Contemplative Practices for Higher Education
2020 Conference Program

March 5-7, 2020
Hosted by Virginia Tech
At the Hotel Roanoke

VIRGINIA TECH™
Welcome to the 2020 Conference!

This conference is the seventh in a series and is targeted to professionals from across the Mid-Atlantic region and beyond who are interested in contemplative practice, particularly those from academic disciplines, higher education leadership, and student affairs. The organizing body behind this conference is the Contemplative Higher Education Alliance for Research, Teaching and Service (C-HEARTS) in the Mid-Atlantic Region. Through this gathering, we explore pathways to sustainably integrate contemplative practices into our lives, whether that is in the classroom, in the research laboratory, in the office, in healthcare, in the arts, or in our lives beyond the professional sphere. Woven throughout the conference will be opportunities for instruction in mind body disciplines as well as times for contemplation.

2020 Conference Organizing Committee

- Erin Hopkins, Assistant Professor of Property Management, Virginia Tech
- Matthew F. Komelski, Instructor, Department of Human Development and Family Science, Virginia Tech
- Douglas K Lindner, Co-Chair, Prof Emeritus, Bradley Dept of Electrical & Computer Engineering, Virginia Tech
- Bill Macauley, Professor; Director of Composition & Communications, Disciplines Program, U. of Nevada, Reno
- Jamie Reygle, Executive Director, InStill Mindfulness SWVA
- Stephanie Sebolt, Assistant Professor, College of Education, Mary Baldwin University
- Laurie Seidel, Instructor, Virginia Tech Carilion School of Medicine and Coordinator for Mindfulness Programs, Roanoke City Public Schools
- Martha Sullivan, Professor of Practice in Industrial Design, Virginia Tech
- Juliet Trail, Co-Chair, Founder and Director, Courageous Compassion Connection
- Gini Weisz, Associate Professor, School of Nursing, Waldron College of Health & Human Services, Radford U.

We dedicate this year’s conference to our colleague and conference co-chair, Douglas K. Lindner (1952 – 2020).

Thank You to Our 2020 Conference Sponsors!
Carrie Newcomer is a songwriter, recording artist, performer, and educator. She has been described as a "prairie mystic" by the Boston Globe and, "asks all the right questions," by Rolling Stone, "a voice as rich as Godiva chocolate." by The Austin Statesman, and, "She's the kind of artist whose music makes you stop, think and then say, 'that is so true.'" by The Dallas Morning News. Recent appearances on PBS's Religion and Ethics and the National Award Winning Krista Tippett's On Being, have focused on her use of creative art-form as a spiritual/mindfulness practice, her work in social/environmental justice, interfaith dialogue, progressive spirituality and as a champion for a new political conversation.

She has toured with Alison Krauss in Europe and the United States. Nickel Creek recorded Newcomer's song, "I Should've Known Better," on their Grammy-winning album, This Side. In the fall of 2009 and 2011 Newcomer was a cultural ambassador to India, invited by the American Embassy of India. In October 2011, she released her interfaith collaborative benefit album, Everything is Everywhere, with world master of the Indian Sarod, Amjad Ali Khan. In June 2012 Carrie Newcomer traveled to Kenya, Africa, performing in schools, hospitals, spiritual communities and AIDS hospitals. In 2013 Carrie visited organizations dedicated to nonviolent conflict resolution through the arts and the empowerment of women in the Middle East. Huffington Post Religion Community listed her song, "Holy as the Day is Spent," as one of the best spiritual songs of 2012. She was listed as one of "the 50 most influential folk musicians of the past 50 years" by Chicago's WFMT. Boston's WBEZ listed her as one of the most influential folk artists of the last 25 years.

Her newest release is The Beautiful Not Yet (Light Records, September 2016). Other Available Light recordings include A Permeable Life and Everything is Everywhere. Newcomer also has 14 nationally releases on the Concord/Rounder Records including; The Geography of Light, The Gathering of Spirits and Before and After. In 2014 Newcomer also released her first companion book, A Permeable Life: Poems and Essays. Over half the songs on The Beautiful Not Yet were created for a spoken word/music collaboration with Parker J. Palmer entitled, What We Need is Here: Hope, Hard Times and Human Possibility. Newcomer’s first theatrical production, Betty's Diner: The Musical, was produced as part of the Purdue University 2015/2016 theatrical season to rave reviews. Other recent collaborations with influential authors, scientists and theologians, include; Jill Bolte Taylor, Phillip Gulley, Scott Russell Sanders and Rabbi Sandy Sasso.

Mitchell Ratner, Ph.D., is the founder and senior teacher of the Still Water Mindfulness Practice Center, a network of meditation groups in the Washington, DC, area. His teaching and publications focus on developing mindfulness meditation as a nourishing and joyful spiritual path. He believes that as one develops stillness and self-knowledge, the energy of mindfulness enters naturally into one's work, one's relationships, and one's responses to the inevitable difficulties and challenges of life.

Mitchell became a committed practitioner of mindfulness in 1989 after a short stay in a Buddhist monastery in Thailand helped him alter his habitual ways of thinking. Shortly thereafter he became a student of Vietnamese Zen Master Thich Nhat Hanh, attracted by Thich Nhat Hanh’s calm and penetrating presence, social activism, and teachings on mindfulness in everyday life. In 2001 Thich Nhat Hanh invited Mitchell to receive the Dharmacharya (Meditation Teacher) transmission and encouraged him to teach mindfulness more widely and to cultivate communities of practice. Mitchell holds graduate degrees in sociology and social anthropology. He researched and evaluated social programs for government agencies and non-profits from 1981 until he became a full-time Dharma teacher in 2005.
Dr. Margaret (Peggy) Plews-Ogan is the Brodie Professor of Medicine at the University of Virginia School of Medicine. She is former Chief of the Division of General Medicine, Geriatrics and Palliative Medicine. She did her training at Harvard Medical school and her Internal Medicine residency at the Brigham and Women's Hospital in Boston. Her research began in the area of patient safety, medical error, coping with mistakes. This led to research on how people cope positively with adversity, and ultimately to research in the area of wisdom—how wisdom is gained in the wake of difficult experience. She is currently working on how wisdom might be fostered in clinician training programs.

She has also done research on the effects of mindfulness on symptoms such as chronic pain and palpitations, and is currently working on how mindfulness, positive emotion and wisdom may be protective of burnout.

She founded the Center for Appreciative Practice at UVA, a center dedicated to fostering positive emotion in the workplace and has recently developed the "Be Wise" program—a health-system initiative to address stress, burnout and professionalism at UVA. She is the author of three books: 1) *Appreciative Practices in Health Care*, 2) *Choosing Wisdom* (with an accompanying Public television documentary), and 3) *Wisdom Leadership: Leading positive Change in the Academic Health Sciences Center*.

Leslie Booker brings her heart and wisdom to the intersection of Dharma + Embodied Wisdom + Activism. She shares her expertise nationally as a guest lecturer at conferences, universities, and Dharma centers, on expanding our vision around culturally responsive teaching, and changing the paradigm of self and community care.

She has spoken at Mind & Life Institute’s International Symposium, Contemplative Minds in Higher Education, Mindfulness in America, and Omega Institute’s Mindfulness in Education conferences, along with other pioneers in the mindfulness field such as Jon Kabat-Zinn, Dr. Daniel Siegel, Linda Lantieri, and His Holiness, the Dalai Lama. Booker has been a featured speaker and facilitator at the Fetzer Institute, Vassar and Pitzer Colleges, as well as with the Peace Corps and Teacher’s College at Columbia University, and the Contemplative Sciences Center at the University of Virginia.

She began sharing practice with vulnerable populations in 2005 and was a senior teacher and Director of Teacher Trainings with Lineage Project, where she worked with incarcerated and vulnerable youth for ten years. During this time, she also facilitated a mindfulness and cognitive-based therapy intervention on Riker’s Island from 2009-2011, a partnership between New York University and the National Institute of Health.

She is a co-founder of the Yoga Service Council at Omega Institute and the Meditation Working Group of Occupy Wall Street. Booker is a co-author of *Best Practices for Yoga in a Criminal Justice Setting*, a contributor to Georgetown Law’s Center on Poverty and Inequality’s report: Gender & Trauma—Somatic Interventions for Girls in Juvenile Justice, YOGA: The Secret of Life, and Sharon Salzberg’s book Happiness at Work. She is a graduate of Spirit Rock’s Mindful Yoga and Meditation training (2012), Community Dharma Leaders’ Training (2017), and will complete Spirit Rock’s four year Retreat Teacher Training in 2020.
### CONFERENCE SCHEDULE

#### Thursday, March 5, 2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>5:30 – 6:30 pm</td>
<td>Social Hour in the Pine Room Pub</td>
</tr>
<tr>
<td>5:00 – 9:00 pm</td>
<td>Registration Open (Including Will-Call Tickets for Concert)</td>
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</tbody>
</table>
| 7:00 – 8:30 pm| Carrie Newcomer in Concert  
                | Washington Lecture Hall                                              |
                | Doors Open at 6:30 pm                                               |

#### Friday, March 6, 2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7:30 – 11:30 am</td>
<td>Registration Open in Crystal Foyer</td>
</tr>
<tr>
<td>7:30am - 6:00pm</td>
<td>Continental Breakfast (with Snacks Available All Day) in Upper Level Lounge</td>
</tr>
</tbody>
</table>

### Morning Contemplative Practice Sessions

**7:30-8:15 am**

<table>
<thead>
<tr>
<th>Location</th>
<th>Session Title</th>
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</thead>
</table>
| Appalachian        | Zen Meditation and the Experience of Nonduality  
                    | Ellen Birx, Radford U.                                                      |
| Pocahontas A       | Shaping the Mindful Educator: Contemplative Practices in Teacher Education  
                    | Paige Lilley Schulte, Southeastern Louisiana U.                             |
| Pocahontas B       | Awakening to Happiness: The Gifts in the Present  
                    | Kristin Bryant Rajan, Kennesaw State U.                                     |
| Buck Mountain A    | Self-Care or Treat Yo’Self?  
                    | Students welcomed to attend!  
                    | Presented by Hokie Wellness:  
                    | Swathi Prabhu & David Andrews, Virginia Tech                               |

<table>
<thead>
<tr>
<th>Location</th>
<th>Session Title</th>
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</thead>
</table>
| Welcome & Keynote  | Juliet Trail, Courageous Compassion Connection  
                    | Matthew Komelski, Virginia Tech                                              |
| 8:45 – 9:00 am     | Whole-Hearted Practice: Embracing Our Lives and All of Life  
                    | Mitchell Ratner, Ph.D.  
                    | Founder and Senior Teacher  
                    | Still Water Mindfulness Practice Center                                    |
| 9:00 – 10:00 am    | Morning Break with Snacks Available in Upper Level Lounge                   |

### Welcome & Keynote

**8:45 – 9:00 am**

Juliet Trail, Courageous Compassion Connection  
Matthew Komelski, Virginia Tech

**9:00 – 10:00 am**

**Whole-Hearted Practice:** Embracing Our Lives and All of Life  
Mitchell Ratner, Ph.D.  
Founder and Senior Teacher  
Still Water Mindfulness Practice Center

### Close of Day

**10:00 – 10:20am**

Morning Break with Snacks Available in Upper Level Lounge
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:20 – 11:05</td>
<td>Crystal Ballroom Appalachian Pocahontas A</td>
<td>&quot;To Study the Self is to Forget the Self&quot;: Zen Lessons on Ego for Leadership in Higher Education</td>
<td>Jody Condit Fagan, James Madison University</td>
</tr>
<tr>
<td></td>
<td>Pocahontas B</td>
<td>The Transformative Power of Care: Lessons for Higher Education from the Camphill Movement</td>
<td>Elizabeth Sanders, U. of Aberdeen &amp; Camphill Academy</td>
</tr>
<tr>
<td></td>
<td>Buck Mountain A</td>
<td>Our Lives as Sacred Story: Hope In The Beautiful Not Yet A Mini-Retreat with Carrie Newcomer</td>
<td>Prof. Christyn Dolbier, William Guiler, &amp; Lauren Conder, All, East Carolina University</td>
</tr>
<tr>
<td></td>
<td>Buck Mountain B</td>
<td>Sociological Insight Through Contemplative Reading</td>
<td>Courtney B. Ross, PhD candidate, Virginia Tech; Alan Forrest, Radford U.</td>
</tr>
<tr>
<td>11:15 am – 12:00 pm</td>
<td>Crystal Ballroom Appalachian Pocahontas A</td>
<td>Mindful Making in the Education of a Designer</td>
<td>Martha Sullivan, Virginia Tech</td>
</tr>
<tr>
<td></td>
<td>Pocahontas B</td>
<td>Meet Them Where They Are and Start With What They Know: How Mindfulness Practice Intersects Beautifully With Teaching Critical Thinking to Today’s Students</td>
<td>Tricia Easterling &amp; Sandra Schneider, Radford U.</td>
</tr>
<tr>
<td></td>
<td>Buck Mountain A</td>
<td>Mini-Retreat with Carrie Newcomer Continues</td>
<td>Lance Brunner, U. of Kentucky</td>
</tr>
<tr>
<td></td>
<td>Buck Mountain B</td>
<td>Deep Listening as a Portal to Learning</td>
<td>Students’ Self-Perceptions of Mindfulness after Learning Mindfulness Techniques in a Professional Skills Course</td>
</tr>
<tr>
<td>Lunch</td>
<td>Crystal Ballroom A-C</td>
<td></td>
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</tr>
<tr>
<td>12:00 – 1:00 pm</td>
<td></td>
<td>Lunch in Crystal Ballroom A-C</td>
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</tbody>
</table>
# Afternoon Breakout Sessions

## 1:00 – 1:50 pm

<table>
<thead>
<tr>
<th>Crystal Foyer</th>
<th>Appalachian</th>
<th>Pocahontas A</th>
<th>Buck Mountain A</th>
<th>Buck Mountain B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poster Session:</strong></td>
<td><strong>Recognizing Our True Nature:</strong></td>
<td><strong>Session Canceled</strong></td>
<td><strong>Telling Our Story in Song:</strong></td>
<td><strong>NADA Protocol:</strong></td>
</tr>
<tr>
<td>* Mindfulness, Meditation, and Neuroscience:* Prof. Patrick Foo; Megan Brewer, Student, UNC-Asheville</td>
<td>The Three Touchings of the Earth</td>
<td>Mini-retreat with Mitchell Ratner</td>
<td>A Community Songwriting Experience Mini-Retreat with Carrie Newcomer</td>
<td>Practice Group Students welcomed to attend! Victoria Taylor, Lic. Ac.</td>
</tr>
<tr>
<td>* Emerging Adults’ Perceptions of Gratitude and Gratitude Lists:* Prof. Erin A. Hopkins, Virginia Tech</td>
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<td></td>
<td>Emptiness and Receptivity Anna Pitman, Psychotherapist</td>
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<tr>
<td>* College Students’ Perceptions of Challenge, Adaptation and Learning in a Contemplative Practices Course:* Matthew F. Komelski; Katherine R. Allen; Ben Janac; Ben Janac; Manasi Shankar; All, Virginia Tech</td>
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## 2:00 – 2:45 pm

<table>
<thead>
<tr>
<th>Crystal Ballroom</th>
<th>Appalachian</th>
<th>Pocahontas A</th>
<th>Buck Mountain A</th>
<th>Buck Mountain B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Flipped Life:</strong></td>
<td><strong>Mini-Retreat with Mitchell Ratner Continues</strong></td>
<td><strong>Build Resilience for Student Persistence, Belonging and Success</strong></td>
<td><strong>Mini-Retreat with Carrie Newcomer Continues</strong></td>
<td><strong>Can Constructivism Change the Learning Environment in Class and Motivate Today’s Students?</strong></td>
</tr>
<tr>
<td>Reflections of a Contemplative Workaholic Tay Keong Tan, Radford U.</td>
<td></td>
<td>Genevieve. E. Chandler; Clare Sullivan, Undergraduate; Trina Henderson, PhD Candidate; All, UMass</td>
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<td>Rajiv Narula, State U. of New York, Canton</td>
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*Flash Presentations*  
* Leading by Example: Practicing Embodiment in Student Affairs Crisis Work Rachel McDonald, William & Mary  
* Keeping the Practice Going Jamie Reyle, InStill Mindfulness SWVA
### Afternoon Breakout Sessions

**2:55 – 3:40 pm**

<table>
<thead>
<tr>
<th>Crystal Ballroom</th>
<th>Appalachian</th>
<th>Pocahontas A</th>
<th>Pocahontas B</th>
<th>Buck Mountain A</th>
<th>Buck Mountain B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mindful Leadership in Higher Education Administration: Findings and Practical Applications from an Exploratory Research Study</strong>&lt;br&gt;James Van Auken, Atlantic U.</td>
<td>Infusing and Cultivating Mindfulness into Postsecondary Experience, Teacher Preparation, and Practitioner Reflection&lt;br&gt;Sandra Schneider; Beth Eanes, Undergraduate; Tricia Easterling; All, Radford U.</td>
<td>Incorporating Contemplative Practices in College Language Courses: A Common Approach with Different Pathways&lt;br&gt;David Flórez-Murillo; Esperanza Górriz Jarque; Zaida Villanueva-García; All, U. of Virginia</td>
<td>Lessons Learned from a Graduate Course On Listening In Communities&lt;br&gt;Ron Hustedde; Rosalind Harris; Lance Brunner; All, U. of Kentucky</td>
<td>Unwind Offline: Understanding the Science Behind Device Use &amp; Practicing a Mindful Approach&lt;br&gt;Presented by Hokie Wellness. Teagan Neveldine &amp; Chloe Loving, Virginia Tech</td>
<td>Compassion Practice for Exploration of and Deepening Connection to Self and Others&lt;br&gt;Juliet Trail, Courageous Compassion Connection</td>
</tr>
</tbody>
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### Keynote

**Crystal Ballroom**

**4:00 – 4:05 pm**

Introduction by Erin Hopkins, Virginia Tech

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**Wisdom Through Adversity:**

Navigating the Waters of Difficult Circumstance

**Dr. Margaret (Peggy) Plews-Ogan**

Brodie Professor of Medicine at the University of Virginia School of Medicine

**4:05 – 5:00 pm**

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**5:00 – 5:05 pm**

Closing

**5:30 – 7:30 pm**

Networking Session (cash bar) in the Crystal Ballroom
### Saturday, March 7, 2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 – 9:30 am</td>
<td>Registration Open</td>
</tr>
<tr>
<td>7:30 – 9:00 am</td>
<td>Continental Breakfast Available in Hotel Level Lounge</td>
</tr>
</tbody>
</table>

**Morning Contemplative Practice Sessions**

**7:30-8:15 am**

<table>
<thead>
<tr>
<th>Appalachian</th>
<th>Shenandoah A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meditation Based on Practices from CARE (Cultivating Awareness and Resilience in Education)</td>
<td>Morning Yoga</td>
</tr>
<tr>
<td>Laurie Seidel, Virginia Tech Carilion School of Medicine</td>
<td>Jill Loftis, Uttara Yoga Studio</td>
</tr>
</tbody>
</table>

**Morning Yoga**

Jill Loftis, Uttara Yoga Studio

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**Half-Day Retreat**

**Pocahontas**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:45 – 9:00 am</td>
<td>Welcome and Introduction, Juliet Trail, Courageous Compassion Connection</td>
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**Embodying Radical Presence**

Leslie Booker

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 am – 12:00 pm</td>
<td>Embodying Radical Presence</td>
</tr>
<tr>
<td>12:00 - 12:15 pm</td>
<td>Closing and Adjourn</td>
</tr>
</tbody>
</table>
SESSION DESCRIPTIONS, Friday March 6: 7:30AM-8:15AM

Zen Meditation and the Experience of Nonduality, Ellen Birx, PhD, RN, Professor Emeritus, Radford University. Participants will be introduced to Zen meditation as a particular form of mindfulness aimed at the direct experience of empty clarity of mind and nonduality. As the participants engage in periods of sitting and walking Zen meditation, instructions will be given pointing out the careful choice of words so dualistic perceptions are not reinforced and the experience of nonduality is cultivated. Instruction on posture will be included as an integral aspect of Zen meditation highlighting the unity of body, mind, and spirit. Experiences during meditation will be related to neuroscience research regarding Zen meditation (Austin, 2013; Jospovic, 2018). Zen meditation will be presented as process of letting go of, or seeing through thoughts, concepts, and images, thereby disidentifying with them and discovering the nonseparate self. The aim is opening to the inconceivable – to that which is of ultimate concern and greater than anything we can imagine or grasp with the intellect (Birx, 2020). Zen practice leads us onward from an integrative perspective to a nondoal or unitary perspective so we can lead full, whole lives caring for self, others, the earth, and all beings from whom we are distinct but not separate (Newman, 1992).

BIO: Ellen Birx is a Professor Emeritus at Radford University in Radford, VA. She has a PhD in Psychiatric Mental Health Nursing from the University of Texas at Austin. She is a Zen Roshi (Zen Master) in the White Plum Lineage of Zen and co-founder of New River Zen Community in Blacksburg, VA. Her recent books include Selfless Love: Beyond the Boundaries of Self and Other [Wisdom, 2013] & Embracing the Inconceivable: Interspiritual Practice of Zen and Christianity (Orbis, 2020).

Shaping the Mindful Educator: Contemplative Practices in Teacher Education, Paige Lilley Schulte, Ph.D., Southeastern Louisiana University. This practice session will engage participants in a variety of contemplative practices that have been integrated into education courses and professional development for university students and faculty including KORU Mindfulness. The presenter will summarize the successes and challenges of integrating these practices into courses and the benefits for university students and faculty. Participants will receive a description of each activity as well as resources and a rationale for including them in different learning settings. Activities will include meditation and mindfulness practice, weekly check-ins and reflections, circles, and contemplative questioning. The closing of the session will allow for participants to share ideas they have utilized or observed in university settings thus creating a group toolbox for new practices that all can experiment with in their own leadership positions. The ideas and activities presented can be adapted for individual courses in any content for emerging adults or for professional development related to social-emotional learning, mental health and wellness, and student resilience.

BIO: Dr. Paige Lilley Schulte is a Professor of Education at Southeastern Louisiana University in Hammond. Paige has several publications related to classroom strategies for actively involving students. She has presented sessions at local, regional, national, and international educational conferences as well as professional development workshops on topics such as higher-order thinking, total physical response, using ‘grabbers’ to motivate students, diversity, bullying, relational aggression, and cooperative learning, as well as strategies for promoting kindness and mindfulness and facilitating social/emotional learning in the classroom. In 2016, she was the recipient of the President’s Award for Excellence in Teaching at Southeastern.

Awakening to Happiness: The Gifts in the Present, Kristin Bryant Rajan, Ph.D., Kennesaw State University. This practice facilitates strategies promoting happiness and highlights the research supporting these approaches. The path to joy is not complicated: Well-documented, scientific studies in positive psychology as well as contemplative analyses of happiness in literature, philosophy, religion, and self-improvement genres inter-relate in exciting and rewarding ways. As a group, we will practice exercises proven to enhance happiness: focused breathing, meditation, laugh, gratitude, mindful writing, and social connection. We will not only experience the immediate positive effects of such practices but also understand the research validating this work. I draw from the work of Harvard happiness researcher/writer Achor as well as prominent positive psychologists Csikszentmihalyi, Goleman, Seligman, Maslow, among others. I also integrate the wisdom of the Dalai Lama and Eckhart Tolle into our work. Ultimately science and philosophy coalesce in a field that is no longer considered a soft science. This session will stimulate personal discoveries and revelations, creating a safe space of sharing and reflection. These simple steps can be used in and outside of academe by students, faculty, and staff alike. With rates of depression, anxiety, and suicide increasing at alarming rates among all age groups, this workshop is applicable to all.

BIO: Kristin Bryant Rajan, English PhD, writes poetry, fiction, creative nonfiction, and literary criticism in Atlanta, GA. She is widely published in literary and creative writing journals as well as anthologies. Her literary research revolves around meditative moments of deep self in modernist literature, Virginia Woolf in particular. She teaches English at Kennesaw State University and facilitates happiness workshops for faculty, students, and community groups. She is the founder of the KSU student meditation group and teaches spin classes at her local YMCA. Her writing, research, teaching, and life are extensions of her daily meditation practice, illuminating the gifts in each moment.

Self-Care or Treat Yo’Self? Students welcomed to attend! Presented by Hokie Wellness, Swathi Prabhu & David Andrews, Virginia Tech. In college it can feel like there’s so much to do and so little time, which often means that taking care of ourselves gets put on the backburner. Sometimes we believe that if we just get through this week, we can do something fun and treat ourselves after. The truth is, though, self-care isn’t about short sprints, it’s a marathon. Consistent self-care can be a realistic practice with the right tools and a plan. In this workshop we will explore signs of stress & strategies for developing effective and sustainable coping skills. We will also try out some self-care exercises such as mindfulness. In this workshop you can assess your current coping skills, learn how to develop school-life balance, and create a realistic self-care plan for yourself.

OPENING KEYNOTE, Friday: 9:00-10:00AM

Whole-Hearted Practice: Embracing Our Lives and All of Life, Mitchell Ratner, Ph.D. Founder and Senior Teacher, Still Water Mindfulness Practice Center. The path of mindfulness is guided by teachings and practices that nourish awareness and lead to inner stillness. From this place of stillness, we are better able to acknowledge the realities of our life, and better able to respond wisely and lovingly. In my talk I will share personal stories and practices related to four of the many steppingstones or realizations encountered along the way: The mind can be trained. The heart can be opened. Fears can be alleviated. The intrinsic essence of life can be glimpsed. A whole-hearted practice is intertwined with every aspect of our lives. The practice encourages a fuller engagement with our relationships, work, aspirations, and projects. At the same time, the joys and challenges of our engagements nourish and deepen our practice. See Bio on Keynotes Page.

MORNING BREAKOUT SESSION DESCRIPTIONS, Friday: 10:20-11:05AM

“To Study the Self is to Forget the Self”: Zen Lessons on Ego for Leadership in Higher Education, Jody Condit Fagan, Ph.D., James Madison University. Most leadership theories define part of the leader’s role to be inspirational and charismatic, attracting followers through individual example and vision (Bass & Riggio, 2006; Conger & Kanungo, 2003). The same theories acknowledge the potential dangers of narcissism in the
leader and leader-obsession among their followers. In higher education, we find many examples of leaders who have a strong self-center and attract followers, and the nature of their influence can have both positive and problematic results. The author’s hypothesis is that Buddhist teachings of emptiness (no-self) can illuminate this seeming dilemma. Interviews with five Zen practitioner-leaders were analyzed for themes related to the influence of emptiness (no-self) on leadership behaviors. Concepts included awareness of ego-attachment, universal Buddha nature, interdependence, and impermanence. Examples included metaphors, Zen stories and koans. This paper will present findings from the interviews, from observations of Zen leaders, and from the author’s personal experience in attempting to apply these principles to leadership practice in a higher education setting. Time for meditation / reflection will be integrated into the presentation to allow participants to experience / consider their own sense of self and how it may influence their roles as leaders and followers.  

**BIO:** Jody Condit Fagan is a beginning Zen student and holds a PhD in strategic leadership from James Madison University. She has practiced meditation for about four years, and recently completed an educational leave on the topic of Zen and leadership in higher education. She is co-director of technology for JMU Libraries and has master's degrees in library science and history.

### Teaching Applied Ethics through Contemplative Practice: Wellbeing and Social Connection

**Prof. Joshua Anderson, Virginia State University.** In this presentation, I discuss an Applied Ethics course I regularly teach that incorporates scientifically validated contemplative practices as a way to achieve a number of learning outcomes. Over the course of the semester each student is required to engage in one of a number of contemplative practices for a specific time period. The practices are chosen because they have been shown to increase both individual wellbeing and social connection. The outcomes sought relate to 1) Citizenship & Socio-Psychological Integrity; 2) Scholarly Disposition; 3) Holistic Wellness. Outcomes were measured based on, graded, student oral and written reports about the effects the practice had for them, personally, intellectually, socially and morally, and an anonymous survey taken at the end of the course. Structure: The presentation will be structured as follows: 1) opening; 2) discussion of the course, the practices, and desired outcomes as well as the justification for each; 3) discussion of results and lessons learned; 4) Q & A and discussion of best practices that can be used for improving the course in the future; 5) closing.  

**BIO:** Joshua Anderson is an Assistant Professor of Philosophy at Virginia State University. His primary areas of research are in Social/Political and Ethics, with strong side interests in both African American and Eastern Philosophy especially as these overlap with the former two. He has also published and presented on the history of Western and Eastern Philosophy. His interest in contemplative practice has recently been focused on the relationship between contemplative practice, wellbeing and morality.

### The Transformative Power of Care: Lessons for Higher Education from the Camphill Movement

**Elizabeth Sanders, PhD candidate, University of Aberdeen; Camphill Academy.** The central thesis of this session is that care is fundamentally creative: the phenomenon of care can provoke individual and societal transformation, while at the same time it evokes a parallel process of transformation as a precondition of its appearing. Drawing on the literature in care work, data on the state of the direct support workforce, and phenomenological research within the Camphill movement—and intentional community-building movement inclusive of people with intellectual and developmental disabilities—this paper argues for grounding professional training in care work in contemplative and transformative learning experiences. This argument emerges from experience in the Camphill movement and manifests practically in the aims of the Camphill Academy, which strives to provide an alternative approach to higher education based on these principles. We will explore some of the transformative experiences of students within the Camphill Academy as captured through qualitative research, and we will have an opportunity to practice some of the essential contemplative exercises utilized by students. This session will be of particular interest for higher education programs and educators in social work, disability supports and services, education, philosophy of care, nursing, and other fields invested in the wellbeing of individuals and communities.  

**BIO:** Elizabeth Sanders, since graduating from college in 2011, has been a member of the Camphill movement, living and working in intentional communities alongside adults and youth with intellectual and developmental disabilities. She is currently undertaking a PhD in Practical Theology with the University of Aberdeen exploring the relationship between spiritual formation and inclusive communities. In the past year, Elizabeth joined the editorial team for Perspectives in Anthroposophic Inclusive Social Development, and served on the program committee for the International Communal Studies Association triennial conference, where she also sat on a panel discussing the Camphill movement and presented a paper stemming from her PhD research.

### Our Lives as Sacred Story: Hope In The Beautiful Not Yet, A Mini-Retreat with Carrie Newcomer

**NOTE: This session runs until 12 pm.** When we frame our individual and community stories through a spiritual lens, it changes how we see ourselves and the world. This workshop explores how our own spiritual stories help us maintain hope and the ability to envision during times of uncertainty or challenge. This workshop explores paying attention and honoring our daily experiences. It will also explore the stories we choose to tell ourselves as individuals and as a community. Carrie will use conversation, exploratory writing, poetry, music, group and individual experiences. This mini-retreat will be conducted in a safe and welcoming atmosphere, welcoming those who have had previous experience in writing, songwriting or creative expression, as well as those who are interested in exploring new ways to envision their stories through a new, creative and spiritual lens. See Bio on Keynotes Page.

### Sociological Insight Through Contemplative Reading

**Courtney B. Ross, PhD candidate, Virginia Tech and Prof. Alan Forrest, Radford University.** In what ways does contemplative reading in the college classroom facilitate awareness and understanding of complex sociological issues? Contemplative reading opens the space for difficult conversations with others to explore how the world works and how to pay attention to the challenges people face within discriminating systems. Contemplative reading invites students to slow down and engage deeply with a given passage allowing meaning to arise. This highly experiential and engaging session invites conference attendees to participate in an innovative and inspiring pedagogical strategy. Participants will: experience a creative and innovative approach of engaging students with a text/passage; connect a sociological concept with contemplative practice so that new and increased perspectives can occur; and learn how to encourage reflective conversation and engagement between students.  

**BIOs:**  

**Courtney B. Ross** is a first-year doctoral candidate in Sociology at Virginia Tech. Her research interests are teaching sociology, contemplative inquiry/pedagogy, peace and nonviolence studies, positive sociology, and gender and sexuality in general. Prior to seeking the terminal degree, she taught in academia in various roles for fifteen years. She embraces the power of learning through critical thinking, moral reasoning, self-reflection, active engagement, and imagination. Out-of-the-classroom, Courtney enjoys gardening, camping, and outdoors activities. **Alan Forrest** is a Professor in the Department of Counselor Education at Radford University. In addition to his personal mindfulness meditation practice, Alan leads, and co-leads, weekly mindfulness practice groups, mindfulness retreats for college and graduate students, medical students, faculty, human service and mental health professionals, educators, young adults and others. He is actively involved in infusing mindfulness into both his counseling practice and into the college classroom. Alan is interested in contemplative pedagogy and integrating these practices in the classroom. Alan is a founding Board Member of the nonprofit organization InStill Mindfulness of Southwest Virginia.
A Mindfulness-Based Intervention for College Students: A Randomized Pilot Study, Prof. Christyn Dobbie, William Guller, & Lauren Conder, All, East Carolina University. The authors will share findings from a randomized pilot study of a mindfulness-based intervention (MBI) with college students in a university setting. Goals: To share: 1) lessons learned from facilitator and researcher standpoints; 2) preliminary MBI effects. Expected learning outcomes: 1) Describe the MBI structure and content; 2) gain experience practicing an MBI mindfulness skill; 3) describe challenges and possible solutions related to recruitment, adherence, and retention; 4) describe clinically meaningful effects and potential processes of change. Problem: Given the prevalence of stress and gap in effective coping strategies among college students, evidence-based interventions in the university setting are needed. Much research supports the health benefits of mindfulness-based interventions (MBI), with a few designed for college students showing promise. Method: Students at a southeastern public university who indicated interest in Koru, a 4-week MBI designed for college students, were randomly assigned to Koru or a waitlist control group. Participants (N=24) completed pre- and post-surveys assessing psychological symptoms and theoretical mechanisms of action. Effect sizes were calculated. Results: Clinically meaningful benefits: stress (d=0.99), depression (d=0.78), anxiety (d=0.24). Potential processes of change: psychological flexibility (d=1.02), rumination (d=1.02), nonattachment (d=0.77), values clarification (d=0.74), mindfulness (d=0.70), reperceiving (d=0.53), emotion regulation (d=0.49).

BIOS: Christyn Dobbie is a health psychologist specializing in stress and health. She completed her Ph.D. in psychology and health education at the University of Texas at Austin and postdoctoral health psychology fellowship at the University of California at San Francisco. Currently an Associate Professor in the Psychology Department at East Carolina University, she teaches, conducts research, and facilitates mindfulness groups. She received mindfulness training through the Center for Mindfulness in Medicine, Health Care and Society, Duke Center for Integrative Medicine, Center for Koru Mindfulness, and Institute of Noetic Sciences. She has been practicing, researching, and teaching mindfulness for 10 years. William Guller is an undergraduate research assistant at East Carolina University (ECU) studying to obtain a BS in neuroscience and psychology. He has several years of experience conducting mindfulness research on college students, facilitating mindfulness practices to patients in the Neuroscience Rehabilitation unit at Vidant Medical Center, presenting on mindfulness to various college student groups, and gave a TEDx talk at ECU on the impact of mindfulness meditation. He also has experience researching stress, coping, and self-compassion in college students. Lauren Conder is a clinical health psychology doctoral student at East Carolina University (ECU) and is interested in researching stress, health, and mindfulness. She completed her M.A. at Western Carolina University in general psychology with a specialization in clinical psychology and completed a thesis examining a mindfulness intervention in a college health class. At ECU, she currently researches and facilitates mindfulness groups for both college students and pregnant women. She has been practicing and researching mindfulness for three years and enjoys teaching mindfulness.

SESSION DESCRIPTIONS, Friday: 11:15AM-12:00PM

Mindful Making in the Education of a Designer, Prof. Martha Sullivan, Virginia Tech. In the Industrial Design Program at Virginia Tech, studio practices have long included a work ethic in making and discovery. As one professor, noticing a trend in students’ passion for design never waning, but the resilience needed to sustain a career in design not as present, the search began for a method of building awareness and connection that would resonate in emerging adults. That quest led to the development a course titled “The Mindful Designer.” This paper will explore contemplative practices as they relate to design education and implementation in the classroom through mindful making. The goal of The Mindful Designer is to develop a holistic approach to the education of a designer. How can we address awareness as a tool for designers? How can we develop compassion in emerging adults? Genuinely comprised of both empathy and a spirit of activism, compassion may be what sets future generations of designers apart from their predecessors, as disruptors to the world’s big sticky problems - leading with intention, inventiveness, and hope. The success and failures of this mindfulness course at Virginia Tech is reported though student comments, evaluations standard in the Koru Mindfulness program, and the Mindful Attention Awareness Scale.

BIOS: Martha Sullivan is a Professor of Practice in Industrial Design. She teaches in Second Year Industrial Design Laboratory and Ceramics; other course work includes Human Factors and Computer Aided Design. She has been recognized with a University Certificate for Excellence in Outreach for an annual service-learning project titled Empty Bowls and a College of Architecture and Urban Studies Excellence in Teaching Award. In 2019, Sullivan was nominated as a Leading Light for the New River Valley, as well as inducted as a Faculty Fellow for the Leadership and Social Change Educational College at Virginia Tech. She is currently serving as President for the Blue Mountain School Board of Trustees, a progressive and contemplative school in Floyd, Virginia.

Teaching Ethics for STEM Using Reflection, Prof. Emeritus Douglas K. Lindner, Virginia Tech) Richard S. Bowles III, Lachman Associates; Agnes B. Curry, U. St. Joseph; Yvonnes Chen, U. Kansas. Beginning with the 2016 Contemplative Practices for Higher Education Conference we have successively described a journey to explore the use of mindfulness practices in the teaching of ethics in STEM. The primary motivation for this initiative has been the desire to introduce students, at an early point in their education, to the presence of critical, ethical dimensions of problems they will face throughout their careers. In previous Contemplative Practices conferences, we have presented various studies undertaken with engineering students that contain both significant current interest and technical and ethical content. In this presentation, we will review our journey to incorporate contemplative practices in teaching ethics in STEM under the leadership and direction of Prof. Emeritus Douglas K. Lindner. This review will include organizational tools adapted for group study, a review of the case studies utilized, qualitative and quantitative results, and future directions. We believe the collective experiences of our studies over the past four years will be of interest to all involved in developing new methodologies for ethical STEM education.

BIOS: Richard S. Bowles III, Ph.D. is an Advisor to and Chair of the Board of Lachman Associates, a regulatory consulting company. He was most recently executive vice president and chief ethics & compliance officer for Merck & Co., Inc. (retired). 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. Bowles, dharma name shinshui, is a long time Zen practitioner and an ordained daojin (person of the way) in the Mountains and Rivers Order of Zen Buddhism. Yvonnes Chen is an associate professor in the School of Journalism and Mass Communications at the University of Kansas. She is one of the five 2017 Outstanding Educators honored by the KU Torch Chapter of the Mortar Board, a senior honors society. She incorporates mindfulness into her courses and teaches a first-year seminar exclusively on meditation and the media. Agnes B. Curry, Ph.D., is Professor of Philosophy and Director of General Education at the University of Saint Joseph in Connecticut. Her teaching includes contemporary ethics, social theory, and philosophical approaches to happiness, with a major concern to promote inclusive discourses. She integrates meditation and other contemplative practices into her courses.

Meet Them Where They Are and Start with What They Know: How Mindfulness Practice Intersects Beautifully With Teaching Critical Thinking to Today's Students. Tricia Easterling & Sandra Schneider, Radford U. Stress, anxiety, and declining cognitive skills have caused growing alarm among parents, students and educators. At present, there is much speculation on these phenomena, and how to address them effectiively in the college classroom. Approaching mindfulness from an academic point of view, this session will introduce an innovative methodology to operationalize and illustrate what it means to think critically and how it overlaps effectively with a mindfulness
Deep Listening as a Portal to Learning, Lance Brunner, U. of Kentucky. Deep Listening [hereinafter DL] is a contemplative practice developed by the influential American composer Pauline Oliveros (1932-2016), whose principal practice was listening—“24/7.” Listening for her was a full-bodied practice, a gesture of complete openness. She has left a large repository of DL exercises and guidelines that involve active listening and improvisational performance. This poster introduces the basic tenets of DL and lessons learned in my forty years of leading the practice in a variety of venues and populations, including higher education. Luelling develops basic attentional skills that are critical in any learning process. I will lead the audience in several DL listening exercises that will point to qualitative outcomes of the practice, including increased attention, reduced stress levels, and awakened creativity. I will further suggest ways the practice can be incorporated into academic settings, particularly leadership programs and how this affective contemplative practice can help cultivate the space where self-knowledge, gratitude, and empathy can bloom.

BIO: Lance Brunner has been a professor of musicology at the University of Kentucky since 1976, specializing in medieval music and music since 1900. Among other honors, he held a Kellogg National Fellow (1985-88) studying ways that music can be serve in human health and healing. He was one of the founding members of the Institute of Music and Medicine at the University of Louisville, in 1990. He has directed several leadership programs and taught and MBA course on creativity at the UK. As a Buddhist meditation instructor, he conducts workshops and retreats in meditation and contemplative arts nationally and internationally.

Students’ Self-Perceptions of Mindfulness after Learning Mindfulness Techniques in a Professional Skills Course. Dara Dirhan & Alessandra Sarcona, West Chester U. of Pennsylvania. Anxiety disorders are one of the most common mental health issues on college campuses. Practicing mindfulness techniques can decrease symptoms of anxiety and depression. For college professors, the research question becomes: Can incorporating mindfulness techniques into a college course increase mindfulness among college students? From our study, the answer is yes; it makes sense to incorporate mindfulness techniques into course assignments and projects as a double benefit: to accomplish course outcomes and objectives, and to help alleviate symptoms of anxiety and depression for college students. We studied students’ perceptions of mindfulness from pre-course to post-course, after incorporating mindfulness techniques into a professional skill in dietetics course. Specifically, being more mindful helped students be better nutrition counselors and strengthened their writing skills. We will share several mindfulness techniques and assignments we used with our students and will give the audience an opportunity to brainstorm mindfulness techniques that they would be able to incorporate into their classes. Ultimately, results from our study showed that the various mindfulness techniques we incorporated into our class increased students’ mindfulness from pre-course to post-course.

BIO: Dr. Dara Dirhan is an Assistant Professor of Nutrition at West Chester University of Pennsylvania. She received her doctoral degree in Educational Leadership and Management from Drexel University where she studied changes in dietary habits and behaviors of college students. Aside from teaching in higher education, she has professional experience in the corporate wellness sector, providing nutrition counseling and health education to corporate clients. Dr. Dirhan’s research experience centers on best practices in teaching and learning pedagogy, including game-based learning, and studying student outcomes among undergraduate nutrition students. Dr. Alessandra Sarcona is an Assistant Professor of Nutrition at West Chester University (WCU). Prior to coming to WCU, she was a Dietetic Internship Director at Long Island University (LIU), Post. In addition to teaching in higher education, she is a registered dietitian nutritionist and certified specialist in sports dietetics and has experience in clinical dietetics, wellness and sports nutrition. She has published research on effective preceptors in dietetics, lifestyle and eating behaviors using mobile health apps, positive health outcomes of using motivational interviewing in nutrition counseling, as well as measuring the effectiveness of various pedagogical approaches in her teaching.

AFTERNOON BREAKOUT SESSION DESCRIPTIONS, Friday: 1:00-1:50PM

Poster: Mindfulness, Meditation, and Neuroscience: Prof. Patrick Foo; Megan Brewer, Student, UNC-Asheville. This poster reports on an interdisciplinary course, “The Art and Science of Meditation,” offered since 2015 as the capstone of the Certificate in Contemplative Inquiry at the UNC-Asheville. The goals of this course include understanding connections between body and mind (neuroscience and physiology of meditation), appreciating various historical and cultural meditative traditions, contemplating philosophical questions related to meditation, exploring meditation for cultivation of consciousness, awareness, attention, creativity, compassion, and experiencing and reflecting upon meditation, appreciating various historical and cultural meditative traditions, contemplating philosophical questions related to meditation, exploring meditation for cultivation of consciousness, awareness, attention, creativity, compassion, and experiencing and reflecting upon meditation. Here pre and post-test performance on a neuroscience knowledge test is presented. Students in this meditation course are compared to a cohort enrolled in a traditional introductory neuroscience course. A significant main effect confirms the replication of previously reported results from a health/yoga study, and an expanded version of the knowledge test extends those findings. A significant interaction suggests that while students in the meditation class initially outperformed their counterparts in the traditional introductory neuroscience course, the latter students significantly outscored the former by the end of the semester. These findings support a complementary undergraduate curriculum that effectively broadens the undergraduate population interested in learning about brain and body connections.

BIO: Patrick Foo is an Associate Professor of Psychology and co-founder of the Neuroscience Minor at the University of North Carolina at Asheville (UNCA). He is the Coordinator of the Contemplative Inquiry Certificate Program. Dr. Foo received his Ph.D. in Complex Systems and Brain Sciences from Florida Atlantic University, USA. Megan Brewer is a Psychology student at the University of North Carolina at Asheville. She plans to attend the Mount Carmel College of Nursing.

Poster: Emerging Adults’ Perceptions of Gratitude and Gratitude Lists: Prof. Erin A. Hopkins, Virginia Tech. Gratitude, defined as “the quality of being thankful; readiness to show appreciation for and to return kindness” is an invaluable professional development skill (Gratitude, n.d.). Not only can it foster positive changes individually and within organizations, gratitude enriches both the giver and receiver (Bono, Emmons, and McCullough, 2004). As professional development is inclusive of intra and interpersonal skills, cultivation of gratitude seems like a natural fit as it influences both the individual and the interactions between individuals and extensive research demonstrates the connection between gratitude
and enhanced well-being (Wood, Froh, and Geraghty, 2010). There are various methods to invoke gratitude such as gratitude lists, acts directed towards others, and gratitude contemplation (Rash, Matsuba, and Prkachin, 2011). This study, through student perception elicitation, examines a gratitude list intervention in a professional development undergraduate class to test the theory between gratitude and enhanced well-being. Each class period was started by asking students to write down three things they were grateful for that day. A pre and post-test assessment related to their experience was administered with the pre-test given at the beginning of the Fall 2019 semester and the post-test given at the end of the semester. Results from this study can help inform decision makers of professional development course curriculum on the effectiveness and enjoyment of these types of contemplative practices as a pedagogical tool. 

**BIO:** Erin A. Hopkins, PhD, serves as an Assistant Professor of Property Management within the College of Liberal Arts and Human Sciences at Virginia Tech, where she teaches courses in multifamily property management operations, environmental and sustainability issues in housing, and professional development. Her research interests include green building, building lifecycle analysis, and contemplative practices in higher education. Her research can be found in publications such as the Journal of Housing and the Built Environment and the International Journal of Sustainable Development & World Ecology.

**Poster: College Students’ Perceptions of Challenge, Adaptation and Learning in a Contemplative Practices Course:** Matthew F. Komelski, PhD; Prof. Katherine R. Allen; Ben Janac; Manasi Shankar, All, Virginia Tech. Rates of self-reported stress, anxiety and mental health disorders are on the rise among North American college students. A number of studies have examined the effects of mindfulness-based interventions in college students with respect to the value of such practices in reducing levels of stress and anxiety among college students. However, no published papers examine students’ perceptions of the practices themselves. Empirical insight into questions, such as “What practices do students favor?”, “What aspects of contemplative practice do college students struggle with the most?” or “What value, if any, do college students place on learning these practices?” are not available in the literature. This poster presentation explores the responses to such questions as answered by 38 college students from a variety of majors enrolled in a 16-week course on contemplative practices offered at a North American Land Grant U. 

**BIOS:** Matthew Komelski, PhD. is an Advanced Instructor in the Department of Human Development and Family Science at Virginia Tech. His primary responsibilities include teaching courses on integrative health, aging and human services and advising the Adaptive Brain and Behavior Minor. Katherine Allen, PhD. is a Professor of Family Studies in the Department of Human Development and Family Science at Virginia Tech. Ben Janac, BA, CYT, is a Program Assistant in the Department of Human Development and Family Science. Manasi Shankar, MS is a graduate student in the Marriage and Family Therapy Program in the Department of Human Development and Family Science at Virginia Tech.

**Recognizing Our True Nature: The Three Touchings of the Earth.** Mini-retreat with Mitchell Ratner. **NOTE:** Session runs 1:00-2:30 pm. In this workshop participants will learn about and practice Thich Nhat Hanh’s Three Touchings of the Earth, which are guided meditations done in a posture of surrender. They help us let go of our notions and more directly experience our oneness with our ancestors and our descendants, with all that lives on our planet, and with the unfolding of the universe. In Beyond the Self Thich Nhat Hanh writes: “Touching the Earth is an easy and effective way to touch our ultimate dimension. If you do this practice, one day you will touch your true nature of no birth and no death. At that time, you will be liberated from fear. You can become someone who rides majestically on the waves of birth and death because you are no longer agitated by fear or anger.” See Bio on Keynotes Page

**Telling Our Story in Song: A Community Songwriting Experience.** Mini-Retreat with Carrie Newcomer. **NOTE:** Session runs 1:00-2:30 pm. In this fast paced and engaging mini-retreat Carrie will invite participants to explore a topic creatively through the use of song. She will lead the group through the process of choosing a topic, creating the language, moving the language into music form, and by the end of the workshop have a finished song the group can sing together. This workshop requires absolutely no musical experience. In a conference setting this experience is a wonderful way to creatively embody the stories, ideas and themes being discussed during the conference. This is a fast paced, guaranteed to make you smile experience, presented in a safe and welcoming atmosphere. Carrie will create a very simple MP3 version and a lyric/chord sheet of the song after the experience and send to group leader for distributing to participants. See Bio on Keynotes Page

**NADA Protocol: Practice Group Students welcomed to attend!** Victoria Taylor, Licensed Acupuncturist. This workshop will introduce participants to the very effective NADA 5 needle protocol, an acupuncture technique used worldwide in the treatment of addiction and trauma. Recently trained Mental Health and other providers have begun providing it on college campuses as an aid to the treatment of anxiety, especially during exam periods. (Marino, Sara, Michigan State University, Gillespie and Tomlin, Adams State University). I will show a brief (4 min) video, Acuwellness on Campus, explain the protocol and then provide it. All willing participants will have the opportunity to experience the protocol. 

**BIO:** Victoria Taylor has been a licensed acupuncturist since 1990. In 2002 she was introduced to using the 5 needle NADA protocol and began working with addicts in recovery. Since then she has used the protocol almost daily. As a supervisor for both New River Valley and Mt. Rogers Community Services she has worked with dozens of clinicians providing the protocol. She is a Registered Trainer for the National Acupuncture Detoxification Association (NADA), training clinicians from Virginia, the Carolinas, West Virginia and Tennessee. Any assistants with her are trained Acudetox Specialist (ADS). Attendees and students appreciate her depth of experience as well as her humor.

**Emptiness and Receptivity,** Anna Pitman, Psychoterapist. Description: This contemplative practice session will be divided into three parts: First, a short description and context for a guided meditation. Second, the meditation itself, and third, group sharing and questions. 

**BIO:** Anna Pitman holds a PhD in Consciousness Studies and a masters in Transpersonal Psychology. She also holds certifications as a Consciousness Counselor, Advanced teacher of Hatha Yoga, Meditation, Access Bars Practitioner, Phoenix Rising Yoga Therapy, Shiatsu bodywork, Massage, Transpersonal Barratt Breathwork, Healing Touch, Reiki and Life Transformation Consulting.

**AFTEEON BREAKOUT SESSION DESCRIPTIONS, Friday: 2:00-2:45PM**

**A Flipped Life: Reflections of a Contemplative Workaholic,** Tay Keong Tan, Radford U. Workaholism has been defined as an addiction to work (Ng, Sorensen & Feldman, 2007; Porter, 2006; Robinson, 2000), a pathology (Fassel, 1990) and a compulsion to work excessively hard and long hours (Britannica.com). We live in a culture that tolerate, and even celebrate, this hard-driving dysfunction. How does a workaholic with entrenched habits and a punishing lifestyle, use her emerging consciousness and a personal contemplative practice extricate herself? What contemplative practices can do to help neutralize a workaholic’s compulsive work habits and reform his life of hard labor? The presenter will elicit views from the participants in a group process and share his own epiphanies and strategies, called the “flipped life,” on antidotes to this common malaise.

**BIO:** Tay Keong Tan is Director of International Studies and Leadership Studies and Associate Professor at the Department of Political Science at Radford University. He is co-author and co-editor of several recent books on Sustainability and Anti-Corruption. For more than a decade, Tay Keong worked as an independent consultant specializing in governance, anti-corruption, risk assessment, and public management in international development projects in Bhutan,
Cambodia, Indonesia, Mongolia, Nepal, Papua New Guinea, and the Philippines. Dr. Tan has a doctorate in Public Policy from Harvard University’s Graduate School of Arts and Sciences and a Master’s degree in Public Policy from the Harvard Kennedy School. He is a member of the New River Zen Community.

**Build Resilience for Student Persistence, Belonging and Success**, Genevieve E. Chandler; Clare Sullivan, Undergraduate; Trina Henderson, PhD Candidate; All, UMass. **Panel Session.** Stress and anxiety are predictable during the transition from high school to college. Our question is ‘why wait for symptoms, the first failing grade or the pressure of new social connections?’ The national turnover rate for freshmen year is 30%, an emotional cost for the student and a financial cost for families and institutions. Building resilience skills up front, prior to problems, increased persistence, belonging and retention with athletes, engineering and nursing students. “I never came out of my room my first semester,” a top engineering transfer student admitted. The 6’7” basketball recruit wrote, “1,200 miles from home, I’m just homesick.” Post course results: decrease in stress and increase in resilience, participants describe facilitating calm, practicing strengths, managing thinking and asking for help. Attendees will benefit by learning course content and practicing the skills of an ecological resilience course that includes mindfulness, yoga and journaling, from the three panelists, the creator, the faculty and the students. As an athlete commented, “this class has taught me how to press pause, be more in control of myself also be able to like open up to people and like see people, see others’ point of view.” A short video of students’ responses is included.


**Flash Presentation: Integrating Contemplative Practices in an Ed.D. Program,** Contessa Sanders, Lipscomb U. During the Flash presentation, I will describe two contemplative practices used in the Educational Doctorate program at Lipscomb University in Nashville, TN. The first practice is a tree of life activity where students talk with their group members about how their life experiences, values, and relationships may shape the way the see the world – and thus analyze data. The second practice is a whole-class guided meditation session aimed at cultivating a sense of calm relaxation with a focus on gratitude. I will briefly explain how these practices are incorporated in the Ed.D. program, and will discuss considerations such as timing within the class session and sequence within the course progression. This flash session will align with the mission of the conference because it highlights two ways to integrate contemplative practices into graduate level classes and programs.

**BIO:** Contessa Sanders currently serves as an Assistant Professor and the Doctoral Research Coordinator at Lipscomb University in Nashville, TN. In addition, Sanders has served as an educational consultant in such cities as Detroit, MI; New Orleans, LA; Charlotte, NC; and Fort Lauderdale, FL. In Nashville, TN, Sanders has served as a classroom teacher, an instructional coach, a co-director for a pre-service teacher training program, a director of a faith-based children’s program, and a curriculum development consultant.

**Flash Presentation: Leading by Example: Practicing Embodiment in Student Affairs Crisis Work.** Rachel McDonald, William & Mary. In this presentation, the presenter will discuss how they use the Zen principle of embodiment to develop and implement training materials for crisis and on-call work in a university Dean of Students Office. Inspired by attending an Educator’s Conference through the Thich Nhat Hanh School of Zen Buddhism in 2018, and informed by Christina Mashlach’s theory of multi-dimensional burnout (1993), McDonald has developed and implemented training to help Student Affairs practitioner’s model presence, self-care, and inquiry strategies to de-escalate crisis situations with parents, colleagues, and students. In keeping with the conference’s mission to create shared practices, she hopes to collaborate with other practitioners and researchers to continue developing contemplative practices for university student affairs practitioners who engage in crisis and on-call work.

**BIO:** Rachel McDonald is an Associate Dean of Students and the Director of Care Support Services at the College of William and Mary. Rachel completed her PhD in Education Policy, Planning and Leadership from the College of William Mary in 2017 and has fifteen years of experience in public education. Her research interests include disability intersections in higher education, student development, and contemplative practices in student affairs crisis work. She has also created a student development model for the medical leave process which she uses in her practice at the College of William and Mary.

**Flash Presentation: Keeping the Practice Going.** Jamie Reygle, InStill Mindfulness SWVA. Introducing mindfulness practices to a population—such as students or educators—is only the first step in helping them realize the importance of a regular practice. The key issue we have been grappling with at InStill Mindfulness is identifying ways to help people develop and maintain a practice. Jamie Reygle will discuss some methods that are showing promise.

**BIO:** Jamie Reygle is the Executive Director of InStill Mindfulness SWVA. He began studying meditation techniques in the late ’90s, and has been practicing mindfulness since 2003. Since then, his interest in the discipline has led him to teach mindfulness in many settings, including public schools, businesses, corrections, independent workshops, and music festivals; and to staff around a dozen iBme retreats. He has served on the boards of The Wilderness Society, the Queensland Music Industry Association, radio station 2NCR, and Blue Mountain School. His work history includes work with disadvantaged youth, music promotion and management, journalism, teaching, and corporate customer service.

**Can Constructivism Change the Learning Environment in Class and Motivate Today’s Students?** Rajiv Narula, State U. of New York, Canton. Being an educator, one constantly struggles with a diverse group of students with various motivational levels. The challenge is greater in an introductory level course like Chemistry, which most students abhor. How does one effectively teach facing these challenges? I have incorporated several constructivist teaching strategies (for e.g. brain breaks & content-specific humor) as a result of taking graduate level Education classes. This approach helps by making learning effective, lasting, & enjoyable & changes the focus where students become active participants rather than passive recipients. Another fruitful way to connect to students is by beginning with a motivational lecture which changes the climate of the classroom & outlines course expectations. I conducted an action research study to determine if college students become more motivated to learn when they are invited to co-create aspects of the syllabus, decide on terms to which they will hold themselves accountable, & actively contribute to certain class routines. I chose action research as a methodology because I wanted to investigate & improve upon my own pedagogy. I will present results from my action research & IRB approved survey showing how these strategies have helped achieve results. The results show the positive impact of such practices.

**BIO:** Rajiv Narula. In India, I received my Bachelor’s Degree (Honors in Botany) from Presidency College, Calcutta in 2001 and Masters in Biotechnology from GGD University (top honors, gold medal) – 2003. I came to the US in 2005 to pursue a PhD in Environmental Engineering (Clarkson University, Potsdam, NY). I joined
Mindful Leadership in Higher Education Administration: Findings and Practical Applications from an Exploratory Research Study, James Van Aukén, Atlantic U. This presentation is based upon a qualitative research study designed to explore and understand the relationship between mindfulness practices and actual leadership practices. Sixteen in-depth interviews were conducted using phenomenological interviewing techniques through a narrative inquiry methodology. Research participants were self-selected as leaders who practiced mindfulness and believed that mindfulness enhanced their leadership practice. Thematic analysis was conducted, and eleven key themes were identified. This paper presentation will highlight the participants in this study who were in higher education administration, including at the levels of President, Dean, Department Director, and Program Manager/Chair, sharing their valuable stories as related to a model of mindful leadership. Participants will gain an understanding of how mindfulness practices relate to leadership practices, particularly in higher education, and will be provided with a framework of how to build the scaffolding to bring their own personal mindfulness practice (including how to begin one) into their day-to-day interactions on an increasingly larger scale and into their leadership practice.

BIOS: James Van Aukén, PhD, is Vice President of Academic Affairs at Atlantic University. He holds a BA in English from the University of Kentucky and an MSEd in Business Education from Radford University. He is the author of numerous publications on higher education administration.

Infusing and Cultivating Mindfulness into Postsecondary Experience, Teacher Preparation, and Practitioner Reflection, Sandra Schneider; Beth Eanes, Undergraduate; Tricia Easterling; All, Radford U. Round Table Session. This presentation is grounded in the field literature aligned with mindfulness in education (Egas & Hadar, 2019; Crain, Schonert-Reichl & Roeser, 2017). The presenters will share their research on mindfulness practices at the postsecondary level and how they have infused mindfulness in their classrooms. They will discuss the benefits of mindfulness in education and the challenges they have faced in implementing it. Case studies will be shared to illustrate the impact of mindfulness on student learning and teacher practice.

BIOS: Sandra Schneider teaches foundations of education and multicultural courses for undergraduate and graduate students. Her research interest includes rural education, critical policy studies, non-traditional forms of research to develop public conversations about teaching, teacher preparation including teacher knowledge(s) and understandings about their work, and the use and impact of technology in teaching within local contexts and everyday activity. Beth Eanes is graduating from the School of Teacher Education and Leadership at Radford University in the spring of 2020. She is currently working in elementary classrooms and studying mindfulness and its impact on educators in practice. Tricia Easterling has taught an undergraduate course entitled: What Is So Critical About Thinking? And Will It Hurt? for three years and science education courses for undergraduate and graduate students for many years. Her current research interests include investigating mindfulness and the art of teaching and learning.

Incorporating Contemplative Practices in College Language Courses: A Common Approach with Different Pathways, David Flórez-Murillo; Esperanza Górriz Jarque; Zaida Villanueva-García; All, U. of Virginia. Panel Session. This session will explore the way contemplative practices can contribute to creating a more welcoming and relaxed climate in the language classroom by inviting students to actively engage with various activities, assignments, and interactions inside and outside of the classroom. Contemplative pedagogy aims to cultivate attention, emotional balance and the array of skills required for insight and creativity (Zajonc, 2008). Contemplative practices can also improve students’ sense of connection to and compassion for others, as well as incorporate inquiry into the process of learning (Barbezat & Bush, 2013). The use of these practices has become more widespread in the Spanish classrooms at the University of Virginia as a way of creating a community of care with less anxiety and stress; factors which are considered to have particular negative effects when learning a foreign language (Scida & Jones, 2017). Participants to this panel will be led in three contemplative practices involving breathing, deep listening, and mindful walking used by Spanish instructors at UVA in their classes. Other possibilities to incorporate contemplative practices in the classroom, such as body stretching, reflective writing, etc. will be discussed in addition to students’ reactions and learning gains. Q&A with attendees will close the session.

BIOS: David Flórez-Murillo earned his B.A. in English Language in Colombia, where he was trained in the teaching of English as a foreign language and qualitative research. After 7 years of lecturing at different universities in Colombia, David moved to the USA where he pursued his M.A. in Formal Linguistics at West Virginia University. During his M.A., David conducted some research in various aspects of Hispanic Linguistics. For the last 2 years, David has taught Spanish at the University of Virginia in levels basic through advanced intermediate where he has been able to implement contemplative practices with the intent of easing the way students approach the learning material. Esperanza Górriz Jarque is a Spanish Lecturer at the University of Virginia who is very interested in different cultures and loves to travel. Those are some of the reasons why she got involved in teaching. She has more than 10 years of experience teaching in the USA at different levels and with multiple students’ backgrounds. In her classes, she brings her dynamism, creativity and passion. She has multiple academic interests, such as the uses in the classroom of contemplative practices, Virtual Reality & gamification. Zaida Villanueva Garcia received her M.A. in World Languages, Literatures, & Linguistics from West Virginia University in 2016. Since then she has been working as a Lecturer of Spanish at the University of Virginia, where she teaches 1000- and 2000-level Spanish courses. She is interested in the use of contemplative practices in higher education and language learning to promote students’ well-being and incorporates some of those practices in her courses. She continues to specialize in the area of contemplative practices and language teaching.

Lessons Learned from a Graduate Course On Listening In Communities, Ron Hustedde; Rosalind Harris; Lance Brunner; All, U. of Kentucky. This research study explores the strengths and limitations of a graduate course on listening as viewed through feedback from students and an external evaluator. The presenters argue that listening is an essential part of democratic practice. We listen in order to understand the complexities of different voices. This course integrates various aspects of contemplative listening along with other visceral forms of practice such as the five styles of listening (i.e, appreciative, empathic, comprehensive, discerning and evaluative), listening within conflict, structures for
public listening at the local level as well as key theories associated with this field. According to student evaluations, they felt that listening is so important to humanizing all experiences as well as enhancing democratic practice, that listening courses should be taught in grade schools, middle schools, high schools and should be part of all university studies. Conference participants will also be involved in discussing the learning goals and course content and how to integrate contemplative listening and other forms of listening into graduate work.

BIO: Ron HustEdde is a university educator and community development practitioner who integrates soulful practices and rituals into his outreach and scholarly work at the University of Kentucky. Rosalind Harris is a sociologist and social justice scholar at the University of Kentucky. She is a meditation instructor and uses mindfulness practices in the courses that she teaches and in her community development outreach work, especially in the areas of mediation and conflict work. Lance Brunner is director of graduate studies at the University of Kentucky School of Music. He also teaches meditation and contemplative practice workshops across the globe. He serves as an external evaluator for a listening course.

Unwind Offline: Understanding the Science Behind Device Use & Practicing a Mindful Approach. Students welcomed to attend! Presented by Hokie Wellness, Teagan Neveldine & Chloe Loving, Virginia Tech. Do you have a love-hate relationship with your phone? Are you constantly “checking” social media but also craving time without it? You are not alone! Come to Unwind Offline to: Understand why it’s so hard for everyone to put their phone down; Discuss positive and negative ways our device use impacts health and wellbeing; Get tips on how to maximize the pros and minimize the cons of your device.

Compassion Practice for Exploration of and Deepening Connection to Self and Others, Juliet Trail, Courageous Compassion Connection. In this session, we will discuss how compassion practices incorporated into college classrooms can aid students’ capacity for self-examination as well as deepening their concern beyond the self to other beings and the natural world. In her University of Virginia undergraduate course, “Mindfulness and Compassion: Towards Living Fully, Personally and Professionally,” the presenter has integrated such practices fully into the syllabus and course design. Attendees will have the opportunity to participate in a compassion meditation as well as discuss the benefits and implications of incorporating this work into higher education. BIO: Juliet Trail, PhD is Founder and Director of Courageous Compassion Connection, a non-profit dedicated to bringing contemplative practices to diverse groups and individuals in the service of resilience, wholeness, healing, and compassion for self, fellow humans, nature, and all other beings. She builds upon more than fifteen years of experience in higher education at the University of Virginia as well as doctoral studies focusing on Network Enablers, defined as individuals with a strongly empowering and positive impact on others around them in their professional networks. She is also a poet and musician who explores the intersections of creativity and contemplation.

AFTERNOON KEYNOTE, Friday: 4:00-5:05PM

Wisdom Through Adversity: Navigating the Waters of Difficult Circumstance, Dr. Margaret (Peggy) Plews-Ogan, Brodie Professor of Medicine at the University of Virginia School of Medicine. What is wisdom? What is the relationship between wisdom and adversity? Is it really true that what doesn’t kill you can make you wiser? In this presentation Dr. Plews-Ogan will explore our understanding of wisdom, and how adversity can lead to wisdom gained. She will discuss findings from her research on how people move through adversity toward wisdom, including how physicians cope with mistakes. She will outline what that path looks like and what helps people to have the best possible chance for responding in a wisdom-generating way to challenging circumstances. She will explore what it looks like to apply this understanding using Charlottesville 2017 as a case study. Finally, she will describe initiatives at UVA School of Medicine to foster practical wisdom in learners. She will invite discussion of using contemplative practices to foster wisdom in higher education, how we can promote wisdom-generating processing of adversity, including mistakes and failure, in our students, and how to foster a “wisdom atmosphere” in our institutions of higher learning.

See Bio on Keynotes Page.

MORNING PRACTICE SESSION DESCRIPTIONS, Saturday, March 7: 7:30AM-8:15AM

Meditation Based on Practices from CARE (Cultivating Awareness and Resilience in Education), Laurie Seidel, Virginia Tech Carilion School of Medicine. This morning practice session is based on CARE, a unique professional development program that helps educators to handle the stressors of their demanding profession and to rediscover the joys of teaching. CARE has been studied in a series of randomized trials showing the effectiveness in boosting teacher’s mental capacities, performance, and social and emotional functioning, which results in more rewarding stressors of their demanding profession and to rediscover the joys of teaching. CARE has been studied in a series of randomized trials showing the effectiveness in boosting teacher’s mental capacities, performance, and social and emotional functioning, which results in more rewarding

Morning Yoga, Jill Loftis, Uttara Yoga Studio. Join Jill Loftis of Uttara Yoga for an all-levels yoga class to launch your day in the best possible way. Please bring a yoga mat, a limited number will be available to borrow. BIO: Jill Loftis, owner of Uttara Yoga Studio in Roanoke, VA, has been practicing yoga for 20 years and teaching for 13. She trains yoga teachers and is also a practicing astrologer. Learn more about Jill at UttaraYogaStudio.com.

HALF-DAY RETREAT, Saturday: 8:45AM-12:15PM

Embodying Radical Presence, Leslie Booker. We live in a culture where turning towards our embodied wisdom, intuition and heart is seen as counter culture and weak. Parker Palmer says that “Relational trust is built on movements of the human heart such as empathy, commitment, compassion, patience, and the capacity to forgive.” The intelligence of the body can inform our state of presence, our purpose, relationships with our bodies, and our connections and relationships with others. In this workshop we’ll be unpacking these themes through embodied wisdom, relational practices, mindfulness and joy.

See Bio on Keynotes Page.

THANK YOU FOR ATTENDING THE 2020 CPHE CONFERENCE!
Honoring Douglas (Doug) Lindner, Colleague and 2020 Conference Co-Chair

Douglas K. Lindner, PhD, age 67, of Blacksburg, Va., passed away suddenly on Saturday, February 1, 2020. Douglas was born in Waverly, Iowa, to the late Sherwin and Shirley Lindner. He is survived by his brother, Robert (Mari) of Maxwell, Iowa as well as aunts, uncles and cousins across the country.

Doug was Professor Emeritus of the Bradley Department of Electrical and Computer Engineering at Virginia Tech, in addition to being a dedicated practitioner of qigong and mindfulness meditation. Doug was instrumental in creating and sustaining the Contemplative Practices for Higher Education Conferences, which have helped to bring this topic further into the mainstream of higher education. Doug also incorporated these concerns into his college courses and research endeavors, including introducing a new first-year course on ethical dimensions of engineering into the ongoing curriculum at VT. Doug’s efforts to legitimize contemplative practices have touched far more people than he ever met, as his efforts created space for other practitioners to follow safely in his wake.
Accommodations & Services

- 63,000 square-foot state-of-the-art conference center
- 330 elegant guest rooms, including 19 suites
- High-speed internet, wired and wireless availability
- The historic Regency Room
- The Pine Room Pub
- Club aka:
  - Complete fitness center & outdoor pool
  - Complimentary shuttle with Roanoke-Blacksburg Reg. Airport

= Internet/email kiosks
Wheelchair accessible telephone
= Wheelchair accessible ramp or lift