



2024 Contemplative Practices for Higher Education Conference

February 29 – March 2, 2024

Hosted by the



Welcome to the CPHE conference!

The **2024 conference** offers an extraordinary woven tapestry of performances, facilitated conversations, keynote talks, and contemplative practices throughout our three-day event to enable a profound, insightful, and transformative experience. Now in its eleventh year, this conference targets professionals and students interested in contemplative practice in education across all academic disciplines, higher education leadership, student life, and student affairs.

We seek methods to sustainably integrate contemplative practices into our lives as educators, administrators, and students, into the classroom, research laboratory, administrative offices, healthcare, the arts, and communities beyond the professional sphere. Together, we deepen our understanding of how contemplative practices and pedagogy can enhance learning and research across the disciplines. We come together in person to build community, support one another, and advance our knowledge and understanding for the well-being of the earth and all those we serve.

The organizing body behind this conference is the **Contemplative Higher Education Alliance for Research, Teaching and Service (C-HEARTS)**, <https://www.c-hearts.org/>.

2024 Conference Organizing Committee

- **Lance Brunner, Co-Chair.** Associate Professor of Musicology, University of Kentucky
- **Ben Arnold, Co-Chair.** Professor of Musicology, University of Kentucky
- **Ruth Adams,** Associate Director, School of Art and Visual Studies; Associate Prof. of Art, University of Kentucky
- **Nandini Bhowmick,** Clinical Assistant Professor, Department of Educational Foundations and Leadership, Duquesne University
- **Raymond E. Davis,** Graduate Student of Education, University of Massachusetts, Dartmouth
- **Alan Forrest,** Professor Emeritus, Counselor Education, Radford University
- **Maureen P. Hall,** Professor of Education, STEM Education and Teacher Development, University of Massachusetts Dartmouth
- **Erin Hopkins,** Associate Professor of Property Management, Virginia Tech
- **Matthew Komelski,** Advanced Instructor of Human Development & Family Sciences, Director of Adaptive Brain & Behavior Minor, Virginia Tech
- **Stephanie Sebolt,** Associate Professor of Education, Mary Baldwin University
- **Dan N. Stone,** Rosenthal Endowed Chair, Gatton College of Business, University of Kentucky
- **Juliet Trail,** C-HEARTS Executive Committee Co-Chair & Founding Director, Courageous Compassion Connection



Thank You to Our 2024 Conference Sponsors!

SPONSORSHIPS enable us to keep the conference costs as low as possible, particularly in providing vastly reduced Student Registration rates. We also raise funds for the **Douglas Lindner Scholarship Fund** for those requiring partial or full support to be able to attend.



2024 CONFERENCE SCHEDULE

Thursday, February 29

PLEASE NOTE: On Thursday, all sessions are held at the UK Gatton Student Center	
8:30 am - 1:00 pm	Registration at Check-in table, outside Ballroom A (Inside Gatton Student Center)
9:00 - 9:20 am	Welcome and Arriving Practice , Lance Brunner (Ballroom A)
9:30 - 10:30 am	<p>General Sessions:</p> <ul style="list-style-type: none"> ● Mindfulness Education for Grief, Loss, and Change, Alan Forrest & Juliet Trail (Student Center, 330 A) ● C-ARTS: Functional Mindfulness in the Creative Classroom or Studio, Beth Arnold (Student Center, 330 B) ● Building Community and Combating Loneliness in the Classroom, Kaelyn Wiles & Eva María Cadavid (Student Center, 330 D) <p>Panel Discussion</p> <ul style="list-style-type: none"> ● Supporting Mindful Medicine: Integrating Contemplative Practices into Health Care at the University of Kentucky, Lee Anne Walmsley, Connie Jennings & Rev. Joe Alverson, Lisa Williams (Moderator) (Student Center, 331)
10:45 - 11:15 am	<p>Student-led Sessions:</p> <ul style="list-style-type: none"> ● Bridging the Gap from Apathy to Action, Jason Kottas (Student Center, 330 A) ● Empowering Students Through Mindfulness-Based Practices: A Contemplative Approach to Well-being in Higher Education, Jon Dance (Student Center, 330 D) <p>Research Session:</p> <ul style="list-style-type: none"> ● Musico-Philosophical Contemplation: Attentive Listening to Late Beethoven, Ben Arnold (Student Center, 331)
11:30 am - 12:00 pm	<p>Research Sessions:</p> <ul style="list-style-type: none"> ● Contemplative Practices for Applied Sustainability: Activating the Campus as a Learning Laboratory, Christopher Anderson (Student Center, 330 A) ● Developing Discipline-specific Mental Health Interventions: A Case Study in Engineering, Sarah Wilson (Student Center, 330 D) ● Contemplative Practice in Teaching Mental Health Counseling Courses, Waganesh (Waggy) Zeleke (Student Center, 331)
12:00 - 1:00 pm	Lunch (Champions Kitchen–Student Center, Lower Level)
1:00 - 2:00 pm	<p>Keynote Conversation</p> <ul style="list-style-type: none"> ● Apples into Doves: Pedagogies of Space, Place, and The Alchemy of Narrative, Laura Simms, Bobbi Patterson, Lance Brunner (moderator) (Ballroom A)
2:00 – 2:15 pm	Break, light snacks available
2:15 - 3:15 pm	<p>Contemplative Practice Sessions:</p> <ul style="list-style-type: none"> ● Meditation for Grief and Loss, Alan Forrest & Juliet Trail (Student Center, 330 A) ● Cognitively-Based Compassion Training Meditation, Norah Charles (Student Center, 330 B) ● Activating Justice for Breonna Taylor: Using Lectio and Visio Divina as Pedagogical Tools for Anti-Racism, Maureen Hall, Andrea Burnett, Ray Davis (Student Center, 330 D)
3:30 – 4:30 pm	<p>General Sessions:</p> <ul style="list-style-type: none"> ● Interiority and the Algorithm: Contemplation and AI in Higher Education, Aaron Godlaski & Thomas Allen (Student Center, 330 A)

	<ul style="list-style-type: none"> ● Holistic Education and Global Citizenship Education: Theory and Practice, Nandini Bhowmick & Sandeep Bhowmick (Student Center, 330 B) ● Synchronicity: Unexpected Connections through Texts and Images, Robert Slocum (Student Center, 330 D) <p>Panel</p> <ul style="list-style-type: none"> ● Working Across University Divides: A Collaboration between Academic and Student Affairs to Prepare Students for Peer-Facilitation of a Mindfulness-Based Practice Program, Colleen Driscoll, Matthew Komelski & Jon Dance (Student.Center, 331)
5:00 - 6:00 pm	Dinner Buffet (Ballroom A): Advanced Reservations and Payment Required
6:00-6:25	Poetry Reading by Special Guest Artist Frank X. Walker (Ballroom A)
6:25 - 6:40 pm	Welcome, C-HEARTS Mission & Announcement of 2024 Douglas Lindner Distinguished Service Award , Juliet Trail & Erin Hopkins Introduction of Evening Keynote , Lance Brunner & Ben Arnold (Ballroom A)
6:40 - 8:00 pm	Evening Keynote Address by Erica Gabriel, Healing the Healers: Music as Contemplative Practice, an Artist’s Perspective (Ballroom A)

Friday, March 1 Schedule

PLEASE NOTE: On Friday, sessions will be held in three locations: Recital Hall, (in the Singletary Center for the Arts (SCFA), Niles Gallery (in the Fine Arts Library), and Schmidt Vocal Arts Center (SVAC on campus map)	
7:45 – 9:00 am	Light Continental breakfast available , Singletary Center for the Arts Lobby
8:00 – 1:00 pm	Registration and Check-in table , Singletary Center for the Arts Lobby
8:00 – 9:00 am	Contemplative Practice Sessions: <ul style="list-style-type: none"> ● Myotome Movement Patterns: Somatic Improvisations from the Inside Out, Laura Neese (Niles Gallery) ● Hunyuan Qigong, Matthew Komelski (Recital Hall) ● Crystal Sound Bath and Expanding Awareness Guided Meditation, Sue Fitzgerald (Schmidt Vocal Arts Center, Upper Rehearsal Room)
9:15-10:15 am	General Sessions: <ul style="list-style-type: none"> ● Prioritizing Mental Health Across the Higher Education Institution: Mindfulness Benefits and Strategies, Erin Hopkins (Niles Gallery) ● Arteries of the Earth – Deep Ecology Contemplation, Carine Gibert (Recital Hall) ● Contemplative Practice and Meaning: Finding Your Dharma, Ajit Pyati (Schmidt Vocal Arts Center, Upper Rehearsal Room)
10:30-11:30 am	General Sessions: <ul style="list-style-type: none"> ● Changing the Narrative: An Introduction to Narrative Medicine and its Application, Robert Slocum (Niles Gallery) ● Rhythmic Breath Control: From Mind-Fool-Mess to Mindfulness, Igor Iwanek (Recital Hall) Contemplative Practice Session: <ul style="list-style-type: none"> ● Using Rocks to Build Community Not Walls: Gratitude Rock Painting as Contemplative Practice for Promoting Social Emotional Learning (SEL), Maureen Hall & Sadie Alves (Schmidt Vocal Arts Center, Upper Rehearsal Room)

11:45 – 12:45 pm	Lunch (Schmidt Vocal Arts Center, Upper area)
1:00 – 2:00 pm	Keynote Address by Laura Simms, The Humming Tree: The Extraordinary Power of a Story (Recital Hall)
2:00 – 2:15 pm	Break, light snacks available
2:15 – 3:15 pm	General Sessions: <ul style="list-style-type: none"> ● Contemplative Pedagogy and Meaningful Connection Across Human Differences, Steven Thurston Oliver (Niles Gallery) ● Enhancing Wellbeing and Empathy, Wilson Hurley (Recital Hall) ● Global Citizenship Education: Reflection and Action, Andrea Burnett & Raymond Davis (Schmidt Vocal Arts Center, Upper Rehearsal Room)
3:30 – 4:30 pm	General Sessions: <ul style="list-style-type: none"> ● An Experience of Heartfulness, Stephen Murphy-Shigematsu (Recital Hall) ● Dispelling Doctoral Myths: Self-Compassion as a Path to a More Balanced Doctoral Journey, Contessa Sanders (Schmidt Vocal Arts Center, Upper Rehearsal Room)
4:45 – 6:00 pm	Introductions & C-HEARTS Announcements, Lance Brunner and Ben Arnold Keynote Address by Bobbi Patterson, Edgy Resilience: How We Flourish through Change (Recital Hall)
6:00 – 6:15 pm	Closing Remarks, Lance Brunner (Recital Hall)
<i>*Ikebana flower arrangements displayed during the conference created by Brooke Pohl</i>	

Saturday, March 2 Schedule

DAYLONG RETREAT,
“The One Who Is Not Busy: A Contemplative Arts Retreat”
Location: St. Augustine Chapel

8:30 – 9:00 am	Check-in
9:00 am – 4:00 pm	Daylong Retreat, Laura Simms, Lance Brunner, & Carine Gibert <i>Lunch provided during retreat</i>

2024 Keynote Speakers



Laura Simms Keynote Address, "Summoning the Restoration of the World"

Laura Simms: Award-winning performer, writer, and educator advocating storytelling as compassionate action for personal and community transformation. She is the Artistic Director of the Hans Christian Andersen Storytelling Center in NY and the founder of The Center for Engaged Storytelling (new). She has been a Senior Research Fellow for the International Peace institute at Rutgers University Newark under the auspices of UNESCO. As a spokesperson for storytelling she presents keynotes and workshops in conferences, villages, schools, universities and community events. Member of the Therapeutic

Arts Alliance of Manhattan. Senior Teacher of Shambhala Buddhist meditation. Laura received the Brimstone Award for Engaged Storytelling, CHOICE award for best story collection and Sesame Street's SUNNY DAYS award for work with children worldwide. In 2011 she received a Life Time Achievement Award from the National Storytelling Network. She is co-faculty with Terry Tempest Williams at University of Utah, consults with ETSU's CANCER STORIES project, and is spoken word consultant for Foundations, NGO's working in post disaster and conflicts. She is author of *Our Secret Territory: The Essence of Storytelling* (Sentient Publications, 2011).



Erica Gabriel, Keynote Address "Healing the Healers: Music as Contemplative Practice, an Artist's Perspective"

Erica Gabriel received her Bachelor's Degree in Vocal Performance and Pedagogy from Oakwood University. Her training also includes a Master's degree from the University of Michigan. She has performed with the Chicago Symphony orchestra, the Jacksonville Symphony, the Savannah Philharmonic, and the Jackson Symphony. She was cast in Ravinia's production of Bernstein's Mass under the baton of Marin Alsop, which Aired on the PBS Television Network as a part of their "Great Performances" series. She has also toured with the renowned American Spiritual

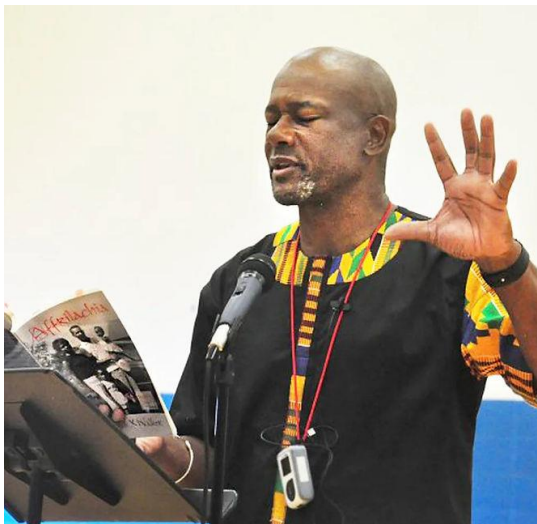
Ensemble, under the direction of Dr. Everett McCorvey. Her competition credits and awards include The Alma Blackmon Scholarship Award, Winner of Classical Singer Regional University Competition, winner of the Hartford Memorial Scholarship Competition, Second place winner of the Alltech Scholarship competition, and the 2018 Gold Medal winner of the American Traditions Vocal Competition.



Bobbi Patterson Keynote Address, "Edgy Resilience: How We Flourish through Change"

Bobbi Patterson: Professor Emerita at Emory University, Bobbi cultivates conversation, discovery, and action born at the intersection of contemplative practice and community engagement. Trained academically as an Interdisciplinary of Religious Studies, her research and publications range from women's embodied spirituality to Christian and Buddhist contemplative traditions to place-based knowledge and pedagogies for earth-care and community-based engagement. Her recent work with

Adaptive Resilience Theory has benefitted organizations working with issues of environmental and climate insecurity. A nationally awarded teacher, she designs presentations, workshops, and retreats for skill-building, creativity, and action. An Episcopal priest, member of the Fellowship of St. John the Evangelist, and Steering Council Member of The Mind and Life Institute, she recently wrote *Building Resilience Through Contemplative Practice: A Field Manual for Helping Professionals and Volunteers* (Routledge).



Special Guest Appearance by Frank X. Walker, Poetry Reading

Frank X Walker: A native of Danville, Kentucky, is the first African American writer to be named Kentucky Poet Laureate. Walker has published ten collections of poetry, including *Turn Me Loose: The Unghosting of Medgar Evers*, which was awarded the 2014 NAACP Image Award for Poetry and the Black Caucus American Library Association Honor Award for Poetry. He is also the author of *Buffalo Dance: The Journey of York*, winner of the 2004 Lillian Smith Book Award, and *Isaac Murphy: I Dedicate This Ride*, which he adapted for stage, earning him the Paul Green Foundation Playwrights Fellowship Award.

His poetry was dramatized for the 2016 Contemporary American Theater Festival in Shepherdstown, WV and staged by Message Theater for the 2015 Breeders Cup Festival. Voted one of the most creative professors in the south, Walker coined the term "Affrilachia" and co-founded the Affrilachian Poets, subsequently publishing the much-celebrated eponymous collection. His honors also include a 2004 Lannan Literary Fellowship for Poetry, the 2008 and 2009 Denny C. Plattner Award for Outstanding Poetry in Appalachian Heritage, the 2013 West Virginia Humanities Council's Appalachian Heritage Award, as well as fellowships and residences with Cave Canem, the National Endowment for the Humanities, and the Kentucky Arts Council. The recipient of honorary doctorates from University of Kentucky, Transylvania University, Spalding University and Centre College, Walker is the founding editor of *pluck! The Journal of Affrilachian Arts & Culture* and serves as Professor of English and African American and Africana Studies at the University of Kentucky in Lexington.

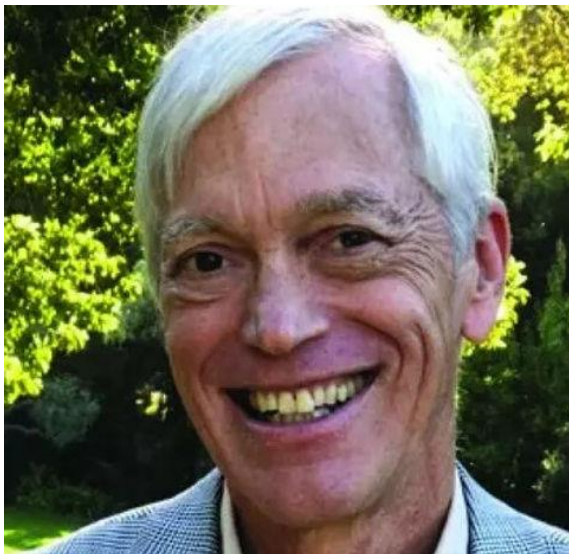
2024 Retreat Facilitators

Daylong Retreat Facilitators: Laura Simms (see BIO p.7), Carine Gibert & Lance Brunner, “The One Who Is Not Busy: A Contemplative Arts Retreat”



Carine Gibert is founder and lead facilitator of Grounded in Motion. Grounded In Motion’s work centers on what it looks like to deepen human-earth connection, advocate for the Rights of Nature and biodiversity protection while reframing what education and installations can do to remind us of our coexistence with the natural world. Carine has been curating, teaching and designing with communities globally in a common effort to place ecological flourishing at the center of each project. The learning journeys she designs offer a different kind of educational roadmap, one that investigates how the union of contemplative wisdom, art and science can lead to greater awareness of the interconnectedness of the earth’s living systems. Her teachings are grounded in Deep Ecology and Gaian principles. Grounded in Motion merges the artistic, scientific and contemplative to create spaces

of embodied learning while emphasizing that we are in relational existence with Earth. Carine has been teaching and facilitating for the past 2 decades including courses at the Lycee Francais de New York, UWC World Colleges, Mind and Life Institute, Harvard University, and the Association for the Advancement of International Education. She is a mentor for fellows attending the Learning For Action course at TerraDo. Carine has performed as a contemplative poet for Courage of Care, and Forever Sabah Institute. She released her first EP, Honoring Holocene last year, a spoken word album as a way to shift climate activism into experiential learning and embodied practice.



Lance Brunner brings an unusual perspective to his musical scholarship and teaching. A graduate of Brown University, he earned his MA and PhD degrees in musicology at the University of North Carolina at Chapel Hill. He also studied in Germany at the University of Erlangen with the renowned chant scholar Bruno Stäblein. He has been the recipient of a number of awards and fellowships, including the Elliott Prize from the American Mediaeval Academy and the Notes Prize from the Music Library Association, as well as awards from the National Endowment for the Humanities, American Council of Learned Societies, American-Scandinavian Foundation, American Philosophical Society, and the German Academic Exchange Service. Lance held a Kellogg National Fellowship from 1985-1988, researching the role of music in human health and healing. He was co-founder (with Arthur Harvey) of

Music for Health Services Foundation in 1986 and he served as adjunct professor of psychiatry at the University of Louisville (1990-93), where he worked with the Center for the Study of Music and Medicine. He is a founding member of the UK’s Emerging Leader Institute (1989-2006) and has taught a seminar on creativity and business for a variety of organizations. He has led numerous mediation and contemplative arts workshops and retreats nationally and internationally for over thirty years. Lance has been on the faculty of the UK School of Music since 1976 and will be retiring in June, 2024.

REGISTRATION THURSDAY, FEBRUARY 29, 8:30 AM - 1:00 PM

Welcome and Arriving Practice 9:00-9:20 AM, Lance Brunner

Room: Ballroom A

SESSION DESCRIPTIONS: THURSDAY, FEBRUARY 29, 9:30 - 10:30 AM

General Session: **Mindfulness Education for Grief, Loss, and Change**

Room: Student Center, 330 A

This session will explore how mindfulness can help college undergraduate and graduate students to encounter and deal more skillfully with grief, loss, and change. Presenters will share how we have integrated such instruction into graduate and undergraduate courses, and we will also be offering a companion contemplative practice session, Meditation for Grief and Loss. When integrated into college courses, mindfulness and other contemplative practices cultivate increased self-awareness, self-regulation and understanding in student's lives. Grief is the heart's natural response to loss and change and may manifest physically, emotionally, cognitively, and/or behaviorally. These experiences can be devastating, confusing, overwhelming, and transformative, leaving college students overwhelmed and lost, struggling to navigate the intense emotions and changes accompanying it. Through mindfulness, individuals can learn to face these emotions with openness and compassion rather than resistance or avoidance. There is abundant evidence for the role of mindfulness in addressing grief, loss, and change. It is important to incorporate education on how to skillfully acknowledge, manage, and honor sorrow, losses, and life changes/transitions. Mindful meditation for grief and loss does not change what has happened, but it can help students better care for themselves with openness, acceptance, kindness, and resiliency. Mindfulness offers a gentle, non-judgmental space to sit with the pain of grief and loss. It can encourage college students to accept their feelings and to let them be, providing a safe space for grief to be expressed and processed. It is also important to honor and care for our own experiences with grief, loss and change, and to examine the resources and referrals that we can make for our students when the assistance that they need goes beyond what faculty can offer in the classroom.

BIOS: Alan Forrest, Ed.D., is Professor Emeritus of the Department of Counselor Education at Radford University. Over the past 44 years, he has held clinical positions in mental health and substance abuse settings. Alan is a Licensed Professional Counselor and Licensed Marriage & Family Therapist. In addition to his personal mindfulness meditation practice, Alan has led, and co-led, mindfulness retreats for college and graduate students, nursing and medical students, mental health professionals, educators, and others. He has facilitated training seminars, workshops, and retreats in the areas of loss, grief, and bereavement and mindfulness/meditation practices in counseling. Alan is currently Chairperson of InStill Mindfulness, a nonprofit organization based in Southwest Virginia. Alan co-chaired the 2023 Contemplative Practices in Higher Education national conference. Currently he is in a private therapy practice in Christiansburg, Virginia. **Juliet Trail, PhD**, is Founding Director of Courageous Compassion Connection (C3), offering contemplative practices to diverse people to cultivate wellbeing & compassionate action for the earth and all beings. She is C-HEARTS Executive Committee Co-Chair (Contemplative Higher Education Alliance for Research, Teaching & Services), and past chair (2020) and co-chair (2021, 2022) of the Contemplative Practices for Higher Education Conference. She's a trained Mindful Self-Compassion teacher, and a teacher and retreat leader for InStill Mindfulness. Juliet taught contemplative courses and led faculty development programs at UVA for 16 years. She is also Executive Director of The Coincidence Project, where she studies the connection between compassion, nature and synchronicity. Her band, Unheard Sirens Incorporated, creates music about positive social change and claiming our identities.

General Session: **C-ARTS: Functional Mindfulness in the Creative Classroom or Studio**

Room: Student Center, 330 B

In my teaching experience, stressing the concepts of intention, attention, curiosity, non-judgement, and gratitude have been transformational for peace, confidence, and joyful learning. As I have created elements of mindfulness and breathing meditation that have practical applications in my studio class/lessons, I notice a building of confidence and less judgment in how my students approach their study. When asked to present in different venues within the College of Fine Arts, campus, and other outside organizations, I adapt mindfulness concepts into practical application towards various disciplines. By creating flexible programs for young artists as well as teaching a host of "one off" classes in mindfulness, I have worked to make the practices of mindfulness "functional" towards the academic interests of those who ask me to teach mindfulness benefits and skills. The "general" practices of mindfulness are incredibly helpful, but I have discovered that creating mindfulness skills that meet the needs of different disciplines facilitates practices that are accessible and specific towards that subject area. Through a discussion of how I adapt intention, attention, attitude, curiosity, and gratitude to different subject areas, this presentation will demonstrate methods of "functional mindfulness" and how teachers/students may adapt these tenets to a their disciplines and develop skills of curiosity and creativity in their areas. In addition, the practice of "functional mindfulness" will connect the discipline of the subject area to a meditation practice which in turn benefits mind, soul, and body.

BIO: Elizabeth (Beth) P. Arnold's interest in mindfulness resulted in MIEA Mindfulness certification and creation of wellness initiatives in the University of Kentucky College of Fine Arts. She has presented on mindfulness at NATS National Conferences, Mid-South NATS Regional Workshop, CMS National Conferences, Presbyterian Association of Musicians, Memphis Symphony, KMEA, Music Academy of the West, young artist programs through the Kennedy Center and the International Conference of Voice Teachers (Vienna). She will present on mindfulness for the choral rehearsal at FMEA in January. She is a professor of voice at the University of Kentucky and is an Associate Dean in the CFA.

General Session: Building Community and Combating Loneliness in the Classroom

Room: Student Center, 330 D

We know that a sense of belonging is important in helping students thrive at institutions of higher education. However, young people increasingly report struggling with loneliness and social isolation in the post-Covid era. In this session, we will do three things. First, we will report on preliminary survey and interview data about student loneliness and feelings of belonging. Next, we will describe contemplative pedagogical strategies that faculty members at Centre College have used to support the formation of compassionate and inclusive classroom learning communities. Finally, we will invite participants to reflect on and develop ideas to address loneliness and create community in their own spaces. Expected Learning Outcome: Participants will learn specific practices they can use to mitigate student loneliness and generate community.

BIOS: Kaelyn Wiles is an associate professor of sociology in the ANT/SOC program and the Environmental Studies program at Centre College. She received her Ph.D. from the University of Wisconsin. Her research interests include mindfulness meditation, contemplative studies, complementary and alternative medicine, the opioid epidemic, homelessness, and autoimmune disease. She teaches classes such as the Sociology of Health & Illness, Research Methods, Sociology of Technology, Sociology of Food & Agriculture, and Environmental Sociology. She is part of the Contemplative Studies initiative on Centre College's campus and she regularly incorporates contemplative pedagogy into her classes. **Eva María Cadavid** is Paul L. Cantrell Associate Professor of Philosophy. Her research interests range from metaphysics and epistemology in Ancient Greek philosophy to pedagogical work on inclusivity and undergraduate research in philosophy. She has been incorporating undergraduate research assistants in her work since 2014. She received her Ph.D. from the University of Rochester and joined Centre College in 2008 after serving as visiting instructor of philosophy at Hobart and William Smith Colleges in Geneva, NY. She is part of the Contemplative Studies initiative on Centre College's campus and she regularly incorporates contemplative pedagogy into her classes.

Panel Discussion: Supporting Mindful Medicine: Integrating Contemplative Practices into Health Care at the University of Kentucky

Room: Student Center, 331

The panelists, who each hold differing roles and responsibilities, discuss the challenges, joys, and pitfalls of integrating contemplative practices into the University of Kentucky health care system.

BIOS: Lisa Williams (Moderator) guides organizations through transformative processes to tackle systemic causes of burnout, enhance professional fulfillment, and create cultures of organizational well-being. The Associate Dean Well-Being at the UK College of Medicine, Lisa established the university's first Office for Wellness and Well-Being. Prior, Lisa was an adjunct assistant professor in the UK College of Health Sciences and Emotional Intelligence Advisor to the Physician Assistant Department. She served as a leadership coach and organizational consultant, a co-founder of the High Impact Leadership Project, and an executive leader for various organizations, including the former University of Kentucky Institute for Workplace Innovation. **Lee Anne Walmsley, PhD** received her BSN from the University of Kentucky in 1978. She earned her EdS, MSN, and PhD at the University of Kentucky in 2003, 2006 and 2015 respectively. She worked in a variety of medical surgical settings including a neonatal intensive care unit in Birmingham, England. This provided a wide variety of experience and after obtaining her MSN from UK in 2000, she began teaching as a clinical instructor and lecturer. She is currently the director of Work-Life and Student Wellness as well as the Military and Veteran Student Liaison and enjoys working with traditional students teaching fundamentals in the clinical setting. Dr. Walmsley is interested in adult learners and educational research. She is Fellow of the Center for Interprofessional Health Education and serves as an Academic-Clinical Partner for Scholarship with UK HealthCare. She collaborates with colleagues at the College of Nursing who examine psychological well-being, anxiety and depression. **Connie W. Jennings, MD** has been practicing internal medicine at UKHC since 1993 after completing her residency here. Since 2005 she has incorporated acupuncture into her practice. She feels that patients have proven clearly and dramatically, the importance of recognizing and honoring the mind-body connection. This deep appreciation for the importance of mindfulness has been her cornerstone for 20 years as she has worked to weave this into the very fabric of healthcare. Currently, Dr. Jennings serves as the Medical Director for the UK Integrative Medicine Clinic. Her work connects her with many separate entities across the entire campus for teaching purposes. She happily serves on the Sustainability Committee and Greenspace Task Force as well as leading the Walk With a Doc program. Her free time is spent with family, historical novels, piano practice and tree hugging. **Rev. Joe Alverson** is a Director of Pastoral Care. Joe is an ordained minister and endorsed by the Cooperative Baptist Fellowship. He received a bachelor's degree in communications from Gardner-Webb University. Joe completed his Master of Divinity in Christian Education, from M. Christopher White School of Divinity at Gardner-Webb University, Boiling Springs, N.C. Joe completed his residency at Saint Joseph Hospital, Lexington. Joe worked as a chaplain for the Christus Spohn Health System in Corpus Christi, Texas, and formerly Hospice of Louisville. He has been a board-certified chaplain with the Association of Professional Chaplains since 2003.

SESSION DESCRIPTIONS: THURSDAY, FEBRUARY 29, 10:45-11:15 AM

Student-led Session: Bridging the Gap from Apathy to Action

Room: Student Center, 330 A

Everyone I talk to regarding meditation thinks it is a wonderful practice, a great use of time, and still never sits. I have seen more people sign up for a meditation club than fraternity rush, but showing up to the meditation is much more rare. I would like to have this session as a roundtable so that people can share their experiences of what has been more or less effective so we all can benefit from each other. We will begin the discussion with an exploration of what relevant experiences the participants have had: "Where have you noticed a disconnect between students' values and actions?". After working curiously with where the disconnect is, we will move to discuss the success stories: "What has led you or others around you to take an active role in your own practice?". Then, I hope for people to synthesize these experiences to come up with how to plan and run events like group sits or retreats such that more people can make this transition from

apathy to active participant in their own path with the questions of "How do we advertise/organize events to get people to show up?", turning apathy into participation, and "What can we provide to help make people inspired to pursue contemplative practice further?", to guide people from participants into self-driven practitioners. The discussion will be moderated by me, a graduate student, and I will make sure to value student input on the topic. Participants are expected to learn some applicable strategies on how to help their community engage more with a contemplative practice.

BIO: Jason Kottas is a decade long Rinzai Zen practitioner who has led group sits for years and organized multiple college meditation retreats. He is interested in the common basis of contemplative practices and how to help people tap into their intrinsic motivation to create and continue a practice.

Student-led Session: Empowering Students Through Mindfulness-Based Practices: A Contemplative Approach to Well-being in Higher Education

Room: Student Center, 330 D

In this session, we will explore the effects and impact of peer-facilitated Mind-Body Practices (MBP) programs on student well-being, exploring the transformative potential of contemplative practices in higher education. Our student-led initiative actively addresses stress reduction and peer support through evidence-based MBPs, creating inclusive spaces for collective learning, fostering serenity and resilience, and encouraging the long-term integration of mindfulness for sustainable self-care. The session will provide a comprehensive overview of the program, sharing valuable insights derived from student feedback and reflections on the peer-facilitated approach.

BIO: Jon Dance, a resilient individual, embarked on his recovery journey on 9/14/2020, marking a remarkable transformation after 25 years in the food service industry. Graduating from Virginia Tech with a degree in Human Development and Family Science in May 2023, Jon now pursues an accelerated MPH, expected to be completed by May 2024. Currently serving as the Campus Partner Initiatives Assistant and Graduate Teaching Assistant, Jon passionately advocates for community well-being, substance use, recovery, and mental wellness. A Registered Certified Peer Recovery Specialist and Qualified Mental Health Professional, Jon combines impactful work with outdoor activities, sharing cherished moments with his wife, Kyla, and dog, Kobe, exemplifying a profound commitment to positive change at Virginia Tech and beyond.

Research Talk: Musico-Philosophical Contemplation: Attentive Listening to Late Beethoven

Room: Student Center, 331

In this paper, I propose listening to Beethoven's music from his last style period as an anchor for attention or a wordless guided meditation. From its beginning, Buddhist meditation has served to uncover and develop our innate wisdom and compassion. Beethoven's unique late style has been described as seeking "wisdom when approaching death . . . or spiritual transcendence of the earthly plane,"[1] and "has been heard to evoke a sense of timelessness, the numinous and transcendental."[2] Music and meditation have the potential to lead us "toward the transformative experience of inner realization, which is a distinct feature of sacred wisdom in many cultures."[3]

While numerous studies have proven the ability of classical music to relieve stress, music can do far more than invoke a relaxation response. It can also let the listener explore the profundity of perception to open new insights into music and life. Indeed, philosophers such as Lévi-Strauss claim that music is a type of language that can "transcend articulate expression."[4] Beethoven's instrumental music has dramatically influenced poets, authors, and thinkers from all disciplines, such as T. S. Eliot and Leo Tolstoy. This paper acknowledges the special relationship Beethoven's music can play in contemplative practices. The lecture will end with a brief meditation on a movement from Beethoven's Op. 110 sonata.

BIO: Ben Arnold, a musicology professor at the University of Kentucky, serves as a collaborative pianist in vocal recitals with soprano Elizabeth Arnold. He is a certified mindfulness teacher through the Mindfulness Institute for Emerging Adults and has taught meditative techniques to students, staff, and faculty in University of Kentucky community and in a pilot program for the Memphis Symphony. He also co-presented on mindfulness for musicians at the 2022 International Congress of Voice Teachers in Vienna.

SESSION DESCRIPTIONS: THURSDAY, FEBRUARY 29, 11:30 AM - 12:00 PM

Research Talk: Contemplative Practices for Applied Sustainability: Activating the Campus as a Learning Laboratory

Room: Student Center, 330 A

This research talk investigates the integration of contemplative practices into sustainability studies, emphasizing the campus as a learning laboratory. It tackles three key questions: 1) How do contemplative practices alleviate ecoanxiety in higher education? 2) Can activating the campus as a learning laboratory enhance contemplative approaches in sustainability education? 3) What are the outcomes of integrating contemplative practices into interdisciplinary seminars and internships related to environmental sustainability? Contemplative practices are seen as a holistic solution to the rising ecoanxiety among students, contributing to well-being and ecological understanding. The activation of the campus as a learning laboratory provides a practical application of contemplative practices, enriching the educational experience. The session aims to guide educators and administrators in incorporating contemplative practices, exploring seamless integration into interdisciplinary seminars and internships focused on sustainability. The goal is to inspire the creation of a more mindful and supportive learning environment.

BIO: Dr. Christopher Anderson is an environmental historian of religion in the United States who studied at the University of Illinois at

Urbana-Champaign, the Lutheran School of Theology at Chicago, Northern Illinois University, and the University of Illinois Chicago. He currently works as a program director in the sustainability office at UIC where he is responsible for the university's sustainability teaching and research programs as well as its biodiversity and green infrastructure initiatives.

Research Talk: Developing Discipline-specific Mental Health Interventions: A Case Study in Engineering

Room: Student Center, 330 D

In engineering, mental health distress differentially impacts students historically excluded from STEM and help-seeking rates are lower in engineering than in non-engineering fields. This mixed-methods study aims to identify discipline-specific mental health intervention targets to enhance help-seeking behavior among engineering students. First, semi-structured interviews were conducted to understand the beliefs that influence help-seeking among engineering students within a single, predominantly White institution. These identified beliefs were incorporated into an Engineering Mental Health Help-seeking Instrument. To ensure the instrument accurately captured the beliefs of students across various institutional contexts, focus groups were conducted with participants from a Hispanic-serving Institution and a Historically Black College or University. Novel beliefs identified through these focus groups were integrated to enhance the instrument's validity for a more diverse student population. Quantitative data collected using the instrument shows that engineering students expressing a low intention to seek help for their mental health perceive help-seeking as a sign of personal weakness. They are also more likely to believe that seeking assistance goes against the expectations of the people around them. Moreover, students with low intention to seek help are less likely to believe that seeking help would yield positive mental health outcomes, such as an improved emotional state, enhanced relationships, and better academic performance. The implications of this research extend beyond engineering, offering valuable insights for the development of evidence-based, discipline-specific mental health interventions. These interventions can be adapted for other at-risk student populations with their own distinct educational cultures and contexts.

BIO: Dr. Sarah Wilson is an Assistant Professor in Chemical and Materials Engineering at the University of Kentucky. She is the director of the Wilson Research Group, where she works to understand and improve mental health in engineering. She defines mental health as not just the absence of mental illness but a mental state in which engineers can effectively cope with stress, realize their potential, and contribute to society. She aims to develop and implement interventions to improve mental health help seeking in undergraduate engineering students and has co-developed a workshop on supporting student mental health, which has been offered internationally.

Research Session: Contemplative Practice in Teaching Mental Health Counseling Courses

Room: Student Center, 331

Contemplative teaching is an approach that focuses on promoting deep understanding, attention, tranquility, and harmonious interaction among learners. It also aims to cultivate their comprehension of learning materials. This method can be used by educators in higher education to encourage personal growth by incorporating and modeling these techniques into their teaching. The session will be interactive and experiential, allowing participants to cultivate their curiosity about utilizing contemplative practice and pedagogy in helping professions, learn techniques of contemplative pedagogy to apply in different situations, and become aware of various approaches to contemplative practices in the classroom.

BIO: Dr. Waganesh Zeleke is an Associate Professor of Mental health Counseling in the Department of Rehabilitation Counseling at Virginia Commonwealth University. Dr. Zeleke is a licensed clinical professional counselor in Pennsylvania, Montana, Maryland, and Virginia, and she is a nationally certified counselor (NCC).

SESSION DESCRIPTION: THURSDAY, FEBRUARY 29, 1:00 - 2:00 PM

Keynote Conversation: Apples into Doves: The Alchemy of Narrative
Featuring Laura Simms & Bobbi Patterson, Moderated by Lance Brunner

Room: Ballroom A

In this conversation, we will weave Deep listening, Mindfulness and Imaginative response. All are efficacious means through which the mind is made more flexible, resilient, compassionate and responsive. A scholar of resilience and a storyteller will collaborate in a provocative dialogue about the urgent and enriching benefits of contemplative practices in higher education. Be prepared to participate in uncovering essential creative presence as the missing link in our education system.

BIOS: Please see p. 7-9.

SESSION DESCRIPTIONS: THURSDAY, FEBRUARY 29, 2:15 - 3:15 PM

Contemplative Practice Session: Meditation for Grief and Loss

Room: Student Center, 330 A

This practice session is a companion to the "Mindfulness Education for Grief, Loss and Change" general session. This meditation session will provide a loss contemplative practice followed by time for participants to share and process their experience in a compassionate listening exchange with a partner. Meditation for grief does not change what has happened, but it can help one care for oneself with care and compassion. It can also help with a variety of symptoms associated with the grieving and loss process. The sorrow and emotional pain of grief can be overwhelming, but there can also be hope. Humans are wired to survive loss, but having effective coping and self-care tools can help one navigate through the loss process. No matter where one is in their grief journey and recovery, meditation is a healing practice that

can help.

BIOS: Alan Forrest, Ed.D., is Professor Emeritus of the Department of Counselor Education at Radford University. Over the past 44 years, he has held clinical positions in mental health and substance abuse settings. Alan is a Licensed Professional Counselor and Licensed Marriage & Family Therapist. In addition to his personal mindfulness meditation practice, Alan has led, and co-led, mindfulness retreats for college and graduate students, nursing and medical students, mental health professionals, educators, and others. He has facilitated training seminars, workshops, and retreats in the areas of loss, grief, and bereavement and mindfulness/meditation practices in counseling. Alan is currently Chairperson of InStill Mindfulness, a nonprofit organization based in Southwest Virginia. Alan co-chaired the 2023 Contemplative Practices in Higher Education national conference. Currently he is in a private therapy practice in Christiansburg, Virginia. **Juliet Trail, PhD**, is Founding Director of Courageous Compassion Connection (C3), offering contemplative practices to diverse people to cultivate wellbeing & compassionate action for the earth and all beings. She is C-HEARTS Executive Committee Co-Chair (Contemplative Higher Education Alliance for Research, Teaching & Services), and past chair (2020) and co-chair (2021, 2022) of the Contemplative Practices for Higher Education Conference. She's a trained Mindful Self-Compassion teacher, and a teacher and retreat leader for InStill Mindfulness. Juliet taught contemplative courses and led faculty development programs at UVA for 16 years. She is also Executive Director of The Coincidence Project, where she studies the connection between compassion, nature and synchronicity. Her band, Unheard Sirens Incorporated, creates music about positive social change and claiming our identities.

Contemplative Practice Session: **Cognitively-Based Compassion Training Meditation**

Room: Student Center, 330 B

Cognitively-Based Compassion Training (CBCT) is a secular contemplative technique based on the Tibetan Buddhist practice of lojong, or mind training. CBCT uses guided meditation to increase self-compassion, compassion for others, and compassionate action in the world. Students are taught methods for calming the body and engaging the analytical capacity of the mind to become more caring, pro-social, and self-accepting. CBCT is used in many different settings, including on college campuses, in hospitals, and for research purposes. As an introduction to CBCT, I would divide the 60-minute contemplative practice session into three sections: 1) brief introduction to the methodology of CBCT, which includes an overview of the eight modules included in a full course of study; 2) guided meditation on compassion; and 3) group discussion on the role compassion training can play in higher education. Participants can be seated in chairs for the guided meditation component of this presentation, although access to meditation cushions would also be welcome. Participants can expect to gain familiarity with this style of meditation and personal inquiry and will be encouraged to consider how increasing our sense of compassion can contribute to the wellbeing of a campus community. My goal is to offer an immersive experience that inspires participants to look for ways compassion can transform our everyday interactions. For those living in Lexington, I will invite the audience to a free, drop-in weekly meditation session in the Integrative Medicine and Health Department at UK HealthCare as a way of continuing to explore this practice.

BIOS: Norah Charles, MSOM, L.Ac., is a licensed acupuncturist in the Integrative Medicine and Health department at UK HealthCare. Her acupuncture interests include geriatrics, women's health, digestion, anxiety, fibromyalgia, headaches, and acute and chronic pain. Norah is also a trained CBCT instructor and long-time meditator.

Contemplative Practice Session: **Activating Justice for Breonna Taylor: Using Lectio and Visio Divina as Pedagogical Tools for Anti-Racism**

Room: Student Center, 330 D

In this contemplative practice session, we will use secularized versions of Lectio Divina and Visio Divina, which are meditative processes, to engage in transformative dialogue about racism and social injustices. We will open with a short discussion and share news stories about what happened to Breonna Taylor and view the portrait of Breonna Taylor by the artist Hail Mary (part of her Black Lives Matter collection). Using Visio Divina, we engage participants in beholding the piece and noticing elements of it, and we will return to the portrait through the session. Next, we will listen to Camonghne Felix's (2020) memorial poem, "For Breonna." Using a segment of Felix's elegy to Breonna Taylor, we will utilize the communal reading process of Lectio Divina through four stages: Lectio, Meditatio, Oratio, and Contemplatio. Each stage of Lectio Divina and Visio Divina begins to open doors to an embodied learning process that supports an integrated approach to human development, one that connects to spirituality and provides deeper focused attention and connectedness with others. Although the use of Lectio Divina and Visio Divina remain somewhat limited in secular educational settings, these experiential processes hold potential for promoting anti-racism and nurturing the needed introspection and reflection that can lead to positive change. Through the deep listening and dialogue inherent in the contemplative processes of Lectio and Visio Divina, we hope to empower participants to become more active change-agents, allies, and social justice advocates in the fight for equity and social justice within their communities.

BIOS: Dr. Maureen P. Hall (UVA, Ph.D) is a Professor at the University of Massachusetts Dartmouth. Her work focuses on literacies, mindfulness, Social Emotional Learning (SEL), Global Citizenship Education (GCE), and Teacher Leadership. Her books include Transforming Literacy (Emerald Publishing, 2011), The Whole Person (Rowman & Littlefield, 2019), and Academia from the Inside: Pedagogies for Self and Other (Palgrave Macmillan, 2021). She derives great joy from her collaborative work with colleagues, and, after taking refuge in northern Vermont during the pandemic, she now understands how the "wilds of nature" sing to her soul and help to keep her healthy and strong. **Mrs. Andrea Burnett** is a Humanities Instructional Coach at Henry Lord Community School in Fall River, MA. She has recently earned her Masters of Arts in Teaching degree and is eager to continue her education. She is passionate about Global Citizenship Education (GCE) and helping students develop a love for learning. When she's not supporting teachers and students at school, she enjoys cooking, hiking, teaching barre classes and spending time with her husband, Cody and

cat, Sheldon. **Mr. Ray Davis** is a Master of Arts in Teaching student from Warwick, Rhode Island, and a Teaching Assistant of Education at the University of Massachusetts Dartmouth. His research interests include Global Citizenship Education (GCE), Social Emotional Learning (SEL), Teacher Education, and School Improvement. During his leisure time, he indulges in the rejuvenating effects of nature—a joy he discovered in Scouting, hiking, and camping all over New England.

SESSION DESCRIPTIONS: THURSDAY, FEBRUARY 29, 3:30 - 4:30 PM

General Session: **Interiority and the Algorithm: Contemplation and AI in Higher Education**

Room: Student Center, 330 A

In our session we explore the profound contrasts between the rich interiority of human contemplation and the inherent absence of such depth in Artificial Intelligence (AI). This workshop, led by a specialist in contemplative pedagogy and an AI systems expert, aims to deepen the understanding of these disparate realms and their implications in contemplative education. We begin by examining the essence of interiority in contemplative practices, exploring its psychological, emotional, and spiritual dimensions. This discussion will highlight the depth and complexity of human consciousness, setting a contrast against AI's processing capabilities. The session then shifts to AI's structural and operational aspects, underscoring its limitations in emulating human interiority. We will delve into the ethical implications of AI's inability to comprehend or replicate the nuances of human contemplation and emotion. A significant focus will be on integrating contemplative practices within educational environments where the use of AI is increasingly common. We will provide strategies for educators to maintain a balance between technology and fostering deep, reflective learning experiences.

BIOS: Aaron Godlaski teaches courses in Health Psychology, Neuroscience, and Contemplative Ecology. Dr. Godlaski's research interests include the psychophysiological effects of interacting with nature, and the role of personality and individual difference factors in the experience of hypo-egoic phenomena (awe, humility, gratitude). He is also interested in pedagogical innovations associated with meditation and other contemplative practices, and how such practices can enrich the lives of students. He is a Licensed Psychologist in Lexington, KY and earned his Ph.D. from the University of Kentucky in 2012. **Thomas Allen** teaches courses ranging from introductory programming to artificial intelligence and machine learning. Allen's research interests are now focused on building artificial intelligence applications that empower persons with disabilities and older adults. He says it was this need that motivated him to change careers to pursue a Ph.D. in computer science. Allen earned his B.S. in Information and Computer Science from Georgia Tech and his M.Div. from the Southern Baptist Theological Seminary. He completed his Ph.D. in computer science from the University of Kentucky in 2016.

General Session: **Holistic Education and Global Citizenship Education: Theory and Practice**

Room: Student Center, Student Center, 330 B

Education is the manifestation of humankind. The purpose of education is to develop a person to be a global citizen with a growth mindset. A holistic view of education taught the students to be a critical thinker who develops the capacity of becoming a non-linear thinker with innovative capacity of their field of study. If we investigate the philosophy of education and its historical perspectives, we clearly see the importance of value education. Dewey and his like-minded progressives believed education could improve society. Dewey recognized "the ability of the schools to teach independent thinking and to the ability of students to analyze social problems" (Kliebard, 1995, p. 170). Dewey did not expect the school to upend society; rather, as institutions that reached virtually all youth, he saw schooling as the most effective means of developing the habits of critical thinking, cooperative learning, and problem solving so that students could, once they became adults, carry on this same activity democratically in their attempts to improve society. However, the impact of capitalism on 21st century education has led to the commodification of education. In this session and paper we would like to revisit the view of holistic educational practice in 21st century university classrooms to build global citizenship.

BIOS: Nandini Bhowmick is a research method specialist working in the field of education and health science for over 10 years.

Sandeep Bhowmick is a Professor of Marketing. He is an applied researcher and marketing analytics statistics faculty.

General Session: **Synchronicity: Unexpected Connections through Texts and Images**

Room: Student Center, 330 D

A series of readings—some spiritual, some reflective, some just fun—accompany an unmatched series of photographic images to prompt an exciting variety of new themes for discussion in this session. Listen for new perspectives and connections to arise through the images and texts presented as prompts. You may surprise yourself!

BIO: Robert Slocum is the Narrative Medicine Program Coordinator at University of Kentucky HealthCare. He holds doctorates in law, ministry, and theology. He has experience in pastoral ministry as well as academic teaching and administration. He has taught undergraduate courses in religious studies and ethics. He is an Assistant Professor (voluntary faculty, Internal Medicine) at the University of Kentucky College of Medicine (COM). He teaches a fourth-year COM elective on the narrative basis for patient care and resilient practice. He is a member of the Hospital Ethics Committee. He is the author, editor, or co-editor of 14 books, including a journal of reflections. He has also published short fiction and poetry as well as photography. He is interested in the clinical application of narrative and the significance of narrative for identity formation.

Panel: **Working Across University Divides: A Collaboration between Academic and Student Affairs to Preparing Students for Peer-Facilitation of a Mindfulness-Based Practice Program**

Room: Student Center, 331

Interest in bringing contemplative practices to students is often shared across university divisions, such as Academic and Student Affairs, but finding points for collaboration to facilitate students engagement with contemplative practices is rarely discussed in the literature. This presentation will detail a collaboration between student affairs and an academic unit aimed at preparing students to lead and evaluate a mindfulness-based practices program open to all students at a land

grant institution. The presentation will detail 1) the rationale for the program and collaboration, 2) a brief overview of the program structure and evaluation method, 3) the curriculum used to prepare students for peer-facilitation

BIOS: Colleen Driscoll is the Assistant Director of Mental Health Initiatives in Hokie Wellness at Virginia Tech where she develops and oversees prevention and education programs. Programs include peer support groups, mindfulness based interventions, brief outreach, large scale events, and workshops. The goal of her work is to increase students' resilience, decrease the stigma around mental health, and provide safe spaces to seek help and learn skills to manage challenges. Colleen is also a Certified Mental Performance Coach through the Association for Applied Sport Psychology and works with athletes of all ages outside of her work at VT. **Dr. Matthew F. Komelski** is an Advanced Instructor in the Department of Human Development and Family Science. He is the Director of the Adaptive Brain and Behavior Minor and teaches courses on integrative health and aging. He has certifications to lead a range of mindfulness-based practice (MBP) programs, including the Koru Mindfulness Program, Evidence-based Qigong and Taiji, and traditional Qigong and Taiji. His research interests include the use of MBPs to build resilience, accelerate recovery and support wellbeing across the lifespan. He routinely collaborates with researchers developing mindfulness-based experimental protocol and clinicians developing community-based mindfulness programs. **Jon Dance**, a resilient individual, embarked on his recovery journey on 9/14/2020, marking a remarkable transformation after 25 years in the food service industry. Graduating from Virginia Tech with a degree in Human Development and Family Science in May 2023, Jon now pursues an accelerated MPH, expected to be completed by May 2024. Currently serving as the Campus Partner Initiatives Assistant and Graduate Teaching Assistant, Jon passionately advocates for community well-being, substance use, recovery, and mental wellness. A Registered Certified Peer Recovery Specialist and Qualified Mental Health Professional, Jon combines impactful work with outdoor activities, sharing cherished moments with his wife, Kyla, and dog, Kobe, exemplifying a profound commitment to positive change at Virginia Tech and beyond.

Reception and Dinner Buffet Available 5:00-6:00 PM, Poetry Reading by Special Guest Artist Frank X. Walker, 6:00-6:25

Room: Ballroom A

EVENING KEYNOTE ADDRESS THURSDAY, FEBRUARY 29, 6:25 - 8:00 PM

Welcome & C-HEARTS Mission, Juliet Trail and Erin Hopkins

Introduction of Evening Keynote, Lance Brunner and Ben Arnold

Keynote Address by Erica Gabriel: Healing the Healers: Music as Contemplative Practice, an Artist's Perspective

Room: Worsham Theater

"We are the music makers, And we are the dreamers of dreams, Wandering by lone sea-breakers, And sitting by desolate streams; —World-losers and world-forsakers, On whom the pale moon gleams: Yet we are the movers and shakers Of the world for ever, it seems." This beginning of the Arthur O'Shaughnessy poem "Ode" captures the polarizing plight of the musician. Art is frequently born of introspection and isolation. Yet, what is created is poured out onto the world around it, watering an often emotionally starved culture and society. Much as doctors need medical care and nurture to restore their health and balance, musicians need restorative practices so they can continue to create and serve others. In this presentation, Erica will discuss this wellness gap in the field of music, along with the journey to optimal health through artistic expression and contemplative practices that can also apply broadly to students and people in any field of endeavor.

BIO for Erica Gabriel, please see p8.

REGISTRATION: FRIDAY, MARCH 1, 8:00 AM - 1:00 PM Singletary Center for the Arts Lobby

SESSION DESCRIPTIONS FRIDAY, MARCH 1, 8 - 9 AM

Contemplative Practice Session: **Myotome Movement Patterns: Somatic Improvisations from the Inside Out**

Room: Niles Gallery

To explore an experiential somatic practice in tandem with movement improvisation as a vehicle to better understand and appreciate the motor nervous system and to support development of intrapersonal, environmental, and interpersonal awareness.

BIO: Laura Neese is a dance artist and educator from Staten Island, NY. Her choreographic research investigates the convergence of form, function, expression, and story within the intricately articulate systems of the human body through interdisciplinary performance practices. Neese has presented work nationally and internationally in venues including Snug Harbor, Ailey Citigroup Theatre, LUMEN Festival, 92Y, IADMS, and more. Described as "ethereally romantic" by The Dance Enthusiast, Neese is a longtime member of Bessie-nominated Darrah Carr Dance, and is currently on faculty at the University of Kentucky Department of Theatre and Dance. MFA, The Ohio State University. BFA/BA, SUNY Buffalo. lauraneese.com

Contemplative Practice Session: **Hunyuan Qigong**

Room: Recital Hall

This practice session will introduce attendees to the theory and practice of Hunyuan Qigong. This qigong method was developed by the late Grandmaster Feng Zhiqiang (1928-2012), a leading disciple of Grandmasters Chen Fake (1887-1957) and Hu Yaozhen (1897-1973). This gentle, adaptive style of qigong combines elements of Chen style taiji with moving meditations from the Hearth Intention (Xin Yi) method of practice. Dr. Komelski studied these practices at the

Hunyuan Taiji Academy in Beijing, China and has adapted them for use on college campuses, clinical settings and community centers. Participants attending this session will: 1) Learn about qi as an everyday, ordinary, but often neglected phenomenon; 2) Experience a set of gentle, whole-body moving meditations that can be engaged in while sitting or standing; 3) Discuss opportunities for formal and informal practice of qigong in everyday life.

BIO: Dr. Matthew F. Komelski is an Advanced Instructor in the Department of Human Development and Family Science. He is the Director of the Adaptive Brain and Behavior Minor and teaches courses on integrative health and aging. He has certifications to lead a range of mindfulness-based practice (MBP) programs, including the Koru Mindfulness Program, Evidence-based Qigong and Taiji, and traditional Qigong and Taiji. His research interests include the use of MBPs to build resilience, accelerate recovery and support wellbeing across the lifespan. He routinely collaborates with researchers developing mindfulness-based experimental protocol and clinicians developing community-based mindfulness programs.

Contemplative Practice Session: **Crystal Sound Bath and Expanding Awareness Guided Meditation**

Room: Schmidt Vocal Arts Center, Upper Rehearsal Room

Enjoy a Crystal Sound Bath followed by an Expanding Awareness Meditation to open the energy meridians for optimal wellbeing. Facilitator Sue Fitzgerald will lead you through a deeply restorative crystal bowl sound healing followed by a meditation experience to assist in releasing stress, cultivating calm, and restoring mind/heart/body/spirit integration.

BIOS: Sue Fitzgerald is a multi-discipline educator in the Healing Arts field. Her formal training includes MBSR (Mindfulness Based Stress Reduction), Reiki Master, YA200 yoga instructor, adult education teacher of mindfulness, chair yoga, trauma release, and Reiki, and her 3 integrating programs, "Your Daily Dose of the Healing Wheel," Finding the Artist Within," and "Your GREATNESS through Gratitude." Passionate about her own mind/heart/body integration, Sue's joy is illuminating the path for others through a simple method she refers to as the "Triple A Method: Awareness, Acceptance, Action." This method is integrated throughout all of her offerings. With an MEd in Educational Administration and an MA in Media Ecology Communications, Sue is equipped with knowledge as well as passion and grit to share health and wellness practices that are accessible, enjoyable, and life affirming.

SESSION DESCRIPTIONS: FRIDAY, MARCH 1, 9:15 – 10:15 AM

General Session: **Prioritizing Mental Health Across the Higher Education Institution: Mindfulness Benefits and Strategies**

Room: Niles Gallery

The session concludes with an open forum, inviting attendees to share insights and experiences on the intersection of contemplative practices and AI use in education. Participants will leave with a nuanced understanding of human interiority, the limitations of AI in mimicking this depth, and practical methods to integrate contemplative practices in the evolving landscape of AI-augmented education. (This proposal was prepared with the assistance of a generative AI language model.)

BIO: Erin A. Hopkins, PhD, serves as an Associate Professor of Property Management within the College of Liberal Arts and Human Sciences at Virginia Tech, where she teaches courses in property management operations and sustainable property management. She has been awarded Virginia Tech's Teacher of the Week and has received recognition in Virginia Tech's "Thank a Teacher" program multiple times. She most recently received recognition as a Woman of Influence from the GlobeSt. Real Estate Forum. As a certified MIEA Mindfulness Teacher, her research interests include how contemplative practices can be used in higher education and industry to cultivate mindfulness.

Contemplative Practice Session: **Arteries of the Earth – Deep Ecology Contemplation**

Room: Recital Hall

The scale and pace of environmental degradation call on us to invite spiritual and cultural transformation and enhance our skills as educators, activists, and ordinary citizens like never before. This session will focus on the intersection between sound art, learning design, and contemplative practice for Deep Ecology Education. The immersive sound and contemplative writing exercises will be grounded in individually composed pieces - Centering conversations of Rights of Nature, the role of storytelling in shifting collective understanding and Deep Ecology Immersives. Placing the Human Earth relationship at the centre of our call for a just and compassionate world. Writing exercises will allow participants to lean into their own relationships with ecosystems and the elements. Giving space for silence and deep listening as the soundscapes guide a reflection and an embodied knowing of the role of art to both ignite action and inspire alternative futures.

BIO: Carine Gibert, please see p. 9.

General Session: **Contemplative Practice and Meaning: Finding Your Dharma**

Room: Schmidt Vocal Arts Center, Upper Rehearsal Room

The great Trappist monk, writer, and contemplative activist Thomas Merton (1969) said that one of the goals of higher education is to save us from a "hell of meaninglessness" (p. 4). For both faculty and students, there is a hunger for meaning and purpose in education and in our wider lives, which the current neoliberal university model does not allow for. The purpose of this presentation, therefore, is to link our contemplative efforts in higher education more clearly and directly with our students' search for meaning and purpose in their lives. To make this case, I draw inspiration from Merton's belief that education must center on two important ideas, namely, "the formation of the whole person" and "self-discovery" (Del Prete, 1990, p. 9). In addition, I draw upon the contemplative tradition from my own heritage in the Indian subcontinent, particularly the concept of one's dharma. This word can have a variety of meanings, but I focus here on dharma as a sense of purpose and an inner blueprint for one's life (Chokoisky, 2014). In other words, dharma is about

“knowing yourself.” Ultimately, the purpose of this presentation is to widen our understanding of contemplation in higher education, such that contemplation can be seen as a holistic way of life. Participants will come away with a richer understanding of the spiritual context of certain contemplative approaches. As such, they may in turn be able to serve their communities in a more holistic fashion, enriching and spiritualizing university life in the process.

BIO: Dr. Ajit Pyati is an Associate Professor in the Faculty of Information and Media Studies at the University of Western Ontario. He is also a certified yoga and meditation teacher. Dr. Pyati’s research focuses on the intersections between personal spiritual growth, shifting of consciousness, and meaningful social change.

SESSION DESCRIPTIONS: FRIDAY, MARCH 1, 10:30 – 11:30 AM

General Session: **Changing the Narrative: An Introduction to Narrative Medicine and its Application**

Room: Niles Gallery

The session will present basic principles of practices of Narrative Medicine (NM) with examples based on clinical experiences and other narrative encounters and published studies. The session will illustrate and describe the spontaneous, dynamic, and transformative potential of NM with attention to its application in all kinds of situations. The session will incorporate a Journal Workshop (JW) exercise for brief reflective writings by session participants. The JW exercise includes time for sharing responses to writing prompts by participants and discussion. The goals of the session are for participants to gain a basic understanding of NM principles and practices, and to begin to experience the potential for reflection and transformation through engaging their own story and the narratives of others.

BIO: Robert B. Slocum is the Narrative Medicine Program Coordinator at University of Kentucky HealthCare. He holds doctorates in law, ministry, and theology. He has experience in pastoral ministry as well as academic teaching and administration. He has taught undergraduate courses in religious studies and ethics. He is an Assistant Professor (voluntary faculty, Internal Medicine) at the University of Kentucky College of Medicine (COM). He teaches a fourth-year COM elective on the narrative basis for patient care and resilient practice. He is a member of the Hospital Ethics Committee. He is the author, editor, or co-editor of 14 books, including a journal of reflections. He has also published short fiction and poetry as well as photography. He is interested in the clinical application of narrative and the significance of narrative for identity formation.

General Session: **Rhythmic Breath Control: From Mind-Fool-Mess to Mindfulness**

Room: Recital Hall

I want to share what I could refer to as the research of my life - the relationship of music to human well-being through Rhythmic Breath Control (RBC). I saw it touch many lives over the years. I saw people regain a lost sense of smell, manage cancer related pain etc., etc... Radical examples aside - this is a practice that teaches the freedom to be well inside, no matter the situation outside... I think that is an idea worth sharing... Also it reminds people of an important social reason for music - that of regulating of our emotional ups and downs. I'm aiming for an experience, not a talk. Since this practice draws from Indian Classical music, I'll lead it using pre-recorded rhythms that will guide the process. Participants will internalize useful RBC practices guided by rhythm & music. In the process their mind will be renewed by breath & focused by musical rhythm. I'll explain the rationale behind the practice. In brief, our body is the hardware, our mind is the software - breath is the power current and musical rhythm is the power plug. Rhythmic breath is a super drug for depression, insomnia, anxiety, memory loss and so much more. (Yes there is science to back it up). In this session we'll build a charging station, not for your device... but for your mind & body.

BIO: Dr. Igor Iwanek, A speaker featured on NPR, an award winning music composer, left-handed pianist and harmonium performer, Dr. Igor is also an India trained Yoga of Sound instructor. A cerebral hemorrhage survivor, he understands the fleeting nature & power inherent in every moment. Dr. Igor's webinars and live appearances focus on helping participants thrive in stressful times. These programs draw on his expertise in the fields of yogic meditation, Indian & Western classical music, psycho-acoustics, Salsa dancing, hammock lounging & stargazing. A native of Poland, Igor came for college to the USA at a tender age of 19. He studied classical music composition & piano and earned his doctorate from Boston University. Dr. Igor had the privilege to share these teachings with audiences across the USA, Portugal, Austria, Poland & India. His communication skills are seasoned by almost 20 years of teaching experience, as well as 14 years of reasoning with his cat, Polilatka. In his academic life Dr. Igor taught at MIT and a variety of educational institutions across the USA.

Contemplative Practice Session: **Using Rocks to Build Community, Not Walls: Gratitude Rock Painting as a Contemplative Practice for Promoting Social Emotional Learning (SEL)**

Room: Schmidt Vocal Arts Center, Upper Rehearsal Room

As native New Englanders, we see rock walls all around us. They are reminiscent of Robert Frost’s poems like “Mending Wall,” and visually underline our need for boundaries. However, larger than our need for borders is our need for each other. This contemplative practice session will involve gratitude rock painting as a way of building community and well-being. Rock painting will be used to enact, promote, and reflect on how SEL can be integrated into teaching and learning.

The first step in this session will be for participants to write a short reflection about a student or teacher who has mentored or supported them on their educational journeys. They will be asked why they chose this person and how they were positively affected by them. After reflecting, participants will paint their rocks with designs and/or symbols to make a visual representation of their gratitude for this positivity in their life. After the rocks are painted, participants will share them with others and explain the “contours” of their gratitude; this is where deep listening and dialogue comes in. The anticipated benefits include the well-being that comes through gratitude practice, which holds power to cultivate SEL. This

contemplative practice session uses mindful practices of reflection, dialogue, and deep listening to explore how participants have been positively affected by a student, teacher, or mentor. Participants will be encouraged to share their rock with the person for whom it was created. (Rocks and acrylic paint pens will be provided).

BIOS: Dr. Maureen P. Hall (UVA, Ph.D) is a Professor at the University of Massachusetts Dartmouth. Her work focuses on literacies, mindfulness, Social Emotional Learning (SEL), Global Citizenship Education (GCE), and Teacher Leadership. Her books include *Transforming Literacy* (Emerald Publishing, 2011), *The Whole Person* (Rowman & Littlefield, 2019), and *Academia from the Inside: Pedagogies for Self and Other* (Palgrave Macmillan, 2021). She derives great joy from her collaborative work with colleagues, and, after taking refuge in northern Vermont during the pandemic, she now understands how the “wilder of nature” sing to her soul and help to keep her healthy and strong. **Sadie Alves (UMD, MAT)** is a third-grade teacher in the New Bedford Public School District in Massachusetts. She focuses on Social Emotional Learning (SEL) and Trauma-Informed Practices (TIP) in her classroom teaching, and she has a special interest in mathematics. She is a mentor and visiting resource for one of her former students in the foster care system, and in her free time she enjoys volunteering with her local cat rescue, painting, playing the trumpet, and reading a good book.

SESSION DESCRIPTION: FRIDAY, MARCH 1, 1:00 - 2:00 PM

Keynote Address by Laura Simms, *The Humming Tree: The Extraordinary Power of a Story*

Room: Recital Hall

Telling a story, thinking like a storyteller, is a formidable act of regeneration. Knowing how to communicate is the missing element in higher education. It is the key to authentic inquiry, profound contemplation, flexibility of mind, and a regenerative repair of the increasing damage from a tyranny of data and intellect without heart. Story has power and relevance, significance, and agency. We will explore the living nature of image and reciprocity.

BIO: Laura Simms, please see p. 7.

SESSION DESCRIPTIONS: FRIDAY, MARCH 1, 2:15 - 3:15 PM

General Session: *Contemplative Pedagogy and Meaningful Connection Across Human Differences*

Room: Niles Gallery

This workshop will create a space for exploration of the ways in which contemplative approaches to teaching, learning and being can increase the capacity of educators to connect meaningfully across human differences of race, ethnicity, gender, sexual orientation, and others. Writing as a contemplative practice and small group dialogue will be used as a vehicle for being present with the messaging we have undoubtedly heard and absorbed through the years about ourselves and those that are different from us. Our collective engagement will point us toward the ongoing contemplative work needed to provide a foundation from which culturally sustaining pedagogies can emerge.

BIO: Dr. Steven Thurston Oliver, Professor of Education & Department Chair: Secondary and Higher Education at Salem State University, is a Sociologist of Education whose research and expertise is focused on using Contemplative Pedagogy in K-12 teacher preparation and higher education programs as a catalyst for cultivating greater capacity among educators to engage across human differences. Steven received a B.A. in International Studies from Antioch College, a M.Ed. in Educational Leadership and Policy Studies from the University of Washington, and a Ph.D. in Sociology of Education from New York University.

General Session: *Enhancing Wellbeing and Empathy*

Room: Recital Hall

This session will discuss ways to integrate skills for developing empathy and compassion into school environments and classroom settings to enhance student wellbeing, mental health, and campus safety. The session will include an overview of empathy vs. vigilance-to-threat pathways in the nervous system, strategies to prevent burnout and compassion fatigue, research on adverse vs. positive mental states, and exercises to strengthen equilibrium, equanimity, gratitude, kindness, and compassionate insight.

BIO: Wilson C. Hurley, LCSW is an adjunct professor at George Mason University and a clinical social worker in private practice in Northern Virginia. Publications include *Compassion's COMPASS: Strategies for Developing Insight, Kindness, and Empathy*, Rowman & Littlefield Publishers (2021), *Finding Your Way to Compassion Satisfaction*, CLOSLER Magazine of John Hopkins School of Medicine (September, 2021), *Fighting Compassion Fatigue During Public Health Epidemics*, ASTHO Brief (August, 2020), *Enhancing a Positive School Climate with Compassion and Analytical Selective-Focus Skills (COMPASS)*, IISTE Journal of Education and Practice (2014), and *The Water and Wood Shastras*, Karuna Publications (2012) co-translated from Tibetan with Yeshe Khedrup.

General Session: *Global Citizenship Education: Reflection and Action*

Room: Schmidt Vocal Arts Center, Upper Rehearsal Room

In 2015, the United Nations developed 17 Sustainable Development Goals that are an urgent call for action. These goals have inspired a worldwide movement of individuals to think of themselves as Global Citizens and to unite around shared values and objectives Ban Ki-moon, former United Nations Secretary-General, said “We must foster Global Citizenship. Education is about more than literacy and numeracy. It is also about citizenry.” This idea of “global citizenship” extends to all, even young learners, and as such, can be a powerful topic for the classroom.

This session will explore ways that colleagues can develop deeper understanding(s) of Global Citizenship Education (GCE) and the sustainable development goals. Participants will be asked to reflect on their own privilege and biases toward local and global issues through journaling and dialogue. There is little research on how contemplative practices

might help students to learn more about GCE and the sustainable development goals. Lahana and Nyuyen investigated the use of contemplative for GCE, but there is much more work to be done.

BIOS: Mrs. Andrea Burnett is a Humanities Instructional Coach at Henry Lord Community School in Fall River, MA. She has recently earned her Master of Arts in Teaching degree and is eager to continue her education. She is passionate about Global Citizenship Education (GCE) and helping students develop a love for learning. When she's not supporting teachers and students at school, she enjoys cooking, hiking, teaching barre classes, and spending time with her husband, Cody, and cat, Sheldon. **Mr. Ray Davis** is a Master of Arts in Teaching student from Warwick, Rhode Island, and a Teaching Assistant of Education at the University of Massachusetts Dartmouth. His research interests include Global Citizenship Education (GCE), Social Emotional Learning (SEL), Teacher Education, and School Improvement. During his leisure time, he indulges in the rejuvenating effects of nature—a joy he discovered in Scouting, hiking, and camping all over New England.

SESSION DESCRIPTIONS: FRIDAY, MARCH 1, 3:30 – 4:30 PM

General Session: **An Experience of Heartfulness**

Room: Recital Hall

We will learn about and experience Heartfulness, a way of being that integrates Japanese spiritual wisdom with the art and scientific practice of psychology. Through storytelling and experiential exercises, we create connections with one's self, with other beings, and with mystery. Participants will be introduced to contemplative and interactive practices that can be applied to education, health care, business, and daily life.

BIO: Stephen Murphy-Shigematsu, EdD, is a clinical psychologist at the Stanford University School of Medicine and Adjunct Professor in Psychiatry and Behavioral Sciences and Stanford Living Education. He received a doctorate from Harvard University, was professor at the University of Tokyo and is the author of books in English and Japanese, including *From Mindfulness to Heartfulness: Transforming Self and Society with Compassion*. He is also the Co-Chair of the Executive Committee for C-HEARTS, and was a Keynote Speaker at the 2023 Contemplative Practices for Higher Education Conference.

General Session: **Dispelling Doctoral Myths: Self-Compassion as a Path to a More Balanced Doctoral Journey**

Room: Schmidt Vocal Arts Center, Upper Rehearsal Room

The purpose of this session is to explore the role of self-compassion in addressing the stress and challenges associated with doctoral education. Doctoral candidates are surrounded with messaging that can lead to myths and misconceptions related to perfectionism, busyness, and isolation. Overcoming these myths and misconceptions is crucial for addressing the self-care deficit that many doctoral candidates face. During the session, participants will hear more about doctoral myths, and candidates' self-care challenges. Then, participants will learn about ways to encourage a more balanced approach to academic work, with a focus on self-compassion practices. Time will be allotted to small and large group discussions, allowing participants to share further insights, questions, and/or strategies related to supporting doctoral candidates and incorporating self-compassion practices. This session is designed for academic advisors, faculty, other supportive personnel, and doctoral candidates who seek to address burnout, stress, and the lack of balance that can often accompany the pursuit of advanced degrees.

BIOS: Dr. Contessa Sanders, an Assistant Director and Assistant Professor within the Doctor of Education program at Lipscomb University specializes in teaching a range of doctoral research courses. With experience on over 70 doctoral research committees, she's committed to shaping the leaders of tomorrow and fostering meaningful connections between diverse individuals in an effort to contribute to a compassionate and vibrant world. Contessa and her husband, Jeff, along with their two daughters, call Nashville, TN, their home.

KEYNOTE ADDRESS

FRIDAY, MARCH 1, 4:45 – 6:15 PM

Introductions & C-HEARTS Announcements, Lance Brunner and Ben Arnold

Keynote Address by Bobbi Patterson, Edgy Resilience: How We Flourish through Change

Room: Recital Hall

Resilience flourishes via change – when we're on edge. Tools and skills offered in this session teach how to engage resilience-bearing edges: from 'listening aware' to 'choosing which hindrances we can face without looking away' to 'flopping'. Discover practices that reduce our reactivity to edges in teaching, learning, and beyond!

BIO: See p. 8.

With Closing Remarks by Lance Brunner, 2024 CPHE Conference Co-Chair (Recital Hall)

**Ikebana flower arrangements displayed during the conference created by Brooke Pohl*

Ikebana goes beyond mere flower arranging as it is deeply rooted in Japanese Shinto and Buddhist philosophy. Collecting and making art with live materials teaches us to respect the beauty, harmony, rhythms and transient nature of our world. The language of flowers and the contemplative practice of ikebana inform our creativity—the expression of our heart.

BIO: Brooke Pohl has practiced and taught ikebana throughout North America for over 30 years. Her master Sensei with the Sogetsu School was Noriko Fields of Cincinnati, Ohio. Presently she studies online with Ilse Beunen of Belgium. www.lotusinthepalm.com.

DAYLONG RETREAT

SATURDAY, MARCH 2, 9:30 AM - 4:30 PM

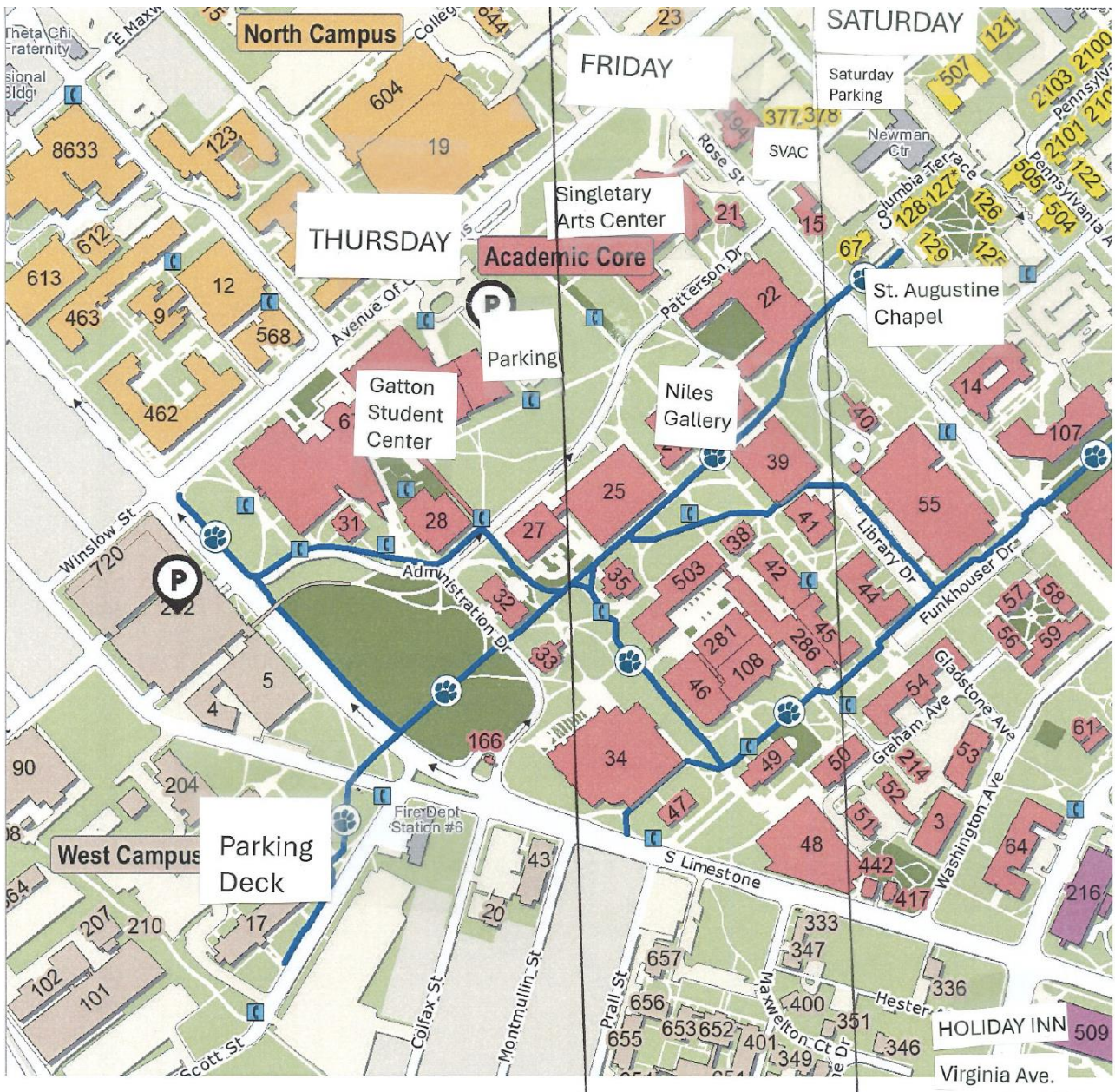
Retreat Location: St. Augustine Chapel
472 Rose Street, Lexington, KY 40506

Retreat Facilitated by Laura Simms, Carine Gibert & Lance Brunner, "The One Who Is Not Busy: A Contemplative Arts Retreat."

A day-long immersion in the personal and community potency, creativity and benefit of mindfulness-awareness practice in our lives. We will explore fundamental contemplative arts practices including meditation. Starting with a breath and a blank piece of paper we will explore the art of being present, making a simple stroke, a single sound, a single gesture, and a narrative poem. Contemplative art practices are in service of finding and sharing wisdom, interdependence and compassion in a more and more uncertain world.

For BIOS, please see p. 7-9.

CONFERENCE LOCATIONS MAP



GETTING THERE:

Thursday

The CPHE conference takes place on Thursday entirely at the **Gatton Student Center** for all events. The registration table is open from 7:30am to 9:30am outside the Ballroom A (the entrance around the corner to the right as you approach the Ballroom from the Information Desk). *After 9:30 the registration will move to the third floor (one above the Information Desk) near the breakout rooms, 330 and 331) until 5:00 pm.* Vouchers for lunch at **Champions Kitchen** (located on the bottom floor) are available for all registered participants and will be provided in your registration packets.

Friday

The conference moves to the **Singletary Century for the Arts on Friday**, with breakout rooms in the **Schmidt Vocal Arts Center (SVAC)** and the **Niles Gallery**. These three are all within a short walk of each other. The registration table is open in the lobby at the Singletary Arts Center from 7:30am to 3:00pm. Lunch for conference registrants will be provided in the SVAC rehearsal room at noon.

Saturday

The CPHE retreat will take place in **St. Augustine Chapel** on Rose Street, opposite the Fine Arts Building and the President's House. Free parking is available behind the SVAC area on Rose Lane. (Do not park in the Newman Center Lot).

Parking (Thursday and Friday)

Metered parking is available on a first-come, first-served basis near the east side of the Gatton Student Center (**Avenue of Champions**). If this lot is filled, the next best option is Cornerstone Garage (PS #5), located on the lower left side of your map). It has an entrance and exit on **South Limestone** and **Upper Street** (both one-way streets). The cost for parking is \$2 per hour with a \$16 per exit maximum. Cornerstone Garage is free and open to the public on weekends, from 7 p.m. Friday through 10 p.m. Sunday.

Holiday Inn, Export Street

For those staying at the Holiday Inn near UK, a shuttle will run **on Thursday** morning approximately from 8:00 to 8:40 am and on **Friday** at 7:20 and 7:40 am (for the Contemplative practice sessions) or 8:30 (for the 9:15 General Sessions). On **Saturday** morning the van will leave approximately at 8:20 am. The return times to the hotel will be announced at the conclusion of each day. If you are adventurous and warmly dressed, a walk to campus (around a mile) would be nice.

**THANK YOU FOR ATTENDING
THE 2024 CONFERENCE!**