Contemplative Practices for 21st Century Higher Education
2018 Conference Program

March 9-10, 2018
University of North Carolina
Rizzo Center
Chapel Hill, NC
Welcome to the Conference

We hope you enjoy the 2018 gathering! This conference is the fifth in a series to offer the academic community research, practices and other professional development to support contemplative education. The conferences also provide an opportunity to build community with like-minded individuals in the mid-Atlantic region and beyond. By forging a bond with our colleagues outside our home universities, we establish a basis for future collaborations. Additionally, by exchanging our experiences in contemplative education, we enrich our knowledge and ideas to bring back to our own campuses. Lastly, by documenting our experiences through written literature, we expand the impact of our time together. This growing body of written work demonstrates our commitment to and successes in contemplative education. Papers from these conferences can be found at texts.shanti.virginia.edu. Send papers from this year’s conference in Word by April 30, 2018 to: Douglas Lindner, lindnerkdouglas@gmail.com.

Past and current conference participants are creating a membership organization, “Contemplative Higher Education Alliance for Research, Teaching, and Service Mid-Atlantic (C-HEARTS Mid-Atlantic).” See the second to last page of this booklet for more information.

We are thankful you are here. Please know you are playing an important role in the evolution of higher education!

The 2018 Organizing Committee:

- Robin Sansing, Conference Co-Chair, Faculty, School of Social Work, University of North Carolina
- Rob Kramer, Conference Co-Chair, Senior Leadership Consultant, Institute for the Arts and Humanities, University of North Carolina
- Linda Coutant, Senior Writer/Editor/Public Information Officer, President of Still Point, Appalachian State University
- David Germano, Professor, Department of Religious Studies, and Director of the Contemplative Sciences Center, University of Virginia
- Ann Grimaldi, Curator of Education, Weatherspoon Art Museum, University of North Carolina at Greensboro
- Renee A. Hill, Associate Professor of Philosophy, Dept. of History and Philosophy, Virginia State University
- Doug Lindner, Faculty (retired), Electrical and Computer Engineering, Virginia Tech
- Juliet Trail, Managing Director, Contemplative Sciences Center, University of Virginia
- Susanna Williams, Faculty, UVa Mindfulness Center, Center for Appreciative Practice, School of Medicine, University of Virginia

*MARK YOUR CALENDAR FOR NEXT YEAR: March 8 - 9, 2019, James Madison University, Harrisonburg, VA*
RIZZO CONFERENCE CENTER CAMPUS MAP

1. DuBose Home (Friday lunch)
2. McLean Hall 314 (Friday)
3. Loudermilk Hall (Friday)
4. Rizzo Gardens
5. Parking
6. Parking
7. Basketball Court. Swimming Pool
8. Fitness Center
9. Meadowmont Grill
10. Shaffer Kenan Lounge
11. Meeting Room 240 (Saturday)
12. Magnolia Rooms (Friday)
13. Classroom 108 (Friday)
CONFERENCE MAP: FRIDAY

LOUDERMILK HALL  
MCLEAN HALL

CONFERENCE MAP: SATURDAY

MCLEAN HALL
## CONFERENCE SCHEDULE

**FRIDAY MARCH 9, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Magnolia C</th>
<th>Magnolia A</th>
<th>Magnolia B</th>
<th>108</th>
<th>McLean 314</th>
<th>FOYER</th>
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</thead>
<tbody>
<tr>
<td>7:30-8:15am</td>
<td>Contemplative Practice: Writing</td>
<td>Contemplative Practice: Meditation</td>
<td>Contemplative Practice: Mindfulness/Flow</td>
<td>Contemplative Practice: Music</td>
<td>Contemplative Practice: Art &amp; Writing</td>
<td>Registration</td>
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<tr>
<td></td>
<td><strong>Flavors of contemplative writing</strong></td>
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<td></td>
<td>Jon Brammer, Lesley University</td>
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<td>8:15am-8:30</td>
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<td>Magnolia C</td>
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<td>FOYER</td>
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<tr>
<td>8:15am-8:30</td>
<td>Qigong with Matthew Komelski, PhD, Virginia Tech (Outside, weather permitting. Meet at the registration table.)</td>
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<tr>
<td>8:30-10:00am</td>
<td>Welcome and Keynote Address: Changing Campus Culture Through Empathy, Vulnerability, and Reflection</td>
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<td>David Nelson, President Massachusetts College of Art &amp; Design</td>
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<td>10:00-10:20am</td>
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<tr>
<td>10:20-11:05am</td>
<td>Roundtable</td>
<td>Presentation</td>
<td>Workshop</td>
<td>Roundtable</td>
<td>Workshop</td>
<td>Registration</td>
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<td></td>
<td><strong>The theory and practice of inner and outer transformation at Naropa University</strong></td>
<td><strong>Communicating mindfulness: Tools for explaining contemplative practices and their value</strong></td>
<td><strong>Ripples On The Water: Fostering organizational change through contemplative faculty learning communities</strong></td>
<td><strong>Piloting an Interdisciplinary Elective on Mindfulness and Self-Compassion Training for Caring Professions</strong></td>
<td><strong>The backward step: Contemplative approaches to transformative education for sustainability</strong></td>
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<td>Cynthia B. Drake, PhD Peter Grossenbacher, PhD Michael A. Franklin, PhD</td>
<td>Linda Coutant, EdD Appalachian State University</td>
<td>Juliet Trail, PhD Kirsten Gelsdorf University of Virginia</td>
<td>Susan Ann Gaylord, PhD Cheryl Woods Giscombe, PhD UNC</td>
<td>Jason Papentuss, PhD student Arizona State University</td>
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<tr>
<td>Time</td>
<td>Location/Room</td>
<td>Break, Reflection, Registration</td>
<td>Magnolia C</td>
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<td>11:15-12:00pm</td>
<td>Panel</td>
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<td>Presentation</td>
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<td>Panel</td>
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<td></td>
<td>1) Embodied pedagogies: Feminist contemplative practices and social justice 2) Integrating contemplative practices and feminist pedagogy in community based service learning to advance social justice</td>
<td>Bringing self-compassion to college students: A program to increase coping resources and mental health</td>
<td>Interdisciplinary mind body medicine skills training: Preliminary data regarding behavior change and dissemination of an 8-session course for healthcare professionals at UNC Chapel Hill</td>
<td>1) Teacher perceptions of mindfulness curriculum efficacy and its effects on professional stress 2) The effects of mindfulness on teacher self-efficacy with teacher candidates</td>
<td>Embodied contemplative consciousness and experience: An alternative educational model for the prevention of depression</td>
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<td>Michele T. Berger, faculty, UNC Elizabeth Berila, faculty, St. Cloud State Beth S. Catlett, faculty, DePaul University LeeRay Costa, faculty, Hollins University Diane Harriford, faculty, Vassar Becky Thompson, faculty, Simmons</td>
<td>Karen Bluth, PhD, UNC</td>
<td>Amy Weil, MD Jessica Barnhill, MD UNC</td>
<td>Tammy D. Gilligan, PhD Michele Kiely, PhD James Madison University, Ernest Solar, PhD Mount St. Mary</td>
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<td>12:00-1:00pm</td>
<td>LUNCH – Location: Dubois House (C-HEARTS will have a designated table for interested parties)</td>
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<td>Time</td>
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<td>McLean 314</td>
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<td>1:00-1:45pm</td>
<td>Presentation</td>
<td>Workshop</td>
<td>Roundtable</td>
<td>Workshop</td>
<td>Presentation</td>
<td>Posts</td>
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<td><strong>Contemplative Practice and Social Justice: Nonjudgment as the Basis for Effective Social Action</strong>&lt;br&gt;Oliver W. Hill, Jr, PhD  Virginia State University</td>
<td><strong>New frontiers: Taking contemplative pedagogy on line</strong>&lt;br&gt;Dr. Susan Sumskis  Australian Centre for Contemplative Pedagogy</td>
<td><strong>Contemplative spirituality, holistic wellbeing, and campus religious life</strong>&lt;br&gt;Rev. Joel Harter, PhD  Imam Shane Atkinson  Jennifer Brigman, LPC  Elon University  Rev. Grace G. Burford, PhD  Davidson University  Rev. Timothy L. Auman, PhD  Wake Forest University  Rev. Ronald Robinson, Wofford</td>
<td><strong>Peacemaking circles and mindfulness: Reinforcing mindful communication with students</strong>&lt;br&gt;Daniel Rhodes, PhD  UNC at Greensboro</td>
<td><strong>Changing minds, changing lives: A resilience intervention for student athletes</strong>&lt;br&gt;Genevieve. E. Chandler, PhD  RN  Maddie Valle  Nellie Lewis  University of Massachusetts</td>
<td>See page 22</td>
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<tr>
<td>1:45-2:00pm</td>
<td><strong>Break and Reflection</strong></td>
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<td>2:00-2:45pm</td>
<td>Presentation</td>
<td>Workshop</td>
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<td>Practice</td>
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<td><strong>A contemplative process for teaching ethics in STEM and the humanities/social sciences</strong>&lt;br&gt;Doug Lindner, Professor Emeritus, Virginia Tech  Richard S. Bowles III, Lachman Associates  Prof. Agnes B. Curry, University of St. Joseph  Prof. Yvonne Chen, University of Kansas</td>
<td><strong>Getting curious about &quot;hot seats:&quot; Experience and explore a unique relational mindfulness practice</strong>&lt;br&gt;Marvin G. Belzer, PhD  Kathryn Gonzales, MA  UCLA</td>
<td><strong>Practical wisdom in education</strong>&lt;br&gt;Susanna Williams, faculty, University of Virginia</td>
<td><strong>Exploring Authentic Ways to Measure the Effectiveness of Contemplative Practices in Secular Higher Education Communities</strong>&lt;br&gt;Marilee Bresciani Ludvik, PhD  San Diego State</td>
<td><strong>Creating a mindfulness-based reflective writing assignment</strong>&lt;br&gt;Jared Jay Featherstone, MFA  James Madison University</td>
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<td>Time</td>
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<td>2:45-3:00pm</td>
<td>Magnolia C</td>
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<td>3:00-3:45pm</td>
<td>Magnolia C</td>
<td>1) Mentoring psychological resilience and culturally-inclusive community through contemplative self-inquiry: An introduction to the 'Know Your Self' curriculum. 2) Bringing a mindfulness-based intervention to the university campus</td>
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<td>Magnolia A</td>
<td>Workshop</td>
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<td>Magnolia B</td>
<td>Roundtable</td>
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<td></td>
<td>108</td>
<td>Contemplative practices meets service learning - Yoga and mindfulness research in K-12 and higher education</td>
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<td>McLean 314</td>
<td>Workshop</td>
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<td>3:45-4:00pm</td>
<td>Magnolia C</td>
<td>Break and Reflection</td>
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<td>4:00-5:30pm</td>
<td>Magnolia C</td>
<td>Keynote Address and Closing: The Impacts of Positive Connections in Relationships and Community</td>
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<td>Dr. Barbara Fredrickson, Distinguished Professor of Psychology, UNC</td>
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<td>5:30-7:00pm</td>
<td>Magnolia C</td>
<td>Networking</td>
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<td>Networking at Rizzo Center – Bar, McLean Hall (level 1)</td>
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**SATURDAY MARCH 10, 2018**

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<tr>
<th>Time</th>
<th>Location</th>
<th>Speaker/Topic</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:30-8:15am</td>
<td>McLean 240</td>
<td><strong>Contemplative Practice (Art &amp; Mindfulness): The art of here and now</strong></td>
<td>FOYER</td>
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<td>Kate Murphy, UNC</td>
<td>Registration</td>
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<tr>
<td>8:15am-12:00pm</td>
<td>McLean 240</td>
<td><strong>Shadow to Light: New tools for exploring ourselves and how we engage in difficult conversations</strong></td>
<td>FOYER</td>
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</table>
## Session Descriptions: 7:30AM-8:15AM

<table>
<thead>
<tr>
<th>Title: Flavors of contemplative writing</th>
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<tbody>
<tr>
<td>Writing is frequently used in the classroom as a way to focus contemplative thinking. However, the intentions and prompts used to frame a writing practice have a substantial impact on what is produced. This interactive workshop will cover several different “flavors” of contemplative writing practice that can be easily adapted to virtually any classroom environment or content area. Participants will have a chance to practice real time contemplative writing and learn how to design meaningful and accessible writing prompts for both ground and online courses. Instructors in fields that are not traditionally writing intensive are encouraged to attend!</td>
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<td>Presenter: Jon Brammer teaches courses in writing and philosophy at Three Rivers Community College in SE Connecticut. He has master’s degrees in English language and linguistics and religious studies. Presently, Jon is in a doctoral program at Lesley University where he is focusing on contemplative pedagogy in higher education. His dissertation will focus on methods for re-designing traditional curricula to include contemplative foundations. He is also an active meditator, and is currently training to be a Koru Mindfulness instructor.</td>
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<th>Title: Living with an illumined heart: The practice and art of heartfulness</th>
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<td>Heartfulness is a simple and practical way to experience the heart’s unlimited resources. Whether one is seeking relaxation, an individual meditation practice, or the deepest connection to one’s inner being, this simple practice of centering oneself can be integrated into our busy daily lives. This practice is especially suited to modern-day family lives—at home, in the workplace, in schools. It is in the family and community that almost all human characteristics are perfected. There are no dogmas to be followed and no obligations.</td>
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<td>Presenters: Dr. Meenu Tewari is an Associate Professor at the University of North Carolina at Chapel Hill where she teaches economic development in the Department of City and Regional Planning. She has practiced Heartfulness meditation for the past 17 years and has been teaching it in a wellness class to students, staff and faculty in her Department since 2015. The class is free and open to all. Dr. Maurice Werness is a naturopathic doctor who is an expert in longevity hotspots and specializes in preventing, treating and reversing chronic diseases. He is also the developer of a lifestyle education system called ‘Blueprint for Life.’ He has lectured on natural medicine at a number of universities and has serves as President and is a Board Member of the Institute for Natural Medicine. He is a Heartfulness practitioner and trainer based in Durham, NC.</td>
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<th>Title: Mindfulness in flow: the next generation of mindfulness research, teaching and leadership in higher education</th>
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<tr>
<td>This interactive workshop and presentation examines the integration of mindfulness-in-flow as a significant next step for mindfulness theory, research and practice. This workshop, and accompanying paper, describes the similarities and differences between mindfulness and flow and their relevance to research, teaching, and leadership in higher education. Mindfulness-in-flow, ‘Mindflow’, incorporates characteristics of mindfulness and flow into a unique flow state. An Integral framework with the integral point as a focus during flow activity, will be used to demonstrate how this approach can extend current theory and practice of mindfulness. Mindflow provides an innovative and practical approach for research and has considerable potential to improve teaching and staff and leadership development in universities and colleges.</td>
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</table>
Presenter: Ron Cacioppe is the Visiting Professor at Antioch University’s Graduate School in Leadership and Change and has been the Professor of Leadership at the University of Western Australia where he taught mindfulness in the MBA program. Ron’s PhD applied Eastern and Western modes and levels of consciousness to leadership and organizations. He has written textbooks on organizational behavior, meditation and recently ‘The Haiku of Leadership’, ‘Zen Dust’ and “MindFlow”. He has been involved with meditation/mindfulness for 35 years and co-founded the Zen Group of Western Australia and teaches courses in mindfulness for the community, prisons and business, government and educational organizations.

Title: The group mandala: Utilizing expressive creative arts modalities to develop a team

Participants engage in an interactive group process utilizing two creative arts modalities; image making and expressive writing. The activity allows participants to experience using expressive arts to form an authentic team dynamic. Image making allows us to see our inner vision by engaging line, color, and form in movement toward wholeness and expressive writing provides integration of experience and discernment. The Mandala serves as the focus for individuals to engage in the selected expressive arts modalities. Participants will reflect on the experience in writing and the presenter will answer questions and discuss adaptations for student, faculty, and leadership populations.

Presenter: Carole Currie is the Director of the Center for Teaching and Learning at Salve Regina University, an adjunct professor in the Business and Economics Department, and an Expressive Creative Arts Facilitator. She has an MS in Management and graduate certificates in Holistic Leadership and Professional Applications of Expressive Creative Arts from Salve Regina University. She utilizes expressive creative modalities in the classroom, day-to-day management, and in faculty developer workshops.

Title: Just listening: Music and the beginner’s mind

Just Listening is a workshop whose aim is to reveal the joy of encountering music of any kind as a path to spiritual awareness. Paying special attention to energy and “not knowing”, the workshop focuses on drawing out understanding of unfamiliar or difficult music by allowing participants simply to pay attention to what is heard. Through a progression of meditative listenings, and responding to questions about what has been heard, we gradually build an organic sense of the whole, its flow of energy, and its emotional impact. Through this process, we break down preconceptions and the limitations they impose.

Presenter: John Morrison has developed the use of contemplative methods in composing and teaching music for over thirty years. A longtime practitioner of Zen, the awareness that the tools he uses are rooted in his meditation practice has grown steadily as both his practice and his teaching experience has deepened. At the Longy School of Music of Bard College in Cambridge, MA, John teaches courses such as Contemplating Music that incorporate an analytical process founded on insight. He founded the Greater Boston Center for Contemplative Mind in Music, which seeks to acknowledge, support and promote the use of contemplative methods in all areas of music.

Title: Qigong

Qigong is a form of mind-body exercise with roots in the meditative traditions and healing arts of East Asia. This workshop will introduce students to moving meditations from the Hunyuan system of Qigong and provide a brief overview of the theory of practice. Participants will
**Presenter:** Dr. Matthew F. Komelski teaches for the Department of Human Development at Virginia Tech, including courses in mind-body health, developmental science and human services. His research interests include the use of mindfulness-based practices to improve health and quality of life across the lifespan. Dr. Komelski is also involved in outreach activities, providing presentations on mind-body health and program leadership in local schools, clinics and community centers.

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**Keynote Address: 8:30am-10:00am**

**Title: Changing campus culture through empathy, vulnerability, and reflection**

In this address, President Nelson will discuss his efforts to change the culture at the Massachusetts College of Art and Design. As equity and social justice are two big areas of attention, he is exploring and implementing the use of “empathy, vulnerability, and reflection” as core values in how all members of their college community can interact together. Leadership is being promoted as stewardship, with an eye on thinking profoundly together, and affecting how the campus community relates to themselves both as individuals and to one another. Ultimately, President Nelson is striving to create a profound shift in how the school exists, decisions are made, and the community engages as a whole.

**Presenter: Dr. David Nelson, PhD** is the 12th president of the Massachusetts College of Art and Design. As a first-generation college graduate, David knows the power of education to change lives. He studied music from an early age, and with the encouragement of a high school band director (and somewhat to the chagrin of his parents), David attended college on an arts scholarship. His studies led him from trombone to voice to conducting to philosophy. The arts opened David’s pathway into exploring the human spirit. He brings to MassArt a commitment to the ideal of quality public education that opens doors to every talented student so they can develop their skills and discover pathways into the world they may never have imagined. He is working to transform the culture of MassArt through the intersection and implementation of empathy, vulnerability, and reflection in the school’s daily work life. David’s career in higher education includes administrative posts as provost and dean, and faculty appointments in both music and religious studies. He came to MassArt from the University of North Carolina School of the Arts (UNCSA). MassArt is the nation’s first freestanding, publicly supported university dedicated to the arts; UNCSA is the nation’s second and only other. David served UNCSA as provost and chief academic officer from 2010 to 2016. Among his achievements during his tenure, David helped conceive and launch ArtistCorps, a community arts program funded by AmeriCorps and private support that places accomplished artists, including UNCSA students and alumni, in public schools and community institutions to serve high-needs students. David has remained active in the classroom, as an artist, and throughout the community. He has regularly taught courses in philosophy of religion and religious studies.
### Session Descriptions: 10:20AM-11:05AM

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<tr>
<th>Title: The theory and practice of inner and outer transformation at Naropa University</th>
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<td>Three Naropa University faculty share distinct snapshots of contemplative pedagogy and scholarship. This session ranges from first-year undergraduate experience to Masters-level training. A foundational exercise supports first-year undergraduate students progressing from a conventional textual understanding to personal and nonconceptual engagement. A newly published theoretical framework for understanding mindfulness and contemplative practices more generally, shared with upper-division students in psychology, sheds light on contemplative teaching and learning. Through community-based studio art practice and a contemplative service-learning model, graduate art therapy students serve local marginalized populations. After sharing these examples, we will open a conversation to address participants’ interests and needs.</td>
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**Presenters:** Dr. Cynthia Drake is an Assistant Professor and Chair of the Interdisciplinary Studies Department at Naropa University in Boulder, Colorado. Her teaching and research interests include encounters with non-duality and literary forms that explore the colonial divide, compassion, and sacred outlook. Over the past 25 years, she has taught English as a foreign language, composition, British and American literature, women's studies, contemplative approaches to learning, and meditation in community colleges, universities, and meditation centers. **Dr. Peter Grossenbacher** graduated from U.C. Berkeley in mathematics and cognitive science, receiving his PhD in experimental psychology from the University of Oregon. He has conducted original research on human attention and perception at the University of Cambridge and NIMH. His book, *Finding Consciousness in the Brain: A Neurocognitive Approach*, offers insights into the brain's involvement in conscious experience. A meditator since 1980, Peter joined the Naropa faculty in 2000. His research focuses on information processing during meditation, meditative development, and contemplative teaching and learning. He trains educational professionals in mindfulness-based pedagogies that support awareness, facilitate inclusion, and foster community. **Dr. Michael A. Franklin** is chair of the graduate Transpersonal Art Therapy program at Naropa University and founder of the Naropa Community Art Studio. Throughout his career Michael has practiced as a clinician and educator, directing the art therapy programs at the College of St. Teresa and Bowling Green State University. Michael’s past articles have focused on aesthetics, self-esteem, AIDS iconography, interpretive strategies, arts-based research, and art-based contemplative empathic methods. Current research addresses art therapy education, social engagement, yoga philosophy, and meditation. This investigation has culminated in the recent publication of: *Art as Contemplative Practice: Expressive Pathways to the SELF*. |

Return to Schedule

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<th>Title: Communicating mindfulness: Tools for explaining contemplative practices and their value</th>
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<td>Do you have trouble explaining mindfulness or contemplative pedagogy to administrators and others on your campus, and why they should care about it? Dr. Linda Coutant, a communications professional with 25 years’ experience in journalism and higher education PR, will outline communication principles that can be applied to how we talk about contemplative practices—whether in research or for administrative buy-in, student participation, or financial support. Learn important tools to help you communicate this complex information to a variety of audiences.</td>
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**Presenter:** Linda Coutant, Ed.D. is a senior writer/editor in University Communications at Appalachian State University. A former journalist, she has worked more than 20 years in higher education public relations and marketing. She researches contemplative education from an organizational perspective. She has had a longtime meditation practice and in 2016 became a certified Koru Mindfulness Curriculum teacher. |

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Title: The backward step: Contemplative approaches to transformative education for sustainability

Today, humans face many ‘wicked problems’ that threaten nothing less than the survival of life on Earth. We are now in what is called the sixth mass extinction. Pollution of our water, land, and air are making ecological habitats unsuitable. Even the giant rainforests are now shrinking at increasing rates. In this presentation, I will introduce my research which attempts to (1) dissolve the boundaries between human and non-human flourishing, (2) combine traditional sustainability topics with ‘eco-oriented’ contemplative pedagogy, and (3) transcend traditional rational/transmissive education.

Presenter: Jason Papenfuss is a 3rd-year PhD student at the Arizona State University School of Sustainability, and President of the ASU Mindfulness Community. His dissertation involves the mixed methods research of contemplative pedagogies in higher ed. sustainability settings. He is very interested in conducting empirical studies that examine (1) if contemplative practices improve the development of sustainable worldviews, (2) if contemplative practices engender a moral agency in students, and (3) if contemplative practices increase our ability to perceive complex networks.

Title: Piloting an interdisciplinary elective on mindfulness and self-compassion training for caring professions

An interdisciplinary, semester-length, for-credit elective entitled "Mindfulness and Self-Compassion Training for Caring Professions" was offered for the first time in Spring, 2017 to medical students and advanced-practice nursing students, through a cross-listed course in the UNC School of Medicine and UNC School of Nursing. This roundtable discussion will describe the didactic and experiential course content, class discussion, and reflective assignments; report on challenges in course implementation; and discuss students’ reflected experiences, based on journaling assignments and end-of-class reflective essays. Overall, students rated the course very highly, appreciated the interdisciplinary interaction, and found it to be a positive, life-changing experience.

Presenters: Susan Ann Gaylord, PhD, is a research psychologist, associate professor and Director of the Program on Integrative Medicine, Department of Physical Medicine and Rehabilitation, UNC School of Medicine. She also directs the UNC Mindfulness-based Stress and Pain Management Program, is a mindfulness instructor, and is co-director of the NIH T-32 Research Fellowship in Complementary and Integrative Healthcare. Her research focuses on mindfulness training for promoting well-being and decreasing illness, including developing and testing adaptations of mindfulness training for various populations. For many years she has directed a popular survey course on complementary, alternative, and integrative medicine for health-professions students. Cheryl Woods Giscombe, PhD, RN, PMHNP-BC FAAN, is a psychiatric nurse-practitioner, health psychologist, and associate professor in the UNC School of Nursing, and Assistant Dean, MSN Division and Program. She directs the Interprofessional Institute for Mental Health Equity and as a LeVine Wellness Distinguished Scholar, leads the development of health and wellness initiatives in the School of Nursing. Her research, practice, and teaching focus on understanding and reducing stress-related health disparities in African Americans. She incorporates biopsychosocial perspectives to design and investigate stress-reducing mind-body/complementary and integrative interventions contributing to desirable psychological and physical health outcomes in multiple conditions.
Title: Ripples on the water: Fostering organizational change through contemplative faculty learning communities

In this session, presenters will share a range of Contemplative Pedagogy Learning Communities created in collaboration between UVA’s Contemplative Sciences Center and the Center for Teaching Excellence between 2013-17. Participants will learn about the goals, design, activities and outcomes of a range of such programs, including week-long, half-year, and year-long learning communities. We will share case studies highlighting successful instructor efforts to integrate contemplative practices that enhance disciplinary learning. Finally, session attendees will be invited to share examples of group-level efforts at their institutions and to generate new ideas for future initiatives appropriate for different institutional contexts and cultures.

**Presenters:** Juliet Trail helps to manage the projects and initiatives of the CSC, a wide variety of efforts spanning the 11 schools of UVA and involving research, teaching/learning and practice. She particularly works to connect faculty and classrooms with contemplative and reflective pedagogies. Her research includes CSC program evaluation and assessment of initiatives as well as study of “Network Enablers,” exploring the socio-emotional capacities of consistently empowering professionals in higher education. She teaches the undergraduate course “Mindfulness and Compassion: Living Fully Personally and Professionally,” co-developed with Dorothe Bach. Kirsten Gelsdorf brings 20 years of humanitarian experience and served as the Chief of Policy Analysis and Innovation at the United Nations OCHA. Her career includes deployments to the Ethiopian Famine, South African Food Crisis, Liberian War, Indonesian Tsunami, Hurricane Katrina, Pakistan Earthquake, and Timor-Leste Crises. She also served as a humanitarian advisor to President Clinton during the Haiti Earthquake. She has led major policy processes and authored numerous high-profile policy reports. She currently teaches courses incorporating contemplative practice and is starting a research project on positive psychology and humanitarian imagery and advocacy.

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## Session Descriptions: 11:15AM-12:00PM

<table>
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<tr>
<th>Title: 1) Embodied pedagogies: Feminist contemplative practices and social justice; 2) Integrating contemplative practices and feminist pedagogy in community based service learning to advance social justice</th>
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| 1) The incorporation of contemplative practices (e.g. yoga, sitting & walking meditation, ceremony, etc.) in undergraduate education is a growing trend. Feminist pedagogy has been a site of innovation and transformation for student learning. This roundtable is interested in the intersection of feminist pedagogical and contemplative practices. What do contemplative feminist pedagogies make possible in the classroom? How to do contemplative feminist pedagogies support civic engagement and teach students about social justice? How can we talk about, teach and explore different kinds of inner healing work that is necessary for social justice work?  
2) This roundtable explores ways in which contemplative practices such as yoga, meditation, and journaling can be used as primary pedagogical tools in a feminist-informed community based service-learning experience designed to promote social justice. The service-learning course that provides our case study centers on a project entitled Take Back the Halls: Ending Violence, Creating Change (TBTH), a teen dating violence and community activism program designed to prevent relationship violence among teens. Participants in this roundtable discussion will have the opportunity to reflect upon the unique opportunities as well as challenges that present when integrating these contemplative practices into critical service-learning pedagogy. |

**Presenters:** Michele Tracy Berger is associate professor in the Department of Women’s Studies at the University of North Carolina, Chapel Hill and Director of the Faculty Fellows Program at the Institute for the Arts and Humanities. Her research, teaching, and practice all focus on intersectional approaches to studying areas of inequality, especially racial and gender health disparities. This work spans the fields of public health, sociology and women's and gender studies. Since 2014, she has been a co-investigator researching yoga and mindfulness interventions with at-risk middle-school children. Beth Berila, PhD RYT-500 is the Director of the Gender & Women’s Studies Program and Professor in the Ethnic & Women’s Studies Department at St. Cloud State University. Her book, *Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education,* was published by Routledge (2015). She co-edited *Yoga, the Body, and Embodied Social Change: An Intersectional Feminist Analysis* with Melanie Klein and Chelsea Jackson Roberts (Rowman & Littlefield 2016). She is also a registered yoga teacher chose work explores the connections between yoga, embodied learning, feminist social justice, and contemplative and feminist pedagogy. Learn more at http://bethberila.com. Beth Catlett, PhD is Associate Professor and Chair of the Department of Women’s and Gender Studies at DePaul University. She is the co-founder and Director of the Beck Research Initiative for Women, Gender, and Community that specializes in community-based research involving gendered violence and social movements to create community change. Her areas of scholarly interest include community development, community-based participatory action research, violence in intimate relationships, feminist research methodologies and the uses of contemplative practices to inspire social justice. Beth has been a dedicated practitioner of ashtanga yoga for over 20 years, practicing the traditional mysore method. LeeRay Costa is Professor of Gender and Women’s Studies, and Anthropology at Hollins University in Roanoke, VA. She has conducted ethnographic research in Thailand on women’s activism, non-governmental organizations, and transgender youth. Her current research interests include exploring the use of contemplative practice in teaching women’s studies and the role of spirituality and contemplative practice in social justice activism. She recently launched the Hollins Contemplative Collective on her campus and is completing her 200-hour yoga teacher certification. In her free time she helps guide the work of Girls Rock Roanoke, a non-profit organization for girls’ empowerment that she co-founded in 2012. Diane Harriford, Professor, is director of the Women’s Studies program at Vassar College where she has been able to introduce contemplative practices into the classroom. She has also been the Chair of the Sociology Department. Her last book, co-written with Becky Thompson, *When the Center is on Fire, Passionate Social Theory for our Time* (Texas, 2008),
chronicles how social traumas: Hurricane Katrina, Abu Ghraib, Columbine and 9/11 haunt our society, inhibiting our ability to adequately confront racism, sexism and inequality. Becky Thompson PhD is a scholar, poet, activist, mother, and yoga teacher. She is the author of Teaching with Tenderness, Survivors on the Yoga Mat, When the Center is on Fire (co-author, Diane Harriford), A Promise and A Way of Life: White Antiracist Activism, and several other books on social justice and healing. Becky is Professor of Sociology at Simmons College and teaches yoga internationally. Her current activism includes working in solidarity with refugees and in support of #BlackLivesMatter.

**Title: Bringing self-compassion to college students: A program to increase coping resources and mental health**

This interactive workshop will provide participants with a felt understanding of self-compassion, and how implementing self-compassion programs can be instrumental in decreasing stress and improving the quality of life of college students. Through an experiential activity, participants will be introduced to the informal definition of self-compassion; this will be followed by a brief summary of the research demonstrating the benefits of being self-compassionate. Self-compassion practices will be presented so participants will actually experience self-compassion, rather than simply learn the conceptual definition. Finally, various ways in which self-compassion programs can be brought to college campuses will be discussed.

**Presenter:** Dr. Karen Bluth received her PhD in Child and Family Studies in 2012 from The University of Tennessee, and is Assistant Professor in the Department of Physical Medicine and Rehabilitation at the UNC School of Medicine. Dr. Bluth’s research focuses on the roles that self-compassion and mindfulness play in promoting well-being in youth, has practiced mindfulness since she was a teen, and teaches Mindful Self-Compassion to adults and teens. Dr. Bluth is author of “The Self-Compassion Workbook for Teens: Mindfulness and Compassion Skills to Overcome Self-Criticism and Embrace Who You Are.”

**Title: Interdisciplinary mind body medicine skills training: Preliminary data regarding behavior change and dissemination of an 8 session course for healthcare professionals at UNC Chapel Hill**

Healthcare professionals participated in an 8-session course designed to introduce Mind Body Medicine Skills for individuals’ use and dissemination throughout the health care system. Course facilitators received training in Mind Body Medicine at the Institute for Integrative Health and adapted the curriculum to offer an 8 session course. Curricular goals included decreased stress and greater mindfulness among healthcare professionals and increased use of mind-body medicine modalities in personal and professional practice. We will discuss preliminary and 6 month follow up results and next steps to expand reach and adoption of Mind Body Medicine skills for healthcare professionals.

**Presenters:** Dr. Amy Weil is a professor of Medicine and Social Medicine at the University of North Carolina at Chapel Hill who works on wellness at the institutional level and has interests in trauma informed, psychiatric and complex care and humanism in medicine. Dr. Jessica Barnhill is a Post-Doctoral Fellow in the Program on Integrative Medicine at the University of North Carolina at Chapel Hill. She is board certified in Family Medicine. Her research interests include narrative medicine, systems of care for complex patients, and humanism in medicine.

**Title: 1) Teacher perceptions of mindfulness curriculum efficacy and its effects on professional stress. 2)The effects of mindfulness on teacher self-efficacy with teacher candidates**

1) There is increasing evidence that mindfulness programming can have positive effects on the k-12 student. Less is known about the potential impact of such programming on whole class functioning and teacher reported stress. This presentation will highlight results of a 6 week
mindfulness program delivered in 5th grade classrooms, and the teachers’ self-reported professional stress and perceptions of healthy classroom functioning. Based on their service and research in school settings, the presenters will address how the essence and impact of mindfulness can be communicated to schools by university faculty, the appropriate point of entry for sharing mindfulness, how to incorporate university students’ learning experiences, and strategies for supporting the sustainability of programming.

2) This presentation discusses the outcome of a study designed to assess the effect of mindfulness training on the concept of teacher self-efficacy of future educators in a teacher preparation program at a private university. The participants included 50 undergraduate and graduate students. The findings indicated that the graduate students demonstrated an increase in self-efficacy as a teacher and mindfulness after the intervention. The undergraduate students showed no change across self-efficacy, perceived stress, or mindful awareness. With these findings there is strong evidence that mindfulness training leads to a stronger persistence of remaining in the field of education as a career.

**Presenters:** Michele Kielty is a Professor of Counseling at James Madison University and Coordinator of the School Counseling program. She is licensed as a professional counselor and school counselor. She teaches master's and doctoral students and practices mindfulness personally and professionally. Her training includes a variety of integrative approaches to emotional and psychological well-being (i.e., AIT, Psych-K). She has completed the eight week Mindfulness-Based Stress Reduction (MBSR) training (www.umassmed.edu/cfm/stress-reduction), training on the MindUp curriculum (www.thehawnfoundation.org) and the basic and advanced Mindful Schools training. Dr. Tammy Gilligan is a Professor of School Psychology at James Madison University and Director of the School Psychology program. She is licensed as a clinical psychologist. She teaches both master's and educational specialist's students and practices mindfulness personally and professionally. Her training includes a variety of best practices for working with children and educational systems. She has completed training on the MindUp curriculum (www.thehawnfoundation.org) and the basic and advanced Mindful Schools training. Dr. Ernest Solar is an Assistant Professor for the Division of Education at Mount St. Mary's University in Emmitsburg, Maryland. His research includes the use of mindfulness with students with an emotional disability and the effectiveness of mindfulness increasing teacher self-efficacy with new and veteran teachers.

**Title:** Embodied contemplative consciousness and experience: An alternative educational model for the prevention of depression

Recent decades have shown a significant global rise in the experience of Major Depression as existential conditions of war, environmental degradation, economic inequality and terrorism continue to threaten human safety and survival. Our human predicament is beckoning us to evolve an embodied contemplative consciousness to help prevent the mental afflictions that can lead to life-long depression. Global educators are invited to consider giving precedence to contemplative worldviews that encourage future generations to seek and value the foundational contemplative experiences of silence, stillness, surrender and solitude—thereby emboldening human flourishing and a radical acceptance of life as paradox and ineffable mystery.

**Presenter:** Arthur Giacalone, PhD, is a Clinical Psychologist in private practice in Walnut Creek, California. He has held the position of Chairman in the Graduate School for the Study of Human Consciousness at John F. Kennedy University and is the Co-founder and Director of the Institute of Contemplative Studies. Dr. Giacalone has been an on-going provider of continuing education for the California Psychological Association and has taught widely throughout the US, Europe, Cyprus and China. He has served as a Consulting Expert for UC Berkeley’s Healthy Workplaces and is currently producing a documentary entitled, *Silent Lamp: Thomas Merton on Contemplation & The Mysteries of the Heart.*
### Title: Contemplative practice and social justice: Nonjudgment as the basis for effective social action

Many have expressed concerns about teaching contemplative practices to members of marginalized groups or to social change workers because of the threat of what is referred to as “spiritual bypassing” – a term first coined by psychologist and Buddhist practitioner John Welwood in 1984 – which refers to the use of spirituality to avoid dealing with harsh social realities like privilege and oppression. I will argue that this is partially due to the misrepresentation of spiritual principles by removing practices from their original cultural and philosophical contexts. I will further propose that some principles associated with contemplative practices, like nonjudgment and the practice of compassion, when understood in their original context, are actually essential for effective and lasting social action.

**Presenter:** Oliver W. Hill, Jr. is a Professor of Experimental Psychology at Virginia State University specializing in the study of cognition. He received his undergraduate training in History at Howard University in Washington, DC, and his M.A. and PhD in Psychology from the University of Michigan. Hill is a former Fellow and current board member of the Center for Contemplative Mind in Society, and he has developed several courses infusing contemplative pedagogy into the psychology curriculum at VSU. Hill has been practicing meditation since 1970, and teaching meditation since 1972.

### Title: New frontiers: Taking contemplative pedagogy on line

The increasing digitalization of teaching and learning through online asynchronous higher education offerings proposes both a challenge and an opportunity for practitioners of contemplative pedagogy. This workshop will explore current offerings in online CP practices and begin to envision if, where and how contemplative principles and practices may be utilized within online education. Discussion will include topics such as how contemplative engagement and personal development is best facilitated in an online environment; the role of interactivity and socialization; designing and supporting private contemplative practice; capturing outcomes to determine benefit for student, academic, curriculum and institution and for research and production of evidence.

**Presenter:** Dr Susan Sumskis, PhD is an academic and credentialed mental health professional who has been utilizing contemplative practices within higher education in teaching on campus subjects such as mental health practice, therapeutic communication, therapeutic use of self and research methods. Sue is employed at the NanTien Institute which is Australia’s first Buddhist tertiary institution and is currently working on embedding contemplative pedagogy within online education.

### Title: Contemplative spirituality, holistic wellbeing, and campus religious life

Many campuses are reporting increasing religious and worldview diversity, including secular and nonreligious identities. This roundtable explores opportunities for mindful spirituality within the shifting landscape of campus religious and spiritual life. Mindfulness supports the holistic wellbeing and meaning-making of religious and nonreligious students, and provides unique opportunities to explore the contemplative practices of diverse religious traditions. Discussants will share best practices for using contemplative spirituality to support students with diverse religious, spiritual, and secular identities; to build partnerships across campus that support holistic wellbeing and integrative learning; and to promote diversity, inclusive community, and multifaith engagement.

**Presenters:** Rev. Joel Harter, PhD. is the Associate Chaplain for Protestant Life at Elon University with graduate degrees in religion and literature from the University of Chicago (PhD) and Harvard Divinity School (M.T.S). Joel is committed to integrating faith and social justice, and addressing inequities within Christian communities around issues of race, gender, and sexuality, while also finding ways to support the spiritual lives of secular and nonreligious...
students. Joel is active in the Mindful Elon project, advises the Elon Yoga Club and Interfaith House: Mindfully Plural Living Learning Community, and is being certified to teach Mindfulness with the Koru Center. Rev. Grace G. Burford, PhD, is the Associate Chaplain for Buddhist Programs and the Director of The Davidson Meditation Initiative at Davidson College. She brings to her chaplaincy work in higher education a deep background in academic teaching in religious studies and scholarship on Buddhist texts and teachings, as well as her lifelong engagement in Buddhist practices. She has held Religious Studies faculty positions at Georgetown University, James Madison University, and Prescott College. Before coming to Davidson College in 2017, Rev. Burford, an ordained Buddhist minister, served as the Chaplain at Prescott College. Rev. Dr. Ronald Robinson is Perkins-Prothro Chaplain and Professor of Religion at Wofford College in Spartanburg, South Carolina. His published writings are in the areas of peacemaking and the spiritual life, and he has professional credentials in counseling, coaching, and mindfulness. He teaches classes in interfaith engagement, religious pluralism, and leadership, religion, and the environment. Rev. Timothy L. Auman, PhD is the University Chaplain and Director of the Office of the Chaplains and Religious Life at Wake Forest University. Ordained in 1983 by the United Methodist Church, he speaks extensively, leads retreats, and serves as a consultant to both religious and academic institutions. Tim is an Order of Interbeing (Tiep Hien) Aspirant in the lineage of Thich Nhat Hanh. Imam Shane Atkinson is from a Southern Baptist background and grew up in Jackson, Mississippi. He sat with spiritual teachers from the major religious traditions over a ten-year period and converted to Islam in 1999. In 2011 he was authorized to teach Islamic practice, theology, and spirituality. Shane was trained as a professional chaplain at UNC Medical Center and serves as an Associate Imam at As Salaam Islamic Center in Raleigh, North Carolina. He is the Muslim Life Coordinator at Elon University and teaches, mentors and provides pastoral care for Muslims in North Carolina as well as online. Jennifer Brigman, who has worked at Elon’s Student Counseling Center for the past seven years, is a Licensed Professional Counselor with an MS/Eds in Counseling Education with a specialization in Couples and Family from the University of North Carolina at Greensboro. She has specialized training in teaching mindfulness to emerging adults and is a registered yoga instructor. She is particularly interested in using yoga and meditative practices to promote holistic health and increased self-awareness for students on campus.

### Title: Peacemaking circles and mindfulness: Reinforcing mindful communication with students

Peacemaking Circles are a form of community engagement that works towards community building, addressing community conflicts, restorative justice issues and peacebuilding in communities. Utilizing Peacemaking Circles in the classroom counters a non-dialogical, banking model of education that diminishes student’s engagement and encourages active and mindfulness listening skills as well as mindful communication.

**Presenter:** Daniel Rhodes is the director of the undergraduate social work program at UNC-Greensboro. He is a Licensed Clinical Social Worker and has over twenty years of community-based experience; working in community mental health, therapeutic foster care, serving as an AmeriCorp member working immigrant and refugee communities, and a clinical supervisor. Daniel is trained in Dialectical Behavioral Therapy (DBT) a form of cognitive-behavioral therapy that uses mindfulness to help individuals deal with issues related to trauma. Daniel is also a restorative justice practitioner and engages and trains students and communities in Peacemaking Circles.

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### Title: Changing minds, changing lives: A resilience intervention for student athletes

“Push through it!” Is the mantra of resilience of student athletes. The problem is that when these young men arrive on campus, it is not the strongest that survive but those who adapt. In the resilience course intervention contemplative practices of mindfulness, yoga and reflective writing are integrated into their lives. A mixed method pre–post, repeated measures control group design compared stress, health behaviors, and
resilience through surveys and written narratives. The Results are a decrease in stress, increase in coping, emotional awareness and leadership capacity. In conclusion, contemplative practices improved sleep, coping, relationships and endurance.

**Presenters:** Genevieve E. Chandler, PhD, RN is a mid-wife teacher and a nurse scientist, committed to promoting resilience to interrupt the trajectory of adverse childhood experiences to illness. Publications: (2018) Screening for childhood adversity among adult primary care patients; (2018) Changing minds, changing lives: a resilience intervention of freshman athletes; (2017) Nurse practitioner screening for adverse childhood experiences among primary care patients: A mixed-method study. Recent Awards: UMass Community Salute award nominated by the Athletic Dept. (2018), and Healthcare Heroes award, Business West and Healthcare News (2017). Nellipher Lewis Mchenga MS BScN/M RN is a doctoral student. Her area of research lies in adverse childhood experiences in particular, the impact of maternal history of adverse childhood experiences on pregnancy outcomes. She works with Prof Chandler on changing minds, changing lives project and Prof Paterno's Digital Storytelling (DST) project, determining how participating in a DST workshop would improve social support, hope, and coping for rural pregnant women with Substance Use Disorder (SUD). Scholarship: College of Nursing Graduate Fellowship (2015), Dr. Lilian R. Goodman and Dr Mary K. Alexander Fellowship (2015), and P.E.O International Peace Scholarship (2016). Madison Sochil Valle is a senior nursing student at the University of Massachusetts, Amherst. She is a member of the Commonwealth Honors College and is currently working on her thesis with Dr. Chandler addressing adverse childhood experiences in young athletes through the Changing Minds Changing Lives (CMCL) program. She is trained as a CMCL facilitator, and co-lead the first group with urban high school athletes in Springfield for the Public Service Endowment Grant. She is a member of the NCAA Resilience team, a contributor to the CMCL Resource Guide, and co-author of the manuscript CMCL: A resilience intervention for student athletes.
Title: Feasibility of a brief mindfulness curriculum for pre-service teachers in art education and early childhood education

This study examines the feasibility of a brief mindfulness curriculum for pre-service teachers. Fifty-one students in early childhood education and art education completed a seven-session curriculum introducing mindfulness practices for personal use and use in the practicum classroom. Data on mindfulness, perceived stressors, personal mindfulness practice, and classroom mindfulness practice were collected using pretest/posttest survey data, and qualitatively oriented questions. Findings indicate that this brief mindfulness curriculum is useful for introducing pre-service teachers to the practice of mindfulness for personal benefit and use in the classroom but is not sufficient to increase levels of mindfulness nor reducing perceived stress.

Presenter: Ann Brand is an Associate Lecturer in the College of Education, Hospitality, Health, and Human Sciences at The University of Wisconsin-Stout and Program Specialist for Mindfulness Training for Arts Integration Menomonie in Menomonie, WI. Ann is an accredited mindfulness teacher through The Mindfulness Training Institute.

Title: Incorporation of contemplative practices in higher education: Faculty perspectives

What gets in the way of using contemplative practices in the liberal arts classroom? Focus groups were conducted with university faculty and staff in order to better understand their views on how contemplative practices may be incorporated into university classrooms. Topics of discussion included professor characteristics such as previous experience, disciplinary considerations, possible roadblocks such as time of class and technology, and willingness of students. Importantly, the benefits of incorporating the practices for the professor-student relationship were also discussed. Overall, this study revealed important insights to be taken into consideration for the implementation of contemplative practices in the university setting.

Presenter: Grace B. Flink is an undergraduate student at Elon University majoring in Psychology and minoring in Neuroscience. Her contributions to the research included data collection for components of the larger contemplative pedagogy study this work in linked with, literature review, and thematic analysis and interpretation of the focus groups presented in this study.

Title: Measuring well-being: A framework for measuring the many layers of well-being

Worker well-being is easy to recognize, yet hard to measure. This proposal covers an integrative approach to measuring well-being. This easy-to-use and publicly-available framework integrates the ancient yogic philosophy of the koshas or “layers of being” with evidence-based metrics for measuring physical, financial, social, mental, purpose, and emotional well-being. The framework combines both quantitative and qualitative questions in an easy-to-use protocol, which can be used by individual workers, leaders, teams and coaches to quickly assess individual and organizational well-being, and to measure the success of resilience and wellness interventions.

Presenters: Suzie Carmack, PhD, MFA, MEd, ERYT serves on the adjunct faculty of George Mason University, developing and teaching in-person and online courses for the Department of Global Health and the School of Integrative Studies in integrative health coaching, compassion in the workplace, stress management, and well-being promotion. She has delivered >100 keynotes for public and private organizations. She has shared her thought-leadership in mindful leadership, change management and health communication in the development of solutions for local, regional and national agencies, including the Centers for Disease Control and Prevention, the Department of Defense, the National Park Service
Suzanne Kennedy, PhD serves as the Administrative Director for UNC’s Children’s Research Institute, assembling needed infrastructure to drive collaborative pediatric research. As principal/co/investigator on federal-and-foundation-funded research, she studied exposures, sensitization, and behavior modification in the prevention/management of chronic disease. Using Brief Motivational Interviewing, Social Learning, and Empowerment Theory, she implemented evidence-based, patient-tailored asthma interventions, and translated these into Federally Qualified Health Centers, serving high-risk, low-socioeconomic populations. Collaborating with Suzie Carmack PhD, she has expanded her endeavors to include yoga/koshas, Mindfulness, Sense Making, and more to modify and assess well-being. She is certified in Restorative Yoga and earning her RYT 200.

**Title: Compassion in the workplace and the classroom: A case study in agile course design**

Compassion in the Workplace is an intensive course to train pre-service teachers and other interdisciplinary undergraduate students to understand the positive and negative effects of compassion in the workplace. Through a combination of intrapersonal (mindfulness), interpersonal, interorganizational and intercultural communication practices and a blend of lectures, discussion and online interaction, students gained transferrable professional and work/life balance (negotiation) skills for their future work as educators and/or service leaders. Students also learned how to prevent and/or manage burnout and compassion fatigue with a combination of self-care and expressions of compassion for themselves and fellow students.

**Presenter:** Dr. Suzie Carmack, PhD, MFA, MEd, ERYT is a thought-leader and scholar/practitioner in the areas of well-being and integrative health. She serves on the adjunct faculty of George Mason University – developing and teaching in-person and online courses for the Department of Global Health and the School of Integrative Studies. She is the author of Genius Breaks (2017) and Well-Being Ultimatum (2015) and the founder of the Well-Being Online Academy. She holds a PhD in Health Communication, an MEd in Kinesiology and an MFA in Theatre as well as professional credentials as a Yoga Teacher Trainer (ERYT). Learn more at www.DrSuzieCarmack.com.

**Title: How neuroscience research can influence desired student learning and development outcomes**

The ability to change the structure and therefore the function of certain portions of the brain, as well as the way in which brain regions communicate, is an emerging research area that has gained the attention of popular press. Recent compilations of neuroscience research reveal clues into specific ways in which educators can design opportunities for students to learn employee desired outcomes, which include skills and knowledge needed to attain global sustainability, global citizenship, and the advancement of social justice and compassion. This manuscript synthesizes that research and translates it into practical implications for curricular and co-curricular design and evaluation.

**Presenters:** Marilee Bresciani Ludvik, PhD serves as Professor of Postsecondary Educational Leadership at San Diego State University, where the mindful compassion integrative inquiry program. Marilee is a certified Search Inside Yourself Leadership Institute, meditation, and yoga instructor, as well as a MBSR teacher in training. Marilee’s research focuses on using translational neuroscience and mindfulness practices to inform the design and evaluation of workshops and curriculum to decrease students’, faculty, and administrators’ stress and anxiety and increase their attention, emotion, and cognitive flexibility, as well as enhance compassion, inquiry, creativity, and overall well-being.
### Title: A contemplative process for teaching ethics in STEM and the humanities/social sciences

Teaching ethics to students is known to be difficult (Harris 2008; Schmidt 2014; Stappenbelt 2012). We have been developing a process for introducing students to ethics from a contemplative perspective. The essential idea is to engage the students through a contemplative process of actively involving them in an ethical dilemma relevant to their disciplinary training. Then students expand their understanding of the factors involved in the dilemma through a group process. Our ultimate goal is to get the students to the point where they can make ethical judgments on a real-time basis using a framework that builds upon and enriches their own lived ethical standards. In this session participants will learn a contemplative process for integrating ethics into course content, and learn how the contemplative process initially designed to respond to challenges in teaching in STEM disciplines could be adapted to a variety of topics and contexts.

**Presenters:** Douglas K Lindner, PhD, Electrical Engineering, has been on the faculty of Electrical and Computer Engineering at VA Tech since 1982. He was the Fredrick Lenz Fellow at Naropa University for 2013-14. His interests include contemplative practices for STEM. He practices meditation and qigong. Richard S. Bowles III, PhD 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 PhD in chemical engineering from Princeton University. He is active on the advisory and oversight boards of a number of Universities. Bowles, dharma name shinsui, is a long time Zen practitioner and an ordained daojin (person of the way) in the Mountains and Rivers Order of Zen Buddhism. Agnes B. Curry, PhD 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 mindfulness techniques into her courses. 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. Chen’s research centers on designing effective programs to promote healthy lifestyles. Her most recent research focuses on how the brain is a window to understanding the effects of persuasive messages. Fluent in three languages, Chen is a classical music and opera enthusiast — and a wannabe rock climber.

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### Title: Getting curious about “hot seats:” Experience and explore a unique relational mindfulness practice

Session attendees will learn about (and experience firsthand) a unique type of contemplative activity—referred to over the past 13 years as “Hot Seats”—combining meditative and relational mindfulness practice. Attendees will have the opportunity to participate in a Hot Seat group (or simply observe), with time allotted for feedback and discussion of their experience. Results of an exploratory qualitative project will be shared, where UCLA undergraduates and UCLA Mindful Awareness Research Center (MARC) program participants reported personal experiences, general assessments, and perceived impact of participating in Hot Seat groups. Possibilities for future projects will also be discussed.

**Presenters:** Marvin G. Belzer, PhD, is Associate Director of the Mindful Awareness Research Center and has taught mindfulness meditation for twenty years. He is an Adjunct Associate Professor in the UCLA Department of Psychiatry and Biobehavioral Sciences. Prior to this, he was an Associate Professor in the Department of Philosophy at Bowling Green St. University. Kathryn Gonzales, MA, is a program assistant at UCLA’s Mindful Awareness Research Center. Prior to this, she worked in program evaluation at California State University Northridge’s Center for Assessment, Research, and Evaluation as well as JONES Consulting (Diversity & Inclusion).
**Title: Practical wisdom in education**

Seeing the opportunity for the benefits of mindfulness practices to improve patient care, and address provider burnout, UVa has created a project that brings wisdom into the education of healthcare providers. The project utilizes a framework of wisdom that includes three dimensions: cognition, reflection and compassion. Practical wisdom implies the capacity to use knowledge for right action, to understand universal truth and the greater good, to apply knowledge to achieve ends that are consistent with living well, and to care enough to understand others across fundamental differences. This systematic curriculum weaves together the efforts of students, faculty, researchers, and administrators to put contemplative teaching and learning into practice.

**Presenter: Susanna Williams, PhD** is a faculty member and researcher at UVa’s Mindfulness Center in the Medical School and also at UVa’s School of Nursing, where she is creating a Wisdom In Nursing curriculum. She teaches courses that explore the neuroscience behind meditation and wellbeing – class time is divided between learning about the mechanisms within the brain that are impacted by contemplative practice and practicing meditation and mindfulness to actually experience them.

**Title: Exploring authentic ways to measure the effectiveness of contemplative practices in secular higher education communities**

Words such as mindfulness, meditation, yoga, and Tai Chi are becoming more apparent in popular press. However, the manner in which the media and public are consuming the popularly portrayed information around these contemplative practices leaves many to question the integrity of how contemplative practices are being implemented and the rigor of their evaluation. This interactive session will explore questions of implementation such as, “how much practice, how often, when, and guided by whom?” We will also explore assessment methodology that can be used to effectively assess contemplative practices in a secular higher education community.

**Presenter: Marilee Bresciani Ludvik, PhD** serves as Professor of Postsecondary Educational Leadership at San Diego State University, where the mindful compassion integrative inquiry program. Marilee is a certified Search Inside Yourself Leadership Institute, meditation, and yoga instructor, as well as a MBSR teacher in training. Marilee’s research focuses on using translational neuroscience and mindfulness practices to inform the design and evaluation of workshops and curriculum to decrease students’, faculty, and administrators’ stress and anxiety and increase their attention, emotion, and cognitive flexibility, as well as enhance compassion, inquiry, creativity, and overall well-being.

**Title: Creating a mindfulness-based reflective writing assignment**

Participants will work to create customized contemplative writing assignments that align with the learning objectives for a course in their discipline. In order to spark ideas and provide context, the facilitator will discuss the results of an IRB-approved qualitative study of a contemplative writing assignment used in a variety of university courses: writing center theory and practice, contemplative literature, contemplative writing, and research writing in the health sciences. Participants will work in small groups to begin designing, drafting, or revising their contemplative writing assignments.

**Presenter: Jared Featherstone** is an Associate Professor in the School of Writing Rhetoric and Technical Communication and the writing center director at James Madison University in Virginia. He has been a meditation practitioner for 20 years and a teacher of meditation for 8 years. He has published scholarship on the connection between reflective writing and mindfulness meditation (Featherstone, 2013), and authored two forthcoming book chapters on the subject, both based on IRB-approved qualitative studies. He has received teacher training through the Koru Mindfulness Center, and he is a member of the Association for Contemplative Mind in Higher Education.
Session Descriptions: 3:00PM-3:45PM

<table>
<thead>
<tr>
<th>Title: 1) Mentoring psychological resilience and culturally-inclusive community through contemplative self-inquiry: An introduction to the ‘Know Your Self’ curriculum. 2) Bringing a mindfulness-based intervention to a university campus.</th>
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<tbody>
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<td>1) The ‘Know Your Self’ curriculum was tested for effectiveness using a quasi-experimental, mixed methods research design. These results have been reported in Dr. Kass’ recent book, A Person-Centered Approach to Psychospiritual Maturation: Mentoring Psychological Resilience and Inclusive Community in Higher Education, published by Palgrave MacMillan (2017). This presentation will describe central components of this contemplative self-inquiry curriculum, summarize statistical results from the comparison of experimental and control groups (with effect sizes) and present case study material from the qualitative component of the study that illustrates student learning during their participation in the Know Your Self curriculum.</td>
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<td>2) This presentation focuses on processes involved in bringing a mindfulness-based intervention (MBI) to a university campus to meet service and research goals. Koru is an evidence-based, standardized, 4-week MBI designed for college students. Service goal: determine feasibility and sustainability of offering Koru at a large, public university to help meet student needs and reduce demand for student counseling center services. Research goal: test Koru’s effectiveness in decreasing emotional distress and increasing mindfulness using an experimental research design. Trends observed in recruitment and participation, evaluation data, and pre- and post-MBI survey completion will be shared, along with challenges and future directions.</td>
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**Presenters:** Dr. Jared Kass is a Professor of Counseling and Psychology at Lesley University, Cambridge, MA, and a Visiting Scholar with the Benson-Henry Institute for Mind-Body Medicine at Massachusetts General Hospital, Boston, MA. He has been a Fellow of the Center for Contemplative Mind in Society and served as a Center Associate with the Higher Education Center for Alcohol, Other Substance Abuse, and Violence Prevention. Assessment measures for this research project can be found at www.resilientworldview.org. Erin Haley, MED, is a student in the clinical health psychology PhD program at East Carolina University. Erin has experience working as a school counselor, mental health counselor, as a research assistant on a study piloting a parent-child mindfulness-based program, and most recently as a study counselor for a clinical trial delivering an intervention for pain. She received yoga therapy teacher training which emphasized the role of mindfulness, self-compassion, and restorative forms of movement for mental and physical health. The integration of these experiences has inspired her research interests in the biopsychosocial impacts of mindfulness and self-compassion interventions.

**Title: ‘Genius Breaks’ mentor training: How to bring mini breaks of mindfulness, movement & meaning into your work or school day**

Feeling stuck at the office (from too much sitting)? In this fun and interactive workshop, you will learn how to move more and sit less during your work or school day. Author “Dr. C” will teach you how to choreograph mini-breaks of mindfulness, movement and meaning – which she calls *Genius Breaks* (Carmack, 2017) easily with a stationary or rolling desk chair. You will discover why a Genius Break (Carmack, 2017) of 2 – 10 minutes can benefit your personal well-being, as well as your classroom and team engagement and performance. You will leave the session ready to move your colleagues and classroom to well-being!

**Presenters:** Dr. Suzie Carmack, PhD, MFA, Med, ERYT is a thought-leader and scholar/practitioner in the areas of well-being and integrative health. She serves on the adjunct faculty of George Mason University – developing and teaching in-person and online courses for the Department.
of Global Health and the School of Integrative Studies. She is the author of Genius Breaks (2017) and Well-Being Ultimatum (2015) and the founder of the Well-Being Online Academy. She holds a PhD in Health Communication, an MEd in Kinesiology and an MFA in Theatre as well as professional credentials as a Yoga Teacher Trainer (ERYT). Learn more at www.DrSuzieCarmack.com. **Suzanne Kennedy, PhD**, serves as the Administrative Director for UNC’s Children’s Research Institute, assembling needed infrastructure to drive collaborative pediatric research. As principal/co/investigator on federal-and-foundation-funded research, she studied exposures, sensitization, and behavior modification in the prevention/management of chronic disease. Using Brief Motivational Interviewing, Social Learning, and Empowerment Theory, she implemented evidence-based, patient-tailored asthma interventions, and translated these into Federally Qualified Health Centers, serving high-risk, low-socioeconomic populations. Collaborating with Suzie Carmack PhD, she has expanded her endeavors to include yoga/koshas, Mindfulness, Sense Making, and more to modify and assess well-being. She is certified in Restorative Yoga and earning her RYT 200.

**Title: Contemplative practices meets service learning - Yoga and mindfulness research in K-12 and higher education**

What opportunities might service learning programs provide to support integrating contemplative practices in one’s teaching and research? Service learning may provide untapped possibilities for faculty and students to explore the field of contemplative practices. In this roundtable two faculty members will discuss the opportunities and challenges in integrating contemplative practices in their research and teaching, specifically with a focus on service learning. They will discuss their inter-institutional collaboration on a yoga and mindfulness intervention with at-risk middle school children. Their students will also reflect on their experiences engaging with contemplative practice approaches in their classrooms and in their service learning placements.

**Presenters:** Michele Tracy Berger is associate professor in the Department of Women’s Studies at the University of North Carolina, Chapel Hill and adjunct professor in the Department of City and Regional Planning. Her research, teaching, and practice all focus on intersectional approaches to studying areas of inequality, especially racial and gender health disparities. This work spans the fields of public health, sociology and women's and gender studies. Since 2014, she has been a co-investigator with Professor Khalsa researching yoga and mindfulness interventions with at-risk middle-school children. **Keval Kaur Khalsa** is Professor of the Practice in the Dance Department at Duke University. As a life-long learner, her research focus is embodied, experiential education, particularly that which promotes social change. She is interested in ways that dance, theater and yoga can be used as tools for personal and social transformation, particularly with communities often identified as “at risk”. Since 2014, she has been co-investigator with Michele Berger researching yoga and mindfulness interventions with at-risk middle school children through Duke University’s Bass Connections: Mindfulness in Human Development project. **Roxy Ghadimi** is a sophomore at Duke University majoring in neuroscience, minoring in psychology, and pursuing the pre-med track. She is involved in research with the Bass Connections Mindfulness in Human Development Team. Born and raised in a suburb of Los Angeles, she loves to be in the sun and in nature. In her free time, she enjoys reading poetry, oil painting, and practicing yoga. **Rachel Maguire** is a senior at UNC Chapel Hill majoring in Psychology and Women’s and Gender Studies with a minor in Latina/Latino Studies. She works at the Starbucks on Franklin St. as well as the local children’s museum, Kidzu, as a children’s yoga instructor. She has also been working in Dr. Bardone-Cone’s Eating Disorder lab on campus for the last two years. After graduation, she hopes to pursue her Masters in Social Work and become involved in the Gender Violence Prevention field, as ending gendered violence is her true passion and goal in life. **Mira Venkat** is a senior at Duke University majoring in Biology and minoring in Cultural Anthropology. She is a member of the Mindfulness and Education Bass Connections team. This team has broadened her perspective on the many implications of mindfulness practices on children. In her free time she loves to bake and cook, and is always looking for new recipes. After graduation, Mira plans to start her new career in healthcare consulting in Boston.
**Title: Empowering students to make a more mindful campus: The "Mindful America, Mindful Elon" project**

This presentation details the goals, objectives and outcomes of a unique winter term travel course titled Mindful America, Mindful Elon. Students at Elon University explored the history, development, and practice of mindfulness in America by studying at the Kripalu Center for Yoga and Health in Western Massachusetts and the Benson-Henry Institute for Mind-Body Medicine in Boston. Students returned to campus and executed a well-attended mindfulness event and also pitched ideas to make a more “mindful campus” to campus leaders including the Vice President for Student Life. The presentation highlights best practices for experiential education and leading culture change on campus.

**Presenter: Julie C. Lellis, PhD** is an associate professor and associate department chair in the School of Communications at Elon University. She teaches primarily in the strategic communications major, but also offers two unique courses that examine how media and communication shape our understanding of yoga, mindfulness, and other contemplative practices in modern American culture. She is Elon University’s Faculty Fellow for Substance Education, a member of the Public Health Studies Advisory Board, and advisor to Elon’s yoga club. She writes and speaks regularly about identity and related topics such as advocacy and strategic communications. More at julielellis.com.

**Title: Mindful of discomfort: Contemplative practices for critical pedagogy in the classroom**

Social justice discussions can present a dialectical tension in the classroom. This tension creates room for perspective taking and social change but also a space for conflict, anxiety, and frustrations. This workshop will help instructors of all levels explore their own hesitations and fears that lead them to ‘safer’ topics and models of engaging students. Participants will spend half of the workshop engaged in reflexive activities, and half to (re)design a course concept. Together, we will discuss and practice mindful strategies that will support you in embracing these difficult conversations in a thoughtful and constructive manner.

**Presenter: Nicole T. Castro** (she) is Communication PhD scholar at UNC-CH. Her rape crisis nonprofit experience and Masters degree in Communication Activism for Social Justice have both solidified her interest in researching and teaching ways to practice new, nonviolent communication skills. Her interests have expanded to consent, mindfulness, embodied practice, and how these culminate in healing spaces for social justice activists and collectives. She's committed to living daily as a scholar-activist, and reflecting that priority in her research.

[Return to Schedule]
Keynote Address: 4:00PM-5:00PM

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<th>Title: The Impacts of positive connections in relationships and community</th>
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<td>Dr. Barbara Fredrickson is a Kenan Distinguished Professor in the Department of Psychology &amp; Neuroscience at the University of North Carolina. A world-renowned expert in the field of Positive Psychology, her engaging keynote will explore her latest research discoveries concerning the emotional and social benefits of both formal and informal meditation. She will highlight the impact of positive connections as a building block to relationships and community health, and discuss the value of prioritizing positive experiences in everyday living. Dr. Fredrickson’s unique lecture will provide a powerful capstone to the 2018 conference.</td>
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**Presenter: Barbara L. Fredrickson, PhD** has been advancing the science of positive emotions for more than 25 years. She is the Kenan Distinguished Professor at the University of North Carolina, where she holds appointments in Psychology and Business and directs the PEP Lab; its goal is to understand how positive emotions might accumulate and compound to transform people’s lives for the better. She has authored 100+ peer-reviewed articles and book chapters, and her books, Positivity and Love 2.0 have been translated into more than 20 languages. Dr. Fredrickson’s award-winning research, funded by the U.S. National Institutes of Health, reveals how micro-moments of love and other forms of positivity nourish health, wisdom, and longevity. As one of the most highly-cited contributors to psychological science, Dr. Fredrickson is best known for her broaden-and-build theory of positive emotions. It describes how positive emotions evolved through natural selection to serve as life-giving nutrients for growth. Among her latest work includes researching the impact of loving kindness meditation on the emotions and well-being. She is the Immediate Past-President of the International Positive Psychology Association and her work has been featured in The New York Times, NPR, CNN, PBS, The Atlantic, The Economist, and elsewhere. She has also briefed His Holiness the Dalai Lama about her research on several occasions.

_Return to Schedule_
Saturday Contemplative Practice: 7:30AM-8:15AM

Title: The art of here and now

This session will employ mindful art techniques to help participants create a simple art piece to practice mindfulness. They will complete a pattern with color, using repetition to deepen their sensory awareness of the moment. All materials will be provided and no art experience is needed. The exercise is focused on process not product.

Presenter: Kate Murphy M.A. NBCT teaches mindfulness to teens through the UNC Program of Integrated Medicine

Saturday Workshop: 8:15AM-12:00PM

Title: Shadow to Light: New tools for exploring ourselves and how we engage in difficult conversations

Today, more than ever, the academic community is experiencing contemporary and rapidly evolving challenges while navigating a volatile political climate, social change, and evolving student expectations. Exchanges between students and faculty, faculty and administration, or administration and students have made national headlines at institutions such as UVA, Yale, and Missouri. What can faculty, students and administration do differently to have better conversations during times of high stress and tense experiences? To improve these interactions, we need new tools for exploring both ourselves and how we engage in these often difficult conversations. Drawing from his 20 years of experience guiding global peace efforts, and his powerful program, Shadow to Light, Shariff Abdullah will lead participants through an active exploration of our perceived worldview to discover new and innovative ways to change the conversations we are having on campuses and in our communities. Ultimately, this workshop will lead to strategies for having more empathic engagements – becoming contemplative and thoughtful leaders of a new society.

Presenter: Shariff Abdullah, J.D., is an educator, consultant, speaker, author and advocate for societal transformation. His mission is to bring currently dysfunctional systems and structures into alignment with our common human and spiritual values, to create a world that works for all living things. Shariff consults with people and organizations on the leading edge of change, including government agencies, businesses and social service organizations. As Director of Commonway Institute, he has visited over 43 countries and over 100 distinct cultures, giving him a unique perspective on our global human and spiritual issues, and a vision which spans culture and class. He has proven experience in working with all peoples and in many different situations, bringing harmony in conditions of actual or potential conflict and discord. His books on leadership and societal change include the award-winning Creating a World That Works for All, and Seven Seeds for a New Society.
Proposal: Contemplative Higher Education Alliance for Research, Teaching, and Service (C-HEARTS)

Background
In the spring of 2017, after four years of collaboration as a series of year-long conference planning committees, the members of the partner institutions (Virginia Tech, University of Virginia, Virginia State University, Radford University, James Madison University, University of Maryland Baltimore County, Baltimore Community College, University of North Carolina at Chapel Hill) suggested we formalize this collaboration and increase the scope of interaction as described in the C-HEARTS Mid-Atlantic Mission Statement below. This collaboration marks a turning point for these partner institutions, by actively promoting a variety of contemplative education events connected with institutions of higher education (public, private, four-year and two-year) in the Mid-Atlantic region. However, participation in these events may be from outside the region, as well.

Mission Statement
The mission of this organization is to support the growth of contemplative practices in higher education by providing opportunities for faculty, staff, and students to engage in cross-institutional events and activities in the mid-Atlantic region. We interpret contemplative practices in a very wide sense to mean, in part, creative processes such as contemplative art, movement practices such as yoga, stillness practices such as meditation, generative practices such as prayer, relational practices such as dialogue, health and well-being practices, resiliency practices, leadership, environmental sustainability, etc. Activities will include, but are not limited to, conferences, a digital archive of documents and resources related to contemplative education, and supporting research related to contemplative education.

Events
We will organize and support a variety of events that will engage faculty, staff, students and wider public audiences around contemplative topics. Events may have a low participation fee associated. Events will include the following: an annual conference, workshops and retreats.

Digital Publishing
To support our activities, we will develop a digital publishing portal. The portal will be based upon the Mandala platform, and will be symbiotic with a broader national portal being created with support from the University of Virginia. The portal will initially offer support for publishing and sharing the following resource creation and sharing with further extensions to be subsequently explored: audio-video recordings with time coded transcripts, texts, annotated and deeply classified bibliographies, images (photographs, diagrams, drawings, etc.), data visualizations, ‘Do It Yourself Contemplative Pedagogy & Learning Toolbox’, and contemplative encyclopedia of historical and contemporary systems of contemplation, both religious and secular in provenance.

Accepted Proposal
Research: The Alliance will support research with the following activities: 1) announcement of research opportunities, 2) coordination of research grants, both those housed within member institutions and those conducted among member institutions, and 3) coordination of human subjects for research. Teaching: The Alliance will support broad incorporation of contemplative practices into courses via sharing of digital pedagogy resources, to be published and shared in the Digital Publishing portal, as well as the delivery of electronic courses with the potential to expand student access to a diverse array of courses through cross-enrollment from students of partner institutions.

Want to get involved? If you are interested in participating in the formation of this new organization, or learning more, please find us at lunch on Friday at the designated C-HEARTS table!
Thank you to our sponsors!