The purpose of our time together is to engage in a conversation about the future of contemplative practices in the 21st century university.
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**Schedule at a Glance**

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Thursday, March 10

7:00 – 9:00 PM  Opening Keynote

Welcome — Douglas Lindner, Electrical and Computer Engineering, Virginia Tech, Conference Chair

Mindfulness Meditation: Elements of Practice and Pedagogy
Marvin G. Belzer, Associate Director of the UCLA Mindful Awareness Research Center (MARC) and Adjunct Associate Professor of Psychiatry and Biobehavioral Sciences in the David Geffen School of Medicine at UCLA

Friday, March 11

7:00–8:00 AM  Practice Sessions @ The Inn

Zen Practice — Roshi Ellen Birx, Ph.D, RN, Radford University
Location: Solitude

Taiji — Prof. Matthew Komelski, Human Development, Virginia Tech
Location: Smithfield

Yoga — Bring your own mat
Location: Cascades B

8:00–8:45 AM  Breakfast

8:45–10:00 AM  Plenary — Latham B

Contemplative Interaction: Mindfulness in Peer-to-Peer Learning
David Sable, Religious Studies, Saint Mary’s University, Halifax, California

10:00–10:30 AM  Break

10:30–11:45 AM  Concurrent Sessions @ The Inn

- THE CONTEMPLATIVE BODY AND MIND
  Location: Latham B
  Convener: Renee Hill, Dept. of History and Philosophy, Virginia State University

  Reflective Writing Deepens Engagement
  John Alexander, Associate Director, SHANTI, University of Virginia

  Playing With Movement: Embodying Knowledge
  Stephanie Briggs, English, The Community College of Baltimore County
  Mary-Jo Garcia-Brown, English, The Community College of Baltimore County

- BEHAVIORAL EFFECTS OF CONTEMPLATIVE PRACTICES
  Location: Solitude
  Convener: Susanna Williams, Ph.D, University of Virginia Mindfulness Center

  Effects of Contemplative Practices on the Brain
  Rizwan Ali, MD, DFAPA, Department of Psychiatry and Behavioral Medicine, Virginia Tech Carilion School of Medicine

  Relational Mindfulness and the Cultivation of Positive Emotions
  Marvin G. Belzer, Adjunct Associate Professor of Psychiatry and Biobehavioral Sciences in the David Geffen School of Medicine at UCLA

- MINDFULNESS, MORALITY, AND RELIGIOUS DIALOGUE
  Location: Duck Pond
  Convener: Agnes Curry, Philosophy, University of St. Joseph

  The John Main Center for Meditation and Inter-Religious Dialogue at Georgetown University and the Way of Peace Fellowship
  Gregory Robison (chair), Executive Director of the Meditation Foundation and immediate past director of the JMC
  Dennis McAuliffe, Special Assistant to the President of Georgetown University for Contemplatives in Action; Ph.D., NYU; BA, St. Peter’s College
  Timothy Casey, Director of the JMC; MSc, MLitt Glasgow; BA, Georgetown

  Conscious Learners: Can Mindfulness Build Integrity in Classroom?
  Tay Keong Tan, Ph.D., Department of Political Science, Radford University

- TEACHING CONTEMPLATIVE PRACTICES
  Location: Solitude
  Convener: Chris Fang, Assoc. Director, Virginia Tech Apex Center for Innovation and Entrepreneurship

  Teaching the Contemplative Practice of Mindfulness to Graduate Students through an Interactive Course Designed to Address Personal and Professional Practice
  Dr. Michele Kielty, Department of Graduate Psychology, James Madison University
Dr. Tammy Gilligan, Department of Graduate Psychology, James Madison University
Dr. A. Renee Staton, Department of Graduate Psychology, James Madison University

Contemplative Practices in the Classroom
Mark Thurston, Ph.D., Director of Educational Programs, Center for the Advancement of Well-Being, George Mason University
Mary Elizabeth Lynch, J.D., Adjunct Faculty, George Mason University, Fairfax, VA

11:30 AM – 1:00 PM Lunch

New Tools of The Trade — The Importance of Equipping Tomorrow’s Leaders With Mindfulness
Mo Edjlali, Co-founder of Mindful Leader Inc., producers of the Mindful Leadership Summit

1:00–1:15 PM Break

1:15–2:15 PM Concurrent Sessions @ The Inn

MINDFULNESS IN MEDICINE AND LAW
Location: Latham B
Convener: Oliver Hill, Department of Psychology, Virginia State University

Caring Group: Contemplative Practices in Nursing Education
Ellen Bix, Ph.D., RN, Radford University School of Nursing

Contemplative Practice as a New Dimension for Teaching and Learning: Mindfulness for Law and Medical Students
Susanna Williams, Ph.D., University of Virginia Mindfulness Center

INNOVATIVE USES OF CONTEMPLATIVE PRACTICES IN CLASSROOMS
Location: Solitude
Convener: Mark Thurston, Ph.D. Director of Educational Programs, Center for the Advancement of Well-Being, George Mason University

Contemplative Practices for Everyday Trauma in the Classroom
Laura Peuquet, University of Colorado, Denver

Using PhotoVoice as Contemplative Practice to Integrate Personal and Professional Values: Hand-On, Mind-On Learning
Sherry Warren, MSW, Ph.D. Student, University of Kansas School of Social Welfare

2:15–2:45 PM Break

2:45 – 3:45 PM Concurrent Sessions @ The Inn

LEADERSHIP IN EDUCATION
Location: Latham B
Convener: Rick Bowles, Chief Ethics and Compliance Officer for Merck & Co., Inc., (retired)

From the Tree to the Forest: Fostering A Holistic View of Scientific and Technological Innovations and Their Consequences
Alicia Feghhi, Assistant Director, Leadership and Professional Development, Albert Dorman Honors College, New Jersey Institute of Technology

Jennifer Chappell Deckert, LMSW, Ph.D. Student, University of Kansas School of Social Welfare

CONTEMPLATIVE PRACTICES AS PREPARATION FOR THE WORKPLACE
Location: Duck Pond
Convener: Jason Jones, Program Director for Learning and Student Initiatives, Contemplative Sciences Center, University of Virginia

Using Mindfulness for Ethics Instruction in STEM
Prof. Agnes Curry, Philosophy, University of St. Joseph
Prof. Douglas K. Lindner, Electrical and Computer Engineering, Virginia Tech
Richard S. Bowles III, Ph.D., Executive Vice President and Chief Ethics and Compliance Officer for Merck & Co., Inc. (retired)

Rewording the World
Nancy E. Lilly, JEM Engineering, LLC

MINDFULNESS IN THE ACADEMY
Location: Smithfield
Convener: Alan Forrest, Counselor Education, Radford University

Embracing Mindfulness — Breath-By-Breath — at the University Of Florida
Dr. Sabine Grunwald, Professor, Soil and Water Science Dept.

Using Contemplative Practice to Build and Explore Connections to Nature: A Case Study
Jennifer Byrne, Associate Professor of Political Science at James Madison University

Jennifer Chappell Deckert, LMSW, Ph.D. Student, University of Kansas School of Social Welfare
Writing, Communications, and Outreach, Albert Dorman Honors College, New Jersey Institute of Technology
Katia Passerini, Ph.D., PMP, Professor and Hurlburt Chair of Management Information Systems, Dean, Albert Dorman, New Jersey Institute of Technology Honors College

Contemplative Practices in Academic Leadership: Applications to Leading in Research, Governance and Stewardship
Michele T. Berger, Associate Professor in the Department of Women's and Gender Studies at the University of North Carolina, and Director of the Faculty Fellows Program at UNC’s Institute for the Arts and Humanities
Rob Kramer, Senior Leadership Consultant at UNC’s Institute for the Arts and Humanities, and Founder and Principal of Kramer Leadership, LLC

CONTEMPLATIVE EDUCATION ONLINE
Location: Solitude
Convener: Prof. Marc Junkunc, Management, Virginia Tech

Introducing Students to Contemplative Practices Online: An Overview of Goals, Assignments, Technology and Student Feedback from a Pilot Course
Matthew F. Komelski, Ph.D. Human Development, Virginia Tech

Bringing Mindfulness into Leadership Practice and Online Education
James Van Auken, M.B.A., Vice President of Academic Affairs, Atlantic University, Virginia Beach, Virginia

STUDENT EXPERIENCE WITH CONTEMPLATIVE PRACTICES
Location: Duck Pond
Convener: Kelly Stinson-Bagley, Graduate Student, Virginia Tech, Material Science and Engineering

What the [Bleep] is Contemplative Practice?: Exploring Student Benefits
Kelly Stinson-Bagby, Graduate Student, Virginia Tech, Material Science and Engineering
Rev. Holly C. Benzenhafer, MDiv, MS, Ph.D. Candidate (ABD), Practical Theology and Spirituality, Boston University School of Theology

BRINGING CONTEMPLATIVE PRACTICES TO INSTITUTIONAL SETTINGS

Let Prisoners Be Our Teachers: What We Can Learn From Teaching Yoga In Correctional Institutions
Prof. Ulrike Wiethaus, Department for the Study of Religions and American Ethnic Studies Program, Wake Forest University

Weaving Contemplative Pedagogy Throughout Undergraduate and Graduate Degree Programs: The Example of The Positive Human Development and Social Change Department at Life University
Thomas Flores, Ph.D., Life University, Marietta, Georgia
Michael Karlin, Ph.D. Life University, Marietta, Georgia

Transfer to Squires Student Center

THE CONTEMPLATIVE BRUSH
Location: Perspective Gallery
Convener: Robin Scully-Boucher, Art Program Director for Student Engagement and Campus Life, Virginia Tech

Chinese and Japanese Calligraphy: Brushstroke as a Contemplative Art
Marlow Brooks, Senior Adjunct Professor, Naropa University

Art and Mindfulness: Connecting to Place through Art Making
Robin Scully-Boucher, Art Program Director for Student Engagement and Campus Life, Virginia Tech

PERSPECTIVE GALLERY SPRING EXHIBIT
Ordinary Insights
Artwork by Sue Hammond West, Marlow Brooks and Robert Spellman
March 4 – May 14, 2016
This exhibition features the art of three faculty members from Naropa University’s School of the Arts in Boulder, Colorado. Each artist approaches their medium with a powerful connection to place and time; their work enriched by their individual contemplative practice. Focusing on mindfulness, this exhibit spotlights Naropa’s approach to contemplative art that evolves out of meditation practices rooted in Buddhism, Hinduism, and Taoism and how they inform any activity.
agenda

■ Saturday, March 12

7:00–8:00 AM Practice Sessions @ The Inn

Zen Practice
Roshi Ellen Birx, Ph.D., RN, Radford University
Location: Solitude

Taiji
Prof. Matthew Komelski, Human Development, Virginia Tech
Location: Smithfield

Yoga — Bring your own mat
Location: Cascades B

8:00–9:00 AM Continental Breakfast
Location: Latham B

Informal Discussion Groups – Self-Organized
- Research and Contemplative Practices
- Contemplative Practices in the Classroom
- Contemplative Practices Outside the Classroom

9:00–10:00 AM Panel

Nurturing the Whole Student: Innovative Practices Through Student Affairs
Moderated by Mark Thurston, George Mason University

Sandy Seidel, Associate Professor and Director of Studies for the International Residential College at University of Virginia

Tim Auman, University Chaplin, Wake Forest University

Chelsie Kuhn, Project Coordinator, Center for the Advancement of Well-Being, George Mason University

Cathy Kropff, Director of Hokie Wellness, Virginia Tech

10:00–10:30 AM Break

10:30–11:30 AM Closing Keynote

Contemplative Leadership In Healthcare
Dorrie Fontaine, Sadie Heath Cabaniss Professor of Nursing and Dean of the School of Nursing at University of Virginia

11:30 AM – 12:30 PM Closing

Contemplative Practice
Open Discussion
Closing
The Contemplative Body and Mind

Reflective Writing Deepens Engagement
John Alexander, Associate Director, SHANTI, University of Virginia

Abstract: Reflective writing benefits both my students and me. Because all of my students’ reflective writing is public for the class, we create an extraordinarily mindful and engaged learning community. In turn, because my students permit me to cite their writing in my academic writing, this further reflection fuels my professional writing as I analyze and further improve my teaching. This creates a virtuous circle, especially when my students are eager to read my publications, which aids their own meaning making. Participants will have three experiences of reflective writing during the presentation to demonstrate both the evocative power of the approach and the ways it can aid their own academic writing.

Playing With Movement: Embodying Knowledge
Stephanie Briggs, Assistant Professor, English, The Community College of Baltimore County
Mary-Jo García-Brown, Associate Professor, English, The Community College of Baltimore County

Abstract: Based on the fact that there are strong connections between movement, improved cognition, and mindfulness, movement in the classroom enhances students’ learning and lives. Dr. Stuart Brown of the National Institute of Play explains that play is “something done for its own sake...it’s voluntary, it’s pleasurable, it offers a sense of engagement, it takes you out of time. And the act itself is more important than the outcome” (2014). Embodied learning through play and movement enhances student’s experiences and lives by exploring new concepts though their bodies and environment while setting intentions and making choices that provide insights towards achieving goals set in the classroom and beyond. In the article “Contemplative Inquiry in Movement: Managing Writer’s Block in Academic Writing,” “bodily movement in contemplative exercises may be utilized both for exploring personal events and accessing embodied knowledge, as well as for facilitating greater integrations, experiential engagement, and acceptance via aiding memory and conceptualized processes” (Horwitz, Stenfors, & Osika 2013). Participants in this 30-minute session will experience play and movement and stillness-based exercises for use in the classroom, outdoors, or alternative open indoor spaces, leading to more self-awareness and opening up to a practice of deeper knowing.

Behavioral Effects of Contemplative Practices

Effects of Contemplative Practices on the Brain
Rizwan Ali, MD, DFAPA, Department of Psychiatry and Behavioral Medicine, Virginia Tech Carilion School of Medicine

Abstract: This paper will discuss ‘neuronal correlates of contemplative practices.’ The current research and advances in the field of neuroscience, showing the effects of religious, spiritual and mindfulness practices, including yoga and meditation, on our brains will be presented. After this interactive discussion/presentation, the audience will divide into small groups to discuss their own thoughts and ideas about these scientific findings.

Relational Mindfulness and the Cultivation of Positive Emotions
Marvin G. Belzer, Adjunct Associate Professor of Psychiatry and Biobehavioral Sciences in the David Geffen School of Medicine at UCLA

Abstract: This session Prof. Belzer will answer questions and elaborate on his opening keynote lecture.

Mindfulness, Morality, and Religious Dialogue

The John Main Center for Meditation and Inter-Religious Dialogue at Georgetown University and the Way of Peace Fellowship
Gregory Robison (chair), Executive Director of the Meditation Foundation and immediate past Director of the JMC. MBA Insead (Institut européen d’administration des affaires); BA, Yale
Dennis McAuliffe, Special Assistant to the President of Georgetown University for Contemplatives in Action; Ph.D., NYU; BA, St. Peter’s College
Timothy Casey, Director of the JMC; MSc, MLitt, Glasgow; BA, Georgetown

Abstract: In preparation for a possible visit of His Holiness the Dalai Lama to Washington later this year, the John Main Center for Meditation and Inter-religious dialogue at Georgetown University (JMC) has launched a new initiative called The Way of Peace Fellowship (WPF). Students apply to be admitted to one of several discussion groups, each of twelve fellows, who commit to nine, two-hour, bi-weekly sessions. Two university staff/faculty members serve as convenors in each group as they discuss spirituality and contemplative practice in relation to the life and concerns of Millennials. Each session involves a listening circle, silent meditation, and discussion of spiritual texts supplied by the students. Continued engagement is facilitated through social media in the form of app-based texting, hashtags, and optional study sessions. Catholic University of America has developed three groups of their own, based on the JMC model.

Conscious Learners: Can Mindfulness Build Integrity in Classroom?
Tay Keong Tan, Ph.D., Department of Political Science, Radford University

Abstract: Radford University’s Honor Pledge requires students to hold themselves and others “to the highest moral and ethical standards of academic integrity and good citizenship.’ Studies have shown that cheating behavior is commonplace in colleges and schools. The presenter has detected cheating, plagiarism, and falsification of attendance record in his classes.

An emerging body of research has suggested that contemplative practices can improve attention and concentration, heighten ability to deal with difficult tasks, reduce anxiety, promote effective decision-making, and strengthen self-reflection and self-care. All these contribute positively to learning outcomes.

But can mindfulness help prevent misconduct and breaches of the honor code? Will they reduce procrastination and impulsivity – major causes of student malpractice? Just as learning analytics and the science of teaching can improve instruction and learning outcomes, how can contemplative practices help prevent integrity lapses among students?

Since October 2015, the presenter has been conducting a study, sponsored by Radford University’s Center for Innovative Teaching and Learning, to answer some of these questions. He will discuss his preliminary findings on teaching and testing strategies that prevent malpractice and build integrity in the contexts of mindfulness and other contemplative practices.
Mindfulness in Medicine and Law

Teaching the Contemplative Practice of Mindfulness to Graduate Students through an Interactive Course Designed to Address Personal and Professional Practice

Dr. Michele Kiely, Department of Graduate Psychology, James Madison University

Dr. Tammy Gilligan, Department of Graduate Psychology, James Madison University

Dr. A. Renee Staton, Department of Graduate Psychology, James Madison University

Abstract: This presentation will provide an outline of our semester-long graduate course, designed to teach the personal and professional practice of mindfulness, taught to students in graduate programs in the fields of counseling and psychology. Sample exercises will be integrated into this session and ideas for the infusion of such contemplative practices into higher education, in classroom (and to extend to professional settings) will be reviewed. Interface with educational ideals such as growth mindset will be explored.

Contemplative Practices in the Classroom

Mark Thurston, Ph.D. Director of Educational Programs, Center for the Advancement of Well-Being, George Mason University, Fairfax, Virginia

Mary Elizabeth Lynch, J.D., Adjunct Faculty, George Mason University, Fairfax, Virginia

Abstract: This session will describe the results of an experiment with elective, academic classes at George Mason University in which contemplative practices played a key role in the pedagogy and the course content. Two courses -- both entitled “Cultivating the Spirit: Practices to Support Student Well-Being” -- used a hybrid course format with a multiple day intensive to start the semester, online learning modules, and periodic class sessions during the semester. A comparison course entitled “Consciousness, Meaning and Life-Purpose” followed a more traditional, weekly classroom format. Four measures of student well-being were tracked through the semester at four time points for all three courses. There were statistically significant improvements in students’ trait mindfulness, resilience, emotional regulation, and sense of social support – especially for the two courses that used the hybrid format. This presentation will describe the content and pedagogy of the courses, examine the findings of the data analysis, as well as engage session attendees in some of the reflective practices that were used in the course.

1:15 – 2:15 AM • Concurrent Sessions @ The Inn

Mindfulness in Medicine and Law

Caring Group: Contemplative Practices in Nursing Education

Ellen Birx, Ph.D., RN, Radford University School of Nursing

Abstract: Contemplative practices in nursing education are a way to cultivate caring for self and others. Nursing has a long tradition of being both an art and a science. To balance the heavy emphasis on empirical knowledge in many nursing courses, Caring Group focuses on the art of nursing, helping students develop self-awareness and interpersonal skills needed to be a competent and caring nurse.

Students participate in a wide variety of contemplative practices during Caring Group sessions that meet three hours per week for seven weeks as part of a mental health nursing course. Contemplative practices such as journaling, storytelling, council circle, yoga, mindfulness, and relaxation techniques are included in Caring Group. These contemplative practices can be used by students for their own stress management and personal development, and later taught to patients for mental health promotion and coping with illness. Caring Group provides a model that is not only useful for nursing students, but also for health care and human service professionals from many disciplines to enhance their ability to be truly present and responsive to the physical, psychological, social, cultural, and spiritual needs of their clients.

Contemplative Practice as a New Dimension for Teaching and Learning: Mindfulness for Law and Medical Students

Susanna Williams, Ph.D., University of Virginia Mindfulness Center

Abstract: The University of Virginia has recently launched a university-wide Contemplative Sciences Center to develop and study contemplative practices across grounds. As an extension of this effort, and as research and empirical evidence continue to show that integrating contemplative practice into education has many benefits, we are bringing contemplative teaching and learning into multiple disciplines. In this session we will look at two program s — Mindfulness for Law Students and Wisdom in Medicine — as examples of how contemplative practice is adapted and contextualized to meet the needs of these particular student groups (Law Students and Medical Students) and examine the factors and methods for utilizing contemplative practice to bring a more holistic dimension to these disciplines. We will discuss the motivations, objectives, and benefits of bringing mindfulness and contemplative practice into each of these disciplines and the curricular elements that facilitate each. Finally, we will present some examples of contemplation practice that students learn to focus and expand awareness.

Innovative Uses of Contemplative Practices in Classrooms

Contemplative Practices for Everyday Trauma in the Classroom

Laura Peuquet, University Colorado, Denver

Abstract: Trauma is often regarded as, well, traumatic. We tend to think of trauma as appearing or occurring only after major events, such as car crashes, violent and/or sexual assaults, active combat duty, or witnessing unexpected death. Less often do we think of trauma as small, repeated daily events, which can well up over time and manifest as maladaptive behaviors. This paper first explains the foundational science of current Trauma Sensitive Yoga Teaching methods, specifically the works of Peter Levine, Ph.D and Dana Moore, LPCC. It then articulates how to adapt and implement contemplative practices in order to treat more everyday ‘small-T traumas’ in K-12 classrooms citing the successful work of Baltimore-based Holistic Life Foundation. Ultimately, this paper argues for an understanding of these practices as undeniably non-religious and therefore unquestionably able to appear in publicly owned, funded, and operated spaces of learning and community.

Using PhotoVoice as Contemplative Practice to Integrate Personal and Professional Values: Hand-On, Mind-On Learning

Sherry Warren, MSW, Ph.D. Student, University of Kansas School of Social Welfare

Jennifer Chappell Deckert, LMSW, Ph.D. Student, University of Kansas School of Social Welfare

Abstract: In a Summer Intensive Master of Social Work class, we engaged students in critical reflection that involved an integration of personal and professional values. We implemented a PhotoVoice technique in our classrooms to integrate professional values and social work themes, develop self-awareness and experiential wisdom, and foster empathy for fellow students. This strategy was also used to model an experiential and reflective practice for use with future clients. This workshop will offer an example of how a participatory visual method can facilitate empowerment and learning in not only a social work setting, but also offer attendees an opportunity to explore hands-on the ways in which this contemplative exercise is useful in other disciplines and programs. Each participant needs access to a digital camera, such as the kind on many cell phones. All disciplines are encouraged to join us.
abstracts of submitted papers

● Contemplative Practices as Preparation for the Workplace

Using Mindfulness for Ethics Instruction in STEM
Prof. Agnes Curry, Philosophy, University of St. Joseph
Prof. Douglas K. Lindner, Electrical and Computer Engineering, Virginia Tech
Richard S. Bowles III, Ph.D., Executive Vice President and Chief Ethics and Compliance Officer for Merck & Co., Inc. (retired)

Abstract: In this paper we will discuss the use of mindfulness for ethics instruction in STEM. Teaching ethics in STEM has long been challenging. A traditional presumption is that science is ‘value-free’ but we know this is not so. Indeed, STEM methods and instructional modes often encourage narrowing and fragmenting of practitioners’ social and spiritual vision. Alternatively, while individual researchers may have ethical and spiritual commitments animating their personal lives, bringing these into STEM work is often thought to infect scientific methods with irrationality. This can result in STEM practitioners seeing ethics as either irrelevant to their investigations, or relevant only extrinsically - as a second-stage “application” of neutral knowledge. In this talk we will explore the question, “Can a mindful practice support ethical vision in scientific research?”

Rewording the World
Nancy E. Lilly, JEM Engineering, LLC

Abstract: How do we see Life? Do we see it as a ‘problem’; or as an ‘opportunity’? Do we see it as ‘stress’ or ‘something waiting to happen’? Or do you see it as ‘sadness’ or ‘grieving’? How we use our words matter. How we word our world matters.

● Mindfulness in the Academy

Embracing Mindfulness — Breath-By-Breath — At The University Of Florida
Dr. Sabine Grunwald, Professor, Soil and Water Science Dept.
Dr. Monika Ardel, Dept. of Sociology and Criminology and Law
Dr. Ana Puig, Ph.D., NCC, LMHC, Research Director, Office of Educational Research
Angie Brown, Manager of Communications and Wellness, Office of Human Resource Services
Nuengruetai F. (May) Dolen, Project Assistant, UF Mindfulness Project and student in the Fisher School of Accounting
Dr. Teresa Drake, Director of the Intimate Partner Violence Assistance Clinic, Visiting Legal Skills Professor in UF’s College of Law
Dr. Kim Holton, Ph.D., Health Promotion Specialist for the Office of Human Resource Services
Nancy J. Lasseter, Ed.S. Integrative Mindfulness Practitioner and Course Instructor, Licensed Mental Health Counselor, UF Health Integrative Medicine Program
Dr. Ferdinand Lewis, University of Florida School of Landscape Architecture and Planning
Dr. Angela S. Lindner, Associate Provost for Undergraduate Affairs
Dr. Michael C. Murphy, UF Counseling and Wellness Center
Dr. Louis A. Ritz, Dept. of Neuroscience, College of Medicine
McKnight Brain Institute, Center for Spirituality and Health
Dr. Jan M. Snyder, Clinical Psychologist, Courtesy Clinical Assistant Professor in the Department of Psychiatry, College of Medicine
Dr. Tina Tannen, Ph.D. Mental Health Counseling, Licensed Mental Health Counselor, UF Counseling and Wellness Center
Dr. Elaine R. Turner, Dean, College of Agricultural and Life Sciences

Affiliations for all authors: University of Florida

Abstract: The University of Florida (UF), with a student population of over 50,000 and diverse graduate and undergraduate programs, has been characterized by silos of mindfulness across campus. UF offers fast-paced curricula, highly specialized technically/scientifically demanding classes, and the lack of contemplative spaces limit deep learning experiences. These require students to be present in the moment. By this we mean moments in the classroom that allow non-judgmental, open-minded experiencing and embodied sensing. There is ample evidence that mindfulness practices enhance cognitive, emotional, physical and relational aspects of learning. The new UF Mindfulness Program (https://mindfulness.ufl.edu) aims to: (i) infuse mindfulness practices in existing courses/curricula, (ii) develop new cross-disciplinary short courses, workshops and retreats, and (iii) serve as a catalyst sparking mindful moments to create a healthy campus culture. We aim to create a mindfulness campus culture that enhances students, faculty and staff members’ lives and well-being. We will share our program activities and ideas as well as ongoing community building efforts, with the vision to integrate mindfulness into the fabric of campus culture. Pitfalls and obstacles as well as positive, deeply moving and shared mindful moments brought forth by UF Mindfulness will be presented.

Using Contemplative Practice to Build and Explore Connections to Nature: A Case Study
Jennifer Byrne, Associate Professor of Political Science at James Madison University

Abstract: This paper examines how contemplative practice, in the form of a photo journal, can enhance students’ awareness of their relationship to nature, and the potential of contemplative practice as a tool to explore and build a connection to the natural world. The data comes from political science students enrolled in a senior capstone seminar with a focus on race, gender, and the natural world. Using a grounded theory approach, the role of reflective and contemplative practice is explored across several emergent themes including: building and deepening connections, navigating despair and suffering, building capacity for discernment, and developing the capacity to engage multiple perspectives.

2:45 – 3:45 PM • Concurrent Sessions @ The Inn

● Leadership in Education

From the Tree to the Forest: Fostering A Holistic View of Scientific and Technological Innovations and Their Consequences
Alicia Feghhi, Assistant Director, Leadership and Professional Development, Albert Dorman Honors College, New Jersey Institute of Technology
Regina S. Collins, Ph.D., Associate Director, Writing, Communications, and Outreach, Albert Dorman Honors College, New Jersey Institute of Technology
Katia Passerini, Ph.D., PMP, Professor and Hurlburt Chair of Management Information Systems, Dean, Albert Dorman College, New Jersey Institute of Technology

Abstract: “The whole is greater than the sum of its parts.” — Aristotle

From a holistic standpoint, the tree of contemplative practices, although depicted by itself, is part of a larger forest. Just as one tree impacts the forest as a whole, students have the responsibility to become mindful of how their actions influence society, acknowledging psychologist Alfred Adler’s philosophy of holism — the basic need of social interconnectedness and the necessity to cultivate societal welfare.

The Center for Leadership and Professional Development integrates this theory in its Impact-Driven Leadership (IDL or “ideal”) model that guides
Science, Technology, Engineering, and Mathematics (STEM) students to become mindful leaders in their fields and to consider how the advances they create may affect society as a whole. The Center equips its future impact-driven leaders through experiential and service learning focused on leadership, ethics, sustainability, and social responsibility.

Our presentation applies the IDL model to scientific and technological innovations, guiding participants through an exploration of intended and unintended consequences of past discoveries. By deconstructing those consequences, our audience will expand upon their understanding of awareness, moving from the individual to the community and, finally, to society – from the tree to the forest.

Contemplative Practices in Academic Leadership: Applications to Leading in Research, Governance and Stewardship

Michele T. Berger, Associate Professor in the Department of Women's and Gender Studies at the University of North Carolina, and Director of the Faculty Fellows Program at UNC's Institute for the Arts and Humanities

Rob Kramer, Senior Leadership Consultant at UNC's Institute for the Arts and Humanities, and Founder and Principal of Kramer Leadership, LLC

Abstract: The use of contemplative practices in education, particularly higher education in the United States is a growing trend. As the benefits of contemplative practices for classroom effectiveness have been researched and validated, faculty and administrators in higher education have begun exploring other areas of work-life in which to apply these principles. Contemplative practices can provide a powerful set of tools for academic leaders, especially during the current time of turbulence, change and transformation in higher education. There are, however, few models available for academic leaders to employ contemplative practices to support research, governance, and stewardship. This presentation offers a case study of how contemplative practices are being used at UNC-Chapel Hill across a variety of academic leadership settings, both for faculty and administrators. Participants will also be introduced to an experiential learning opportunity, allowing participants to explore a visually oriented contemplative practice tool.

Contemplative Education Online

Introducing Students to Contemplative Practices Online: An Overview of Goals, Assignments, Technology and Student Feedback From a Pilot Course

Matthew F. Komelski, Ph.D., Human Development, Virginia Tech

Abstract: The degree to which online approaches are capable of delivering meaningful instruction in contemplative practices is contested. This presentation reports on feedback from 20 students enrolled in the course Integrative Health Practices, a survey course introducing students to a range of contemplative practices. An overview of course goals, course Integrative Health Practices, a survey course introducing students to a range of contemplative practices, and contemporary leadership theories, such as authentic leadership, adaptive leadership, and servant leadership. These elements of mindful leadership, mindfulness, and other contemplative practices have been woven throughout the curriculum of Atlantic University's online graduate programs. This session will include a focus on such practices and how we present them in an online environment.

Student Experience with Contemplative Practices

What the [Bleep] is Contemplative Practice?: Exploring Student Benefits

Kelly Stinson-Bagby, Graduate Student, Virginia Tech, Material Science and Engineering

Rev. Holly C. Benzenhafer, MDiv, MS, Ph.D. Candidate (ABD), Practical Theology and Spirituality, Boston University School of Theology

Abstract: Contemplative practice is more than meditation or yoga poses. Students can find that contemplative thinking, concentration and awareness affects academic performance, stress reduction and interpersonal relationships. We will explore these ideas with techniques for everyday student life. This session is open to undergraduate and graduate students.

Bringing Contemplative Practices to Institutional Settings

Let Prisoners Be Our Teachers: What We Can Learn from Teaching Yoga in Correctional Institutions

Prof. Ulrike Wiethaus, Department for the Study of Religions and American Ethnic Studies Program, Wake Forest University

Abstract: In this presentation, participants will learn about a recent qualitative study investigating therapeutic justice for incarcerated individuals through contemplative Yoga programming. Lessons learned about contemplative practices from the Yoga practitioners and their teachers will reveal hidden dimensions in contemplative learning environments not immediately obvious in other institutional settings. The paper will close with reflections about contemplative pedagogy's potential for implicit biases and assumptions regarding practitioners and teachers' roles. The co-authors of this study are Jamie Crockett, Ph.D., Department of Counseling (WFU), and Cristin Whiting, Ph.D., Department of Psychology (WFU).

Weaving Contemplative Pedagogy Throughout Undergraduate and Graduate Degree Programs: The Example of The Positive Human Development and Social Change Department at Life University

Thomas Flores, Ph.D., Life University, Marietta, GA

Michael Karlin, Ph.D., Life University, Marietta, GA

Abstract: In 2014, Life University created the interdisciplinary Positive Human Development and Social Change Department by merging its Psychology and Business Departments and adding faculty across a wide range of disciplines. In addition to standard pedagogical models, this department integrates contemplative pedagogies throughout its undergraduate and graduate curricula to engender embodied knowledge, enabling received knowledge and critical insights to become spontaneous ethical subjectivities. This form of knowledge is especially important with regard to personal and social skills, such as integrity, emotional intelligence and compassion. Each quarter, students in the PHDSC department are required to participate in practice labs that facilitate this experiential reflection and integrated knowledge. These include labs such as Contemplative Practices; Compassion and Secular Ethics; Peace Studies, Conflict Transformation, Non-Violence; Empowering Communication; Creativity and Artistry; Collaboratively Engaged Research. The PHDSC department implements the Dalai Lama's model of secular ethics in education, an approach to the cultivation of basic human values based on common sense, common experience and science, and facilitated by contemplative pedagogy. This panel will present the various degree programs offered at
Life University and, through Life, at Lee Arrendale Women’s Correctional Facility and how contemplative practices and secular ethics are integrated within each of them.

**2:45–4:00 PM • Concurrent Sessions @ Squires Student Center**

- **The Contemplative Brush**
  Location: Perspective Gallery
  Chinese and Japanese Calligraphy: Brushstroke as a Contemplative Art
  Marlow Brooks, Senior Adjunct Professor, Naropa University
  **Abstract:** This paper will explore the tradition of East Asian calligraphy practice. For centuries it has been considered the highest art form of China and Japan as well as a revered contemplative practice demanding full attention and complete awareness. Each brushstroke is done on the spot, without correction, and considered a mirror of the practitioner’s state of mind. The session will include a lecture, demonstration, and power point as well as a chance to try writing a character with brush and ink.

- **Art and Mindfulness: Connecting to Place through Art Making**
  Robin Scully Boucher, Art Program Director for Student Engagement and Campus Life, Virginia Tech
  **Abstract:** As participants in the world around us, we often become disengaged with the actual places which we inhabit. Art and Mindfulness: Connecting to Place through Art Making is an interactive session designed to make us more aware of our relationship to the world. Through exercises which encourage attendees to relate to both tangible and intangible attributes of the places we dwell, those attending this session are encouraged to seek connection through association with memory and drawing from observation. Discussions surrounding the experience are designed to provide awareness of how pausing and connecting anchor us emotionally and culturally to place. No art experience required. Sketchbooks and drawing implements provided.

**2:45–4:15 PM • Session @ The Moss Arts Center**

- **Contemplative Approaches to Music**
  Contemplative and Student-Centered Pedagogy: A Sound Approach
  Thomas Ciato, Department of Music, Towson University
  **Abstract:** This presentation will share pedagogical strategies developed for an interdisciplinary course on acoustic ecology and sound art. The unifying theme of this course is an engagement with sound, environment, and self, through contemplative and creative practices. The contemplative approaches are drawn from many sources, including deep listening practice (Olivieros) sonological competence (Schafer) soundwalks (Westkamp) compassionate listening (Thich Nhat Hanh) and many others. These awareness practices are combined with readings from acoustic ecology, sound art, experimental music, sound theory, philosophy and aesthetics. The students engage in listening practices, soundwalks, and field recording exercises that lead into projects in soundscape studies, community engagement, and creative sound composition. By creating a safe, non-judgmental, reflective, and collaborative environment, students from a wide range of backgrounds are able to come together and explore a new interdisciplinary field, while increasing their understanding of themselves and the world around them - in essence, a form of mindful engagement through sound, listening, and creative practices.

**Borderlands — A Practice-Led Exploration of Collaborative Contemplative Practice in Words and Music**

Monty Adkins, University of Huddersfield (UK)

Dr. Deborah Middleton, Co-director of the Centre for Psychophysical Performance Research at the University of Huddersfield (UK)

**Abstract:** Borderlands is an experimental audio performance by Monty Adkins (composition) and Deborah Templeton (text) and features the cello playing of William Mace. The work explores liminal states and the borders of consciousness. The text is performed by Templeton, and was recorded and mixed by Adkins at various points throughout the sound component of the work with the cello.

**Teaching Acoustic Ecology and Sound Art as Contemplative Practice**

John Morrison, Longy School of Music of Bard College

**Abstract:** The paper, whose delivery will include audience engagement with the analytical technique, presents a contemplative method of musical analysis known as the Sound-Energy Aggregate (SEA). The method is founded upon the principle that the essence of musical communication is sound itself and that we gain immediate insight into music by engaging with it as a holistic presence. SEA analysis follows the path of "what is", acknowledging the depth of musical experience existing in virtually anyone. The SEA approach is to listen repeatedly, identify the energies one hears at work, and seek to find the musical factors which create that energy.

The paper will lay out the principles of the SEA and then apply them in a short interactive demonstration of their application. The basic idea is that each musical parameter carries a shape in a piece, and that shape contributes an energy contour to the whole. What emerges is a subtle, supple analytical account of a multi-dimensional reality unfolding in time.

The fascinating thing, beyond the efficacy of the analytical approach, is that engaging in this sort of analysis requires open-minded, honest listening states very much resembling what one does in various types of meditation, particularly Zen meditation.

**The Impact of Contemplative Practice on ‘Being Peace and the Power of the Voice’ — a collaborative project on music and meditation**

J. Cecilia Wu, Ph.D. research at Media Arts and Technology, at UC Santa Barbara

Dr. Beryl Lee Heuermann, Freelance composer/singer/music educator, and former Virginia Tech faculty

**Abstract:** In this paper, the authors look at how their longterm involvement in a meditation practice has affected the vision, collaborative process and realization of their ongoing project between several higher educational institutions using state-of-the-art telematic technology. ‘Being Peace and the Power of the Voice’ explores the work of a number of women and their use of the voice to impact non-violent change in the world. Beginning in 2013, the authors and Chris Chafe (director of CCRMA, Stanford University) began to explore how music and meditation affect both emotional and physical healing (funded by the Stanford-Shenson Award for Music and Medicine). The authors introduce the five phases of their project bridging Eastern and Western cultural and contemplative practices. They demonstrate how specific qualities that are cultivated through meditation such as flexibility, receptivity, compassion, seeing things as they are, and trusting ones intuition, have affected their interaction during the artistic process. Furthermore, the authors address the cultural and emotional implications of presenting their work at the Third World Youth Buddhism Symposium in Hong Kong and the powerful reciprocity of sharing with a group of like-minded students/faculty already acquainted with contemplative practice. Future plans include recording the chant of Tibetan nuns.
Diptych — A Sonic Installation
Kari Väkevä, Independent, Finland

Abstract: The artwork Diptych (2012-2015), for eight loudspeakers, is a multichannel sonic piece. It is exhibited here at this conference as an installation: Because of its long duration, it's beneficial that the audience may walk freely — to locate where the sounds come from and go nearer if they hear interesting nuances. The work Diptych begins in slow-motion with solitary tones, but later on more voices join in — some with a rougher surface — and the texture thickens. Like in an earlier composition, I found out that finally there were so many streams of sound that can be best heard — like independent musical instruments — from separate loudspeakers, because the spectra are rich. Therefore, instead of spatial movement, the experience of the sonorities and timbres of the music is more important. The composition has two sections and a total of eight movements. This computer music work is written with C++ and MAL-d synthesis software.

in a single drop...
Dr. Steve Wanna, Montgomery County Community College, MD

Abstract: One of the most common types of shrine offering in Tibetan Buddhism is water offering. The practice, called “yonchap” in Tibetan, involves filling seven identical bowls with water and has several significances in the tradition. in a single drop … offers a visual and sonic meditation inspired by this practice. While the religious and ritualistic aspects of the practice are not part of this installation, the aspect of inviting presence and quietude by the way a space is set up and presented — also an important aspect of the practice — is one the main things the installation is interested in creating. in a single drop … offers a visually and sonically austere space that invites wakefulness and presence. The visual aspect of the installation involves seven small, clear-glass bowls filled with water and set on a table. There is an apparatus (provided by the artist) that drips water very slowly into the bowls. Light is projected over the bowls such that the reflections hit surrounds surfaces (walls, ceiling, etc) creating a shimmering texture that changes with every drop that hits the surface. Microphones capture the sounds of the water drops and feed them into a computer that applies various processing (e.g. random playback, delays and pitch-shifting) using MAX/Msp. Seven speakers are placed around the space as single-point sources to amplify the live sound, as well as project the processed sounds, which function as a sonic memory of the real sounds, a memory that will sometimes mirror the real and other time seem distant and distorted.

INVASION: An Interactive, Contemplative Dance Space
Jillian Harris, Associate Professor of Dance, Temple University
Tatiana Hassan Arias, MFA in Dance, Temple University

Abstract: INVASION addresses the nature of impermanence, transformation, and physical change as perceived through reflected images. This interactive installation utilizes Z Vector, a new audio reactive visualization tool, and a depth sensor camera. Within INVASION, the participants’ movements represent the visual content that is sampled, manipulated, and projected on to layered screens. Those inside thus become both the performers and interpreters of the installation’s imagery. They experience an endless feedback loop where they witness their moving bodies, respond (or not) to the projections, and thereby generate further content. Each invasion is unique and unrepeatable; however, the duration is finite—exactly ten minutes. Within this time, INVASION generates a private, immersive space for movement improvisation and contemplation. Participants are encouraged to roam freely, to dance and explore the images from different perspectives.
Website: http://www.invasioninstallation.com/

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Campus Parking

• Parking at The Inn is free.

• Parking on campus is restricted from 7:00 am – 5:00 pm. During these hours, metered spaces are available to visitors.

• After 5:00 pm most lots are free unless otherwise signed.

• The North End Parking Garage (marked on the attached map) is open to visitors from 7:00 am – 8:00 pm for a $5 charge. If you leave after 8:00 pm, it is free.

PARKING ENFORCEMENT ON CAMPUS IS VIGOROUS.

Notes
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