2019 Contemplative Practices for Higher Education

Hosted by James Madison University at Hotel Madison
Welcome! The 2019 Contemplative Practices for Higher Education conference seeks to continue and expand the potential of meditative and mind-body practices in the context of higher education. We warmly welcome faculty, administrators, and students of any experience level—experienced contemplatives, researchers and those seeking to learn more about contemplative practices—to participate in the conference. The conference will 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. By documenting our experiences through written literature, we expand the impact of our time together. Papers from these conferences can be found at: texts.shanti.virginia.edu.

Send papers from this year’s conference in Word by April 1, 2019 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 want to extend our profound thanks for our 2019 Conference Organizers:

**Marsha Mays-Bernard (Co-Chair)**
Associate Vice President, Wellness, Orientation & Multicultural Engagement, James Madison University

**Jared Featherstone (Co-Chair)**
Associate Director of Writing, University Writing Center, James Madison University

**LeeRay M. Costa**
Professor and Director of Anthropology and Gender & Women’s Studies, Hollins University

**Tammy D. Gilligan**
Professor and Director of School Psychology Program, Department of Graduate Psychology, James Madison University

**Matthew F. Komelski**
Instructor, Department of Human Development and Family Science, Virginia Tech

**Douglas K. Lindner**
Professor Emeritus, Electrical and Computer Engineering, Virginia Tech

**Stephanie Sebolt**
Assistant Professor, College of Education, Mary Baldwin University

**Ernest Solar**
Assistant Professor of Special Education, Division of Education, Mount St. Mary’s University

**Juliet Trail**
Director of Education, Contemplative Sciences Center, University of Virginia

**Michele Kielty**
Director of School Counseling, Department of Graduate Psychology, James Madison University

Special Thanks to:

**William C. Brown**
IT Consultant, JMU Student Affairs Technical Services, Web Developer

**Dawn Miller**
Conference Administrative Support

**Leslie Beam**
Conference Administrative Support
Societal and political pressures on the contemporary university model continue to challenge both the academy and students. It is more important than ever that higher education provides students with the skills and knowledge to effectively navigate the opportunities and stressors of the rapidly evolving 21st century. The college student experience is directly affected by their perceptions of teaching, research, services, and resources provided by the academy. Contemplative practices offer students, faculty, staff, and administration opportunities to grow, evolve and connect with each other strengthening personal and institutional commitments to diversity, inclusion and excellence.

Specifically, the conference will address the use of contemplative practices—such as mindfulness meditation, centering, yoga, journaling and others methods of self-reflection—in the classroom, research, and campus citizenship, and their impacts on student and employee wellness, learning, and individual and professional development.

Ultimately, this leads to an exploration of practices across the administration, faculty, staff, and students to create a flourishing, learner-centered community. We invite all parties interested in this process to join us as we explore questions such as:

• What experiences have we as individuals had with implementing contemplative mind-body practices in higher education?
• How can we use our experiences with contemplative mind-body practices to promote physical, emotional and spiritual well being in the greater community in higher education and forge a more learner-centered culture on our campuses?
• How can a more learner-centered culture based on contemplative mind-body practices provide a foundation for a safer, wiser, more compassionate community in higher education and greater society?
• How can we cultivate self awareness, listening better to ourselves and to others?
• How can we use our knowledge and expertise to build a more equitable world that responds more fully to our deepest human needs?

It is through our combined effort, and our desire to develop and nurture ourselves, will we create the environment that can position our community to live engaged, quality lives in this increasingly complex global society. The conference provides space for discussing contemplative practices as a way of educating the whole person to benefit both the individual and society.
CONTEMPLATIVE PRACTICES

Contemplative practices are reflective processes that can help people cultivate insight and awareness of themselves, others, and the world around them. These practices provide opportunities for people to be fully present with their experiences, in the moment, cultivating an intimate connection with the topic or content at hand. While the tree of contemplative practices displays the diversity of these methods, contemplative practices share a common commitment to the cultivation of insight, concentration, and reflection. Through the application of contemplative practices, an academic community can be built where participants are more fully present, open to possibilities, and practiced in the skills of emotional intelligence and mindful listening—conditions that support meaningful interaction and dialogue between individuals with diverse experiences and backgrounds.
### REGISTRATION OPEN & CONTINENTAL BREAKFAST 7:30am - 8:45am Foyer

### MORNING CONTEMPLATIVE PRACTICES - 7:45am - 8:30am

| Thinking Where Words are Still Missing: Radical Listening as a Tool to Promote Creative Thinking & Interactional Self-Reliance | Meditation, Gratitude, Social Connection: The Power of Presence in Higher Education | Qigong for the Higher Ed Classroom |
| Dorothe Bach University of Virginia Blue Ridge | Dr. Kristin Bryant Rajan Kennesaw State University HART C/R 1 | Matthew F. Komelski PhD Virginia Tech Madison Board Room |

### MORNING KEYNOTE: Dr. Judith Simmer-Brown

*First Person Inquiry in Contemplative Education: Methods for the Classroom 9am-10am*  
*Allegheny Ballroom*

### BREAK - 10am-10:20am

### AM BREAKOUT SESSIONS - SESSION 1 - 10:20am-11:05am

| Kristin Knapp James Madison University HART/CR 1 | William J. Macauley, Jr. University of Nevada, Reno Appalachian A | Prof. Emeritus Douglas K. Lindner, Bradley Dept. of Electrical and Computer Engineering Virginia Tech, Richard S. Bowles III, Ph.D., Chairman of the Board of Lachman Associates, Prof. Agnes B. Curry, Philosophy, Univ. of St. Joseph, Prof. Yvonne Chen, School of Journalism & Mass Communication Madison Board Room |

### AM BREAKOUT SESSIONS - SESSION 2 11:15am-12pm

| Mindfulness Interventions for Medical Students: One Student Success Center’s Mission & Results | Writing Across the Curriculum and Contemplative Pedagogies | Mindfulness Practices for Overcoming Imposterism in Junior and Untenured Faculty |
| Dr. Adam Sprague Bellin College HART/CR 1 | Denise Comer Duke University Madison Board Room | Dr. Nicole Emmelhainz, Christopher Newport Univ., Dr. Jason Carney, Christopher Newport Univ. Blue Ridge |

| Broadening Perspectives on “Contemplative Practices”: Drawing on Global and Indigenous Traditions | Cultivating Empathy Through Deliberate Listening: An Experiment in Tutor Training |
| Juliet Trail and My’Kal Lofton, Univ. of VA Dingani Mthethwa, VA Commonwealth Univ. Appalachian A | Dr. Chere L. Peguesse, Valdosta State University Allegheny Room |

### LUNCH 12pm-1pm - Appalachian B & C
AFTERNOON CONTEMPLATIVE PRACTICE 1pm - 1:50pm

"I Have Time": Creating Space
Rebekah Chappell
Hollins University
Madison Board Room

Forest bathing: An Evidence-Supported Contemplative Practice for Student Wellness
Matt Bukowski MA LPC Doctoral Student, Counseling & Supervision Adjunct Faculty, Undergraduate Psychology
James Madison Univ.
Hart C/R 1

Meditative Yoga Session
Suzanne McCahill Perrine, BA, E-RYT 500, YACEP
from The Center Yoga Studio, Harrisonburg, VA
Appalachian A

PM POSTER SESSION - SESSION 4a - 1pm - 1:50pm Foyer

Application of Self-Compassion to Communication and Conflict Resolution in the Property Management Industry
Dr. Erin A. Hopkins, Ph.D.
Virginia Tech

PM BREAKOUT SESSIONS - SESSION 3 - 2pm-2:45pm

Building a Contemplative Community Among Faculty
Patricia Owen-Smith, Ph.D., Oxford College of Emory Univ.
Bobbi (Barbara A. B.) Patterson, Emory Univ.
Appalachian A

Contemplative Practices in the Course, Inclusive Leadership for Sustainable Peace
Edward J. Brantmeier
James Madison University
Hart C/R 1

Mindfulness Interventions in K-12 Settings: Student Outcomes, Teacher Feedback and Best Practices for Implementation
Michele L. Kielty, James Madison Univ.
Tammy Gilligan, James Madison Univ., A. Renee Staton, James Madison Univ.
Blue Ridge

Introducing Mindfulness Training in a Medical School Setting
David J. Lee, PhD
University of Miami
Miller School of Medicine
Madison Board Room

PM BREAKOUT SESSIONS - SESSION 4 - 3pm-3:45pm

Contemplation and Compassion in the Information Age
Ajit Pyati, Associate Professor, Faculty of Information and Media Studies
University of Western Ontario, London, Ontario
Appalachian A

The Koru Capstone Experience: A Model for Building Student Leadership in Koru Programming
Matthew F. Komelski, PhD, Faculty, Department of Human Development, Virginia Tech
Ellen Cianelli, Catherine Kropff, Ana Agud, Joshua Redding, All Koru Coaches and VT Hokie Wellness Staff
Allegheny Ballroom

What’s Fair for Me, Fair for Students and Fair for the Community: Ethical Decision-Making in Curricular Design and Delivery
Breyette Lorntz Covington
James Madison University
Hart C/R 1

Senses of Experience: Using Deep Listening in Writing Center Work
Lorelei Wagner
Rensselaer Polytechnic Institute
Blue Ridge

PM ROUNDTABLE SESSIONS - SESSION 4a - 3pm - 4pm

Stepping Stones: An Initiative for Contemplative Study and Practice
Deborah Kipps-Vaughan, James Madison Univ., Ed Brantmeier, James Madison Univ.
Madison Board Room

Koru Mindfulness- Reflections of Faculty From Several Universities
Ingrid Provident Ed.D, OTR/L FAOTA, Chatham Univ.
Kathleen Spadaro Ph.D., PMHCNS-BC, RN Chatham Univ.
Robert Withrow-Clark M.A., Butte College
Paige Schulte Ph.D, Southeastern Louisiana Univ.
Appalachian B & C

BREAK

AFTERNOON KEYNOTE: Dr. Michael Yellow Bird - The Mindfulness Medicine Wheel 4:15pm-5:15pm
Allegheny Ballroom

CLOSING

STUDENT NETWORKING AND LEADERSHIP SOCIAL 5:45pm-7:30pm Blue Ridge Room
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<tr>
<td>7:30am</td>
<td>Registration Open &amp; Continental Breakfast</td>
<td>Appalachian B &amp; C</td>
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<td>8am-8:30am</td>
<td>Mindfulness Meditation: Single Focus to Open Awareness with Jared Featherstone</td>
<td>Appalachian A</td>
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<td>8:45am</td>
<td>Welcome and Introduction</td>
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<td>9am-12pm</td>
<td>Workshop with Dr. Joanne Braxton</td>
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THE MINDFULNESS MEDICINE WHEEL

Michael Yellow Bird, MSW, PhD  
Director, Tribal and Indigenous Peoples Studies Program  
Professor Department of Sociology and Anthropology  
North Dakota State University

The Medicine Wheel is a Native American symbol used to represent wholeness, balance, and the natural cycles of life. It is a circle with four quadrants: mind, body, spirit, and emotions.

This presentation shares how mindfulness can be incorporated into the Medicine Wheel to create a more in-depth holistic model that focuses on the importance of brain plasticity and neurogenesis (Mind); the importance of the human microbiome (Body - New Great Circle of Life); Mindfulness and Ancestral Contemplative Practices (Spirit); and our genetic blueprint (Emotions).

FIRST-PERSON INQUIRY IN CONTEMPLATIVE EDUCATION: METHODS FOR THE CLASSROOM

Judith Simmer-Brown, Ph.D., Professor of Contemplative and Religious Studies, Naropa University

Core to the innovation of bringing mindfulness into the university classroom has been the introduction of first-person inquiry as academic method.

With the influences from Chilean neuropsychologist Francisco Varela and Dutch psychotherapist Han deWit, first-person inquiry became a respected component of academic learning that requires specific training in order to avoid the conundrum of mere impulsive reactivity.

This lecture defines first-person inquiry, and presents a variety of methods for training with examples from the university classroom. What additional research is called for in order to demonstrate the power of contemplative pedagogies, and their potential pitfalls, for the contemporary university? Examples will be drawn from the classrooms of Naropa University, Boulder, Colorado, the pioneer in contemplative education.
WORKSHOP: Cultivating Contemplative Practice for Social Justice Leadership
Joanne Braxton, Ph.D.

“Cultivating Contemplative Practice for Social Justice Leadership,” is a half-day retreat for those interested in grounding themselves for giving the best they have to give in an uncertain world. This workshop will feature sitting and walking meditation and incorporate other aspects of moral resiliency training towards the prevention of burnout. How can reflection and contemplation transform that experience of moral stress, distress or injury, once we have named it? How do we preserve or restore our integrity when it has been threatened?

Using case studies and personal experience, we will name where we find ourselves on the continuum of moral anguish and moral suffering. After naming our present condition and where we find ourselves, we can then begin to learn to transform it. In this immersive, experiential setting, participants will learn contemplative practices and other forms of exploration and meaning-making that realistically support the building of moral resilience. Those who learn these skills and techniques will able to use them for their own well-being and apply them to their care of others.
MORNING CONTEMPLATIVE PRACTICES

Thinking Where Words are Still Missing: Radical Listening as a Tool to Promote Creative Thinking and Interactional Self-Reliance
Dorothe Bach, Associate Director and Professor (General Faculty) Center for Teaching Excellence
University of Virginia

In this session, we explore the practice of radical listening to assist another person’s ability to explore the liminal area of knowing. After a brief introduction to this particular contemplative technique, participants will be invited to reflect upon an authentic challenge in their work, engage in a guided radical listening exercise with a listening partner, and, finally, discuss their experiences in the large group. Together, we will consider how radical listening can be used in a variety of fields to enhance learners’ ability to support each other in explicating their ideas, while kindling their interactional self-reliance and sense of community.

Meditation, Gratitude, Social Connection: The Power of Presence in Higher Education
Dr. Kristin Bryant Rajan, Kennesaw State University

Research has shown that we have the power to rewire the brain to be more happy. There is a type of happiness muscle we can strengthen through the deliberate repetition of the right behaviors. My goal is to share the research and exercises around ways to find happiness in peace in one’s daily life that I have successfully shared with my students at KSU.

Qigong for the Higher Ed Classroom
Matthew F. Komelski PhD Faculty, Department of Human Development, Virginia Tech

This 45 minute practice session will cover a basic qigong practice known as Wuxing or 5 Flows. This simple set of moving meditations can be used to help students find a state of relaxed awareness that can support balance in cognitive, emotional and physical states and improve focus and attention. Over time the practice can help to increase awareness of psychophysical phenomena that play a role in relaxation, balance, and ease of movement. The practice can be taught and mastered as a component of a contemplative practices course or simply shared for effect at the beginning or middle of a lecture on any subject.
AM BREAKOUT SESSION 1

The Introduction of Knitting as a Contemplative Mind-Body Practice and its Potential for Positive Impact in Higher Education
Kristin Knapp, James Madison University

Knitting has a long and varied history. Once a symbol of femininity, domesticity and even morality, knitting is currently experiencing a resurgence in popularity as a form of self-expression, meditation, spirituality, therapy and political activism, particularly in the under 35 age group. Since 2000, empirical research studies showing the positive biological, physiological, social and behavioral benefits of knitting have been published, however, knitting’s potential for positive impact in academia invites exploration.

Mindful meditation and yoga are perhaps the most widely recognized of the contemplative practices, yet choice of practice is both personal and situational. Many other activities have the potential to become contemplative and possibly transformative if done purposefully. This presentation explores how the uniquely bilateral, rhythmic and repetitive nature of engaged knitting naturally induces a state of mindfulness and flow and thus fits within the contemplative practice model. It also provides a case study through data collected from participants in a knitting group and learn-to-knit classes offered in 2018 on a university campus. Data analysis focuses on values of wellness, purpose, and community rather than product or aesthetics. Opportunities for further development of mindful knitting as a contemplative practice in the academy will also be explored.

Reconciling Agency, Interbeing, and Academic Writing: A Paradigm for Communion
William J. Macauley, Jr., University of Nevada, Reno

Western rhetoric separates speaker from audience, writer from reader, writer from written. Few models in this tradition of argument (Rogerian) consider audience beyond that which is acted upon from outside, from a distance. However, new theories of mind reach beyond the individual to suggest that mind is collective. This session will describe a pedagogy based in a combination of ecology of mind and interbeing that has the potential to reduce the alienation so many student writers experience, so many faculty work to disrupt, and so many texts struggle to overcome. This pedagogy, an inter-writing ecology, can change the writing experience.

Incorporating Reflection in Teaching Ethics for STEM
Prof. Emeritus Douglas K. Lindner, Bradley Dept. of Electrical and Computer Engineering Virginia Tech, Richard S. Bowles III, Ph.D., Chairman of the Board of Lachman Associates, Prof. Agnes B. Curry Philosophy, University of St. Joseph, Prof. Yvonnes Chen, School of Journalism and Mass Communications, University of Kansas

In this paper we will present a new method for teaching ethics for STEM. This method asks the students to immerse themselves into an engineering ethical dilemma. Then we ask them to participate in construction of an Interconnection Diagram that lays out all of the issues impacting the ethical dilemma. We will present the results of a survey of 720 first year engineering students at Virginia Tech using this process.
Compassionate Teaching in Graduate School
Waganesh Zeleke Assistant Professor, Duquesne University, Quincy Stephenson

This proposed presentation aims to provide participants a comprehensive exploration of the use of compassionate listening to foster graduate students’ learning in and outside. Specifically, the session will address the following questions: (a) what is the importance of bringing compassing into education?, (b) What are the lessons learned from recent science, and (c) what are ways to practice compassion in adult learning classroom? The presentation will employ interactive and experiential learning methods.

AM BREAKOUT SESSION 2

Mindfulness Interventions for Medical Students: One Student Success Centers
Mission & Results
Dr. Adam Sprague, Bellin College

Dr. Adam Sprague details previous research on the subject of mindfulness interventions and discusses the results of his study that investigated how 25 undergraduate medical students responded to a single mindfulness intervention (MI) hosted and led by Dr. Sprague, the Coordinator of the Student Success Center at Bellin College, a private nursing college in Green Bay, Wisconsin. Attendees will also be afforded the opportunity to sit with Dr. Sprague during this session to experience the same 30-minute audio-recorded MI that was used with his students.

Writing across the Curriculum and Contemplative Pedagogies
Denise Comer, Duke University

This interactive presentation explores intersections between contemplative pedagogies and writing across the curriculum. Integrating research and practice, participants will learn how contemplative pedagogies can be woven into such elements of writing pedagogy as assignment design, in-class writing-based activities, the writing process, peer review, and faculty feedback. A primary area of focus will address how a contemplative perspective can cultivate equity and inclusiveness around writing. Adopting a multidisciplinary lens, this presentation will also demonstrate discipline-specific intersections between writing pedagogy and contemplative pedagogy. Finally, the presentation will raise questions about the limits of contemplative pedagogies in the context of writing across the curriculum.

Mindfulness Practices for Overcoming Imposterism in Junior and Untenured Faculty
Dr. Nicole Emmelhainz, Christopher Newport University, Dr. Jason Carney, Christopher Newport University

University faculty are stressed and anxious, untenured and junior faculty members emphatically so, academics on the margins who find themselves evaluated by administrators, department chairs, colleagues, students, and staff. The pressures put on junior faculty by administrators, students, and others can lead to numerous anxieties that negatively impact teaching performance and drain the precious joy from learning so necessary for academic work. This presentation will discuss two non-tenured faculty members’ use of meditation and journaling to help address anxieties brought on by the demands of an academic career. Audience will be invited to participate in guided meditation and journal writing exercises.
AM BREAKOUT SESSION 2 (cont.)

Broadening Perspectives on “Contemplative Practices”: Drawing on Global and Indigenous Traditions
Juliet Trail, University of Virginia: Director of Education, Contemplative Sciences Center
Dingani Mthethwa, Virginia Commonwealth University: Adjunct Instructor, School of World Studies
My’Kal Lofton, University of Virginia, Research Assistant at the Contemplative Sciences Center

The definitions of what might constitute as a contemplative practices in higher education have begun to be explored, normalized, and tested for efficacy in research. However, which voices and cultures are currently represented in common contemplative practices in higher education, and which are excluded? How might a wider and more diverse array of contemplative practices enrich these efforts? What would be necessary for the academy to diversify and broaden the notion of contemplative practices? Presenters will lead several practices drawn from Native American and Zulu traditions and lead a thoughtful discussion around the issues of diversification of contemplative practice.

Cultivating Empathy through Deliberate Listening: An Experiment in Tutor Training
Dr. Chere L. Peguesse, Associate Professor of English
Director, Academic Support Center, Valdosta State University

This session will focus on the skill of active listening by providing a 12-minute exercise in which audience members partner to experiment with modes of listening. The objective is to help the audience understand the difference between what I will call “deliberate” listening and the “regular” listening we engage in more often, and often unconsciously. Preliminary results of a research project centered on the effects of this training on tutor development, insight, and skill will be presented.

AFTERNOON CONTEMPLATIVE PRACTICE 1pm-1:50pm

Meditative Yoga Session
Suzanne McCahill Perrine, BA, E-RYT 500, YACEP
from The Center Yoga Studio, Harrisonburg, VA

Most of us live in an overstimulated world, and as a result, we can lose connection to our bodies and how to live in harmony with ourselves and the world around us. The somatic experience is fundamental to our health, and yet, we often overlook the importance of moving our bodies from a place of inner awareness. In this workshop, participants will gather tools to use movement as a means to reconnect for self-awareness or to share with students and clients. No yoga experience is necessary - just a willingness to slow down and notice the healing power of the body/breath/mind connection.
"I Have Time": Creating Space  
Rebekah Chappell, Hollins University

"I have time" is an expression stemming from Walter Carrington, first generation Alexander Technique teacher. His words have become my mantra, shifting my embodiment within the academy. Balancing teaching, administrative, research, and service responsibilities, it is easy to experience the sensation of overstimulation or overwhelming pressure/ stress. "I have time" works to counter these habitual responses, providing an opportunity to re-frame one’s relationship to oneself and others. This practice session will introduce key concepts from the Alexander Technique through a contemplative framework. The Alexander Technique is a somatic practice focused on moving with awareness and conscious choice.

Forest Bathing: An Evidence-Supported Contemplative Practice for Student Wellness  
Matt Bukowski, MA LPC, Doctoral Student, Counseling and Supervision  
Adjunct Faculty, Undergraduate Psychology  
James Madison University

Forest bathing (shinrin yoku) is a nature-based mindfulness practice developed in Japan to address stress-related illnesses and other deleterious effects of living in modern cities. It draws philosophically from Japan’s indigenous Shinto religion, but is articulated as an entirely secular and scientifically oriented practice. This practice session offers forest bathing techniques that college students can utilize independently to reduce stress, enhance wellness, and engage in contemplative practice.

POSTER SESSION (1pm-1:50pm)

Application of Self-Compassion to Communication and Conflict Resolution in the Property Management Industry  
Dr. Erin A. Hopkins, Ph.D., Virginia Tech

As conflict is inevitable in the property management industry, communication and conflict resolution are essential skills for students to possess in order to have a successful career trajectory. This research will examine an intervention introduced in an undergraduate property management course to foster a diverse and inclusive environment where humans feel a larger sense of interconnectedness and compassion that opens communication channels and aids in conflict resolution.
Abstracts

PM BREAKOUT SESSION 3 - 2pm-2:45pm

**Building a Contemplative Community Among Faculty**
Patricia Owen-Smith, Ph.D., Oxford College of Emory University
Bobbi (Barbara A. B.) Patterson, Emory University

This paper focuses on both a question, “How does a secular university build a contemplative community among its faculty?” and a response to the question. We will provide a description of and results from a year long innovative, cross-disciplinary contemplative pedagogy faculty seminar. We will then present session activities that serve as examples of contemplative approaches that transform seemingly impenetrable differences among faculty members’ respective fields and experiences in the academy. Approaching these differences using Zajonc’s “entangled education” strategies, participants can then experiment with exercises to explore more and less effective strategies for creating a similar model in their own setting.

**Contemplative Practices in the Course, Inclusive Leadership for Sustainable Peace**
Edward J. Brantmeier, James Madison University

This research study examined a course that aimed to cultivate a contemplative context to foster deep learning. Instructors used a variety of contemplative practices to create and hold space in this learning context: safe democratic dialogue guidelines; quiet centering; authentic self-inquiry projects; a contemplative gallery walk, etc. Contemplative practices helped to create an inclusive learning culture where co-learners self-examined their leadership values and approaches, studied non-Western sustainable peace leaders; and engaged the local community. Analysis revealed that contemplative practices were pivotal in promoting, self, other, and systems of understanding.

**Mindfulness Interventions in K-12 Settings: Student Outcomes, Teacher Feedback and Best Practices for Implementation**
Michele L. Kiely, James Madison University
Tammy Gilligan, James Madison University,
A. Renee Staton, James Madison University

The presenters will share their curriculum highlights, research outcomes, and best practices related to integrating mindfulness practices in educational settings. Ideas for implementation, as well as supporting educators and educational systems, will be shared. Feedback from students and educators will be highlighted.
Introducing Mindfulness Training in a Medical School Setting

David J. Lee, PhD. Department of Public Health Sciences, Sylvester Comprehensive Cancer Center, University of Miami Miller School of Medicine
Debra Annane, University of Miami Miller School of Medicine, Columbia School of Public Health
Agustin Castellanos, University of Miami Miller School of Medicine
Joan St. Onge, University of Miami Miller School of Medicine
Devina Dave, Department of Public Health Sciences, University of Miami Miller School of Medicine
Laura McClure, Sylvester Comprehensive Cancer Center, University of Miami Miller School of Medicine

Our mindfulness research team has provided mindfulness training to public health students and medical personnel in a university medical school setting. We describe the structure and content of the trainings as well as changes in pre- and post-training mindfulness and health-related measures. We also discuss the successes and challenges we encountered in delivering these trainings and future directions.

PM BREAKOUT SESSION 4 - 3pm-3:45pm

Contemplation and Compassion in the Information Age
Ajit Pyati, Associate Professor, Faculty of Information and Media Studies
University of Western Ontario, London, Ontario, Canada

For many contemplative practitioners, the path to contemplation often begins with a process of suffering. While many of us may be familiar with these stories, contemplative pedagogy can benefit from a stronger engagement with the role of suffering in stimulating contemplative inquiry. With this point in mind, this presentation highlights how moving into our lowest depths is often essential in our contemplative journeys. Moreover, the presentation discusses how suffering can open us up to greater compassion, both for ourselves and for people with whom we feel little shared connection and might disagree with politically and culturally.

The Koru Capstone Experience: A Model for Building Student Leadership in Koru Programming
Matthew F. Komelski, PhD, Faculty, Department of Human Development, Virginia Tech
Ellen Cianelli, Catherine Kropff, Ana Agud, Joshua Redding, All Koru Coaches and VT Hokie Wellness Staff

This presentation will discuss the use of the Koru Mindfulness program within a Senior Capstone Course focused on program leadership and evaluation. We will cover the rationale for the use of Koru within the course, as well as, procedures followed for implementing the Koru program with student co-leaders, student involvement in Koru program assessment, and lessons learned in this collaboration between units from across the university.
What’s Fair for Me, Fair for Students, and Fair for the Community: Ethical Decision-Making in Curricular Design and Delivery
Breyette Lornitz Covington, James Madison University

When designing and delivering course content in higher education, it may not always be intuitive for professors to be aware or mindful of their own ethical-decision making processes. This session presents a guided discussion in which participants will explore various ethical perspectives on curricular design and delivery, using JMU’s Eight Key Questions, the heart of flexible and open ethical decision-making framework designed by the presenter. Special attention will be given to the Key Question of Fairness: How can I act equitably and balance legitimate interests?

Senses of Experience: Using Deep Listening in Writing Center Work
Lorelei Wagner, Rensselaer Polytechnic Institute

99% of the students that come to the communication center at my STEM university are unlike me. These differences, however vast, can be productive fodder for building bridges in order to foster collaboration and communication. In an interactive presentation, participants will be led through a Deep Listening exercise to prepare them for a short presentation on the history and application of Deep Listening. Lastly, participants will engage in an activity that challenge us to shift our ways of sensing and experiencing in order to be fully present and aware during interactions with others and the world around us.

ROUNDTABLE SESSIONS - 3pm-4pm

Stepping Stones: An Initiative for Contemplative Study and Practice
Deborah Kipps-Vaughan, James Madison University, Ed Brantmeier, James Madison University

A sense of responsibility exists for exploring avenues for universities to develop a culture of contemplative inquiry. This presentation describes a process embarked upon by members of James Madison University community in their intentional pursuit in developing a more pervasive contemplative community on campus. The purpose of the presentation is to share helpful strategies and tools for moving forward as a university from isolated integration of contemplative practices and programming to a campus-wide, collaborative culture of contemplative study and practice. The goals for the session are to share the critical function of a formalized strategic planning process as helpful in institutionalizing a campus wide initiative to promote contemplative practices, as well as discussion of Tierney’s (2008) cultural assessment framework. The six elements of culture in Tierney’s (2008) framework (mission, environment, socialization, information sharing, strategy, and leadership) will be shared for reflection of initiating a cultural shift and monitoring the status of impact. Participants will increase their understanding of how Tierney’s six elements of culture and a strategic planning process facilitate the development of such an initiative, in hopes it may be useful to others across higher education settings.
Koru Mindfulness- Reflections of Faculty From Several Universities

Ingrid Provident Ed.D, OTR/L FAOTA, Chatham University
Kathleen Spadaro Ph.D., PMHCNS-BC, RN Chatham University
Robert Withrow-Clark M.A., Butte College
Paige Schulte Ph.D, Southeastern Louisiana University

This Roundtable Session will overview the successes and challenges of integrating Koru mindfulness into multiple college settings with students and faculty. Each presenter will share his or her experience in facilitating the Koru mindfulness program with college students /faculty and engage the audience in a question and answer discussion. Reflections will be shared regarding how to engage college students in a sustained mindfulness practice using the Koru mindfulness app and student training tools. Unique perspectives from community college, undergraduate public and private university settings to graduate health science applications will be covered from the four faculty facilitating this interactive conversation.

Student Networking and Leadership Social - 5:45pm

This social will open with a brief announcement by the CP4HE Conference planning committee. We are interested in identifying student (undergraduates and graduates) leaders and volunteers to assist with planning and implementation of next year’s conference, and hope to expand student offerings and engagement through student collaboration and co-leadership. The rest of the time will be open for students to network and meet contemplative practitioners from other universities.

Mindfulness Meditation: Single focus to Open Awareness (Saturday, 8am)

Jared Featherstone, James Madison University

A variety of skillful means or modes of practice are taught in mindfulness meditation instruction. At times, students, especially those new to meditation, are baffled by the range of instructions. This morning practice will be a guided meditation that offers the range of mindfulness practices from focused breath awareness to open, choiceless awareness practice, also known as vipassana or insight meditation.
For more information regarding locations, attractions, dining and more, check out the Downtown Harrisonburg website: https://downtownharrisonburg.org/
Contemplative Higher Education Alliance for Research, Teaching, and Service (C-HEARTS)

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. 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. We welcome membership from everywhere.

Events
We will organize and support a variety of events in the mid-Atlantic region 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.

Past Conferences Related To C-HEARTS
2015 Contemplative Learning and Research in Higher Education https://www.cpe.vt.edu/clrhe/
http://www.youtube.com/user/ContempVideo
Contemplative Campus at Virginia Tech https://www.youtube.com/watch?v=Nv0yYF5lhKQ

Publications Associated With These Conferences
https://texts.shanti.virginia.edu/content/contemplation
WITH GRATITUDE TO OUR SPONSORS:

VA Tech Human Development and Family Science

The Compassionate Care Initiative at UVA

UVA Contemplative Sciences Center

The Center: Yoga and Pilates Studio

JMU Center for Faculty Innovation

JMU Graduate Psychology

JMU Initiative for Contemplative Study & Practice

Program Design: Stephanie Whitehouse