stimuli. Norman Farb, '05 presented findings on the neural correlates of mindfulness-based cognitive therapy. Judson Brewer, '06 presented findings from a study investigating how mindfulness training has performed as a treatment and mechanistic probe for drug addiction. Baljinder Sahdra, '07 discussed the conceptualization and operationalization of non-attachment: A Buddhist counterpoint to Western views of attachment. Fadel Zeidan, '07 presented evidence on the positive influence of meditative experience on pain perception. Marieke van Vugt, '06 discussed the changes in item recognition performance related to intensive meditation practice.

We are excited and encouraged by the cutting edge research being done by these grantees and all the poster presenters. The presentations are an inspiration to the Research Fellows and Senior Investigators in attendance. Our belief that the MLSRI and the Varela Awards continue to be our most effective tool in advancing our mission to cultivate a new generation of cognitive/affective neuroscientists and clinicians interested in exploring the influence of contemplative practice on behavior, mental health and brain function

is reaffirmed by the quality and quantity of Research Fellows and Senior Investigators dedicated to fostering these new fields of Contemplative Neuroscience; Contemplative Clinical Science and Contemplative Studies. As in the past, Research Fellows attending this year's MLSRI will be eligible to submit grant proposals to receive a 2009-10 Varela Award. New for this 2009-2010 Varela Award is eligibility for both 2008 and 2009 Research Fellows and a new online submission process for both the grant program and the 2010 SRI.

As of this writing, the planning committee for the 2010 MLSRI is being decided upon and an academic chair, Mark Greenberg, PhD, Professor of Human Development and Psychology, director of the Prevention Research Center at Penn State University has been appointed.

As the MLSRI moves into the future, it will continue to catalyze new directions in science that shift the orientation from the purely empirical to the inclusion of the traditionally excluded dimensions of mind, consciousness, and inner-life development. As these are being introduced into the laboratory with greater and greater frequency, a contemplative perspective will have the potential to enter our mainstream dialogue and activity in ways unprecedented in modern society. The contemplative perspective brings in the recognition, sharp focus, and empowerment that there is something called the "inner life" and much of the resources we need to interact with fellow human beings and the world come from this





perspective. The research is beginning to significantly increase the amount of evidence for the benefits of secular contemplative practice toward human experience in the development of resiliency and mitigation of destructive emotions. Positive emotions and a non-ego based orientation toward reality are also gaining scientific support as a means of providing mental and physical health.

An important enduring impact of the MLSRI/Varela Awards will be the ongoing incorporation of mental training and contemplative practice into methodologies of research and clinical practice in the western medical model and biological sciences. There is much that remains to be learned regarding the correspondence between elements of contemplative practices comprising clinical interventions and clinical outcomes. Foundational clinical research in the area of contemplative-based interventions remains to be refined for specific health conditions and populations. Studies to clarify mechanisms through which contemplative practices improve mental and physical health continue to be supported by Mind & Life. The Mind and Life Institute is committed to



furthering this profound and important work through the Mind and Life Summer Research Institute and the Francisco J. Varela Research Awards, which will provide researchers and others the opportunity to develop meaningful collaborative studies in these new areas of science and study.

ML Francisco J. Varela Award Program

Between 2004 and 2008 Mind and Life has made 54 single investigator awards and 6 multi-investigator/multi-site awards totaling 66 awardees under this program. To date, the Varela awards have been productive investigating the benefits of contemplative training, revealing significant clinical research findings now published in top-tier, peer-reviewed, scientific journals. Some examples of results include improvements in fatigue and sleep, and symptoms of depression and anxiety in a number of clinical disorders (e.g., post-traumatic stress disorder, generalized anxiety, rheumatoid arthritis, and fibromyalgia). Brain imaging research has revealed that mindfulness training leads to increased activity in areas of the brain responsible for body awareness and reward, while also demonstrating inhibitory control over areas associated with emotional expression. Cognitive measures show that mindfulness training improves attention-related processes in individuals

with depression, fibromyalgia, and in long-term meditation practitioners compared to age-matched, and gender controls. Loving-kindness meditation was found to increase social-connectedness and positive changes were also observed in teachers after contemplative skill training and subsequent improvements were then found in classroom management promoting child learning behaviors. Ongoing projects include mathematical modeling of acute effects of mindfulness, real-time fMRI training for the cultivation of compassion, and the investigation of the dissolution of self during rhythmic motor behavior. The research that is now being conducted with the support of Varela Awards will be the foundation for the future of this newly emerging field and will be of benefit to all the disciplines involved – neuroscience, cognitive science, psychology, and contemplative humanities.



Mind and Life International Update



Mind and Life International, a branch of the Mind and Life Institute, is preparing the next two meetings with His Holiness the Dalai Lama outside of the USA: in Zurich and in Delhi.

In April, 2010, we will hold **Mind and Life XX “Altruism and Compassion in Economic Systems”** in Zurich. This dialogue will be at the Interface of Economics, Neuroscience and Contemplative Sciences, and will bring together eminent scientists, economists and contemplatives to discuss profound issues of a moral and ethical nature that lie at the heart of these economic issues in the global context today.

The global financial crisis and its devastating impact on the lives of millions of human beings is once again underscoring the important interface of ethics on the one hand, and economic systems on the other. The global financial crisis that began in 2008 is only the latest sign that competitive economic systems, when unregulated, are vulnerable to the foibles of human corruption and greed. More generally, economic data reveal that the global distribution of income is very unequal, that this inequality has not diminished over time, and that in some regions of the world inequality is growing today.

Mind and Life XX will provide a unique opportunity for renowned neuro-economists, psychologists, contemplative scientists, and neuroscientists who work on the foundations of economic decision making, cooperation, prosocial behavior, empathy, and compassion to participate in a high-level, interdisciplinary discussion of these ethical and moral issues related to economic systems. In particular, participants will focus on the relevance of prosocial motivation and altruism in an increasingly competitive global economic system.

We are also planning to hold **Mind and Life XXII “Contemplative Science – The Scientific Study of the Effect of Contemplative Practice on Human Biology and Behavior”** in Delhi later in the year. The general idea is to investigate the benefits that contemplative practices (and not exclusive to Buddhism) have within the Indian heritage, and how to engage the natural sciences in investigating these practices and supporting the secular benefits that come from those practices.





Building Inner Resilience

By Linda Lantieri



A strong public demand is arising in the US for schools to implement effective educational approaches that promote not only academic success but also enhance health, and prevent problem behaviors. A US poll of registered voters released by the Partnership for 21st Century Skills (www.21stcenturyskills.org) in 2007 reported that 66% felt that students needed a broader range of skills than just the basics of reading, writing and math. 80% said that the skills that students need today to be prepared for the jobs of the 21st century are very different from what was needed 20 years ago.

In fact, a growing body of research suggests that helping children develop good social and emotional skills early in life makes a big difference in their long-term health and well-being. In his groundbreaking book *Working with Emotional Intelligence* (1998), Daniel Goleman identified EQ – emotional intelligence – as being as important as IQ in terms of children’s healthy development and future life success. He writes (1998, 19): “Given how much emphasis schools and admissions tests put on it, IQ alone explains surprisingly little of achievement in work or life. When IQ test scores are correlated with how well people perform in their careers, the highest estimate of how much difference IQ accounts for is about 25 percent. (Hunter & Schmidt 1984; Schmidt & Hunter 1981). A careful analysis though, suggests a more accurate figure may be no higher than 10 percent, and perhaps as low as 4 percent (Sternberg 1996).”

Goleman’s work has helped us understand the importance of emotional intelligence as a basic requirement for the effective use of one’s IQ; that is, one’s cognitive skills and knowledge. He made the connection between our feelings and our thinking more explicit by pointing out how the brain’s emotional and executive areas are interconnected physiologically, especially as these areas relate to teaching and learning.

Brain science tells us that a child’s brain goes through major growth that does not end until the mid-twenties. Neuroplasticity, as scientists call it, means that the sculpting of the brain’s circuitry during this period of growth depends to a great



degree on a child’s daily experiences. Environmental influences on brain development are particularly powerful in shaping a child’s social and emotional neural circuits. Young people who learn how to calm down when they are upset, for instance, seem to develop greater strength in the brain’s circuits for managing distress (Goleman 2008).

In New York City classrooms and elsewhere, teachers are beginning to equip young people with the skills to be aware of and regulate their emotions more effectively. And it seems that the regular practice of these contemplative skills strengthens the brain circuits that underlie emotional regulation. The benefits of such a regular practice can include (Lantieri 2008, 10):

- Increased self-awareness and self-understanding
- Greater ability to relax the body and release physical tension
- Improved concentration



- The ability to deal with stressful situations more effectively by creating a more relaxed way of responding to stressors
- Greater control over one's thoughts, with less domination by unwelcome thoughts
- Greater opportunity for deeper communication and understanding between adults and children, because thoughts and feelings are being shared on a regular basis

We, as the adults in children's lives, can't keep telling our children countless times to "calm down" or "pay attention" without providing them with some practical guidelines for how to do so. By offering children systematic practice in techniques that help them pay attention and relax their bodies, we can help them cultivate their budding capacities and facilitate the development of their neural pathways. Teaching these practices to students can increase not only their social and emotional skills, but their resilience: the capacity to not only cope, but thrive in the face of adversity.

Many courageous educators and parents are breaking new ground and teaching children practical ways to calm down and pay attention as a daily part of their school day. A window of opportunity exists right now in society for these kinds of approaches to make their way into homes and schools. It is essential for

children to learn new ways to have their spirits uplifted and their inner lives nourished as a normal, natural part of their growing up experience. And as Gandhi prompted, "We have to start with the children."

References:

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Sternberg, R. (1996). *Successful Intelligence*. New York: Simon & Schuster.

[This article is adapted with permission from: Lantieri L. (2008) *Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children*. Sounds True, Boulder, CO]

Linda Lantieri has been in the field of education for 40 years as a classroom teacher; director of a middle school in East Harlem, NY and co-founder of the *Resolving Conflict Creatively* program. Currently she is the Director of the Inner Resilience Program in New York City. She is a member of the MLERN and a presenter at the *Educating World Citizens* conference this October 8-9.



Financial Position

Thanks to the strong support of our Sustaining Patrons, Major Sponsors and Foundation grants, Mind and Life has seen important growth in our capacity to design and deliver strong programs that advance the organization’s mission. As of the close of the last fiscal year (2008), MLI had net assets of \$5.3 million dollars, total income from all sources of \$3.2 million (includes multi-year commitments) and current expenses totaling \$2.1 million.

As the accompanying charts show, fully 82% of expenses are directly attributed to programs, with 9% each to fundraising and administration costs. On the income side, we received 92% of all income through the generous contributions of individuals and foundation grants. Summer Research Institute attendance fees, book royalties, investments and interest accounted for an additional 7% of income, while CD/DVD sales and other sources represented the remainder.

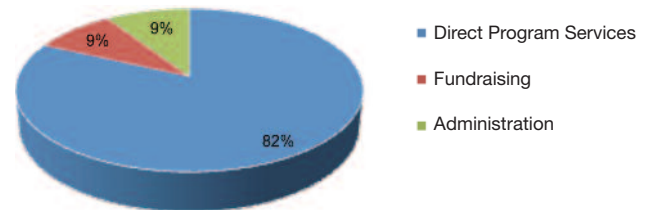
Given the turbulent period that global economies are experiencing, we are deeply grateful to our supporters for the confidence they place in our stewardship of their donations and investments in our mission. MLI takes a conservative approach to managing the resources entrusted to it by donors and foundations and works closely with independent financial advisors and external auditors to ensure that the highest standards of fiscal responsibility and management are followed.

For additional information on MLI’s finances, or to request a copy of our latest audited financial statements, please contact Jim McMillan, Director of Development.

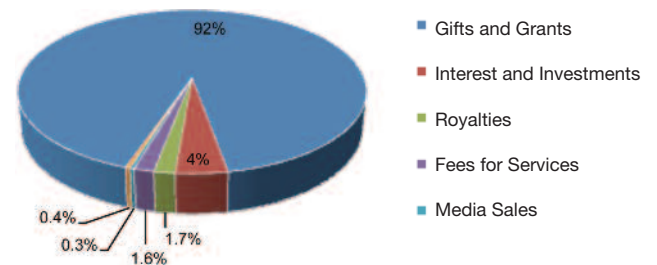
MLI Audited Financial Results 2008

	\$	%
Direct Program Services	\$ 1,789,340	82%
Fundraising	194,747	9%
Administration	200,900	9%
Total Expenses	\$ 2,167,341	
Gifts and Grants	\$ 2,988,187	92%
Interest & Investments	133,990	4%
Royalties	53,833	1.7%
Fees for Services	51,725	1.6%
Media Sales	10,838	0.3%
Other	12,641	0.4%
Total Income	\$ 3,251,214	
Net Assets as of Dec. 31, 2008	\$ 5,313,348	
Total Assets	\$ 5,651,697	

MLI Expenses by Category



MLI Income by Source





A TWENTY-TWO YEAR HISTORY OF ACCOMPLISHMENT

Mind and Life Dialogues

The titles of these dialogues between the Dalai Lama and leading scientists show the range of topics that the Mind and Life Institute has explored. For more details on these conferences, please go to www.mindandlife.org.

- 2010: Altruism and Compassion in Economic Systems: A Dialogue at the Interface of Economics, Neuroscience and Contemplative Sciences, co-sponsored by the University of Zurich
- 2009: Educating World Citizens for the 21st Century: Educators, Scientists and Contemplatives Dialogue on Cultivating a Healthy Mind, Brain and Heart, co-sponsored by Harvard University Graduate School of Education, Stanford University School of Education, Pennsylvania State University College of Education, University of Virginia Curry School of Education, University of Wisconsin-Madison School of Education, George Washington University Columbian College of Arts and Sciences, University of Michigan School of Education, the American Psychological Association and the Collaborative for Academic, Social and Emotional Learning
- 2009: Attention, Memory, and the Mind
- 2008: Latest Findings in Contemplative Neuroscience
- 2008: Investigating the Mind-Body Connection: The Science and Clinical Applications of Meditation, hosted by Mayo Clinic
- 2007: Mindfulness, Compassion and the Treatment of Depression, co-sponsored by Emory University
- 2007: The Universe in a Single Atom
- 2005: Investigating the Mind: The Science and Clinical Applications of Meditation, co-sponsored by Johns Hopkins Medical University and Georgetown Medical Center
- 2004: Neuroplasticity: The Neuronal Substrates of Learning and Transformation
- 2003: Investigating the Mind: Exchanges between Buddhism and Biobehavioral Science on How the Mind Works, co-sponsored by the McGovern Institute at Massachusetts Institute of Technology
- 2002: The Nature of Matter, The Nature of Life
- 2001: Transformations of Mind, Brain and Emotion at the University of Wisconsin
- 2000: Destructive Emotions
- 1998: Epistemological Questions in Quantum Physics and Eastern Contemplative Sciences at Innsbruck University
- 1997: The New Physics and Cosmology
- 1995: Altruism, Ethics, and Compassion
- 1992: Sleeping, Dreaming, and Dying
- 1990: Emotions and Health
- 1989: Dialogues between Buddhism and the Neurosciences
- 1987: Dialogues between Buddhism and the Cognitive Sciences

Mind and Life Books and DVD Sets

The following books and DVD sets describe discussions between the Dalai Lama and Western scientists. Books in print can be obtained from major booksellers; DVD sets are available directly from the Mind and Life Institute. For more information about each title, please go to www.mindandlife.org.

- *The Science of a Compassionate Life*, DVD from the Dalai Lama's Denver Public Talk in 2006
- *The Science and Clinical Applications of Meditation*, DVD from Mind and Life XIII in 2005
- *Train your Mind; Change your Brain*, from Mind and Life XII in 2004
- *Investigating the Mind*, DVD from Mind and Life XI in 2003
- *The Dalai Lama at MIT*, from Mind and Life XI in 2003
- *Mind and Life: Discussions with the Dalai Lama on the Nature of Reality*, from Mind and Life X in 2002
- *Destructive Emotions: A Scientific Dialogue with the Dalai Lama*, from Mind and Life VIII in 2002
- *The New Physics and Cosmology: Dialogues with the Dalai Lama*, from Mind and Life VI in 1997
- *Visions of Compassion: Western Scientists and Tibetan Buddhists*, from Mind and Life V in 1995
- *Sleeping, Dreaming, and Dying: An Exploration of Consciousness with the Dalai Lama*, from Mind and Life IV in 1992
- *Healing Emotions: Conversations with the Dalai Lama on Mindfulness, Emotions, and Health*, from Mind and Life III in 1990
- *Consciousness at the Crossroads: Conversations with the Dalai Lama on Brain Science and Buddhism*, from Mind and Life II in 1989
- *Gentle Bridges: Conversations with the Dalai Lama on the Sciences of Mind*, from Mind and Life I in 1987

Mind and Life Research Initiatives

- **Mind and Life Summer Research Institute** — A week-long residential science retreat for 200 scientists, clinicians, contemplative scholar/practitioners and philosophers from around the world, working together to develop new fields of science and studies that examine the effects of contemplative practice and mental training on brain, behavior, philosophy, religious studies and the humanities. This is an annual program of the Mind and Life Institute and was begun in June, 2004, and has continued yearly since then.
- **Mind and Life Francisco J. Varela Research Grant Program** — providing small research grants to investigate hypotheses developed at the ML Summer Research Institute. 10 to 15 Varela Awards are given yearly.
- **Mind and Life Education Research Network** — exploring how to bring the benefits of mental training in clarity, calmness and kindness to children.
- **Mind and Life Education Research Network Grant Program** — providing research grants for pilot studies designed to address fundamental issues related to the measurement, feasibility, and effects of mindfulness-based programs designed for children, adolescents, and their teachers.

