

Contemplative Practices in a Technological Society

*Enriching Education, the Arts, Health, Science, and
Technology Through Mind Body Disciplines*

April 11–13, 2013

The Inn at Virginia Tech and Skelton Conference Center
Blacksburg, Virginia

Program

Participant Workbook and Interview Guide

Along with the
marvels of the 21st
century come
hurry, distraction,
and distress and
a compelling
question:

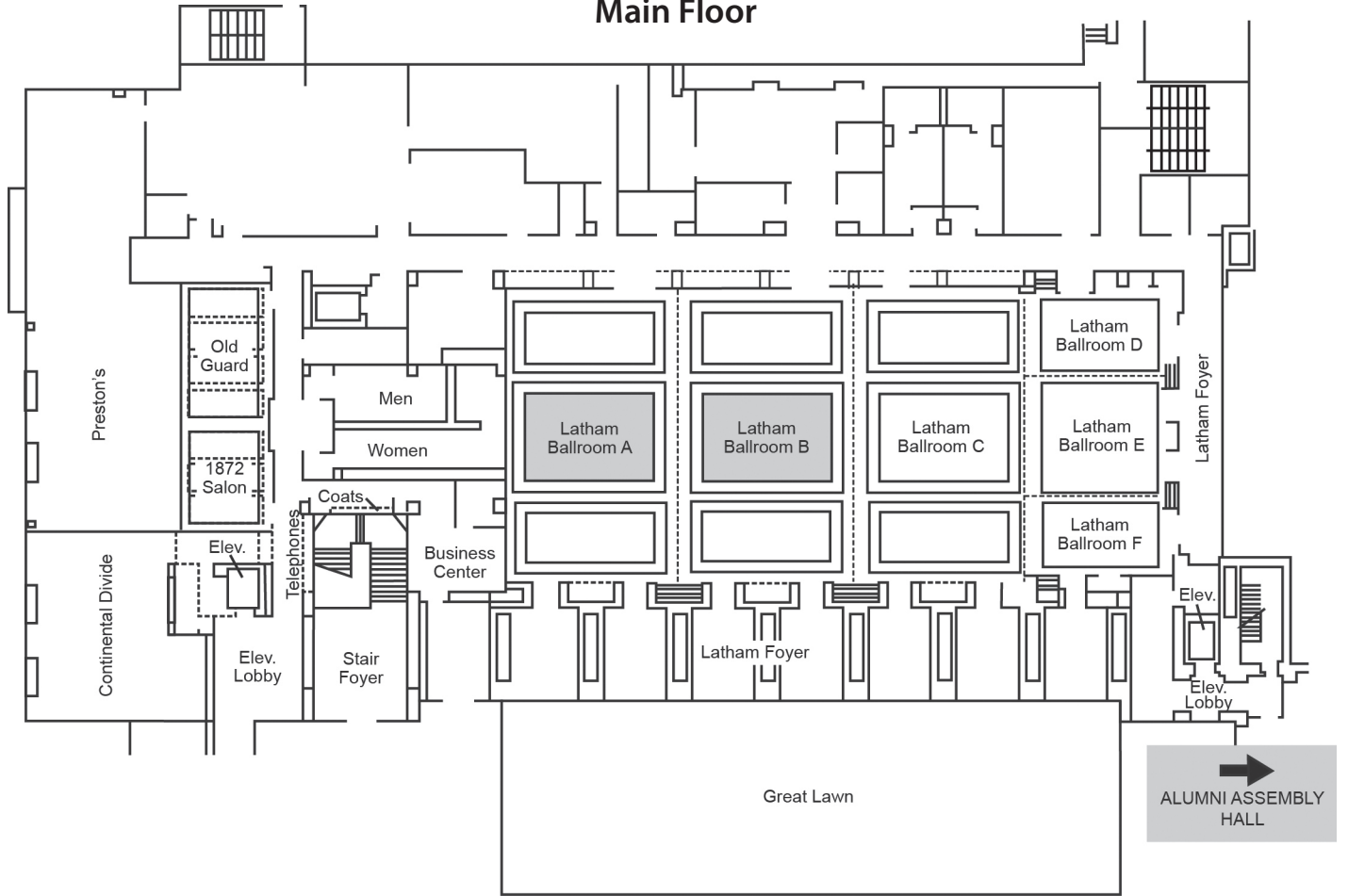
*How can we
reconnect with our
own humanity
in the midst of a
rapidly evolving
technological
society?*

The purpose of our
time together is to
engage in a
conversation
about the future of
contemplative mind
body practices in
our emerging
technological
society.

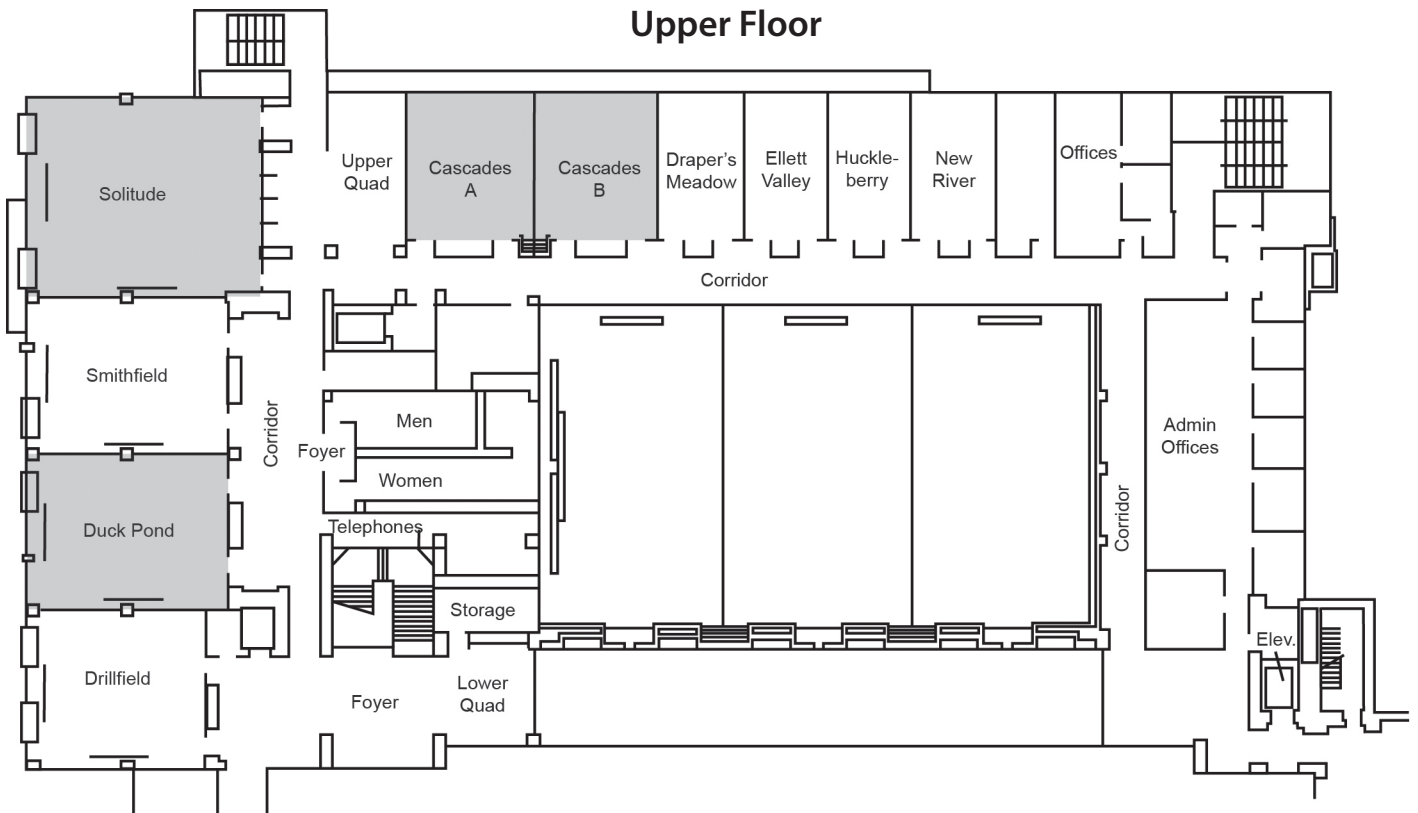
Participant's Name _____

The Inn at Virginia Tech and Skelton Conference Center

Main Floor



Upper Floor



Agenda

see abstracts and bios at www.cpe.vt.edu/cpts-abstracts.pdf

■ Thursday, April 11, 2013

- 4:00–6:30 pm **Open house and reception,**
Studio One, Institute for Creativity, Arts,
and Technology (ICAT)
- Installations**
Organizer Ivica Ico Bukvic, Department of
Music, Virginia Tech
- Cellphonia: Our Voice**
Scot Gresham-Lancaster, ATEC,
UT Dallas; and Stephen Bull
- Eloe: Application of Brain-Computer
Interfaces in Visual Creativity**
Maxim Safioulline, Parsons, The New
School for Design
- t3j Projection Mapping Project**
Thomas Tucker, Creative Technology,
Winston Salem State University
Tohm Judson, Art and Visual Studies
Department, Winston Salem State
University
- Mind Body Interactive**
Ivica Ico Bukvic, Music, Virginia Tech;
Matthew Komelski, Department of Human
Development, Virginia Tech;
Benjamin Knapp, ICAT; Isabel Bradburn,
Department of Human Development,
Virginia Tech
- Linux Laptop Orchestra (L2Ork)
Demonstration Table**
Ivica Ico Bukvic, Department of Music,
Virginia Tech;
Tom Martin, Department of Electrical
and Computer Engineering, Virginia Tech

- 7:00–9:00 pm **Welcome, Latham A/B**
Douglas Lindner, Conference Chair
- Introductory Remarks**
Mark McNamee, Provost, Virginia Tech
- Keynote Lecture:**
Trungram Gyaltrul Rinpoche
*Power of the Skillful—Practices of Mind
and Body: Human Solutions to Human
Problems*

■ Friday, April 12, 2013

- 7:15 – 8:00 am **Practice**
Guided Meditation, Assembly Hall
Gyaltrul Rinpoche
- Yoga Hatha Yoga, Solitude**
All Levels, Akke Hulbert
- Taiji/Qigong, Cascades B**
All Levels, Matthew Komelski
- Yoga, Cascades A**
Student Only Session, Holistic Life Foundation
- 8:00–8:45 am **Breakfast on your own, Break Area**
- 8:45–9:00 **Opening Remarks, Latham A/B**
Douglas Lindner, Conference Chair
- 9:00–10:00 **Keynote Speaker: Rich Fernandez**
Senior People Development Lead, Google
*Like Writing on Water: The Science and
Design of Mindfulness in Organizations*
- 10:00–10:30 **Coffee break**
- 10:30–11:15 **Experience of Contemplative
Practice— Deep Listening,**
Assembly Hall, Solitude
Michael Carroll, author and business
consultant and coach; Patton Hyman,
President of Applied Mindfulness
Training, Inc.; Rick Bowles, Executive
V. P. and Chief Ethics & Compliance
Officer for Merck & Co., Inc. (retired)

- 11:15–1:30 **Appreciative Practice**
Introductions and Overview, p. 7
- 11:30 am Appreciative Peer Interviews, p. 8-11
• Activity #1
• Appreciative Interview Guide
- 12:00 pm **Working Lunch** (students meet
separately)
- 12:30 pm The Positive Core of Contemplative
Practices in a Technological Society, p. 12-13
• Activity #2
• Worksheet A
➤ Identification of The Positive Core of
Contemplative Practices

Agenda • Friday (continued)

1:15 pm Close
• Discussion of overnight assignment

On Your Own
Envisioning The Ideal Integration of
Contemplative Practices, p. 14
• Activity #3

1:30–2:45

Breakout Sessions

• **Higher Education**, *Assembly Hall*
Chair: Beth Waldrum, ACMHE

Promoting the Inclusion of Contemplative Practices in Higher Education

Beth Waldrum, The Center for
Contemplative Mind in Society

Integrating Mindfulness into the Training of Marriage and Family Therapists

Eric McCollum, Marriage and Family
Therapy, Virginia Tech

Contemplative Political Philosophy

Eduardo Velasquez, Political Science,
Washington and Lee University

The Classroom as a “Think Tank”

Wendy Hamblet, Liberal Studies, North
Carolina A&T State University

Mindfulness as a Teaching Tool

Mary Schumann, Licensed Clinical
Psychologist, Departments of Psychology,
Sports Management and Counseling and
Development, George Mason University

• **Business**, *Solitude*

Chair: Marc Junkunc, Pamplin College of
Business, Virginia Tech

Using Mindfulness to Foster Tranquility in High-Pressure Environments

Patton Hyman, Applied Mindfulness, Inc.

The Shambhala Warrior as a Public Administrator: A New Vision or Latent Conception?

James Harder, Center for Public
Administration and Policy, Virginia Tech

How Mindfulness Supports Leadership Development

Michelle Somerday, Founder and
Executive Coach, Neo-Strategic, LLC

Importance of Self-Awareness To Entrepreneurs

Jim Flowers, Executive Director,
VT KnowledgeWorks, Virginia Tech

2:45–3:15

3:15–3:45

• **Students**, *Duckpond*

Chairs: Ali Smith, Atman Smith, Andre
Gonzalez, Holistic Life Foundation

Being the Change: Mindfulness and Selfless Service

This session is open to students only.

• **Arts**, *Cascades A*

Papers

Contemplative Art-Making and the Development of Consciousness

Carole McNamee, Willowbank Wellness
Center

Middle Passage: Reclaiming What is Lost and From the Waters: Laptop Orchestra Works for Contemplative Ensemble Practice

Ann Hege, Music, Princeton University

Panelists

Ben Knapp, Director, ICAT, Virginia Tech

Ivica Ico Bukvic, Department of Music,
Virginia Tech

Carole McNamee, Willowbank Creative
Center

Robert Smith, L.Ac., M.Ac.

• **Community Practitioners**, *Cascades*

Chair: Chris Pohowsky, Certified Rolfer

Bridget Simmerman, LCSW, Center for
Creative Change

Anna Pittman, The Breathingspace

Greg Johnston, L.Ac., M.O.M., Dancing
Crane Center of Chinese Medicine

Matthew Komelski, Department of
Human Development, Virginia Tech

Inner Goals, Inner Design, Inner Budget, Determining Your Unique Path of Inner Development

Lynn Jericho, Imagine Self

Break

Practice

Contemplation in the Christian Tradition, *Assembly Hall*

Bobbi Patterson, Department of Religion,
Emory University

Agenda • Friday (continued)

Walking Meditation, Solitude
Bridget Simmerman, LCSW, Center for Creative Change

Guided Meditation, Cascades A
Becky Crigger, In Balance Yoga

Guided Meditation, Duckpond
Students Only Session
Joe Klein, Director, Inward Bound Mindfulness Education

3:45–5:00

Breakout Sessions

• **Health, Assembly Hall**
Chair: Angela J. Huebner, Marriage and Family Therapy, Virginia Tech

A Comparison of Centering Versus Opening Meditation Processes in Healthcare
Ellen Birx, Nursing, Radford University

Mastering Stress and Burnout for Healthcare Professionals and Other Workers: Exploring Methods of Essential Mind-Fitness Techniques—Developing Resilience at Work
Kenneth Sapire, Physician Anesthesiologist MD, Anderson Cancer Center, Maryland

Effects of Tai Chi Chuan on the Anxiety and Sleep Quality of Young Adults
Karen Caldwell, Department of Human Development and Psychological Counseling, Appalachian State University

Yoga for Children With Autism Spectrum Disorders
Sarah Smidl, Occupational Therapy, Radford University

• **Engineering, Solitude**
Chair: Roop Mahajan, Hester Chair of Engineering, ICTAS, Virginia Tech

Engineering 2029 and Mindfulness: Contemplating the Engineering Curriculum
Roop Mahajan, Hester Chair of Engineering, ICTAS, Virginia Tech

Integrating Contemplative Practice into Engineering Education
George Catalano, Bioengineering, State University of New York at Binghamton

Contemplative Practices: Changing the University of Michigan Experience
Diann Brei, Mechanical Engineering, University of Michigan

Mindful Multitasking
David Levy, Information School, University of Washington

• **The Student Experience, Duckpond**
The Student Experience of Contemplative Education in Western Universities
Chair: Jordan Hill, ASPECT, Virginia Tech

Social Media and Contemplative Political Philosophy
Chris Alexander, Rachel Alexander, Todd Smith-Schoenwalder, Zach Cylinder, Washington and Lee University

Contemplative Practices at University of Virginia
Lynne Crofts, University of Virginia

Contemplative Practices at Virginia Tech
Marcus Tedesco, Michael Morgan, Gayathri Cheran, Adrian Santiago, Laura Copan, Virginia Tech

• **K-12 Education, Cascades A**
Chair: Alan Forrest, Department of Counselor Education, Radford University

Papers

Searching for Mindfulness Among Outstanding First Year Principals
Walter Mallory, Educational Leadership, Virginia Tech

Self-Actualization in the Professoriate: Using Contemplation to Reclaim Identity
Amy Maupin, Department of Education, Transylvania University

Panel

Challenges and Opportunities of Implementing Mindfulness Programs in Schools

Ann Roberts, School of Teacher Education and Leadership, Radford University

Michele Kielty, Department of Graduate Psychology, James Madison University

Tammy Gilligan, Director of School Psychology Program, James Madison University

Joe Klein, Director, Inward Bound Mindfulness Education

Andy Gonzalez, Holistic Life Foundation

• **Religion, Cascades B**

Panel Discussion: **Contemplate What? Taking the “Techne” out of Technology**

Panel Chair: Bobbi Patterson, Religion Department, Emory University, Atlanta

Brian Britt, Department of Religion and Culture, Virginia Tech

Agenda • Friday (continued) and Saturday

Ananda Abeysekera, Department of Religion and Culture, Virginia Tech
 Zhanze Ni, Department of Religion and Culture, Virginia Tech

5:15–6:30 **Reception and Book Signing**

6:30–8:00 **Banquet/Speaker: Michael Carroll**
 author, business consultant and coach
The Wisdom of Achieving Nothing: The Secret Sauce for Succeeding in the 21st Century

8:00–8:30 **Performance by the Laptop Orchestra**

■ Saturday, April 13, 2013

7:15–8:00 am **Practice**
Meditation, Solitude
 Patton Hyman, Applied Mindfulness, Inc.
Yoga, Cascades A
 Jill Loftis, Uttara Yoga Studio
Taiqi/Qigong, Outside
 Greg Johnson
Yoga, Cascades B
 Student Session, Holly Richardson

8:00–8:45 **Breakfast** (on your own, break area is open)

8:45–9:00 **Opening Remarks, Latham A/B**

9:00–10:00 **Keynote Speaker: Linda Lantieri**
 The Inner Resilience Program, New York, NY
Nurturing the Inner Lives of Youth and Educators: Contemplative Teaching and Learning

10:00–10:30 **Break**

10:30–1:00 **Appreciative Practice**

Reconvene and Overview

10:35–11:00 Sharing Your Vision, p. 15-16
 The Ideal Integration of Contemplative Practices
 • Activity #4
 • Worksheet B
 ➤ Identification of Visions for the Future for Contemplative Practices in a Technological Society

11:00–11:30 Summary of Dream Themes
 • Submit depictions, statements and list of themes
 • Large group presentation of common themes and energizers

11:30–11:45 Overview: Designing Our Future

11:45–12:30 **Working Lunch**
 Designing Our Future, p. 17-18
 • Activity #5
 • Worksheet C

12:30–1:00 Creating Opportunity Wall, p. 19
 • Activity #6

1:00–2:15 **Panel**
Why Contemplative Practices Matter

Chair: Charles Lief, President, Naropa University

Mark McNamee, Provost, Virginia Tech

Pat Shoemaker, Dean, College of Education and Human Development, Radford University

David Levy, Information School, University of Washington in Seattle

Ali Smith, Holistic Life Foundation

Atman Smith, Holistic Life Foundation

Patton Hyman, Applied Mindfulness, Inc.

Jared Smyser, Mind Fitness Training Institute

2:15–3:30 **Appreciative Practice**

2:15–2:45 Presentation of Opportunity Wall and Voting
 ➤ Identification of Prioritized Strategic Opportunity Areas

2:45–3:30 Creation of Workgroups, p. 20-21
 • Activity #7
 • Worksheet D

3:30–4:00 **Break**

4:00–4:45 **Appreciative Practice Summary**
Keynote Speaker: Rick Bowles
 Executive V. P. and Chief Ethics and Compliance Officer for Merck & Co., Inc. (retired)
The Voice of the Community

4:45–5:00 **Closing**

5:00–7:00 **Book Signing and Reception**

What to Expect from the Appreciative Inquiry Process

Your Role

- Be an engaged and active participant
- Contribute your best ideas
- Lead with your energy and optimism
- Focus on the future of what you want to create
- Connect and interact with other participants
- Be mindful of time during exercises and breaks

Role of Facilitators

- Introduce Appreciative Inquiry
- Set the structure and time frames
- Manage the overall process flow

Participation Guidelines

- Everyone participates
- All ideas are valid
- Everything is written on flip charts
- Listen to each other
- Be mindful of your fellow attendee
- Observe time frames
- Agree to disagree
- See the beauty and strength of your peers
- Move to inspired action

Group Leadership Roles

Each small table group manages its own discussion, data, time, and reports. Leadership roles should be rotated. Divide up the work as you wish:

- **DISCUSSION LEADER**— Assures that each person who wants to speak is heard within time available. Keeps group on track to finish on time.
- **TIMEKEEPER**—Keeps group aware of time left. Monitors reports and signals time remaining to person speaking.
- **RECORDER**—Writes group's output on flip charts, using speaker's words. Asks people to restate long ideas briefly.
- **REPORTER**—Presents summary of table discussion to large group in time allotted.

What is Appreciative Inquiry?

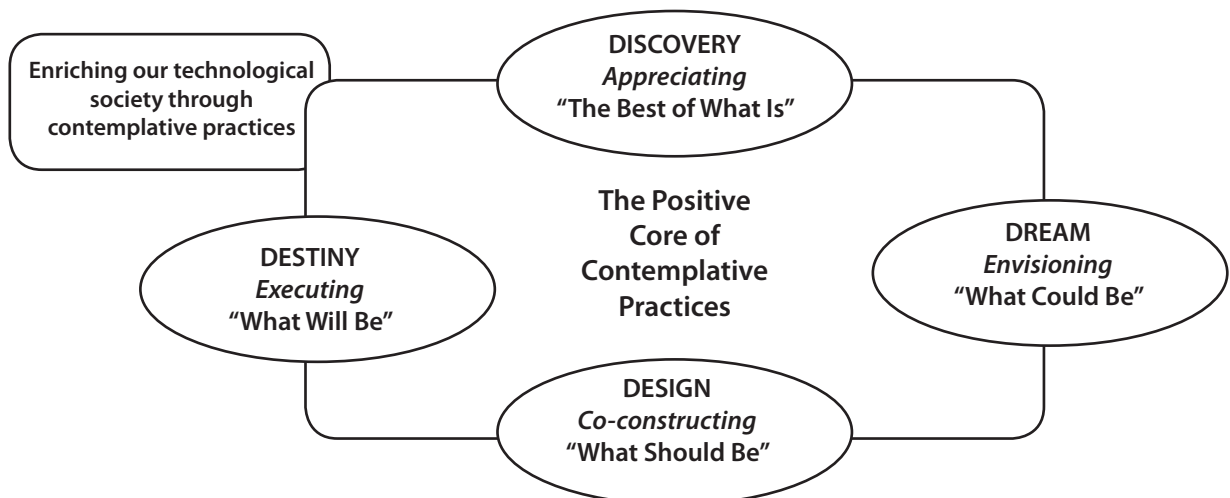
Appreciative inquiry is an approach to organizational change that has been used successfully in small and large change projects with hundreds of organizations worldwide. It is based on the simple idea that organizations move in the direction of the questions they ask. For example, when groups study human problems and conflicts, they often find that both the number and severity of these problems grow. In the same way, when groups study high human ideals and achievements, such as peak experiences, best practices, and noble accomplishments, these phenomena, too, tend to flourish. Thus, appreciative inquiry distinguishes itself from other change methodologies by deliberately asking positive questions to ignite constructive dialogue and inspired action within organizations.

How to Use Appreciative Inquiry

As a method of organizational intervention, appreciative inquiry differs from traditional problem-solving approaches. The basic assumption of problem-solving methodologies is that people and organizations are fundamentally "broken" and need to be fixed. The process usually involves: (1) identifying the key problems; (2) analyzing the root causes; (3) searching for possible solutions; and (4) developing an action plan.

In contrast, the underlying assumption of appreciative inquiry is that people and organizations are by nature full of assets, capabilities, resources, and strengths that are just waiting to be located, affirmed, stretched, and encouraged. The steps include: (1) discovering and valuing; (2) envisioning; (3) designing through dialogue; and (4) co-constructing the future. In other words, the appreciative inquiry 4-D model includes discovery, dream, design, and destiny.

The content of this workbook has been partially adapted from materials created by the Corporation for Positive Change. <http://positivechange.org/>



**Activity #1:
Appreciative Peer Interviews**

Discovering the Best of Contemplative Practices

One-on-One Interviews

Purpose: To explore and share our best experiences with contemplative practices in order to build on the wisdom we already have and learn from others’.

Guidelines:

- Select an interview partner from your table — someone you don’t know well and who is different from you in age, interests, role, or gender.
- Interview your partner using the interview guide on the following pages. Each person will have 12 minutes to interview his or her partner.
- Encourage your partner to tell his/her story, draw the person out with your positive energy and excitement.
- Take good notes and listen for great quotes and stories. You will share the results of your partner’s interview in the next section.

Tips for Interviewers:

- ☞ Ask probing questions and explore a response with additional questions
Some suggestions are provided
- ☞ Ask for the emotion and feeling with a situation or event
- ☞ Ask for a story to exemplify an experience
- ☞ Have fun getting to know your partner and learning about his/her experiences
- ☞ Capture the essence of the stories in your notes

I have seen there is no more powerful way to initiate significant change than to convene a conversation.... It is always like this. Real change begins with the simple act of people talking about what they care about.
- Margaret Wheatley

Virginia Tech
Contemplative Practices in a Technological Society
Appreciative Inquiry Interview Guide

1. About You

- Briefly, what is your profession or primary area of interest?

- Who or what initially attracted you to your work?

- What interested you in this conference?

2. A High-Point Experience in Mindful Awareness

In our personal and professional lives, each of us performs numerous activities every day. The increasing use of technologies compounds this even further. Sometimes, in fact, we are just going through the motions. Yet at other times we are acutely aware and fully engaged in the activities we are involved in or with the other people with whom we interact. Think of a time when you felt that you were completely engaged in an activity or interaction — a time when you were focused in the present moment and experiencing it fully. If this was a conversation — a time when you felt your point of view was fully expressed and heard. Please tell me the story of that time.

- Describe the experience of being fully engaged. How did you feel it in your body?
What thoughts and emotions accompanied this experience?

■ Friday, April 11

- What is notable about that moment? Why were you so engaged?
- If there was another person involved, was there something remarkable about that individual or your relationship that contributed to your engagement in the interaction.
- If there was a concrete outcome of the experience, how did your presence positively impact the outcome?
- What was special about you in that moment? What did you contribute?
- If at some point you lost focus but then realized that and were able to return and completely engage again, what can be learned from that experience?

3. Images of the Future

Imagine that you go to sleep tonight and when you awaken it is 2017. Your community, your workplace, your family or an organization of which you are a part has embraced a variety of contemplative practices and fully integrated them into daily life. Everything you have hoped for and envisioned has come to pass. Describe your environment.

- As you go about a typical day, what do you notice that tells you that this change has occurred?
- What about your new daily routine is most important to you?
- What has changed in the way people interact with one another?
- What is the single most important change that has occurred? How did it happen?
- What role did you play in creating this change? What was the first step you took?

Activity #2

The Positive Core of Contemplative Practices in a Technological Society

Purpose: To develop a shared understanding of the collective experiences in mindful presence that give life and vitality— the experiences that we want more of.

Steps:

1. Select a discussion leader, timekeeper, recorder, and reporter (see p. 7).
2. Go around the table. Have each person briefly introduce his or her partner, based on their responses to **Question 1**.
3. Next, go around the table and have each person share stories and highlights from their partner's answer to **Question 2**. Focus especially on the experience of engagement or presence, on what makes this 'not business as usual' but moves us closer towards a new way of being.
4. As others share, listen for themes or unique contributions that energize and excite you. Are there common experiences among the stories? Record those on Worksheet A, Positive Core on p. 13.
5. Ensure that all voices at your table are heard.
6. Then, as a table group, talk about what these stories and responses tell you about the role of contemplative practices in a technological society. What are the elements (energizers and qualities) that enhance engagement, foster presence and create meaning?
7. As a table, prepare one list of themes and energizers that describe the positive core of contemplative practices. Record that list on the bottom of Worksheet A, Positive Core on p. 13 and be ready to present them to the large group.

*There are two ways of spreading light:
to be the candle or the mirror that reflects it.*
- Edith Wharton

Worksheet A

The Positive Core of Contemplative Practices in a Technological Society

8. As you listen to the presentations, jot down those things that you hear that you consider to be the elements, energizers and qualities that enhance engagement, foster presence and create meaning? Listen for central themes that can inform our discussion. What must be sustained and nurtured if we hope to promote mind body practices, no matter what else changes?

-
-
-
-
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Next, as a table, read over and discuss your individual lists of energizers and qualities (above) and identify the patterns and themes you recognize from these and across the stories. Create one list as a table and record those patterns, themes, and compelling energizers below.

Patterns & Themes	Energizers

Activity #3 – On Your Own:

Envisioning The Ideal Integration of Contemplative Practices

Purpose: To imagine and visualize an ideal reality built on the practices we've been working with — the mind/body practices, authentic communication, active listening, collaborative partnerships, various form of meditation.

Identifying and Depicting the Dream

1. Take a moment to review **Question 3** (page 11). Think about your responses as well as those of your partner. Envision your ideal: your vision for how contemplative mind-body practices can be integrated into the many facets of your life. Consider your community, your workplace, your family, and organizations of which you are a part.
2. Find a way to depict your ideal. You could draw a picture or find an image that “speaks to you” or represents your vision. Feel free to look through magazines or online if that is more comfortable. Please bring this image with you for Saturday’s activities.
3. Consider how the image you created or selected represents your vision.
 - Did you envision something first and then create/ find an image or did you find an image that struck you and then seek its meaning?
 - Is the image specific or is it an abstract representation?
 - Do the colors matter? Why or why not?
 - Is there a particular part of the image that resonates most strongly?
 - What are the essential elements of the depiction?
 - What does this image say/ represent to you?
4. Distill your thoughts into a single sentence or phrase.
5. Prepare to share your image and sentence or phrase with other participants on Saturday.

Do not go where the path may lead, go instead where there is no path and leave a trail.
- Ralph Waldo Emerson

Activity #4

Sharing Your Vision: The Ideal Integration of Contemplative Practices

Purpose: To create a collective vision of the ideal integration of contemplative practices into different facets of our lives.

Steps:

1. Select a discussion leader, timekeeper, recorder, and reporter (see p. 7).
2. Go around the table. Display the image that represents your ideal and share the statement/ phrase that you created.
3. As you present and listen to others at your table, identify any themes or anything that strikes you are particularly meaningful or energizing.
4. Ensure that all voices at your table are heard.
5. If there is any remaining time, talk as a group about what would be essential for or integral to the creation of your ideal.
6. As a table, prepare one list that represents elements of your collective dreams – it could include themes and energizers, essential people or resources or anything else you identify as important.
7. Record that list on the bottom of Worksheet B, Sharing Your Vision on p. 16 and turn this in to one of the facilitators.

The best way to predict the future is to create it.
- Peter Drucker

**Worksheet B:
Sharing Your Vision:
Integration of Contemplative Practices**

Dream Themes and Promising Ideas and Directions

As you see the images and listen to the dream statements, jot down those things that resonate with you. What strikes you as particularly promising for how contemplative practices could be integrated in our rapidly evolving technological society? List key images, words, phrases, and “quotable quotes” that should be in our future direction and specific high impact opportunities, priorities, projects and directions that will allow us to translate our visions into reality. You will be asked to revisit these ideas as we continue our work.

Images, Words, Phrases, “Quotable Quotes”	Promising Ideas, Directions and Visions for Integration of Contemplative Practices into Technological Societies

Activity #5 Designing Our Future

Purpose: To begin building a future that incorporates contemplative practices into our lives in new and innovative ways.

Steps:

1. During lunch, peruse the Gallery Walk to see the depictions and statements other participants created. Jot down any new thoughts or reactions that you might have. Do the same as the facilitators present the Summary of Dream themes.
2. At your table, select a discussion leader, timekeeper, recorder and reporter (see p. 7).
3. Consider all of your previous discussions and the presentations you have heard.
 - positive core of contemplative practices in a technological society
 - the dreams for the future
 - Refer back to Worksheets A&B (pages 13 & 16)

Take a few minutes and individually brainstorm a list of **high priority opportunities for Integrating Contemplative or Mind Body Practices into your communities**. These high priority items should have the most strategic potential to quickly advance our envisioned future.

4. Individually use Worksheet C, Identifying High Priority Strategic Opportunity Areas (p. 18), to create your list of the high-priority opportunities.
5. Go around the table and share your lists.
6. After you hear from everyone, as a group, consolidate your lists including everyone's ideas and eliminating redundancies. **Create one list of high priority opportunities** that you believe will have the greatest impact on creating the future you envision. *Facilitators will collect these lists to ensure no ideas are lost.*
7. **As a table, identify ONE or TWO of these ideas to share with the large group.** You may choose the one that you feel would be easiest to implement or the one that you think would be highest yield. How you choose is up to you! **Write the selected opportunity on a large Post-it** (provided on the table). Write in large print with a marker and prepare to report.

■ Saturday, April 12

Worksheet C: Designing Our Future

The Opportunities in the Future

Think “outside of the box.” Deliberately come up with as many opportunities as possible and push the ideas as far as possible.

The steps are:

- Revisit the Dream Statements around the room
- Be creative and inspiring
- Write down as many opportunities as you can
- Be ready to share your ideas at your table

Activity #6

Creating An Opportunity Wall

Purpose: To present and hear opportunities for integrating contemplative practices and then prioritize as a group which to pursue.

Steps:

1. The facilitators will guide you through this activity.
2. When your table is asked, have a representative present the opportunity or idea that your table chose and take the large post-it to the facilitator.
3. Listen attentively to the ideas presented by the other table groups.
4. Following the creation of the Opportunity Wall, decide which ideas you think are the most important to pursue.
5. Vote for your favorite 3 ideas by placing one of the dots provided on the appropriate large sticky note.

**Activity #7
Creating Workgroups**

Bringing Strategic Opportunities to Life

Purpose: To create initial plans to implement actions within your strategic opportunity area.

Steps:

1. Determine which Opportunity Area is most compelling to you and join that group.
2. Using Worksheet D, Action Planning Team (p 21), name your group, exchange contact information and identify someone who will take responsibility for initially getting the group together to begin its work. PLEASE MAKE 2 COPIES of this information — 1 for the person who will initiate the contact and one for the conference organizers.
3. Give one copy of your group's Worksheet D, Action Planning Team (p. 21) to the facilitators.

**Activity #8:
Personal Commitments**

Turn to one other person at your table and share the one or two things you, personally, will do right away to promote the incorporation of contemplative practices into your community. Jot these down below.

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-
-
-

**Worksheet D:
Workgroups: Contact Information**

Group Name: _____

Member to Initiate Workgroup Activity _____

Name	Organization	Phone	Email

After the Summit: Workgroup Planning Suggestions

1. Introduce yourselves by sharing:
 - Your name
 - A sentence or two about why you choose to work on this Strategic Opportunity Area.
2. Discuss the “areas for action,” that is, those areas which will need focus and attention to begin to bring the opportunity to life.
3. Consider the most important action areas. Choose one area of focus that you think will have the most impact; one that creates rapid success, sustainable success or both!
4. Identify the steps that need to occur in that area of focus to bring about that success. Consider short-term actions, in the next 90 days or so, and longer term actions, over the next several years.
5. Begin crafting an action plan for that area. Worksheet E, Action Planning p. 22. is provided. The Action Plan should address the following:
 - What are the critical steps?
 - Who needs to be involved?
 - What resources are needed?
 - What are the key milestones?
 - What will success look like?
6. Identify any “Quick Wins” — one or two small things that can be done right away (either by individuals or by the organization) that will have a big impact.

**Worksheet E:
Workgroup Planning**

Our Strategic Opportunity Area: _____

Action steps	Timeline	People Involved	Resources Needed	Key Milestones	Images of Measures of Success

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College of Liberal Arts and Human Sciences
Pamplin College of Business
Bradley Department of Electrical and Computer Engineering
Department of Human Development
Department of Science and Technology in Society
Center for 21st Century Studies
Diggs Teaching Scholar Association

Radford University
The Center for Appreciative Practice at the University of Virginia
The Association for Contemplative Mind in Higher Education
Applied Mindfulness Training
The Hawn Foundation
Inward Bound Mindfulness Education
YTD
Clickinks.com

Student Organizations at Virginia Tech

Teach for America
Students for Non-Violence
in affiliation with the Center for Peace Studies & Violence Prevention
Actively Caring for People (AC4P)
in affiliation with the Center for Applied Behavior Systems
Living Buddhism Club at Virginia Tech
Nepalese Student Association at Virginia Tech
Reiki Club