



Contemplative Practices in a Technological Society

*Enriching Education, the Arts, Health, Science, and Technology
Through Mind Body Disciplines*

April 11–13, 2013

The Inn at Virginia Tech and Skelton Conference Center • Blacksburg, Virginia

www.cpe.vt.edu/cpts/

 **VirginiaTech**
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Thursday, April 11

4:00–6:30 pm

Institute for Creativity, Arts, and Technology (ICAT)

Open House and Reception, ICAT Studio One

Installations

Organizer: Ivica Ico Bukvic, Music, Virginia Tech

Cellphonia: Our Voice

Scot Gresham-Lancaster, ATEC, UT Dallas; and Stephen Bull, Year: 2013

Abstract: *Cellphonia: Our Voice* creates an evolving meditative chant-loop of the voices from every telephone call made by the participants. *Cellphonia: Our Voice* uses the latest version of the successful “cellphonia” cellphone karaoke opera engine to guide users through a process of integrating their own participation into a finished piece with the participation of others over long periods of time. The Cellphonia project explores the social, technological, and creative possibilities of cell phones with bias to encourage new applications for cultural growth. Co-creators Scot Gresham-Lancaster and Stephen Bull have produced a total of eight of these “cellphone” operas so far. Fragments of evolving performances are available at <http://cellphonia.org>.

When the caller telephones *Cellphonia: Our Voice* they will be instructed to repeat for the length of one breath (two to ten seconds) one of a host of preselected meditative words, such as gaia, hosanna, everlasting, father, mother, sensei, om, life, know, krishna, or name of a loved one, etc. The telephone call ends with the caller hearing their voice process-mixed with the voices of previous callers. Every 60 minutes for the length of the conference *Cellphonia: Our Voice* will archive the chant-chorus of that moment for later download and reflection by the conference participants.

The paper for this *Cellphonia: Our Voice* performance will be a synopsis of the technical techniques with an aesthetic analysis of the meaning of the folding over of the many voices into one singularity. This is a representation of transcendent unity which surrounds us, enabled by telecommunications and Internet/web technology that make it possible.

Scot Gresham-Lancaster is a composer, performer, instrument builder and educator. Currently teaching Sound Design at ATEC UT Dallas, his recent work at IMERA is in 2nd order sonification of data sets. As a member of the HUB, he is an early pioneer of ‘computer network music’ and cellphone operas <http://cellphonia.org> with Stephen Bull. He has created a series of ‘co-located’ international Internet performances and worked developing audio for several games and interactive products. He is an expert in educational technology and techniques.

He was a student of Philip Ianni, Roy Harris, Darius Milhaud, John Chowning, Robert Ashley, Terry Riley, ‘Blue’ Gene Tyranny, David Cope and Jack Jarrett among others. He has been a composer in residence at Mills College, STEIM and the Djerassi Artist Residency Program. He has toured and recorded with the HUB, Alvin Curran, ROVA saxophone quartet and NYX. He has performed the music of Alvin Curran, Pauline Oliveros, John Zorn, and John Cage, under their direction, and worked as a technical assistant to Lou Harrison, Iannis Xenakis, David Tudor and others.

Steve Bull is a mixed-media technology artist and entrepreneur whose practice includes extensive software engineering experience. For the last ten years he has created location-specific narratives and games that explore the social, technological, and creative possibilities of cell phones.

Augmented Reality location narratives are the focus for 2011. Recently commissioned by Target to produce a multi-media event with live text messaging, and by the New-York Historical Society to produce a series of 'Slavery in New York' cell phone tours on vodcast, podcast and VOIP, Bull is promoting Cellphonia, a locative-based karaoke opera cued and performed with the cell phone. It has been exhibited at the ISEA Zero One Festival, Eyebeam, Mobility Music in England, ICMC 2010, and E.A.T. Revisited at Stevens Institute in collaboration with Scot Gresham-Lancaster, and funded by NYSCA and Experimental TV. His locative based Treasure Hunt has been commissioned by college campuses nationwide; his locative games Hot-n-Cold and Gamepark were finalists for two years of the NAVTEQ Global LBS Challenge. His locative Hollywood USA was a finalist in TeleAtlas' Maps and Apps in 2007. Additional cell phone art was featured at the Gigantic Art Space and for the Peter Stuyvesant's Ghost project.

t3j Projection Mapping Project

Thomas Tucker, Creative Technology, Winston Salem State University

Tohm Judson, Art and Visual Studies Department, Winston Salem State University

Abstract: Thomas Tucker: During meditation, complex shapes and movements come into my mind's eye. After seeing these shapes, I make up to 60 preliminary drawings while developing theories to describe these forms' environments and how they move in relation to each other. Through these sketches, I analyze their unique subatomic structures. These atomic structures react to one another according to norms different from those traditionally associated with physics. In my work, I visually create rules that depart from traditional interactions on the subatomic level in a weightless environment. In the next phase, I construct the final drawings.

Influenced by meditation, these delicate and elegant forms are then taken into a new stage, which incorporates the use of the storyboard process. I storyboard ideas and then begin the laborious task of animating the forms to follow the mathematical theory using Maya, a 3D animation program.

Tohm Judson then creates interactive sound to the final rendering of the work to solidify the animation. Thus, with the sound, the visual synthesis of the animation brings physical movements to the final drawings.

While not literal abstractions from nature, ultimately my pieces are metaphors for the quintessential rhythms activating the universe. The motions of animation, in conjunction with sound, create new identities in our visual repertoire.

Our research for the past couple of years has focused on fusing 3D animation with concept drawings. We layer sculptural forms, projection mapping and interactive sound design into one interactive cohesive unit. We are currently projecting multilayered animation cycles onto complex sculptural pieces that hang off the wall using software packages like MadMapper, MAX/Jitter/MSP and Maya. With our new installation, we will be hanging 16 units together off the wall to create multisided surfaces to project on. Each unit will contain a surface transducer speaker allowing each pod to project sound. The produced sound will be a combination of granular and cellular automation (ie Conway's Game of Life) based on tracking guests' movements within the installation space. Thus, from the moment the work is installed, a unique viewing and listening experience is created with each pass of the observer.

Thomas Tucker, Associate Professor, Creative Technology, received his BFA from Kansas City Art Institute and his MFA from School of the Art Institute of Chicago where he was a Joan Mitchell MFA grant recipient. He has been evolving complex drawings into animation/kinetic sculptural pieces using 3D software and sound design for over a decade. Prof. Tucker maintains an international profile through his exhibition record and his collaborative research, which often takes him to Japan and the Middle East. Some of these projects include: dealing with body mechanics using motion capture, using technology to create a responsive virtual heritage environment in collaboration with art historians, using animation to describe internal organ movements in collaboration with bimolecular imaging specialists, helping city councilmen visualize new traffic simulations and designing serious games.

Tohm Judson, Assistant Professor, Art & Visual Studies Department, is a composer and multimedia artist currently teaching at Winston Salem State University, North Carolina. Dr. Judson received his PhD from the University of Iowa where he studied composition acoustic composition with David Gompper and electronic music with Lawrence Fritts. He received his MM from the University of Florida where he studied with James Paul Sain, Paul Richards, and Budd Udell. His music has been performed in the Brazil, France, Germany, Italy, the UK, and throughout the United States, including the SEAMUS National Conference, Society of Composers, Inc., Electronic Music Midwest, the Festival of New American Music, the Santa Fe International New Media Festival, and was a featured artist at the EMIT festival in Tampa, Florida. Dr. Judson has worked with many forms of interactive media including audio, video, installation, and dance, collaborating with artists such as K.T. Nelson of ODC San Francisco, Robert Dick, Owen Roberts, Christopher Cozier, Leo Morrissey, Thomas Tucker, and Karloa Luttringhaus. His first album, still life, is available now on cdbaby and iTunes.

Links: <http://vimeo.com/40966288>, <http://vimeo.com/42294534>, <http://www.youtube.com/watch?v=U4IXVodoKXg>, <http://vimeo.com/36057613>

Mind Body Interactive

Ivica Ico Bukvic, Music, Virginia Tech; Matthew Komelski, Department of Human Development, Virginia Tech; Benjamin Knapp, ICAT; Isabel Bradburn, Department of Human Development, Virginia Tech

Linux Laptop Orchestra (L2Ork) Demonstration Table

Ivica Ico Bukvic, Department of Music, Virginia Tech; Tom Martin, Department of Electrical and Computer Engineering, Virginia Tech

Mind Body Interactive (MBI) is a novel autonomous integrative health practice platform designed for remote administering of Taiji. Developed at Virginia Tech, MBI is one of the flagship projects of the Institute for Creativity, Arts, and Technology (ICAT) Integrative Mind & Performance through the Arts, Creativity, and Technology (IMPACT) Studio. Following pilots in K-12 and higher education, the project is currently being piloted as a distance learning module. Looking forward, the research team sees MBI being applicable in a broad range of scenarios, including rehabilitation, and preventative care. Technologies developed specifically to enable MBI's autonomous operation have been patented through VTIP.

The art of multisensory artist Ivica Ico Bukvic (b. 1976) is driven by the notion of ubiquitous interactivity. Bukvic's passion for computer music, multimedia art, and technology together with his traditional music background has resulted in a growing portfolio of aural, visual, acoustic, electronic, performances, installations, technologies, research publications, presentations, grants, and awards. His most recent work focuses on integrating contemplative practice with the Arts and technology.

Dr. Bukvic is currently working at Virginia Tech as an associate professor in music technology, the founder and director of the Digital Interactive Sound and Intermedia Studio (DISIS) and the Linux Laptop Orchestra (L2Ork), Institute for Creativity, Arts, and Technology's (ICAT) Integrative Mind & Performance through the Arts, Creativity, and Technology (IMPACT) Studio Head, and a member of the Center for Human-Computer Interaction. ico.bukvic.net

R. Benjamin Knapp is the Director of the Institute for Creativity, Arts, and Technology (ICAT) and Professor of Computer Science at Virginia Tech. ICAT seeks to promote research and education at the boundaries between art, design, engineering, and science. Dr. Knapp also leads the Music, Sensors, and Emotion research group, with researchers in the UK and the US.

For more than 20 years, Dr. Knapp has been working to create meaningful links between human-computer interaction, universal design, and various forms of creativity. His research on human-computer interaction has focused on the development and design of user-interfaces and software that allow both composers and performers to augment the physical control of a musical instrument with direct sensory interaction. He holds twelve patents and is the co-inventor of the BioMuse system, which enables artists to use gesture, cognition, and emotional state to interact with audio and video media.

In previous positions, Dr. Knapp has served as a Fulbright Senior Specialist at University College, Dublin, and chief technology officer of the Technology Research for Independent Living Centre. As the director of technology at MOTO Development Group in San Francisco, Calif., he managed teams of engineers and designers developing human-computer interaction systems for companies such as Sony, Microsoft, and Logitech. He co-founded BioControl Systems, a company that develops mobile bioelectric measurement devices for artistic interaction. Dr. Knapp has also served as professor and chair of the Department of Computer, Information, and Systems Engineering at San Jose State University.

He earned a doctorate and master's degrees in electrical engineering from Stanford University and a bachelor's degree in electrical engineering from North Carolina State University. Dr. Knapp has been a PI in several pan-European projects including, CAPSIL (Common Awareness and Knowledge Platform for Studying and Enabling Independent Living) and SIEMPRE (Social Interaction and Entrainment Using Music Performance) and coordinated the EU project, BRAID (Bridging Research in Ageing and ICT Development).

Matthew Komelski teaches courses in leadership, research methods, aging, and integrative health at Virginia Tech in Blacksburg, Virginia. He is the Science Editor for the Center for Taiji studies, and Secretary of the National Qigong Association's Research and Education Committee. Dr. Komelski's recent research has included investigating the health status and practice routines of US Taiji and Qigong practitioners, piloting a variety Taiji and Qigong programs to meet the needs of school aged children and college students, and the use of Taiji and Qigong for promoting health and well-being of extended-care staff in dementia and psychiatric health units. His work has been presented at major conferences in the US and abroad, with recent publications in the Journal of Complementary and Alternative Medicine and Federal Practitioner.

Specialties:

Teaching: Developmental science, gerontology, integrative health practices- including meditation, taijiquan and qigong practice methods.

Research: Indicators of health and well-being among Taiji and Qigong practitioners, clinical trial designs, evidence based/best practices to meet the needs of specific populations, including the use of technology to support delivery and evaluation of Taiji/Qigong programming.

7:00–9:00 pm

Welcome, Latham A/B

Douglas Lindner, Conference Chair

Douglas K Lindner received his Ph.D. in Electrical Engineering from the University of Illinois at Champaign-Urbana in 1982. Since then he has been on the faculty in the Dept. of Electrical and Computer Engineering at VA Tech. He has completed the course work for the Applied Healing Arts Degree from the Tai Sophia Institute. Recently he has been interested in the integration of contemplative practice into the engineering classroom.

Introductory Remarks

Mark McNamee, Provost, Virginia Tech

Dr. Mark G. McNamee has served as senior vice president and provost at Virginia Tech since 2001. As provost, he is the university's chief academic officer responsible for all undergraduate, graduate, research, and outreach programs of the university.

Dr. McNamee received his Bachelor of Science degree in chemistry from Massachusetts Institute of Technology in 1968 and his Ph.D. degree in physical chemistry from Stanford University in 1973. He then served two years as a postdoctoral associate at Columbia University.

At Virginia Tech, Dr. McNamee has extended the university's efforts to expand research opportunities in biomedical and health sciences, bioinformatics, information technology, and nanotechnology. He led the effort to restructure the schools and colleges in order to position Virginia Tech for enhanced excellence across the disciplines, and his work resulted in one of the largest reorganizations in the university's history. He has also played a critical role in diversifying the university's ranks.

Dr. McNamee is a board member of the National Institute of Aerospace and the Science Museum of Western Virginia, an Advisory Board Member of the Taubman Museum of Art, and a member of the COACHE National Advisory Council. He also served as principal investigator of the National Science Foundation AdvanceVT program.

Before joining Virginia Tech's administration, Dr. McNamee spent 26 years at the University of California at Davis where he served from 1993-2001 as dean of the Division of Biological Sciences. He chaired the Department of Biochemistry and Biophysics from 1990-1993. His research focused on the structure and function of biological membranes, with an emphasis on acetylcholine receptors in the nervous system. Dr. McNamee is a tenured professor of biochemistry and biological sciences at Virginia Tech.

Keynote Lecture: Trungram Gyaltrul Rinpoche

Power of the Skillful Practices of Mind and Body: Human Solutions to Human Problems

His Eminence (H.E.) Trungram Gyaltrul Rinpoche is a prominent lama of Tibetan Buddhism known throughout the world as a scholar, teacher and meditation master. With a doctorate degree from Harvard University in 2004, Rinpoche is the first incarnate lama to earn a PhD in the West. His western academic training allows Rinpoche to accurately translate the full subtlety and effectiveness of meditation practices for the western student.

Rinpoche is the spiritual director of Dharmakaya, a non-profit organization established in New York to promote precious meditation teachings in the U.S. In 2011, Rinpoche opened the Lumbini Udyana Mahachaitya - World Center for Peace and Unity, the largest temple and meditation hall complex at the UNESCO World Heritage Site in Lumbini, Nepal - the birthplace of the Buddha.

Rinpoche began his monastic training at the age of four including direct tutelage from the heads and senior teachers of all the major traditions of Tibetan Buddhism. He is a Rimé, or non-sectarian, master of Tibetan Buddhism and is fluent in Tibetan, English, Nepali, Sherpa and Chinese, and knows Sanskrit, Hindi and French.

Friday, April 12

7:15 – 8:00 am

Practice

Guided Meditation, Assembly Hall

Gyaltrul Rinpoche (See bio above)

Hatha Yoga, Solitude

Akke Hulbert

In a yoga class with Akke Hulbert: You learn how to bring your attention inward through focusing awareness on the breath, sound vibrations and eye movements. You practice yoga poses that enable greater freedom of movement in your joints and strengthen

your muscles. You will be guided through a deep relaxation, learning how to physically relax and mentally unwind.

Akke is registered with Yoga Alliance as an ERYT-500 (experienced yoga teacher at the 500 level) and has been teaching yoga to Blacksburg since 1988.

www.akkesyogaplace.com

Taiji/Qigong, Cascades A

Matthew Komelski (See bio above — Installations)

Yoga, Cascades B

Student Only Session, Holistic Life Foundation (See bios below— Student Session)

8:00–8:45 am

Breakfast on your own, *Break Area*

8:45–9:00

Welcome, Latham A/B

Douglas Lindner, Conference Chair

9:00–10:00

Keynote Speaker: Rich Fernandez, Senior People Development Lead, Google
Like Writing on Water: The Science and Design of Mindfulness in Organizations

Rich Fernandez, Ph.D., is the Senior People Development Lead at Google as a people development leader focusing on the content, tools and programs that support the learning, leadership development and overall well-being of Google employees. Rich previously led the executive development function at Google.

Before joining Google, Rich took the scenic route in his career. Rich was the head of learning and organization development at eBay, where he worked with executive staff on learning, leadership development and team and organizational effectiveness. Prior to that Rich served as a learning and leadership development executive at Bank of America, and he also worked for a number of years as the head of talent advancement programs at JP Morgan Chase. Rich was also an Adjunct Professor at Columbia University in New York City, where he taught courses on organizational effectiveness and career development. Early in his career Rich worked as a counselor in colleges, hospitals and community clinics.

Currently Rich also serves as a strategic advisor to Wisdom 2.0 and as an advisory board member for mindful.org.

Rich earned his Ph.D. in Counseling Psychology and M.A. in Organizational Psychology both from Columbia University. Rich received his B.A. from the University of California at San Diego, where he majored in surfing and minored in sun tanning.

10:00–10:30

Coffee Break

10:30–11:15

Experience of Contemplative Practice— Deep Listening, Assembly Hall, Solitude

Michael Carroll, author and business consultant and coach; Patton Hyman, President of Applied Mindfulness Training, Inc.; **Rick Bowles**, Executive V. P. and Chief Ethics & Compliance Officer for Merck & Co., Inc. (retired)
(See bios below)

11:15 am– 1:30 pm

Appreciative Practice

The UVA Center for Appreciative Practice

To “appreciate” means to value or to honor. The University of Virginia Center for Appreciative Practice was established to promote appreciative practice in health care. In appreciative practice, we celebrate and focus on the best in people and in the world around us. We affirm past and present strengths, successes, and potentials. We see and nurture those things that give life to an organization – caring, collaboration, health, vitality, and excellence. This condition, the ability to practice appreciatively, is arrived at by experience, even discipline. The UVACAP has evolved from a grassroots movement using appreciative inquiry methods to enhance patient care, teaching, and research at the University of Virginia School of Medicine. For more information, please visit our web site at <http://appreciativeinquiry.virginia.edu/> or “Like” us on Facebook. Center faculty published a book of questions to foster positive change in healthcare, *Appreciative Inquiry in Healthcare: Positive Questions to Bring Out Your Best*. These questions are easily adaptable to all settings and organizations.

Dr. Margaret (Peggy) Plews-Ogan is Chief of the Division of General Medicine, Geriatrics and Palliative Medicine and Director of the Center for Appreciative Practice (CAP) at the University of Virginia. She has studied the effects of mindfulness on symptoms such as chronic pain and palpitations. She recently completed a 3 year-long study on the development of wisdom out of difficult circumstances that resulted in a Public Television documentary and a book entitled *Choosing Wisdom: Strategies and inspiration for dealing with life changing difficulties*. The Center for Appreciative Practice, established in 2008, uses appreciative inquiry to improve processes of care and training in healthcare, and promotes appreciative practices (compassion, reflective practice, narrative, positivity, mindfulness) in health care. The Center has helped over 40 microsystems within the University of Virginia Health System to facilitate the improvement of care and education and have provided consultation and facilitation to other schools and universities.

Susanna Williams, PhD, is on the faculty of the UVA Mindfulness Center, where she teaches Mindful Writing, Mindfulness and the Brain and directs educational research in the contemplative sciences. She also works with the Center of Appreciate Practice, leading workshops and developing curriculum. In terms of health care, she has worked both internationally and domestically in the area of designing and implementing health systems with a focus on full well-being, and has used mindfulness practices in her work with African caregivers, based on the latest neuroscience that marries human connection to human development. She has been engaged in spiritual practice for many years, and is a certified yoga instructor.

Julie Haizlip, MD is Associate Professor of Pediatrics sub-specializing in Pediatric Critical Care. She also serves as faculty in the UVA Center for Appreciative Practice and has represented the Center in international presentations and workshops on the use of Appreciative Inquiry and Appreciative Practices in healthcare. Dr Haizlip is affiliated faculty with the UVA Center for Biomedical Ethics and Humanities through which she serves as faculty of the Healer’s Art, a series of seminars promoting reflection and self care in medical students. Currently she is actively involved in the development of Interprofessional Education initiatives.

John Schorling, MD, MPH is the Harry T. Peters, Sr. Professor of Medicine and Public Health Sciences and the Director of the Mindfulness Center and the Physician Wellness Program at the University of Virginia. He is also a member of the Center for Appreciative Practice, is on the Directorate of the UVa Contemplative Sciences Center, and is a core faculty member in the UVa Leadership in Academic Matters faculty development program. He practices general internal medicine and palliative care, teaches a variety of mindfulness courses including for medical students, physicians and other healthcare providers, and studies the clinical and educational applications of mindfulness-based interventions.

Natalie B. May, PhD is Associate Professor of Research in the UVA Division of General Medicine, Geriatrics and Palliative Medicine, and she has played a role in the Center for Appreciative Practice since its inception in 2007. In addition to serving as a faculty member in the Center for Appreciative Practice, she is also an investigator for the *Wisdom in Medicine Project: Mapping the Path Through Adversity to Wisdom*, a study funded by the John Templeton Foundation. She is also the Project Director for *Call2Health*, a grant-funded project to study the effects of daily text message reminders and strengths-based group sessions on diabetes self-care among African-American women. She is lead author of the book *Appreciative Inquiry in Health Care: Positive Questions to Bring Out the Best* and co-author of *Choosing Wisdom*.

12:00 – 1:30 pm

Working Lunch (students meet separately)

1:30–2:45

BREAKOUT SESSIONS

Higher Education, Assembly Hall

Chair: Beth Waldrum, ACMHE

Promoting the Inclusion of Contemplative Practices in Higher Education

Beth Waldrum, The Center for Contemplative Mind in Society

Abstract: For the past 14 years, The Center for Contemplative Mind in Society has been a leader in the emerging field of contemplative pedagogy, developing practices, gathering research, and articulating the rationale for contemplative higher education. The Centers' work in higher education focuses on fundamental questions, including whether and how education addresses the whole human being in ways that contribute to a more just, compassionate and sustainable future. Fellows remain connected to the Center and serve as faculty for the Center's educational programs and webinar series. The Association for Contemplative Mind in Higher Education (ACMHE), a membership organization, provides a vehicle for the growing community. The ACMHE offers annual summer sessions on contemplative pedagogy, meditation retreats for higher educational professionals, and conferences with contributed papers.

Beth Waldrum earned her BA in Literature from Smith College, where she completed an honor's study of William Blake, and has a teaching certificate from the Waldorf Teacher Training Institute. She taught High School English at the Hartsbrook School and worked as administrative director developing the Barfield School with Arthur Zajonc. She has been coordinating the academic program activities and managing the ACMHE at the Center for Contemplative Mind in Society since 2008.

Integrating Mindfulness into the Training of Marriage and Family Therapists

Eric McCollum, Marriage and Family Therapy, Virginia Tech

Abstract: This session will describe the 10 year experience of one academic program as it has integrated mindfulness practice into its curriculum. The presenter will describe the progression of this process, the practices involved and how they were introduced and his thoughts about structures that need to support mindfulness in higher education.

Eric E. McCollum, Ph.D. is Professor and Program Director of the Marriage and Family Therapy Program at Virginia Tech's Northern Virginia Center in the greater Washington, DC area. He has held academic positions at the MFT doctoral program at Purdue University and in the Master's program at Virginia Tech and worked for 12 years as a staff member at The Menninger Clinic in Topeka, KS. He has published widely, and regularly presents nationally and internationally. He has particular interest in the application of mindfulness practices to mental health treatment and the training of therapists.

Contemplative Political Philosophy

Eduardo Velasquez, Political Science, Washington and Lee University

Abstract: Could contemporary mindful and contemplative practices, under the auspices of the neurosciences, popularized by teachers, gurus, journalists, authors of a popular science of brain and behavior, touting the benefits of mind-body disciplines via social media, together (perhaps unwittingly) generate a secular contemplative and mindful culture? If so, what would such a culture look like in the light of traditional religious beliefs and rigorous science? How contemplative and mindful would such a culture be when citizens are tethered to the internet without which the modern world ceases to be what it is? I suggest that just such a culture is emerging and the explosion of mindfulness and contemplation throughout society, especially in education, are signs. The prospects of just such a culture were anticipated by Alexis de Tocqueville during his travels through the United States in the 1830s -- recollections of which became his famous *Democracy in America*. I tie my reflections to the contemplative political philosophy courses at Washington and Lee, where students have taken well to the introduction of mind-body disciplines as complements to their studies and lives generally. In a recent seminar 'Getting Jobs' (student panel proposed for this conference) we pondered the curious marriage of Western scientific rationalism/technology and Eastern religion/philosophy, and asked whether together they create a new 'Scientific Spiritualism for a Contemplative Culture.'

Eduardo Velasquez has been a teacher of contemplative political philosophy to undergraduates at Washington and Lee University for twenty years. Courses include contemplative reading, writing, that is, they transform regular 'academic' assignments into opportunities for mindfulness. Twice honored by National Endowment for the Humanities and the Andrew Mellon Foundation, author of three books, and several essays, Prof. Velasquez held research and teaching appointments at Oxford University, the University of Edinburgh, and the University of Copenhagen. He meditates, practices Ashtanga and Bikram Yoga, and is a certified group fitness instructor. He teaches 'mindful' spin and (winter 2013) starts a spin/yoga lunchtime session for Washington and Lee's Group Exercise Program. He spring term 'A Course About Nothing' takes a dozen W&L students through four weeks of rigorous mind-body discipline.

The Classroom as a "Think Tank"

Wendy Hamblet, Liberal Studies, North Carolina A&T State University

Abstract: This paper/presentation will outline a student-centered approach for investigating difficult social justice issues in the university classroom. The fourfold investigative model guides student facilitators to invite the class to reflect upon social scientific data in new and innovative ways, with the objective of developing new creative interpretations of that data, informed by introspection and group collaboration. Each session culminates in a call for democratic action plans for addressing the social justice issue.

Wendy C. Hamblet is a Canadian philosopher currently serving as a Professor, teaching Philosophy and Liberal Arts at North Carolina A&T State University. Her research focuses upon the problem of peaceful engagement within and among human communities. Dr. Hamblet has published numerous books and papers on violence. Dr. Hamblet holds the position of Executive Director of the Concerned Philosophers For Peace, the largest body of professionals working on issues of war and peace. Hamblet is also the Director of the International Center for Organizational Excellence, a consulting firm that offers professional development workshops in the international arena in the fields of Organizational Ethics, Corrections Reform, Youth Anti-Violence, and Conflict Transformation. Dr. Hamblet is a founding member of the Executive Board of Transcend-USA, the U.S. base of Johan Galtung's international network of Peace Activist Scholars.

Mindfulness as a Teaching Tool

Mary Schumann, Licensed Clinical Psychologist, Departments of Psychology, Sports Management and Counseling and Development, George Mason University

Abstract: As a part of a program sponsored by the Center for Consciousness and Transformation at George Mason University, mindfulness exercises were incorporated into an undergraduate Sports Psychology course over the period of two semesters (Fall 2011 and Spring 2012). The exercises were varied, but followed the Mindfulness Based Stress Reduction (MBSR) method of Jon Kabat-Zinn. Pre- and post-measures were taken at weeks 3 and 14. Significant differences were detected between levels of mindfulness on the Freiburg Mindfulness Inventory during the spring semester of the course. Qualitative data was also collected via online journals. Students reported positive impacts on their experiences in and outside of the classroom.

Mary Schumann, Ph.D. is an Adjunct Assistant Professor at George Mason University. She teaches in the Psychology department and the School of Recreation, Health & Tourism undergraduate programs, and in the Counseling & Development Master's program. A Clinical Psychologist, she also has a private practice in Vienna, Virginia, where she incorporates mindfulness teaching with cognitive behavioral and interpersonal approaches. Mary has also been involved in research, most recently as a Clinical Interviewer for the Henry Jackson Foundation, working on the Army STARRS project.

Business, Solitude

Chair: Marc Junkunc, Pamplin College of Business, Virginia Tech

Marc Junkunc is a professor of entrepreneurship and strategic management in the Department of Management at Virginia Tech's Pamplin College of Business. He did his undergraduate work at UC Berkeley and his graduate work at UCLA. Prior to returning to academia Marc worked in finance and as an entrepreneur.

Using Mindfulness to Foster Tranquility in High-Pressure Environments

Patton Hyman, Applied Mindfulness, Inc.

Patton Hyman is President and Executive Director of Applied Mindfulness Training, Inc., an educational 501(c)(3) nonprofit organization, a position he has held since 2005; during that time he has designed, promoted, and presented numerous programs introducing mindfulness to professional and nonprofessional audiences, as well as offering three Applied Mindfulness Conferences at Karmê Chöling Shambhala Meditation Center. These trainings were designed for groups as diverse as lawyers, judges, physicians, nurses, therapists, dancers, educators, business and public sector organizational leaders, mediators, musicians, actors, writers, yoga practitioners, parents, couples, qigong practitioners, and improvisational performing artists. He has personally led mindfulness trainings for physicians, nurses, lawyers, judges, musicians, attorneys, mediators, teachers, executives, couples, and hospice workers. He currently serves as mindfulness instructor for the Key Executive Leadership program at the School of Public Affairs at American University, Washington, D.C. He also designed and taught (on two occasions) a new program for Karmê Chöling called Meditation: Tools for Living. Applied Mindfulness Training, under its previous name of Tail of the Tiger, co-sponsored an Applied Mindfulness Conference at West Chester University (Pennsylvania) in 2011, during which Patton led a workshop on presenting applied mindfulness to professional audiences.

Patton has been a practitioner and teacher of meditation for more than 30 years. He served, with his wife, Carol, as co-resident director of Shambhala Training in Atlanta for nine years, and is authorized to direct all levels of Shambhala Training, including the Warrior Assembly.

Patton practiced law for almost 30 years as a member of the firm of Sutherland, Asbill & Brennan, in Atlanta, Georgia, before moving to Vermont at the end of 1998. He has been a member of the Vermont bar since 2001 and practices in the areas of estate planning and business and property transactions. Before moving to Vermont, Patton and Carol spent a year on the road in an RV with their two children, traveling throughout the United States and Canada.

Patton is active in civic affairs, serving as a member of the board of trustees of the St. Johnsbury (Vermont) Athenaeum and as a member of the executive committee of the board of trustees of the Northeast Kingdom Chamber of Commerce, which represents the northeastern corner of Vermont. He is a member of the St. Johnsbury Rotary Club where he serves on the membership committee.

The Shambhala Warrior as a Public Administrator: A New Vision or Latent Conception?

James Harder, Center for Public Administration and Policy, Virginia Tech

Abstract: This paper applies Chogyam Trungpa's vision in "Shambhala: The Sacred Path of the Warrior" as a framework for the modern American public administrator. To do so, it employs Trungpa's philosophies - including the study and practice of meditation and the cultivation of compassion, confidence, genuineness, and dignity - as a path for increasing the effectiveness and public value of administration. This investigation unveils that several streams of the extant public administration literature incorporate harmonious concepts to Trungpa's vision. These scholars, including Charles T. Goodsell, Margaret Stout, Mary Parker Follett, Camilla Stivers and Karl Weick, concentrate on ideas like stewardship, trust, mindfulness and the decentered ego. The paper envisions these authors' works as a unifying link for Trungpa's ideas and public administration theory. The paper concludes with an explication of how Trungpa's warrior might be expanded in future public administration scholarship and advanced by administrators in practice.

James D. Harder is a PhD candidate at the Center for Public Administration and Policy at Virginia Tech. His research interests include public management; administrative ethics; qualitative and interpretive methods; and environmental policy. He is currently completing his dissertation, which investigates the use of social media in public organizations' activities and processes. Previously, he has worked on the legislative staff of Representative Rick Boucher and as a benchmarking project manager for the City of Wilmington, NC. In addition to his professional career, James maintains a yoga, meditation, and mindfulness practice; has traveled in over thirty countries; and enjoys spending time with his wife, Nancy, and son, Cole Thoreau.

How Mindfulness Supports Leadership Development

Michelle Somerday, Founder and Executive Coach, Neo-Strategic, LLC

Abstract: Executive coaching supports leaders in developing new skills and achieving performance goals. In its most simple description, coaching helps individuals bring greater awareness to existing thoughts, feelings, and behaviors as the first step in the movement to create new habits, patterns, and behaviors. Mindfulness entails two aspects — moment-to-moment awareness of the present experience, both inner and outer, and acceptance, meaning lack of judgment or intervention, of the experience.

The first aspect of mindfulness, of cultivating awareness, is already at the heart of a number of well-known adult and leadership development models. These models suggest that increased awareness is a key ability for development — for an individual, for a leader, and for an organization. However, neuroscience research shows that most of us are not naturally aware in the present moment. In the process of coaching, this can create an inherent challenge to leaders who wish to further their development. But

the essential state of mindfulness is something that can be cultivated and sustained, as evidenced by observed changes in the brain and brain activity. Just as regular exercise is the basis for physical fitness, mindfulness practice is the basis for a level of “mind fitness” which is central to leadership development and ability.

The second aspect of mindfulness, acceptance, is often overlooked — “mindfulness” is frequently used simply as a synonym for “awareness.” But acceptance is a powerful facet of mindfulness that is an important part of building vital leadership traits, such as emotional intelligence. However, the idea of “simply being with what is” is not usually seen by leaders as a viable option. Instead, leaders often approach their personal development with the same way they approach their organizations — identifying where improvements are needed, then taking action to correct flaws or inefficiencies. They are also usually rewarded for such behavior, enforcing this mindset. Awareness without acceptance can actually be counter-productive to leadership development, fueling a judgmental, critical narrative.

This session will define what is meant by “mindfulness,” based on Eastern traditions. Results will be referenced from several research studies of the last ten years that show that we are not naturally mindful but that regular mindfulness practice creates observable changes in the brain associated with a shift to greater awareness. The connection between mindfulness and leadership models will be discussed, as will the importance of mindfulness to leadership development.

Michelle Somerday, Ph.D., is an Executive Coach and the Founder of Neo-Strategic, LLC. She is a trained scientist who left academia to become a consultant to the federal government and to for-profit and non-profit organizations. She has a depth of experience in senior leadership positions and has been responsible for addressing many organizational needs including program and personnel management, strategy planning and implementation, business development, technical analysis, and executive coaching and leadership development. She views mindfulness as the central tenet of her coaching work with her clients. She has practiced mindfulness meditation since 1999 and completed a Mindfulness-Based Stress Reduction (MBSR) class based on the Jon Kabat-Zinn model.

Michelle has a Certificate in Leadership Coaching from Georgetown University. The Georgetown program is certified by the International Coach Federation (ICF) as an Accredited Coach Training Program and prepares participants to the ICF Professional Certified Coach level of proficiency. Michelle is a member of the ICF and adheres to the ICF Code of Ethics. She has a Ph.D. in Materials Science and Engineering from the University of Virginia, a M.S. in Materials Science and Engineering from the University of Florida, and a B.S.E. in Mechanical Engineering and Materials Science from Duke University.

Importance of Self-Awareness To Entrepreneurs

Jim Flowers, Executive Director, VT KnowledgeWorks, Virginia Tech

Students, Duckpond

Chairs: Ali Smith, Atman Smith, Andre Gonzalez, Holistic Life Foundation

Being the Change: Mindfulness and Selfless Service

This session is open to students only.

Ali Smith is a native of Baltimore, Maryland and graduate of the University of Maryland, College Park, receiving a BS in Environmental Science and Policy with a specialization in Biodiversity. He Co-founded the Holistic Life Foundation in 2001, where he currently serves as Executive Director. Learning yoga and meditation from his parents, and visiting ashrams as a child, he has over 10 years of experience teaching yoga and mindfulness to diverse populations. Through his work at the Holistic Life Foundation he has helped develop and pilot yoga and mindfulness programs with at-risk youth, at drug treatment centers, colleges, alternative high schools, mental crisis facilities, as well as a yoga instructor training program. For the past four years he has partnered with The John Hopkins Bloomberg School of Health and Penn State University’s Prevention Research Center on a Stress and Relaxation Study in Baltimore City Public Schools, studying the effectiveness of yoga and mindfulness on urban youth. Ali has authored a series of children’s books, and co-authored two yoga and mindfulness based curriculums as well as numerous workshops and trainings. He is a certified yoga instructor and a Commissioner on Baltimore City’s Commission on Sustainability.

Atman Smith is a native of Baltimore, Maryland. He attended Friends School of Baltimore for twelve years, but graduated from Paul Laurence Dunbar Senior High School of Baltimore. He went on to attend and was a letter award winner for the Men’s basketball team at the University of Maryland, College Park. He graduated with a BA in Criminology and Criminal Justice. Atman is a co-founder of the Holistic Life Foundation, where he currently serves as the Director of Programming. He is also co-founder and Co-CEO of For the People Entertainment. His parents were yogis and he has taught contemplative practices for the past ten years to a diverse population, including Baltimore City Public School students, drug treatment centers, wellness centers, and colleges.

Andres Anirt Gonzalez, MBA, is a trained and certified yoga instructor. He is the Co-Founder and Chief Financial Officer for the Holistic Life Foundation, Inc. that is located in Baltimore, MD since December of 2001. He is also co-founder and Co-CEO of For the People Entertainment, LLC. that was created in 2004. Andres has been practicing and teaching yoga for the past ten years to a diverse population, including Baltimore City Public School students, drug treatment centers, wellness centers, colleges, and other various venues. For the past two years he has partnered with John Hopkins Bloomberg School of Health and the Penn State's Prevention Research Center on a Stress and Relaxation Study and is the co-author of a high school physical education curriculum based on yoga principles. In addition to the yoga and mindfulness teachings and research, he also takes part in multiple environmental initiatives throughout Baltimore City and the surrounding area.

Contact: www.hlfinc.org

Arts, Cascades A

Papers

Contemplative Art-Making and the Development of Consciousness

Carole McNamee, Willowbank Wellness Center

Abstract: This paper explores the relationship between mandala expressions and models of adult development and the development of consciousness. Using a meditative, intuitive process for the creation of a mandala (a drawing made with an awareness of a circular form) provides the creator with an opportunity to meet her/himself unmasked. Joan Kellogg, M.A., ATR, developed a profound understanding of the relationship between mandala patterns and adult developmental cycles that include stages of birth/creation, life, and letting go/death. This understanding led to a spiral theory of adult development that includes archetypal stages as reflected in mandala patterns. These archetypal stages can be seen as stepping stones toward reaching new awarenesses or consciousness. The mandala, in whatever form, gets us in touch with the essence of our universal developmental processes. Kellogg and others propose that creating mandalas as a form of meditation, centering and expressing the self can promote self-integration and growth.

Following a first career as a professor of Computer Science, **Carole McNamee** received a Ph.D. in Virginia Tech's Marriage and Family Therapy Program where she specialized in the therapeutic use of the creative arts. She continues her interest in academic life as an Affiliate Research Professor in the School of Education at Virginia Tech. In addition, she is the founding director of Willowbank Wellness Center in Blacksburg, Virginia where she has a private practice and facilitates workshops using the expressive arts for healing and personal growth. Her training in Eastern healing practices (Hatha yoga and qigong), art, and dance has led to a deep interest in the healing influences of the expressive arts and the connection between mind, body, and spirit. She facilitates workshops and trainings regionally and nationally with a focus on contemplative, intuitive mandala-making and mandala patterns as reflections of the development of human consciousness.

Middle Passage: Reclaiming What is Lost and From the Waters:

Laptop Orchestra Works for Contemplative Ensemble Practice

Ann Hege, Music, Princeton University

Abstract: From the Waters was originally written as a concert piece for the Princeton Laptop Orchestra with the intention of being able to exist also as an art installation piece or workshop facilitated practice. The piece was inspired by Maya Deren's description of the Haitian Voudoun rite of reclamation from her book *Divine Horsemen* (1953). In this ceremony, a year and a day after a person has passed on, the family or community can reclaim the spirit by calling it back from the waters of the abyss. People are called back who are respected as important assets to the community in the experience, wisdom, and power that they embodied while living. Such spirits are recognized as too valuable to lose. Using this as my starting point, I created *From the Waters* as a modern reclamation rite, exploring if technology can be convincingly woven into a community spiritual practice.

From the Waters uses three to eight laptops, depending on the number of participants. Each laptop has its own speaker output and a GameTrak tether controller. Each tether controller has two tether strings that provide x,y, and z axis information to the computer. This information controls what sounds are triggered or synthesized. The piece/installation has two parts. The first part serves as preparation, where each player executes a series of movements holding the tethers. The movement controls sounds that play a kind of melody. These movements are meant to focus the player and center their awareness on their body as both a moving and sonic agent. As the preparation continues and the movements are performed in unison with others, the players expand their awareness from their body to their relationship with others. The preparation moves smoothly into the ritual practice by attaching

the tethers to a central rope, closing the first sound patches, and opening the second part patches. As the ensemble lifts the rope, they listen for the sound, movement, and emotional presence of all the players. The rope facilitates an ensemble improvisation in movement and sound.

I have presented From the Waters both as a concert piece and as part of a workshop on loss. As an installation at the Contemplative Practices for a Technological Society Conference, I would like to have two stations: a preparation station and the rope. Both would be available for playing and exploring during the conference. There would be short concise directions on the intention of the work and an invitation to explore the sound world of the rope and the tethers. From the Waters has evolved from my deep listening practice with Pauline Oliveros and has also been a response to the loss of my brother in 2009. I have strived to create a work that uses technology to facilitate and support a listening and awareness that includes the vulnerable space of individual and collective emotion, memory, spirit, and imagination.

Born in Oakland, CA, **Anne Hege** began her musical studies singing with the Piedmont Children's Choir and the Oakland Youth Chorus. Hege received a BA in music with honors from Wesleyan University, CT and MA in music composition from Mills College, CA. She is currently researching a body-centered theory of analysis for musical multimedia works for her dissertation in music composition at Princeton University. Hege's work has been recognized with awards such as The Elizabeth Mills Crothers Prize, The Gwen Livingston Pekora Prize in Music Composition, and a Mark Nelson Fellowship. She has composed for film, installation art, dance, and concert settings. She performs original works in her performance duo New Prosthetics, as well as in the laptop ensemble Sideband. Since 2008, Hege has composed musical scores for choreographer Carrie Ahern. Hege's participation in Ahern's creative process enables her to write music that grows with the movement material, supporting the creation of an integral work. The New York Times praised her score for Ahern's SenSate as 'convincing' and 'strangely environmental.' Influenced by her deep listening practice, her latest compositions lie somewhere between ritual, music, and theater with some homemade instruments thrown in for good measure.

Links: Video of the Princeton Laptop Orchestra performing From the Waters as a concert piece:
http://plork.cs.princeton.edu/listen/PLOrk2012/01_PLOrk2012_AnneHege.mp4

Audio of From the Waters: http://www.annehege.com/Anne_Waters_Oct5.m4a

Photo of the ensemble performing at the rope: http://www.annehege.com/Overhead_FromtheWaters.tif

Panelists

Ben Knapp, Director, ICAT, Virginia Tech

Ivica Ico Bukvic, Department of Music, Virginia Tech

Carole McNamee, Willowbank Creative Center

Robert Smith, L.Ac., M.Ac.

See bios of Ben Knapp and Ivica Ico Bukvic above (Installations)

Community Practitioners, Cascades

Chair: Chris Pohowsky, Certified Rolfer

Bridget Simmerman, LCSW, Center for Creative Change

Anna Pittman, The Breathingspace

Greg Johnston, L.Ac., M.O.M., Dancing Crane Center of Chinese Medicine

Matthew Komelski, Department of Human Development, Virginia Tech

Chris Pohowsky has been a Certified Rolfer® since 2005. He has a full time practice in Blacksburg helping clients with a wide variety of musculoskeletal issues, working with postural habits, range of motion challenges, repetitive stress syndrome, long term pain patterns, and recovery from injury and surgery. Roling cultivates a deeper understanding of our anatomy; how our body parts relate to each other and how we relate and respond to the environments we occupy. Chris has been teaching at the Blue Ridge School of Massage and Yoga since 2006, and is a member of the Advanced-Trainings.com faculty, offering Advanced Myofascial Techniques workshops around the country. He also presents Yoga Anatomy classes at the In Balance Yoga studio in Blacksburg.

Anna Pittman has dedicated her adult life to understanding both the function and mystery of the body/mind complex. She began her career as a modern dancer. From 1984 – 1990 she studied the Limon style of modern dance from a practicing Zen teacher who used improvisational work as a means to access the un-integrated emotions harbored in the body and

sub-conscious. At the same time, Anna studied Hatha and Raja Yoga with Carla Sgroi of the European Yoga Alliance for 5 years in Milan, Italy. These very personal and revealing practices formed the fundamental understanding that the body, living in the past, and the mind, often existing in the future, rarely meet in the present. Anna continued her inquiry into her own life through extensive self-study while acquiring certification as a 500 hour Advanced teacher of Hatha Yoga, Meditation, Phoenix Rising Yoga Therapy, Shiatsu bodywork, Massage and Transpersonal Barratt Breathwork. She is now available as a Life Transformation Consultant to groups and one-on-one where she combines these various modalities into an experience of discovery, integration and resolution. She also conducts a fifteen month teacher training and self-awareness program for people interested in teaching hatha yoga or in integrating personal practice more deeply into their lives through the yogic system. Anna is currently finishing up a Masters Program while on a Doctoral track for Transpersonal Psychology at Sofia University in Palo Alto, California.

Greg Johnston, M.O.M., is a licensed acupuncturist and is founder of Dancing Crane Center of Chinese Medicine. There he specializes in pain, orthopedics, internal, and longevity medicine. Patients are treated holistically using acupuncture, herbal formulas, manipulative techniques, nutrition and mindfulness based practices. He also teaches weekly Qi Gong classes and offers classes in nutrition and other health practices.

A member of Global Alternative Healthcare Project, Greg routinely travels to Arizona to work with the Dine/Navajo providing health services to those with little to no access to services. He has also worked in Nepal and Tanzania.

Becky Crigger, M.Ed., E-RYT 500 has been teaching yoga for 10 years and working as a yoga therapist for 2 years, specializing in yoga therapy for Autism Spectrum Disorders and yoga therapy for anxiety. Becky owns In Balance Yoga Studio in downtown Blacksburg and teaches a variety of classes, including hot yoga, vinyasa, restorative and prenatal yoga. She also offers a Yoga Alliance certified yoga teacher training course throughout the year. Becky's dedication to contemplative studies and comparative religion has led to a calling to the priesthood in the Episcopal Church, and she hopes to attend seminary at The School of Theology in Sewanee, Tennessee beginning in the fall of 2013.

Paper

Inner Goals, Inner Design, Inner Budget, Determining Your Unique Path of Inner Development

Lynn Jericho, Imagine Self

Abstract: The old forms of contemplative life based on finding a teacher, who intimately guides you through a strict practice appeal to an ancient longing in the soul. In our modern times of anxiety, sensory overload, information glut, and acute individuality, our inner life can no longer be entrusted to another, nor is a strict single discipline practice adequate for regulating and enriching a sense of self as a spiritually and morally developing human being. The evolving soul has become a self-directing, self-organizing, and self-limiting needing a personal imagination of being human and becoming I. This paper presents creative possibilities for setting inner goals and articulating the desired results. With the goals made conscious, the various methods available for shaping an inner design for fulfilling them, can be explored, chosen, and elegantly utilized. It then becomes necessary to consider inner budgeting and determining the capacity of inner and practical resources such as time, attention, and risk. Without calm consideration to the questions of goals, design, and budget sensitively applied to contemplative life, inner uncertainty and doubt will lead to neglect of practice or the excesses of contemplative idealism.

Lynn Jericho is the creative designer and founder of IMAGINE SELF – THE SCHOOL FOR FINDING, KNOWING AND BECOMING YOURSELF. <http://imagineself.com>. Her creative approach to inner awareness and personal path links esoteric Christianity, neuroscience, psychology, and Eastern contemplative practices for meeting the emergent complexity of needs living in the modern soul. The Imagine Self curricula consists of over 30 courses electronically delivered. Her blog has over 7000 international subscribers. 2013 will be the 10th year of her Inner Christmas messages offering inspiring guidance for birthing a new self during the Twelve Holy Nights, the most contemplative time of the inner year. She is the author of Six Ways to Celebrate Christmas and Celebrate You offering deep insights into the cosmic, social, and personal realities of the holidays.

2:45–3:15

Break

3:15–3:45

Practice

Contemplation in the Christian Tradition, Assembly Hall

Bobbi Patterson, Department of Religion, Emory University

See bio below (Religion)

Walking Meditation, Solitude

Bridget Simmerman, LCSW, Center for Creative Change

See bio above (Community Practitioners)

Guided Meditation, Cascades A

Becky Crigger, In Balance Yoga

See bio above (Community Practitioners)

Guided Meditation, Duckpond

Students Only Session

Joe Klein, Director, Inward Bound Mindfulness Education

See bio below (K-12)

3:45 – 5:00

BREAKOUT SESSIONS

Health, *Assembly Hall*

Chair: Angela J. Huebner, Marriage and Family Therapy, Virginia Tech

Dr. **Angela Huebner** is currently an Associate Professor in the Department of Human Development at Virginia Tech, housed at the Northern Virginia Center in Falls Church, VA. Dr. Huebner has conducted family therapy with military families at the Fort Belvoir Chaplain Family Life Ministry and Training Center as well as at Virginia Tech's Center for Family Services. She teaches graduate level courses in Internal Family Systems, Research Methods and Advanced Research Methods as part of the Marriage and Family Therapy Program. Her recent qualitative work has focused on stressors facing adolescents in military families. She has also conducted numerous evaluation studies on the impact of military support services (e.g. Operation Military Kids; Military Family Life Consultant Program; Military One Source). Her scholarly work has appeared in *Journal of Adolescent Health*, *Family Relations*, *Youth & Society*, *Journal of Youth and Adolescence*, *Journal of Child & Adolescent Substance Use*, *Addictive Behaviors*, *Journal of Child & Family Studies*, and *Child & Adolescent Social Work Journal*.

Dr. Huebner completed her undergraduate degree in Psychology at the University of Nebraska at Lincoln and her Masters and Doctoral degrees in Family Studies at the University of Arizona in Tucson.

A Comparison of Centering Versus Opening Meditation Processes in Healthcare

Ellen Birx, Nursing, Radford University

Abstract: This presentation will be based on the results of a comparative concept analysis of centering versus opening meditation processes in healthcare conducted by the author during spring 2012 which has been accepted for publication in an upcoming issue of the *Journal of Advanced Nursing*. The healthcare literature from 2006 to 2011 was searched using Alt Health Watch, CINAHL, PsychNET, and PubMed databases to identify literature relevant to the use of these two meditation processes in healthcare. The literature reviewed included books and articles in the fields of neuroscience, nursing, medicine, and psychology.

Meditation is a commonly used complementary and alternative therapy throughout the United States and there is a rapidly growing body of evidence supporting its effectiveness in reducing stress, anxiety, depression, and pain. Yet one of the conclusions of an extensive Agency for Healthcare Quality sponsored review of research regarding meditation in healthcare (Ospina et al., 2007) was that there is a lack of theoretical clarity regarding various types of meditation that is needed to guide research in this area. Clarifying the distinction between centering and opening meditation processes contributes to the development of multidimensional models of meditation in healthcare necessary to guide research and evidence-based practice.

Centering is a meditation practice included in nurse theorist Jean Watson's Caring Science. Centering is widely used by practitioners of Therapeutic Touch, Healing Touch, and other massage and energy healing practices. Centering and opening meditation processes are included in Jon Kabat-Zinn's Mindfulness-Based Stress Reduction program. Various mindfulness skills and meditation practices are incorporated into new models of psychotherapy including Acceptance and Commitment Therapy, Dialectical Behavior Therapy, and Mindfulness-Based Cognitive Therapy. Recent neuroscience research has distinguished different areas of the brain activated in focused versus open meditation processes.

From recurring themes in the meditation related literature from diverse fields of research and practice, definitions for centering and opening meditation processes were developed and antecedents and consequences of these two meditation processes were identified. Similarities and differences between the two meditation processes were delineated. Centering and opening meditation processes are similar in that they both include present moment awareness, a gentle approach, and a calming effect. However, they are different in that centering focuses on the inner experience of the individual, whereas opening involves spacious, nondual awareness. These differences are significant with respect to alternative ways of understanding and experiencing self in the context of new models of psychotherapy and unitary-transformative healthcare models. Brief guided meditations contrasting these two different meditation processes will be included in the presentation.

The distinctions between these two meditation processes highlight the importance of not taking a generic approach to the teaching and application of meditation in healthcare. Different meditation processes may be more or less useful in various clinical situations. Differences in the wording of meditation instruction are significant in promoting a wide range of desired outcomes such as stress management, psychological development, spiritual development, and the promotion of unitary-transformative healthcare.

Ellen Birx has had a regular meditation practice since 1969 and in 1998 received Dharma transmission becoming an authorized Zen teacher in the White Plum lineage. Along with her husband, Charles Birx, she is co-founder of New River Zen Community, a group that has been meditating together in Blacksburg and Radford for the past 20 years. She is a member of the American Zen Teachers Association, author of *Healing Zen: Awakening to a Life of Wholeness and Compassion While Caring for Yourself and Others* (Viking Compass, 2002), and co-author along her husband of *Waking Up Together: Intimate Partnership on the Spiritual Path* (Wisdom, 2005). She is also author of an upcoming book, *Selfless Love: Beyond the Boundaries of Self and Other* (Wisdom, 2014).

For the past 28 years, she has been a Professor of Nursing at Radford University School of Nursing. She received her PhD in Psychiatric Mental Health Nursing from the University of Texas at Austin. Her research, publications, and presentations are in the areas of stress management, team-building, caring, holistic health promotion, humanistic health care environments, and contemplative healing practices. She has given numerous meditation presentations, workshops, and retreats throughout the United States and in England.

Mastering Stress and Burnout for Healthcare Professionals and Other Workers: Exploring Methods of Essential Mind-Fitness Techniques—Developing Resilience at Work

Kenneth Sapire, Physician Anesthesiologist MD, Anderson Cancer Center, Maryland

Abstract: Background — The educational goals of this presentation is to provide several practical and simple tools that are known to reduce burnout and stress among health care practitioners and other lay workers. I have been using this teaching method at the University of Texas MD Anderson Cancer Center for over a year teaching the methods to both nursing staff, doctors and medical students at local medical schools.

Mind fitness is related to meditation, breathing, focused attention and aspects of narrative medicine in our practice, that are useful to resolve stress, anger and frustration in the work place. These methods illustrates how to become more resilient at work. It involves introducing participants to a robust discovery method of personal contemplative practices and understandings for integrating a variety of mind fitness practices into participants' lives and work. Benefits for attendees include: greater calm, clarity, mindful presence, empathy, compassion, improved resilience, enhanced confidence, personal mastery, and self-assessment skills, intuitive intelligence, and insight.

Motivation — Stress and Burnout are more than buzzwords or journal topics. Our lives caring for patients and being compassionate in the work place can be complicated by multiple factors. The healthcare industry, business and scurry of medicine have taken over our ability to directly connect with our patients and with one another. The presentation will discuss an introduction into the value of contemplative techniques for personal and professional development and the enhanced delivery of safe patient care in the midst of the stress and burnout we routinely face.

The presentation will approach the art of wisdom and resilience at work. I will discuss the relationships of these practical teachings to the development of compassion for self and others using simple techniques, and the scientific value there in. Attention will be focused on exercises used for exploring the nature of particularly personal stories and objects in the lives of the participants and how we have used these unique personal experiences and personal narratives to enhance self-care and compassion for self, colleagues, and patients. The presentation will underscore core professional values and help participants return to an understand-

ing of their core reasons for being at work and help reestablish their own personal meaning of medicine or whatever aspects of life their work entails.

'If you do not change direction, you may end up where you are headed.' Lao Tzu

Methods — Attendees will be exposed to the practical methods used to improve our own health, well-being, performance, and interpersonal relationships. By discussing a simple parable we will reflect on the meaning of work and consider aspects of the work we do in direct relationship to our own personal stories. Simple journaling will also be explored.

Summary — My current teaching practice has combined with my own personal contemplative life and has enabled this teaching to be much more authentic in distributing the necessary wisdoms for developing and improving personal contemplative balance.

Kenneth Sapire is a physician anesthesiologist, husband and father. These last 8 years I have become interested in mindfulness techniques and contemplative practice. My work at MD Anderson Cancer Center, a tertiary academic environment has become increasingly technical, scientific and clinical. I practice clinical anesthesia on patients suffering with cancer.

I have become increasingly aware that the work we do in taking care of patients needs to be more compassionately patient focused and have over the years searched for ways to improve the communications and teachings with regard to compassionate care. I teach different courses to doctors, medical students and nurses over the last several years using simple teachings based on the philosophies of Rachel Remen MD and various teachers I have met including Michael Carroll. The process has made me a more connected doctor, teacher and whole person in my life and in the sphere of my influence. By engaging teaching and work practices of a variety of contemplative techniques I have been rewarded by seeing that it is possible to teach people to hold their hearts tenderly and thereby share the compassion and meaning in their lives more directly with others.

Effects of Tai Chi Chuan on the Anxiety and Sleep Quality of Young Adults

Karen Caldwell, Department of Human Development and Psychological Counseling, Appalachian State University

Abstract: Tai chi chuan is a traditional Chinese martial art with a strong contemplative component with multiple other components that have potentially independent and synergistic therapeutic value. One of these components is a "mind" component involving training in focused attention on both body and external environment. The movements are characterized by complete weight shifts, deep relaxation, and mind-body integration through mental and/or visual concentration. The beneficial effects of tai chi chuan have been recognized for centuries in China, but the underlying psychobiological mechanisms of these effects are currently unknown. The practice is generally considered safe, even for frail elderly practitioners. A recent meta-analysis found tai chi to have moderate effect sizes on symptoms of anxiety (Hedges' $g = 0.66$; 95% confidence interval, 0.29 to 1.03), although overall study quality of the currently published literature is modest for several reasons (Wang et al., 2010). Before tai chi chuan can be widely recommended as an effective therapy for young adults suffering from anxiety, more research is needed.

Young adults, such as college students, experience stress from normal developmental demands such as academic pressure, career decisions, changing roles in the family, and developing intimate relationships with sexual partners. They can also suffer from traumatic or severe life events that can overwhelm them and leave them vulnerable to developing depression and anxiety. Contemplative practices such as tai chi chuan can be used as a positive coping mechanism that reduces the negative psychological and physiological effects of stress.

Students in tai chi chuan classes taught at Appalachian State University have reported increases in mindfulness as measured by the Five Facet Mindfulness Questionnaire (Caldwell et al., 2010, 2011). These increases in mindfulness were associated with improved sleep (as measured by the PSQI), self-regulatory self-efficacy, mood, and perception of stress. A more recent study focused on the hypothesis that tai chi chuan students would report increases in mindfulness greater than that reported by a control group (Caldwell et al., 2011). We found that tai chi chuan students reported increases in mindfulness across the semester while the levels of mindfulness reported by the control group remained stable. In addition, Pittsburgh Sleep Quality Index scores showed improvement for the tai chi chuan participants by end of semester. The control group did not have statistically significant differences across the semester. The Perceived Stress Scale scores of the tai chi group did not change significantly over time, however the scores of the control group worsened as the semester proceeded.

Our current pilot study has a longitudinal design and involves an exploration of two processes through which tai chi chuan may ameliorate the effects of stress and reduce symptoms of anxiety: (1) cognitively by improving psychological functioning, and (2) physiologically by reducing chronic physiological arousal through reductions in the activity of the hypothalamic-pituitary-adrenal axis (HPA) and sympathetic nervous system (SNS). Our biomarkers are salivary cortisol, salivary alpha-amylase, and cardiac autonomic modulation. We are also measuring sleep quality by both self-report and by use of an ambulatory sleep monitor.

Karen Caldwell, Ph.D., is a professor in the Department of Human Development and Psychological Counseling at Appalachian State University. Her 20+ year practice of the contemplative practices in tai chi chuan motivated her to conduct research on the development of qualities of mindfulness in young adults and document the health benefits of tai chi chuan practice in this popu-

lation. She is a licensed marriage and family therapist and teaches a graduate course titled "BodyMind," a seminar on cross-cultural understandings of the interconnection between mind and body.

Shawn Bergman, Ph.D., is an assistant professor in the Department of Psychology at Appalachian State University. His area of specialization is Industrial Organizational Psychology as well as research design and statistical analysis.

Scott Collier, Ph.D., is an associate professor in the Department of Health, Leisure & Exercise Science at Appalachian State University. His area of specialization is vascular biology and autonomic studies. He has multiple publications related to the effects of exercise training on cardiac autonomic modulation.

N. Travis Triplett, Ph.D., is a professor in the Department of Health, Leisure & Exercise Science at Appalachian State University. Her expertise is in the area of exercise physiology, specifically exercise endocrinology, and she has published widely on the hormonal responses to various types of exercise in all populations. She teaches advanced (graduate-level) exercise physiology with an emphasis in neuromuscular and endocrine physiology.

Rebecca Quin, M.A., is an Instructor in the Department of Theatre & Dance at Appalachian State University. She has expertise in research on the development of mindfulness through movement-based exercises, and she has trained extensively in order to teach Pilates, Gyrokinesis®, and Gyrotonic®

Yoga for Children With Autism Spectrum Disorders

Sarah Smidl, Occupational Therapy, Radford University

Abstract: Autism Spectrum Disorders (ASDs) are lifelong disabilities that are characterized by social and emotional difficulties, anxiety, motor clumsiness, and sensory processing deficits. Considering their pervasive nature, new therapies and interventions need to be considered that can help those with ASDs learn the skills and strategies required to be successful in these areas. The breathing, relaxation, and movement that are inherent to a Yoga practice offer the potential to build these skills while developing an enduring practice. This poster will discuss the preliminary findings of a qualitative research study that provided a 6-week Yoga group for 7 children with High Functioning Autism and Asperger's Disorder.

Sarah Smidl, Ph.D., OTR/L, RYT is a registered Yoga teacher and assistant professor of occupational therapy at Radford University who has collaborated with children and young adults who have Autism and other disabilities for 15 years.

Engineering, Solitude

Chair: Roop Mahajan, Hester Chair of Engineering, ICTAS, Virginia Tech

Engineering 2029 and Mindfulness: Contemplating the Engineering Curriculum

Roop Mahajan, Hester Chair of Engineering, ICTAS, Virginia Tech

Abstract: The recent advances of civilization through scientific and technological progress have been nothing less than awe-inspiring. Looking back at the beginning of the 20th century, the country was not widely electrified; radio and telephones were brand-new inventions, TVs, computers, and the Internet did not exist; and the average life span of an American was only 46 years. Much of society's transformation since then has been made possible through the technological breakthroughs powered by science and engineering. One could argue that in the last century mankind has seen more change than at any point in history. However, contrary to the utopian dream that technology would bring us more leisure, the breathtaking tempo of technological development has meant that our lives are busier than ever. Along with the current adoption of Schumpeter models for product lifetime has come higher stress. Consequently, there is little time left for creativity or contemplation. However, as we look over the horizon to 2030, we will need innovative and holistic technological solutions to meet sustainably the basic needs of almost 9 billion people for energy, drinking water, housing and healthcare. In a globally connected and flat world where the parameters and the answers are likely to be uncertain, this would require our institutions of higher learning to move beyond conventional silo-based contents to holistic education that integrates interdisciplinary inquiry, reflection and the practice of mindfulness. Curricula founded on these principles will likely enable creativity and innovation needed to solve the major problems facing humanity over the next decades.

For engineering, it would mean developing a curriculum that will produce a new cadre of engineers who are well-trained in their rigorous core disciplines and yet are able to initiate and engage in effective dialogue with non-technical audiences regarding socio-humanistic critiques of engineering processes and products, and who are able to adopt multiple perspectives and become their own socio-humanistic interlocutors. Such a curriculum would also train engineers in the pedagogy and practice of mindfulness that enables them to reflect on the causes and consequences of the pace of change, bringing not only a measure of reprieve,

but also enabling creativity. This talk will present a curriculum for mechanical engineers graduating in 2029, mostly conceived in my own deeper moments of reflection, that can serve as a model for a holistic curriculum for engineering disciplines. It is my hope that the principles embedded will have appeal beyond engineering.

Roop Mahajan serves as Director of the Institute for Critical Technology and Applied Science (ICTAS) at Virginia Tech where he also holds a joint appointment as tenured professor in the departments of Mechanical Engineering and Engineering Science Mechanics. His research interests include Bio-MEMS as sensors and actuators, Micro-fluidics, Thermal sciences, Artificial neural networks, Nanotechnology, Humanistic and Sustainable Engineering. He has published over 180 archival publications in these fields and has received national and international recognition for his research. He is the recipient of many awards and honors including Bell Labs Fellow, ASME Heat Transfer Memorial Award, ASME Charles Richards Memorial Award and ASME Ralph Coats Gold Medal. He received the Ph.D. degree in mechanical engineering from Cornell University, Ithaca, NY in 1977 and B.S. and M.S. degrees in mechanical engineering from Punjab University, India.

Integrating Contemplative Practice into Engineering Education

George Catalano, Bioengineering, State University of New York at Binghamton

Abstract: According to the National Academy of Engineering, the list for the Grand Challenges for Engineering are: (1) Make solar energy economical; (2) Provide energy from fusion; (3) Develop carbon sequestration methods; (4) Manage the nitrogen cycle; (5) Provide access to clean water; (6) Restore and improve urban infrastructure; (7) Advance health informatics; (8) Engineer better medicines; (9) Reverse-engineer the brain; (10) Prevent nuclear terror; (11) Secure cyberspace; (12) Enhance virtual reality; (13) Advance personalized learning; and (14) Engineer the tools of scientific discovery. Surely, it may be difficult to find many who would find any reason to disagree with the identification of any of these topics for both the present and future engineers. Rather than object to what is included, I would like to raise the issue of what has been neglected in this list and far too often in engineering—listening to the quiet voices that speak from within each of us from our heart. I am suggesting the act of listening as one additional entry for this most important list.

In my view, one set of skills that our profession does not encourage very well is stopping and listening—stopping and listening to each other, stopping and listening to life around us, or stopping and listening even to ourselves. This is a skill that, given the pace of our modern society, technological advances and our cultural conditioning, must be cultivated for it likely will simply either never develop or quickly wither away. The question at hand then becomes how does one cultivate the ability to stop and to listen? The present work offers one such path though clearly there are countless others

G.D. Catalano is a Professor of Bioengineering at Binghamton University. Prior to his present affiliation, Dr. Catalano was a faculty member at the United States Military Academy, Louisiana State University, Wright State and the Air Force Institute of technology. He has been a Fulbright Scholar in both Germany and Italy. Dr. Catalano has published many books in engineering education reform as well as our connections to the natural world.

Contemplative Practices: Changing the University of Michigan Experience

Diann Brei, Mechanical Engineering, University of Michigan

Diann Brei is a Professor of Mechanical Engineering at the University of Michigan, and is an ASME Fellow and AIAA Associate Fellow. She has employed contemplative methods in the three positions she currently holds in the University: 1) ME Associate Chair of Undergraduate Education 2) Program Chair of the Design Science Program and 3) co-director of the General Motors/ UM Smart Materials and Structures Collaborative Research Laboratory (CRL). As program chair of the Design Science Doctoral program, Diann has leveraged several top ten departments across the University of Michigan (architecture, art and design, psychology, business, engineering) in a unique doctoral program focused on the systematic pursuit of design knowledge across all fields. Contemplative practices are taught to extend creativity in these graduate courses. In her collaborative lab, Diann's research group practices contemplative methods in conjunction with formal engineering methods to invent new technologies based upon smart materials that are re-inventing the automobile for General Motors. In her role as ME undergraduate chair, Diann has found contemplative methods to have a profound impact on students struggling in their undergraduate program – several times leading to life changing events.

Mindful Multitasking

David Levy, Information School, University of Washington

David Levy is Professor at the Information School, University of Washington in Seattle. He earned his Ph.D. in computer science at

Stanford University and a diploma in Calligraphy and Bookbinding from the Roehampton Institute in London. For over 15 years he was a researcher at the Xerox Palo Alto Research Center, exploring the transition from paper and print to digital media. At the University of Washington since 2000, he focuses on bringing mindfulness training and other contemplative practices to address problems of information overload and acceleration.

The Student Experience, Duckpond

Chair: Jordan Hill, ASPECT, Virginia Tech

The Student Experience of Contemplative Education in Western Universities

Jordan Hill, ASPECT, Virginia Tech

Abstract: Contemplative Education is a pedagogy that blends Eastern and Western methods of teaching that has been developed and taught for over three decades at Naropa University. Founded by Tibetan Buddhist lineage holder Chogyam Trunpa in the 1970s, Naropa University is the United States only Buddhist-inspired university which has enabled it to pursue a very unique and increasingly popular method of teaching, learning, and being for an American institution of higher education. In this presentation I will detail the fundamental aspects of the Contemplative Educational tradition and my training in this practice during my time at Naropa. I will then outline how this pedagogy has influenced the courses I have taught in my four years at Virginia Tech, paying special attention to the unique ways in which VT's "Tech" specialization and its geographic location have mandated a continual adaptation of the Contemplative model I was taught at Naropa. I will conclude with some student observations and insights into their experience of this pedagogy, particularly in comparison to their "normal" classes at Virginia Tech.

Jordan Hill graduated with a Master's degree in historical Peace Studies and Conflict Resolution from Naropa University in 2009 and was selected as the Graduate Speaker for that year's Commencement. He is now a Ph.D. Candidate in the ASPECT Program (Alliance for Social, Political, Ethical and Cultural Thought) at Virginia Tech and teaches in the Religious Studies and History Departments. His time at Naropa University profoundly influenced his pedagogy and he has actively worked to bring the Contemplative Education model he learned at Naropa to the VT campus.

Social Media and Contemplative Political Philosophy

Chris Alexander, Rachel Alexander, Todd Smith-Schoenwalder, Zach Cylinder, Washington and Lee University

Abstract: Four students (their stories below) completed a political philosophy seminar, "Getting Jobs" at Washington and Lee University, fall 2012. If accepted, we plan to share our story of the curious marriage of technological savvy in a contemplative classroom context. Steve Jobs ditched his program at Reed College and hung around taking calligraphy courses. The Apple aesthetic was borne in those hours of leisure, and the gadgets he conceived reflect Jobs' encounter with the East: a trip to India as a young man and then his life-long meditation practice. Knowing the more sordid details of Jobs' life gives pause to whatever virtues we may attribute to his contemplative mind. Likewise, the clouds that he puts in place and myriad devices that enrapture us may seem more unsettling than contemplative. Yet, this curious marriage of Western scientific rationalism, entrepreneurial spirit, and Eastern spaciousness is mirrored in our own contemplative practices and neurosciences of mindfulness. In the seminar we compared Walter Isaacson's biography of Steve Jobs to Friedrich Nietzsche's *Thus Spoke Zarathustra*. Those of us in "Getting Jobs" knew implicitly that any insight we might have about these unconventional paths would demand that we pause and practice the contemplative arts. So we did, throughout, by weekly visits to the Bodhi Path Buddhist Center.

Greeted by the generosity of Lama Tsony, former abbot of the Dhagpo Kundreul Ling Monastery in France and currently resident teacher at the Bodhi Path Buddhist Center in Natural Bridge, Virginia, we practiced how to be conversant. In the art of conversation, listening is essential, and this we did by the discipline of silence. The Heart Sutra and Guanaratana Bhante's *Mindfulness in Plain English* served as textual guides for our discernment; we had the Bodhi Path context and a meditation master to ease the way. By mutual consent, the principal writing assignment became a series of blog posts (two five-hundred word entries each week).

Contemplative Practices at University of Virginia

Lynne Crotts, University of Virginia

After working for 30 years in education, 12 of those as an elementary administrator, Lynne Crotts decided to go back to graduate school in Administration and Supervision in the Curry School at the University of Virginia. She plans to open an elementary school with a mindfulness foundation upon completion of her doctorate.

Contemplative Practices at Virginia Tech

Marcus Tedesco, Michael Morgan, Gayathri Cheran, Adrian Santiago, Laura Copan, Virginia Tech

K-12 Education, Cascades A

Chair: Alan Forrest, Department of Counselor Education, Radford University

Alan Forrest, Ed.D. is Chair and Professor in the Department of Counselor Education at Radford University. He is also a Licensed Professional Counselor and a Licensed Marriage and Family Therapist, who has extensive clinical experience in individual, couples, family and group counseling. In addition to his personal mindfulness practice, Alan has co-lead mindfulness retreats for graduate students, medical students, and other helping professionals. He is actively involved in infusing mindfulness into both his counseling practice and into the college classroom. He is interested in mindfulness pedagogy and facilitates weekly mindfulness practice groups at Radford University for faculty and staff.

Papers

Self-Actualization in the Professoriate: Using Contemplation to Reclaim Identity

Amy Maupin, Department of Education, Transylvania University

Abstract: Drawing upon her own self-actualization as a professor, the author argues that the cultivation of one's inner self while teaching or learning is as much a part of an education as is the making of a transcript. In a world that is fragmented and broken, discovering and sustaining one's authenticity should be a part of academic studies. Contemplative education is a theory that embraces and engages the holistic scholar from the inside out. The integration of contemplative pedagogy into traditional curriculum can reconnect the learner (and the teacher) to herself, while also linking the disciplines to meaningful life experiences. In this essay, the author calls for a deeper, more personal approach to holistic learning (and living) by infusing contemplative practices in classrooms and elsewhere. Making herself vulnerable in the process, she reveals a part of her own journey to illustrate both the rationale for contemplative education, specifically her own motives for seeking it out, and also the benefits for doing so. Some attention will be given to actual pedagogy the author has implemented, but the narrative will reflect a broader stance on why professors and teachers may be among the most famished and wanting of this kind of sustenance.

Dr. **Amy Maupin** is an Associate Professor of Education at Transylvania University, a private liberal arts college in Lexington, Kentucky. A former middle and high school English teacher, she teaches courses in constructivist pedagogy, young adult literature, adolescent literacy, middle level learning and contemplative education.

Searching for Mindfulness Among Outstanding First Year Principals

Walter Mallory, Educational Leadership, Virginia Tech

Abstract: Searching for Mindfulness among Outstanding First Year Principals

Over the last five years, a large mid-Atlantic school district has selected a new principal as the new principal of the year based on recommendations, faculty, and community support. As part of a dissertation study, Kara Hogan and I interviewed each of the principals as well as a small focus group of faculty and parents at each school. Participants were asked to identify actions, strategies, behaviors, etc. that made the principals such a success in their first year. The framework for the study was the ISSLC (Interstate School Leaders Licensure Consortium) standards. As such, the study was essentially an effort to validate the standards using real data. In other words, the study addressed the question, if these principals are of very high quality, should they not exhibit the skills, knowledge and attributes outlined in the standards? As my colleague and student, Karla Hogan, analyzed the data, she confirmed that the standards were readily apparent in the behaviors of these principals. However, she found one theme that overrode the ISSLC structure, "with-it-ness." Saphier and others have described the phenomenon as an awareness of what was going on in a classroom, interactions, moods, responses, the class culture, and individual students' mental states.

I had been working on a comparison of the elements in the standards and the elements of mindful leadership as defined by Michael Carroll and Wayne Hoy. With-it-ness seemed to be similar to presence or awareness as described by Carroll and Hoy. It occurred to us that one way to explore further the alignment of the standards and mindfulness would be to re-analyze the transcripts of Ms. Hogan's study within the framework of mindfulness. I used Hoy, Gage, and Tarter; Boyatski and McKee; Kabat-Zinn, and Carroll, as well as translations of the "Heart Sutra, as a foundational framework to develop a list of characteristics, behaviors and attitudes one would expect in a mindful leader. I conducted a content analysis with open coding and constant comparison using Dedoose qualitative analysis software. Initial findings suggest that the five outstanding new principals exhibited many of the

characteristics, behaviors and attitudes of leaders that Carroll refers to as the bodhisattva warrior. Such findings suggest that we would do well to include a significant strand of mindfulness training in our principal preparation programs.

Dr. Mallory has worked in K-12 education for over 30 years and higher education for 10 years, serving as a teacher, principals, supervisor, coordinator, and assistant superintendent. Dr. Mallory also worked as a consultant with the Departments of Education and Labor. He is currently in charge of the Principal Preparation Program in Northern Virginia and teaches and advises both doctoral and masters students. He has integrated mindfulness into his classes. Dr. Mallory has studied Zen for about 10 years with the Mindfulness Practice Center of Fairfax, which follows the tradition of Thich Nhat Hanh.

Panel

Challenges and Opportunities of Implementing Mindfulness Programs in Schools

Ann Roberts, School of Teacher Education and Leadership, Radford University

Michele Kielty, Department of Graduate Psychology, James Madison University

Tammy Gilligan, Director of School Psychology Program, James Madison University

Joe Klein, Director, Inward Bound Mindfulness Education

Andy Gonzalez, Holistic Life Foundation

Challenges and opportunities of implementing mindfulness programs in schools - Contemplative education, specifically mindfulness and social-emotional learning, has emerged as a way to introduce to children K through 12 methods to address stress, bullying, attention deficit, depression, anxiety, and other behavioral concerns while at the same time promoting prosocial behaviors that benefit well-being, interpersonal relationships, and academic success. Children are often very receptive to the techniques and tools that support awareness, connection, and resilience. This session will address some of the challenges and opportunities in a discussion format with participation and interaction from the audience.

Michele Kielty, Ph.D., is an Associate Professor of Counseling at James Madison University. She coordinates the School Counseling program. She has published articles and book chapters on spirituality and counseling and has served as President for the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), a division of the American Counseling Association. She works with middle school students through the Professor-in-Residence Program at JMU, which is sponsored by the President's Office on Diversity. She has delivered mindfulness-based interventions to youth via individual, group, and classroom sessions.

Tammy Gilligan is a professor in the Department of Graduate Psychology and the Director of the School Psychology Program at James Madison University. Tammy has received training in the MindUp and Mindful Schools curriculum. She has provided classroom based mindfulness programming in middle schools and has professional development for school based personnel in the integration of mindfulness techniques in schools. Dr. Gilligan is a licensed clinical psychologist in Virginia.

Joe Klein is the founder of Inward Bound Mindfulness Education (iBme) that provides transformative retreats for teens and college students as well as for parents and professionals who work with youth. He has over 20 years' experience working with youth as an educator, counselor and soccer coach. He is a Licensed Professional Counselor, Certified Substance Abuse Counselor and a long-term practitioner of mindfulness meditation, yoga and Chinese internal martial arts.

See bio of Andy Gonzalez above (Students)

Religion, Cascades B

Panel Discussion: *Contemplate What? Taking the "Techne" out of Technology*

Panel Chair: Bobbi Patterson, Religion Department, Emory University, Atlant

Brian Britt, Department of Religion and Culture, Virginia Tech

Ananda Abeysekara, Department of Religion and Culture, Virginia Tech

Zhang Ni, Department of Religion and Culture, Virginia Tech

Abstract: This panel will address the conditions and assumptions behind today's market in contemplative practices. Our discussion will follow several thematic strands, including secularism and religion, technology and life, and cultural interaction. The popularity of contemplative practices coincides with a view of religion, rooted in the Protestant Reformation, as "faith" or "belief" rather than practice. The declining role of practice in mainstream Christianity and Judaism has thus created a market for "spiritualities" that offer different, often new, forms of practice and action. The question of technology presses this question

further, toward assumptions that enable the isolation of contemplative practice and technology from life. And finally, none of the contemplative practices under discussion here would be possible without the particular history of cultural interaction; a brief look at nineteenth-century discourses of Orient and Occident, in the context of colonial histories, demonstrates today's inheritance of contemplative practices.

Bobbi Patterson, Professor of Pedagogy and founder of Emory's experiential learning program, uses integrative approaches that challenge students' personal and culturally-framed assumptions. Currently emphasizing place-based and contemplative pedagogies, she has developed learning exercises and formats, which highlight linkages among history, ecosystems, and community for conceptual insight, ethical decision-making, and action.

Brian Britt is a Professor in the Department of Religion and Culture at Virginia Tech. His teaching areas include Religion and Literature; Hebrew Bible/Old Testament; and Judaism, Christianity, Islam. His research relates ideas of authority and writing from the Hebrew Bible to contemporary culture. His third single-authored book, *Biblical Curses and the Displacement of Tradition*, appeared in 2011, and he is currently writing a book about current debates in religion and culture with the working title "Walter Benjamin Today: Tradition and Agency." Professor Britt is an active member of the Society of Biblical Literature, the American Academy of Religion, and the International Walter Benjamin Association.

Ananda Abeysekara is Associate Professor in the Department of Religion and Culture at Virginia Tech. He is also a member of the editorial board of the journal *Culture and Religion* (Routledge). His research and teaching interests lie at the intersection of Theravada Buddhist tradition, Sri Lanka, postcolonial studies, South Asian Religion and the Political, (counter) philosophical traditions of thinking (Derrida, Heidegger, Hegel), and political philosophy. His approach to the study of religion engages broad questions of memory, translation, inheritance, legacy, loss, catastrophe, testimony, un-witnessing, un-translatibility, secularism, race, animal life, law, political sovereignty, responsibility, and justice. Currently, Abeysekara is concerned with what he calls "thinking the 'question' of religion." This task demands more than the conventional modes of analysis, interpretation, critique—and more than even *theoria* in the Greek and other senses of the word—that guide the epistemological and empiricist protocols of humanities/area studies.

5:15–6:30

Reception and Book Signing

6:30–8:00

Banquet/Speaker: Michael Carroll, author, business consultant and coach

The Wisdom of Achieving Nothing: The Secret Sauce for Succeeding in the 21st Century

Michael Carroll is the author of *Awake at Work* (Shambhala 2004) and *The Mindful Leader* (Shambhala 2007) and over his 30 year business career has held executive positions with such companies as Shearson Lehman/American Express, Simon & Schuster and The Walt Disney Company. Michael has an active consulting and coaching business with client firms such as Procter & Gamble, Google, AstraZeneca, Viropharma, Starbucks, RED, National Geographic Expeditions, Gilbane, Inc. and others.

Michael has been studying Tibetan Buddhism since 1976, graduated from Buddhist seminary in 1980 and is an authorized teacher in Kagyu-Nyingma lineage of Tibetan Buddhism. Michael received his bachelor's degree in theology and philosophy from the University of Dayton and his master's degree in adult education from Hunter College. He has lectured and taught at Wharton Business School, Columbia University, Swarthmore College, Yale University, Virginia Tech, University of Sydney, St. Mary's University, University of Toronto, Kripalu, Cape Cod Institute, Zen Mountain Monastery, Shambhala Mountain Center, Karne Choling, Evam Institute, Omega Institute (assisting Pema Chodron) and many other practice centers throughout the US, Canada, Europe and Australia.

Michael's newest book is "Fearless at Work" (Shambhala 2012).

Contact: www.awakeatwork.net

8:00–8:30

Performance by the Laptop Orchestra

Program:

Serene (2011)

Rain (2011)

Composer: Ivica Ico Bukvic

PROGRAM NOTES

...the one moment in the day when the world melts away and we catch a glimpse of life that just is: a celebration of this moment through juxtaposition of Taiji (Tai Chi Chuan) choreography and music

ABOUT L2Ork

Virginia Tech Linux Laptop Orchestra (L2Ork), founded by Dr. Ivica Ico Bukvic in May 2009, is part of the latest interdisciplinary initiative by the Virginia Tech Music Department's Digital Interactive Sound & Intermedia Studio (DISIS). As an emerging contemporary intermedia ensemble with a uniquely open design, L2Ork thrives upon the quintessential form of collaboration found in the western classical orchestra and its cross-pollination with increasingly accessible human-computer interaction technologies for the purpose of exploring expressive power of gesture, communal interaction, discipline-agnostic environment, and the multidimensionality of arts.

Ivica Ico Bukvic: The art of composer and multisensory sculptor Ivica Ico Bukvic (b. 1976) is driven by the notion of ubiquitous interactivity. Bukvic's passion for computer music, multimedia art, and technology together with his traditional music background has resulted in a growing portfolio of aural, visual, acoustic, electronic, performances, installations, technologies, research publications, presentations, grants, and awards. Dr. Bukvic is currently working at Virginia Tech as an assistant professor in music composition & technology, the founder and director of the Digital Interactive Sound and Intermedia Studio (DISIS) and the Linux Laptop Orchestra, (L2Ork), Institute for Creativity, Arts & Technology Mind-Body, Mobility, Performance Studio Head, and a member of the Center for Human-Computer Interaction.

Saturday, April 13

7:15–8:00 am

Practice

Meditation, Solitude

Patton Hyman, Applied Mindfulness, Inc.

See bio above (Business)

Yoga, Cascades A

Jill Loftis, Uttara Yoga Studio

Jill Loftis is Instructor & Founder of Uttara Yoga Studio in Roanoke, Virginia. Jill began practicing yoga 13 years ago. She discovered the teachings of Goswami Kriyananda, and everything shifted. She received her 280-hour certification from the Temple of Kriya Yoga in Chicago in 2007. She has continued her studies through the Temple and is a Kriya yoga initiate.

She founded Uttara Yoga Studio in Roanoke, Virginia in 2008. Her eclectic style weaves Kriya Yoga as well as her studies with many gifted yoga teachers, including Kim Schwartz, Gabriel Halpern, Andrea Boyd and Jeffrey Cohen. She loves teaching yoga to students of all ages and is certified through YogaEd to teach yoga to school teachers and to children ages K-8. She is currently studying the Science of Breath with Kathleen Barratt of the Barratt Breath Institute and is working as an apprentice in restorative breathwork. Her most challenging teachers continue to be her three children, ages 15, 13 and 10, who keep her focused on dharma as she walks the path of the householder.

Jill teaches a diverse group of students and classes including all levels of hatha yoga, restorative yoga, yoga nidra, meditation, spirituality and astrology. Her classes weave together the physical practice with a spiritual awakening. "I want my students to come to know their inner and outer Universe intimately; to understand the creative power of their mind; and to experience union with their highest and best selves."

Taiqi/Qigong, Outside

Greg Johnson

See bio above (Community Practitioners)

Yoga, Cascades B

Student Session, Holly Richardson

8:00–8:45

Breakfast (on your own, break area is open)

8:45–9:00

Opening Remarks, *Latham A/B*

9:00–10:00

Keynote Speaker: Linda Lantieri, The Inner Resilience Program, New York, NY
Nurturing the Inner Lives of Youth and Educators: Contemplative Teaching and Learning

With over 40 years of experience in education as a teacher and director of a middle school in East Harlem and faculty member at Hunter College in New York City, **Linda Lantieri** has shown a lifetime of commitment to enriching the daily lives of adults and children alike. Although she has worn many hats in the field of education, her occupation and vocation have always coincided - her professional life has also been her calling.

Linda is co-founder of the Resolving Conflict Creatively Program (RCCP), a research-based K-8 social and emotional learning program that has been implemented in over 400 schools nationwide. Currently she serves as the Director of The Inner Resilience Program whose mission is to cultivate the inner lives of students, teachers and schools by integrating social and emotional learning with contemplative practice. Linda is also one of the founding board members of the Collaborative for Academic, Social, and Emotional Learning (CASEL).

She is the coauthor of *Waging Peace in Our Schools* (Beacon Press, 1996) editor of *Schools with Spirit: Nurturing the Inner Lives of Children and Teachers* (Beacon Press, 2001), and author of *Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children* (Sounds True, 2008). She has received numerous awards including Educational Innovator by the National Education Association; the Richard R. Green Distinguished Educator Award; the Spirit of Crazy Horse Award for “creating courage in discouraged youth” and the International Education and Resource Network (iEARN) 2001 *Making a Difference* Award.

Contact: www.innerresilience-tidescenter.org or www.lindalantieri.org

10:00–10:30

Break

10:30 am – 1:00 pm

Appreciative Practice

11:45–12:30

Working Lunch

1:00–2:15

Panel: *Why Contemplative Practices Matter*

Chair: **Charles Lief**, President, Naropa University

Mark McNamee, Provost, Virginia Tech

Pat Shoemaker, Dean, College of Education and Human Development, Radford University

David Levy, Information School, University of Washington

Ali Smith, Holistic Life Foundation

Atman Smith, Holistic Life Foundation

Patton Hyman, Applied Mindfulness, Inc.

Jared Smyser, Mind Fitness Training Institute

Charles G. Lief is the newly appointed president of Naropa University, a Buddhist-inspired, accredited liberal arts institution in Boulder, Colorado graduating students who start or work for mission driven enterprises and nonprofits and become agents for change.

Lief was the first president of the Yonkers, New York-based Greyston Foundation, one of the earliest and best-known models of integrated nonprofit social enterprises and service providers in the country. Greyston's mix of services includes permanent housing for formerly homeless families, accredited childcare, HIV/AIDS housing and health care and the well-known Greyston Bakery, which provides employment to low income residents of Yonkers and among many other products, supplies millions of pounds of brownies to Ben and Jerry's.

Until recently a principal in the Hartland Group, Community Developers and Consultants of Burlington, Vermont, he has been instrumental in the creation of mixed income housing and economic development projects in Vermont and New Hampshire. He has also served as founding board member, CEO and strategic planning consultant to Amida Care, a nonprofit Special Needs HMO, today a \$200 million social enterprise, serving 6,000 low-income persons living with HIV/AIDS in New York City.

For decades Lief has served on non-profit boards of organizations working toward sustainable social and economic transformation. This board work includes, among many other positions, service as chair of the national Social Enterprise Alliance; chair of the Intervale Center in Burlington, which supports and develops farm-and other land-based enterprises ; vice-chair of the board of the Vermont Community Loan Fund; chair of the Vermont Flexible Capital Fund, and advisory board member for KeyBank's New Markets Tax Credit program and the New York office of the Enterprise Social Investment Corporation.

Jared Smyser served nine years in the United States Marine Corps including a deployment to Iraq and a humanitarian mission to South America. During this time he held many jobs such as martial arts instructor, artillery section chief, and training coordinator. In 2011 he came in contact with the Mind Fitness Training Institute and began training to become an instructor. In early 2012 he was honorably discharged from the marines and enrolled at Full Sail University as a full time student pursuing his bachelors degree in science with a concentration in digital cinematography. He is currently assisting the Mind Fitness Training Institute <http://www.mind-fitness-training.org> with the training of Marines at the school of infantry located at Camp Pendleton, CA.

See bio of Mark McNamee above (Opening Remarks)

See bio of David Levy above (Engineering)

See bios of Ali and Atman Smith above (Students)

See bio of Patton Hyman above (Business)

2:15 – 3:30

Conclusion of Appreciative Practice

3:30–4:00

Break

4:00–4:45

Rick Bowles, Executive V. P. and Chief Ethics and Compliance Officer for Merck & Co., Inc. (retired)
The Voice of the Community (Appreciative Practice Summary)

Richard S. Bowles III, Ph.D., was most recently executive vice president and chief ethics and compliance officer for Merck & Co., Inc., returning to the company after its merger with Schering-Plough Corporation in November 2009. He retired from Merck in June 2012.

Bowles joined Schering-Plough in January 2001 as vice president, pharmaceutical manufacturing, and in March of the same year was appointed senior vice president, worldwide quality. He held the position of senior vice president, global quality operations, from March 2001 to November 2009.

From 1974 through 2000, Merck & Co., Inc., employed Bowles where he held a variety of positions of increasing responsibility in research, quality and manufacturing. From 1992 to 1997, Bowles was vice president for quality in Merck's manufacturing division. Just prior to joining Schering-Plough, he was vice president for Merck's Latin American and Puerto Rican manufacturing operations.

Bowles earned both his B.S. and M.S. degrees in chemical engineering from Columbia University and a Ph.D. in chemical engineering from Princeton University. He is active on the advisory and oversight boards of a number of Universities. Throughout his career he has been an advocate for continuous quality improvement methodologies, and the use of quality tools for organization transformation and operational excellence.

Bowles, dharma name shinsui, is a long time Zen practitioner and an ordained daojin (person of the way) in the Mountains and Rivers Order of Zen Buddhism. He currently serves as Treasurer, Zen Mountain Monastery, Mt. Tremper, NY.

4:45–5:00

Closing

5:00–7:00

Book Signing and Reception