

NAROPA UNIVERSITY SELF-STUDY REPORT

SUBMITTED TO
THE HIGHER LEARNING COMMISSION
2015

Naropa
UNIVERSITY



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TABLE OF CONTENTS

PRESIDENT’S WELCOME	9
INTRODUCTION	11
History of Naropa University	12
The Self-Study Report	14
Progress Since 2010	17
CRITERION 1—MISSION	27
Criterion 1: The institution’s mission is clear and articulated publicly; it guides the institution’s operations.	28
1A. The institution’s mission is broadly understood within the institution and guides its operations.	28
1A1. The mission statement was developed through a process suited to the nature and culture of the institution and is adopted by the governing board.	30
1A2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.	30
1A3. The institution’s planning priorities and budgeting priorities align with and support the mission. (This subcomponent may be addressed by reference to the response to Criterion 5C1.)	34
1B. The mission is articulated publicly.	36
1B1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.	36
1B2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.	38
1B3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.	41
1C. The institution understands the relationship between its mission and the diversity of society.	42
1C1. The institution addresses its role in a multicultural society.	43
1C2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.	44

1D. The institution’s mission demonstrates commitment to the public good.	49
1D1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.	50
1D2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	52
1D3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.	53
Criterion 1: Reflections on the Present and Opportunities for the Future	54

CRITERION 2— INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT **55**

Criterion 2: The institution acts with integrity; its conduct is ethical and responsible.	56
2A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.	56
2B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.	61
2C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.	62
2C1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.	62
2C2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.	62
2C3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.	63
2C4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.	64
2D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.	64
2E. The institution’s policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.	64
2E1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.	65
2E2. Students are offered guidance in the ethical use of information resources.	66
2E3. The institution has and enforces policies on academic honesty and integrity.	67
Criterion 2: Reflections on the Present and Opportunities for the Future	68

**CRITERION 3—
TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT** **69**

**Criterion 3: The institution provides high-quality education, wherever
and however its offerings are delivered.** **70**

**3A. The institution's degree programs are appropriate to
higher education.** **70**

3A1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. 70

3A2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post graduate, and certificate programs. 71

3A3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations by distance delivery as dual credit, through contractual or consortial arrangements, or any other modality). 72

**3B. The institution demonstrates that the exercise of intellectual inquiry
and the acquisition, application, and integration of broad learning
and skills are integral to its educational programs.** **73**

3B1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. 73

3B2. Naropa University articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. 74

3B3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments. 77

3B4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work. 78

3B5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission. 81

**3C. The institution has the faculty and staff needed for effective, high-quality
programs and student services.** **82**

3C1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. 82

3C2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs. 83

3C3. Instructors are evaluated regularly in accordance with established institutional policies and procedures. 84

3C4. The institution has processes and resources for assuring that instructors are current in their disciplines and in their teaching roles; it supports their professional development. 84

3C5. Instructors are accessible for student inquiry. 85

3C6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. 88

3D. The institution provides support for student learning and effective teaching.	88
3D1. The institution provides student support services suited to the needs of its student populations.	89
3D2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.	91
3D3. The institution provides academic advising suited to its programs and the needs of its students.	92
3D4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).	93
3D5. The institution provides to students guidance in the effective use of research and information resources.	95
3E. The institution fulfills the claims it makes for an enriched educational environment.	95
3E1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.	95
3E2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.	97
Criterion 3: Reflections on the Present and Opportunities for the Future	105

**CRITERION 4—
TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT 107**

Criterion 4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and evaluates their effectiveness for student learning through processes designed to promote continuous improvement. 108

4A. The institution demonstrates responsibility for the quality of its educational programs.	108
4A1. The institution maintains a practice of regular program reviews.	108
4A2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.	111
4A3. The institution has policies that assure the quality of the credit it accepts in transfer.	112
4A4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.	114
4A5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.	115
4A6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).	116

4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.	121
4B1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.	121
4B2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.	123
4B3. The institution uses the information gained from assessment to improve student learning.	125
4B4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.	128
4C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.	128
4C1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.	131
4C2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.	132
4C3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.	133
4C4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)	138
Criterion 4: Reflections on the Present and Opportunities for the Future	139

**CRITERION 5—
RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS** **141**

Criterion 5: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future. **142**

5A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.	142
5A1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.	142
5A2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.	147
5A3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.	148
5A4. The institution's staff in all areas are appropriately qualified and trained.	149
5A5. The institution has a well-developed process in place for budgeting and for monitoring expense.	150

5B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.	151
5B1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.	153
5B2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.	155
5B3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.	158
5C. The institution engages in systematic and integrated planning.	159
5C1. The institution allocates its resources in alignment with its mission and priorities.	159
5C2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.	160
5C3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.	161
5C4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.	163
5C5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.	164
5D. The institution works systematically to improve its performance.	165
5D1. The institution develops and documents evidence of performance in its operations.	166
5D2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.	170
Criterion 5: Reflections on the Present and Opportunities for the Future	173

SUMMARY AND FUTURE DIRECTIONS 175

PRESIDENT'S WELCOME

Naropa University welcomes the Higher Learning Commission to our campuses in Boulder, Colorado. In our 40th anniversary year, we are pleased to provide the HLC with our self-study report, which reviews the progress that our university has made since our last comprehensive visit for reaccreditation in 2010 and identifies the challenges and opportunities that lie ahead.

Naropa remains firmly committed to its founding vision; that a university built upon a foundation of contemplative education could be a catalyst for enlightened transformation of both the self and the world. I have had the privilege of serving as Naropa's president for the past two and a half years, arriving in 2012 with a thirty-eight-year history of connection to the university, as its first lawyer and then longtime member of the board of trustees. I was honored to have been selected following a broad search with dozens of qualified candidates. I am also pleased to have recruited and hired Dr. Janet Cramer as our provost, who, in her first year, has become a valuable partner to me and a highly regarded leader and supporter of the faculty. As the institution has remained solidly focused on its mission of preparing students to make a difference in a rapidly changing world, Naropa University has seen success in many areas, including governance and decision making, resource management, assessment, and general education. The university has implemented visionary curricular goals, supported in large part by a Title III grant that acknowledged a place for our contemplative pedagogy in the higher education universe, and has made significant efforts with enrollment management and retention. We have improved and expanded the facilities for the Graduate School of Psychology and the School of the Arts by adding instructional and study space, rehearsal and studio facilities, and a satellite library on each campus. Naropa has reconfigured portions of the Arapahoe Campus by adding The Learning Commons, which brings together student support services into one space where students can gather and study. A new pavilion with the expanded Naropa Café now serves as a gathering and meeting space for all. We are pleased with our new affiliation with LEAPNOW, a credit-earning gap year program offering an alternative study abroad and service-learning option for entering first-year students. Thirty-two new Naropa first-year students launched this new partnership in August. As we complete a year of 40th anniversary events, we are re-launching an extended studies and professional development school to generate new revenues, attract a wider community to Naropa, and offer our faculty a platform to present new ideas.

These initiatives are indicative of the efforts we are honored to present in the chapters of the self-study, describing Naropa's accomplishments in strengthening the university. The process of creating the report was an important one, creating a framework within which multiple voices were heard and important issues discussed. The self-study report describes Naropa's accomplishments and aspirations as well as some of our ongoing challenges and opportunities where additional resources are still needed.

The efforts of many of Naropa's staff, faculty, students, and board members have come together to create this self-study. I am grateful for their work and commitment.

Naropa University looks forward to welcoming the peer reviewers for the Higher Learning Commission to the Naropa University campus in March.

Sincerely,



Charles G. Lief
President

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INTRODUCTION

HISTORY OF NAROPA UNIVERSITY

The love of wisdom puts you on the spot all the time.

—Chögyam Trungpa Rinpoche, Naropa University Founder

Naropa University's founding vision and current flowering all emanate from that pithy phrase. Naropa was founded in 1974 from the vision and leadership of Chögyam Trungpa Rinpoche, a Tibetan meditation master, scholar, and artist who, in 1959, as a nineteen-year-old monk from an inaccessible corner of a remote land, led hundreds out of a besieged Tibet on a trek to safety across the Himalayas. And who, in about a decade, learned English in India, was offered a scholarship to study at Oxford, founded dozens of meditation and study centers in Europe and North America, and was offered an adjunct faculty position at the University of Colorado bringing him to Boulder. It was during the 1970s that Western society greatly amplified its interest in Eastern spiritual traditions, especially Buddhism, seeking effective ways to adapt the contemplative traditions to the Western educational, social, and cultural sectors.

This interest has not slowed down as we now find contemplative techniques—frequently in the twenty-first century called “mindfulness”—being employed in universities around the world, as well as in the variety of institutions that make up our civil society, ranging from the arts, early childhood and K-12 education and nonprofits, to business, the military, and government. It was highly unlikely that in 1974 a congressman like Tim Ryan of Ohio would have written a book about this phenomenon called *A Mindful Nation* and even less so that a copy would be given to every sitting member of the Congress. But when that happened in 2012, it was very relevant and responsive to widespread interest. Naropa, first as pioneer and now as thought leader and collaborator, has been at the center of this inspiration and investigation for forty years.

Naropa University was envisioned to be an academic institution arising from the Buddhist heritage and integrating Western scholarly and artistic disciplines with the rich contemplative tradition of Buddhism and other spiritual traditions having a meditative or mystical body of teachings and practice. It was, from the beginning, intended to be ecumenical and free from sectarian bias, welcoming faculty and students who already identify with a faith tradition as well as those with no faith tradition at all. Naropa University seeks to nurture an educational community in which academic learning combines with experiential engagement and learned techniques of mindfulness and self-awareness.

Through the use of contemplative tools, a student has the means to be more fully present, to engage using the technique of active listening, to both appreciate wisdom in hearing the insights of others while sharpening their own insight, and to more confidently and appreciatively engage a diverse world. Far from inaccessible and esoteric, the menu of contemplative offerings is immediate and direct. Some are brief physical manifestations. Those include a tradition dating from our founding to begin and end each class or meeting with a simple bow, which at the beginning is a gesture that begins with a momentary settling of the mind and body in preparation for the transition from what was then (the “not class”) to what is now (the “class”), a respectful greeting of fellow students and faculty, and at the end is a statement of completion and gratitude. Some contemplative work involves more intensive work such as the various forms of retreat practice, a temporary departure from the fast-paced world we tend to inhabit into a more spacious place for deeper study and introspective practice. Neuroscientists are studying the impact on human cognition resulting from the present and focused attention experienced by the mindfulness practitioner. One of the foundational works that sparked this expanded field of study is *The Embodied Mind*, primarily written by the late Dr. Francisco Varela, eminent biologist and neuroscientist and a founding faculty member of Naropa. This work posited that our experiences are defined by a “spontaneous coordination of both our inner subjectivities and the external world of both persons and things in which we are embedded.”

It is from that understanding, more accessible with some faculty guidance than the words might suggest, that Naropa University pioneered contemplative education and did so through the practice and study of not only academic study but through the creative disciplines of writing and poetics, as well as fine and performing arts and their intersection through

such applied disciplines as Somatic Counseling Psychology and Art and Wilderness Therapy. Once the distinction between mind and body learning begins to break down, the efficacy of developing wisdom through a variety of gateways is clearer.

Naropa University takes its name from the eleventh-century Buddhist abbot of the Nalanda University in India, which flourished from the fifth to the twelfth centuries. Nalanda blended scholarly rigor and spiritual inquiry, welcoming all traditions to study, debate, and co-create. Naropa aspires to be a modern Nalanda, born from the social disruption and developing globalization of the 1960s and 1970s, and the chance to work with the energy of that time to, as Chögyam Trungpa said in Naropa's opening convocation in 1974, "re-ignite the pilot light of wisdom." Naropa's first sessions in the summer of 1974 brought together religious scholars such as Chögyam Trungpa, Ram Dass, and Alan Watts; anthropologist Gregory Bateson; poet and founder of Naropa's Jack Kerouac School of Disembodied Poetics, Allen Ginsberg; musicians John Cage and Colin Wolcott; scientists Francisco Varela and Jeremy Hayward; and other writers, artists, philosophers, and psychologists.

Hoping for a few hundred students, close to two thousand came to Boulder that summer. As the September 1974 *East-West Journal* reported, "Almost overnight, Boulder has become a magnet of learning and excitement and promise.... The student body is made up of an astonishing assortment of college students, dropouts, scholars, scientists, artists, therapists, dancers, department heads, musicians, housewives, and on and on. The whole first week seems to be filled with a sort of joyous incredulity that Naropa is really happening."

From that rich beginning a plan for a year-round university was developed. By 1984, when the initial application for accreditation was submitted to the North Central Association of Colleges and Schools, Naropa enrolled 235 degree-seeking students in three graduate programs (Buddhist Studies, Contemplative Psychology, and Dance Therapy) and six undergraduate programs (Buddhist Studies, Contemplative Psychology, Movement Studies, Writing and Poetics, Music, and Book Arts). By 1996, a decade after accreditation was approved, Naropa enrolled 718 degree-seeking students, 40% upper-divisional undergraduate and 60% graduate. A full four-year undergraduate college was established in 1999.

Currently, the fall 2014 census shows that 992 students are pursuing degrees in eleven undergraduate majors and fourteen graduate programs, with most offered on one of three campuses in Boulder and some online with a residential component. We signed an affiliation agreement with the visionary experiential learning alternative freshman year program LEAPNOW and beginning in September 2014, thirty-four enrolled Naropa first-year students began their higher education journey through credit-earning, service-based learning in Nepal, India, or Central America. In January 2015, Naropa will launch the first study abroad program in the Himalayan kingdom of Bhutan, through a contractual arrangement with the Royal University of Bhutan (RUB), being the first North American university to co-enroll students on one of the RUB campuses for a semester. Other study abroad programs are also offered.

Naropa attracts students from forty-eight states, the District of Columbia, Puerto Rico, and twenty countries. Students can earn BA, BFA, MA, MFA, and MDiv degrees, as well as professional development training and certifications.

Programs offered at the undergraduate level are:

- BA Contemplative Psychology
- BA Early Childhood Education
- BA Environmental Studies
- BA Interdisciplinary Studies
- BA Music
- BA Peace Studies
- BFA Performance
- BA Religious Studies
- BA Traditional Eastern Arts
- BA Visual Arts
- BA Creative Writing and Literature

Programs offered at the graduate level are:

- MA Contemplative Education (low residency)
- MA Transpersonal Ecopsychology (low residency)
- MA Contemplative Counseling Psychology
- MA Somatic Counseling Psychology
- MA Transpersonal Counseling Psychology
- MA Transpersonal Counseling Psychology, Art Therapy
- MA Transpersonal Counseling Psychology, Wilderness Therapy
- MA Religious Studies
- MA Religious Studies with Language
- MA Environmental Leadership
- Master of Divinity
- MFA Creative Writing and Poetics
- MFA Creative Writing (low residency)
- MFA Theater: Contemporary Performance

The university is located on three instructional campuses in the city of Boulder, Colorado. Boulder is a city with little to no undeveloped large parcels of land. The benefits of being in this city with proximity to the University of Colorado, a strong array of arts and culture institutions, internship and employment opportunities for students, and an internationally lauded quality of life are important to Naropa. The university committed to Boulder forty years ago and is now an important part of the fabric of the community. As a result, Naropa will continue to grow and improve its facilities to meet the challenges of a multiple campus model:

- The 3.7-acre **Arapahoe Campus** in central Boulder, with 63,000 square feet of classrooms, faculty and administrative offices, a large auditorium that serves as a meeting space and performing arts center, a meditation hall, a cafe, The Learning Commons, a computer laboratory, two student lounges, a meeting pavilion, and the Allen Ginsberg Library. The eighty-eight-bed Snow Lion Apartments, located just a few blocks from the Arapahoe Campus, serves as required student housing for all first-year students under the age of twenty-one as well as a housing option on a space-available basis for other students. Other Naropa University administrative offices are housed in rented space in the Water Street building also located just a few blocks from the Arapahoe Campus.
- The 1.88-acre **Paramita Campus**, northeast of the Arapahoe Campus, with 25,000 square feet of classrooms and offices for the Graduate School of Psychology, a library, a cafe, and a meditation hall. Enrollment in several of the Graduate School of Psychology programs is capped as a result of space constraints, and planning for managed growth is a priority.
- The 5.1-acre **Nalanda Campus** in east Boulder, with 52,000 square feet of offices and classrooms and studios for the performing and visual arts, including sculpture and pottery facilities, music classrooms, rehearsal rooms and a recording studio, a video and media arts lab, a library, a meditation hall, a cafe, and an events center for performances, large lectures, Naropa events open to the public, and civic organization use as available. The Nalanda Campus underwent a significant renovation in the summer of 2014 that converted 12,000 square feet of previously unfinished space to productive use by faculty and students as well as improving a considerable amount of the finished space. The faculty approved a change in the daily academic schedule allowing adequate time between classes so that students may travel on the free, every ten minute, bus service between the Arapahoe and Nalanda campuses allowing students to register for classes held on either campus.

The Arapahoe and Nalanda campuses each can accommodate expansion, and planning is currently underway in order to support planned enrollment growth with additional services and facilities.

THE SELF-STUDY REPORT

Naropa's self-study report is organized according to the criteria of accreditation. It describes and demonstrates how Naropa meets the criteria for accreditation while expressing the university's unique contemplative pedagogy. The creation of the self-study report was a collaborative process involving input from every constituent of the university, including faculty, staff, students, board members, and alumni. Input included participation on subcommittees and responses to various surveys such as the National Survey of Student Engagement (NSSE) and a Naropa Student Satisfaction Survey.

In spring 2013, representatives from around the university were invited to join the Self-Study Steering Committee. Subcommittee chairs were invited to lead the research and writing of individual criteria and to invite other team members to assist with this effort. By fall 2013, most teams were drafting sections of the report. In spring 2014, the university used the MyNaropa intranet site to share information about the self-study process with the community, and the Self-Study Steering Committee led a town hall to gather input from the community about key issues related to each criteria of accreditation. This information assisted the subcommittee chairs in rounding out their first drafts, which were submitted to the assistant dean of academic programming and accreditation, who assembled them into a complete first draft of the report. From late spring 2014 through early fall 2014, the draft was reviewed by members of the university community and an external reviewer in order to produce a second draft. The second draft was reviewed by members of the President’s Cabinet and selected faculty, staff, and board members to generate additional feedback. In fall 2014, the university conducted a second town hall to share updates on the report and to gather more input from the community. Following feedback from all sources, a final draft of the report was created. The Department of University Relations implemented a communication plan for internal and external audiences about aspects of the process and about the key facts brought forward as evidence of meeting accreditation criteria. This effort included online, digital, and video content as well as community meetings and public notices to encourage broad awareness and participation in the self-study process.

Self-Study Steering Committee

Naropa’s self-study effort was led by two co-chairs, Provost Dr. Janet Cramer and faculty member Dr. Anne Parker. The Self-Study Steering Committee was comprised of these co-chairs along with President Charles Lief and board of trustees members John Cobb (himself a former Naropa president) and Dr. Carolyn Jacobs, along with Development Director Andrea Auguiste and the chairs of the self-study subcommittees. Table I.1 below shows the self-study subcommittees and their team members.

Table I.1
Self-Study Subcommittees

SUBCOMMITTEES	CHAIR	CONSULTING TEAM MEMBERS
CRITERION 1: MISSION		
1A–D: Mission	Dr. Deborah Bowman	Marty Janowitz, Dr. Judith Simmer-Brown, Dr. Reed Bye
CRITERION 2: INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT		
2A–E: Integrity and ethics	Joy Valania	Bob Cillo, Angie Gossett, Danielle Poitras
CRITERION 3: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT		
3A: Degree programs	Dr. Janet Cramer	Susan Martich, Jirka Hladis, Dr. Ted Lamb
3B1–3: General Education	Carole Clements	Jeremy Lowry, Carol Frederick
3B4: Diversity	Barbara Catbagan	Dr. Don Matthews, Sarah Harding, Matt Peterson

SUBCOMMITTEES	CHAIR	CONSULTING TEAM MEMBERS
3B5: Scholarship, creative work, and discovery	Dr. Christine Caldwell	Lia Barnes
3C: High-quality programs and instructors	Dr. Janet Cramer	Dr. Christine Caldwell, Lia Barnes, Susan Martich
3D: Student support	Cheryl Barbour	Bob Cillo, Lily Board, Student Affairs staff
3E: Co-curricular programs and community engagement	Cheryl Barbour	Bob Cillo, Matt Peterson, Amy Munger, Sarah Steward
CRITERION 4: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT		
4A1: Program review	Dr. Ted Lamb	Jeremy Lowry, Dr. Elaine Yuen, Dr. Lynn DiLorenzo
4A2, 4A3: Credits awarded and accepted	Cheryl Barbour	Mari Dark, Carole Clements
4A4: Prerequisites, rigor, faculty qualifications, and dual credit	Dr. Janet Cramer	Dr. Christine Caldwell, Lia Barnes, Susan Martich
4A5: Specialized accreditation	Dr. Janet Cramer	Dr. Michael Franklin, Wendy Allen
4A6: Student success and preparation	Cheryl Barbour	Nancy Morrell, Sarah Steward, Melissa Holland
4B: Assessment	Dr. Ted Lamb	Carole Clements, Jeremy Lowry, Dr. Elaine Yuen, Dr. Lynn DiLorenzo
4C: Retention, persistence, and completion	Cheryl Barbour	Bob Cillo, Lily Board, Carole Clements, Jeremy Lowry
CRITERION 5: RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS		
5A: Resources	Todd Kilburn	Dave Edminster, Aaron Cook, Angie Gossett, Patti Warren
5B: Governance	Dr. Deb Piranian	John Cobb, Mark Miller, Seann Goodman, Mari Golan
5C: Planning	Joy Valania / Todd Kilburn	Angie Gossett, Dr. Ted Lamb, John Cobb, Judith Sumner
5D: Operations	Todd Kilburn	Joy Valania, Angie Gossett, Dr. Ted Lamb

PROGRESS SINCE 2010

Naropa was granted accreditation for five years following a comprehensive visit for continued accreditation on March 8–10, 2010. The visiting team’s report confirmed that Naropa continues to meet the HLC criteria of accreditation. Commission follow-up was recommended in the areas of financial stability, efficient and effective administrative structure, and effective execution of the strategic and enrollment plans. Naropa hosted a focused site team visit on April 9–10, 2012, and reviewers were satisfied with Naropa’s progress and increased stability and efficiency.

Since its last comprehensive site visit and focused visit, Naropa has made further progress on all areas of concern. This section of the self-study summarizes the actions taken since 2010 in response to reviewer observations and suggestions, which are listed below as broad themes.

Governance and Decision Making

Naropa has made substantial progress in response to reviewers’ suggestions for more transparency with regard to shared governance, increased use of data for making decisions, and improvements in internal and external communication.

With regard to governance, faculty have been empowered through a committee structure that clearly delineates faculty responsibility or oversight in matters such as curriculum, assessment, planning and budgeting within Academic Affairs, grievance procedures, procedures related to sabbatical awards and promotions, advancement of contemplative education, and diversity and inclusion. In addition to faculty governance, Naropa has improved decision-making processes by clear empowerment of vice presidents and division directors who are responsible to make decisions within their divisions ensuring that timely, accountable progress is made toward Naropa’s strategic goals and objectives. The President’s Cabinet serves as an advisory body to the president and the university related to issues of broad significance and strategic importance to the entire university, ensuring that constituent voices are considered prior to decisions made at the executive level. The President’s Cabinet meets each semester with the faculty senate (Cauldron) to discuss issues impacting shared governance and institutional management and both the president and provost are non-voting members of Cauldron, attending its weekly meetings to report, reply to questions, and participate in policy matters relevant to faculty and the university.

Naropa values the importance of data-driven decisions with regard to allocation of resources and to make improvements. In spring 2014, the vice presidents of Academic Affairs, Student Affairs, and Business Affairs decided to divide the task of institutional research among the three divisions. In Academic Affairs, part of this function is covered by the academic coordinator who handles institutional updates to federal agencies, accreditors, and college directories/guides. This position also oversees the administration and analysis of student surveys such as CIRP, NSSE, and Naropa’s Student Satisfaction Survey and provides data to the Academic Affairs division regarding course offerings, student/faculty ratios, and other relevant data. In Student Affairs, the project manager fills requests for research and data related to enrollment management, including enrollment trends, competition analysis, retention data and predictive modeling for recruitment and retention, and market research for newly proposed programs as well as programs undergoing program reviews. In Business Affairs, the controller collects data relevant to decisions made in that division, and in fall 2014, a financial analyst was hired to collaborate with staff and faculty to develop budgets and to assess market research and suggested outcomes to ensure programmatic efficacy and financial sustainability. This decentralized structure for institutional research provides the university with a more responsive framework allowing each division to collect the relevant data for their decisions and procedures. All data produced by each position is kept in a central repository, shared drive, so decision makers have access to information as needed. A Jenzabar data warehouse product, “Capture,” has also been purchased and is in the process of implementation, which will allow all decision makers to have quick and easy access to high-level data captured at appropriate census dates. In some cases, live data (updated every twenty-four hours) will be available. Significant time and energy is being invested to clean historical data and refine reporting to provide the most useful and accurate information. As the process to ensure clean data is time consuming, information regarding student recruiting, enrollment, and retention will be available by fall 2015 with other areas being phased in over the next year. In the meantime, Naropa users have access to the information.

The university has been intentional about utilizing a number of means of collecting data, using both quantitative and qualitative analysis. Data collected helps inform the administration as it makes decisions on every level. Naropa employees use appropriate data in decision making through initiatives such as the establishment of employee performance appraisals, continual refinement of budget process and timelines, and the improvement of work order, inventory systems, and project management plans. Staff in each administrative department use Weave, an online assessment platform, to facilitate data collection, tracking, and analysis that can be applied to departmental decision making on strategic priorities.

Other examples of data-driven decisions are described in Criterion 5D. In addition, the following are examples of how Naropa uses data to make decisions:

- The use of benchmark institutional data to determine goals for core faculty salary increases completed in 2013–14 and the current staff salary equity increases initiatives tied to agreed-upon benchmarks;
- Decisions about new core faculty positions are supported based on the student/faculty data compiled by the Academic Affairs Planning and Resource Committee;
- Criteria charts are used in evaluating applicants for new core faculty hires;
- Key faculty are trained and given access to IPEDs data to aid in quality-improvement initiatives;
- Work done under the \$2 million Title III Strengthening Institutions Grant awarded in 2009 is informed and driven by data on key student indicators such as NSSE results, retention and graduation rates, and extensive evaluation of programmatic effectiveness.

Naropa has been working steadily to improve communications and transparency in decision making and deliberation in order to involve and inform as wide a cross section of the community as possible. Over the last five years, the university has instituted a variety of initiatives to keep the campus informed about university initiatives. With the reorganization into the school structure, an additional layer of communications was added. Many schools and divisions have inclusive meetings or retreats where information is shared. Cauldron, the President's Cabinet, and faculty governance committees make their meeting notes available publicly through MyNaropa. Additional information is shared at Academic Council (made up of all core faculty), in regular town hall meetings, and through email communications to all constituencies of the Naropa community. University policies and procedures, along with the university budget, may be found on MyNaropa. An Academic Affairs master calendar and a calendar of university events and recurring deadlines are published on MyNaropa to help constituents track these important dates.

Within the division of Academic Affairs, the Office of the Provost has worked systematically to bring inclusivity and transparency to all areas of operations. Through the faculty committee structure, the Faculty Affairs Committee, and the Academic Affairs Planning and Resource Committee, the faculty are involved extensively with policies and procedures affecting faculty and with planning and resource allocation. Communication within the Academic Affairs division is aided by the school deans, who meet regularly with faculty and staff in their schools to share information. A newly revised faculty handbook clarifies roles and responsibilities among the faculty as a whole, Cauldron, faculty administrators such as deans and chairs, and the Office of the Provost.

In 2014, Naropa hired a director of university relations who was tasked with increasing institutional visibility and internal communications. Institutional visibility improved through an enhanced focus on external relations and proactive media relations. During the April–October 2014 time frame, Naropa generated a significant 300% increase in media coverage relative to the previous eighteen months on topics as diverse as academic programs, faculty achievements, capital improvements, and major events and programs. An intentional strategy to grow Naropa's social media presence resulted in a 50% growth on Facebook followership in an eight-month period. Internal communication improved with the installation of networked LCD screens across campus facilities and a remodel of the Naropa website. Specific attention was paid to the Naropa website, www.naropa.edu, to improve the user experience and user interface, navigation, and the accessibility of information. A more responsive design was developed that allows for greater readability across different browsers and smartphones. Since June 2014, www.naropa.edu has seen a visible increase in key performance

indicators, including time onsite, unique and overall visitors, and actions taken. The Department of University Relations is also improving the site functionality, organization and layout, and labeling and messaging of the internal MyNaropa portal.

Facilities and Technology

Naropa has made progress in response to reviewers' suggestions regarding facility enhancements, library expansion, and an upgrade to institutional technology. The reviewers noted that three campus locations "is a challenge" and that "better space utilization provides growth potential."

As described in more detail in Criterion 5, Naropa plans for an annual surplus of at least 3 percent to both bolster financial reserves and undertake capital projects that address deferred maintenance needs and expansion of capacity. More than \$3.5 million has been spent in facilities improvements over the past three years, including the expansion of the Paramita and Nalanda campuses and upgrades to physical and technological infrastructure on all campuses. Enhancements that specifically advance academic effectiveness—and are described in Criterion 3—include new computers, upgraded classrooms, an improved wireless infrastructure, more study and meeting spaces, the addition of two satellite libraries, and an expanded library collection that totals nearly 300,000 virtual and digital volumes. Enhancements that advance the appeal of the university include the creation of The Learning Commons, a central location for student services and resources, and improvements to Snow Lion (the student-housing facility), and the creation of more student study and meeting spaces. In addition to these major projects, the Naropa facilities plan includes a timeline to address deferred maintenance needs.

Naropa has been working toward better utilization of the Jenzabar system for advising, data collection, and enrollment management. Jenzabar was contracted in 2010 to do a business analysis of Naropa's utilization of their products. Their recommendations included extensive training and "re-implementation" of the various areas of the product, including admissions, registration and advising, financial aid, student affairs, accounting, accounts payable, accounts receivable, human resources, and payroll. A recommendation was made to move toward a "managed services" relationship with Jenzabar that could better serve the university's needs by providing more highly qualified staff with access to the additional resources and personnel within Jenzabar. Both of these recommendations were adopted along with the incorporation of additional software such as document imaging, a data warehouse, dashboard reporting, retention management system, Cognos reporting tools, and several other upgrades. A "power-user" summit in fall 2014 brought together point people in each functional area to continue to improve communication, data standards, and business practices. In addition, a project timeline and scope of work has been completed to begin implementation of a document imaging system with first phases to be completed in January 2015. A retention management system was implemented in 2012 with incremental improvements each year, including the adoption of an early-alert notification system for at-risk students. A new learning management system was implemented (including a grade book feature and attendance tracking) allowing more control, broader utilization, flexibility, and significant cost savings. A data warehouse is in the process of implementation. The warehouse and dashboards are scheduled to be fully functional in 2015. In entering into the managed service relationship with Jenzabar, many issues were resolved. However, there are still some outstanding issues to be addressed. The vice president for business affairs and chief financial officer and the vice president for student affairs and enrollment management have been working together with Jenzabar to resolve some of the issues, particularly around the readiness of the software in the advancement module.

Naropa has met the challenge of three campus locations in a variety of ways. The first was to institute block scheduling that provided for consistent class meeting times among campuses and to ensure that students have adequate time to travel from one campus to another. Block scheduling enables improved utilization of classroom spaces and greater scheduling flexibility, which allows for additional growth of the undergraduate population. The City of Boulder has improved the bike lanes to improve bike access to the Nalanda Campus, and bicycle rental stations have been located on all three campuses. Ample parking is provided on each campus and students and staff are provided with regional transportation passes. Naropa has also improved and expanded the instructional, support, and food services at all the campuses so that students can access services at the campus that is most convenient to them.

Resource Management

Naropa has made progress in response to reviewers' suggestions regarding establishment of a budget committee, determining appropriate staffing levels, scheduling program reviews that can inform resource allocation, and development of a robust advancement office that can lead a major capital campaign.

As described in more detail in Criterion 5, Naropa has created a University Planning and Resource Committee (UPARC) designed to "create a centralized committee to coordinate strategic efforts, inclusive of budgeting; develop a culture of strategy and analysis that drives budgeting; engage faculty and staff involvement at earlier phases of the budget development process; establish a budget process that is set in context of resource allocation for strategic initiatives; and allow more transparency and participation in the actual building of the budget." In addition to this university budget committee, the Academic Affairs and Business Affairs divisions have created their own divisional planning and resource committees that advise on the budgeting and planning processes within those divisions. For instance, the Academic Affairs Planning and Resource Committee reviews data related to program enrollments, number of majors, faculty and staff FTE, and retention and graduation to inform budgeting and resource allocation. Collectively, the work of these committees enables Naropa University to engage in a multi-year budgeting process that is guided by the goals of the strategic plan.

With regard to staffing levels, Naropa engaged in a campus-wide project to downsize and gain efficiencies through combining several small departments into a school structure and combining part-time positions into more efficient and centralized full-time positions. To ensure continued efficiency, the vice president for business affairs and chief financial officer has tasked the director of human resources to develop key metrics for determining appropriate staffing levels for each office and division and a plan for annual assessment of Naropa's overall employee structure based on those metrics. Any new positions that are dependent on increased enrollment—such as in the Office of Admissions—are deferred if enrollments do not meet anticipated targets. Although some staff positions have been added since the downsizing, the positions were strategically added to help advance growth and to address clear areas of need. For instance, positions were added to grow Naropa's extended studies offerings, study abroad, and leadership programs and to address needs related to diversity and university relations.

External and internal academic program reviews help with decisions regarding resource allocation and efficient program operation. Since the last accreditation visit in 2010, the following programs have undergone external review: Master of Divinity, MFA in Creative Writing and Poetics, MA in Environmental Leadership, MFA in Theater, MA in Contemplative Education, BA in Contemplative Psychology, BA in Traditional Eastern Arts, and MA in Transpersonal Ecopsychology. Every academic program at Naropa is scheduled for external program review once every seven years. In addition, annual program reviews are conducted to assess student learning outcomes, program goals, and resource needs. The procedures for academic program review and examples of how these reviews inform decision making and resource allocation are provided in section 4A1. In addition to these reviews, in fall 2014, the provost began working with school deans and the Academic Affairs Planning and Resource Committee to devise an additional program evaluation process whereby data points related to enrollments, number of majors, credit hours generated, and instructional resources are evaluated to guide resource allocation decisions and possible consolidation of programs.

Over the last two years, the Office of Development has rebuilt and reorganized to focus on building a sustainable foundation for Naropa's vision and priorities. The staff includes an experienced director of development, skilled fundraising team, and a robust alumni relations program. The Annual Fund 2013–2014 (unrestricted and temporarily restricted funds) brought in 25% more than has ever been raised in the history of the university, and overall fundraising increased in each year (see Table I.2). The 2014–2015 Annual Fund is on pace to exceed that amount.

Table I.2
Fundraising Data

	FY 2011–12	FY 2012–13	FY 2013–14
Number of Donors	411	773	964
Total Raised	\$798,896	\$986,885	\$1,443,990

Development staff outlined a fiscal year plan to grow donor participation in the Annual Fund through an increased number of cultivation and solicitation appointments for staff and the president, amplified communications throughout the year that include three new newsletters and e-newsletters, and major donor prospect work in partnership with faculty to reawaken interest from existing donors while also reaching out to new donors. The Development Office uses data to direct the Annual Fund strategy, analyzing response and renewal by channel and making year-to-date comparisons by constituency. The president is actively involved with support for fundraising and receives regular [reports on fundraising activity](#). Naropa’s Development Office has been strengthened by building strong partnerships with university leadership and the board of trustees.

After demonstrating significant increases in donors and dollars raised, the Development Office staff is now working with the Board Development Committee to create a Campaign Readiness Group (CRG) to determine the best course for operationalizing a comprehensive fundraising campaign. The campaign goal is \$10 million. The specific aims of the campaign are to sustain Naropa’s mission, become less tuition dependent, sustain and expand current programs, create new programs that serve the mission, expand Naropa’s reach in the world as the leader of contemplative education, and support the facilities and infrastructure to meet student recruitment goals, faculty research efforts, outreach, and new programs.

Campaign Readiness Group: Process Steps and Timeline

- Begin engaging close friends and past donors in making pacesetting gifts and pledges during the silent phase. (Now and into early 2015)
- Approve strategy for a five-year campaign (2015–2019) that begins with a silent phase in fiscal year 2014–2015, followed by a public launch in fiscal year 2015–2016. (By end of 2014)
- Discuss and agree on a percentage target to raise in gifts and pledges before the public launch. Because Naropa’s donor base is relatively small, it is likely necessary to raise 40–50% of the goal during the silent phase. Additional prospects that lie outside of Naropa’s database (for instance, those in the Shambhala community or other such networks not directly associated with the university) will need to be identified as well. (By end of 2014)
- Discuss and approve Naropa’s “Case for Funding” from which all collateral materials, future advertising, and other communications will be structured. (By end of 2014)
- Aided by staff, identify areas of staffing and/or resources that may not currently exist in the development office, but are necessary to success, such as estate planning, grant writing, additional data entry, as well as future consultation. This work will further help determine the full budget for the campaign. (By end of 2014)
- Create a campaign budget. (By end of 2014, initial draft by December 1, 2014)
- Led by staff, conduct feasibility meetings with key alumni, faculty/staff, students, and select donors to further test the Case for Funding and gauge buy-in. Those meetings will occur after CRG gives final approval to the Case for Funding. (December 2014–February 2015)

- President Lief to meet individually with each trustee. (December 2014–March 2015)
- Board of trustees dialogue at mid-February meeting focused on long-term strategic envisioning and planning. Refine Case for Funding and strategy as determined. (March 20–21, 2015)
- Approve campaign budget. (By March 2015)
- Identify campaign committee leadership and campaign volunteer solicitors. (December 2014–April 2015)
- Create and begin to implement a marketing campaign over four years with clearly articulated strategies for raising the remaining 60% in a public-facing campaign. (2014–2015)

Assessment and Instruction

Naropa has made substantial progress with regard to student learning outcomes assessment and in response to reviewers' suggestions that we address both technology needs and informational literacy needs, that we provide the infrastructure for multimedia in classrooms, and that we "discover ways to infuse the unique worldview into appropriate service-learning opportunities."

With regard to student learning outcomes assessment, all undergraduate programs and courses are aligned to the six broad outcomes of the curricular arc, allowing assessment to happen within the core curriculum and as part of degree program assessment. With the newly implemented Weave software, it is possible to run reports detailing institutional efforts to assess each area of the curricular arc. This gives the faculty the ability to review the different assessments related to each of the essential learning outcomes. Further, Title III has developed model rubrics based on the undergraduate curricular arc, available to faculty through the [Naropa University Rubric Library](#). The curricular arc at the introductory level is assessed within the core program, and the milestone and capstone levels are assessed within the various undergraduate degree programs. This is described in more detail in Criterion 4.

With respect to technology and informational literacy needs, Naropa has added eighteen smart classrooms allowing faculty and students to access web resources and use multimedia in classrooms. Currently twenty-one classrooms have such technology access and another eighteen are being converted over the next two years. All on-site Naropa courses have the possibility to include an online supplement and resource room through use of the university's e-Learning platform or the Digation ePortfolio systems. Distance Learning students also access the e-Learning system for the university's distance education program. All students and faculty who access e-Learning are given support in the use of the technology through video- and text-based tutorials for the e-Learning system. Accessible from computers as well as mobile devices, the tutorials model actual e-Learning courses, preparing faculty and students for success. Special faculty tutorials teach faculty how to work with the e-Learning platform and complete essential functions such as running discussion forums and posting and grading assignments.

The director of distance learning serves as an e-Learning help desk, training and supporting faculty and students with the integration of e-Learning components into their classes. Support provided in this way builds faculty knowledge, capacity, and skills to create a technology-rich learning environment. The Naropa library offers support on using multimedia equipment and the smart classrooms. Offered through the human resources department, the IT department has offered courses on using Microsoft Office and Excel. The IT department has implemented office scheduler software to facilitate the scheduling of office appointments for students and faculty at the Paramita Campus. The MyNaropa mobile software is addressing the accessibility of systems with smart phones and tablets. Disability Resources is using new software to track accommodations for disability services. IT has upgraded the help desk system so it is now more streamlined and user-friendly. The new help desk has increased the responsiveness to requests and problems.

Naropa's undergraduate degree program continues to make enhancements toward supporting the development of students' technology literacy skills through both direct and indirect initiatives. One of the major initiatives impacting technological literacy has been the launch of ePortfolios in the undergraduate program. Many classes and programs, including the required core seminar in community-based learning and action, have begun to require students to design

their own ePortfolios. Through ePortfolio projects, students begin to reflect on and intentionally shape their web presence. They gain basic experience and confidence with web design and learn how to use the web to communicate about their academic and professional aspirations and learning. Starting in fall 2014, basic technology literacy coaching has been available to all students upon request through the Academic Coaching Program.

Since the last review period, and as described in more detail in 3E2, Naropa University has expanded internship and service-learning course offerings. Programs and courses developed as part of the Title III grant expand the opportunities for leadership development and vocational skill acquisition, including an alternative spring break course, a sophomore shadow program with local alumni, and a fruitional internship course available for seniors regardless of major. Capstone courses in the degree programs also offer opportunities for service learning. Since the implementation of the grant, students report significant increases in participation in service-learning activities. Through the implementation of the curricular arc, majors have been charged with embedding introductory, milestone, and capstone experiences that incorporate service learning. At the same time, Career Services recognized a growing need to continue developing community partnerships to support these initiatives. As part of this initiative, the mission and staffing of Career Services was expanded to include a graduate assistantship and, in 2012, an additional full-time position serving Career Services and Community Engagement. The staff has been available to support both curricular and co-curricular service learning opportunities.

General Education

Naropa has made substantial progress with regard to its general education program, including a process for assessing the core curriculum. Reviewers suggested that Naropa address a perceived “disconnect between the core curriculum and program curriculum,” which has been addressed through the articulation of the curricular arc of six broad student learning outcomes. Although Naropa has addressed, in part, concerns about curricular coverage of languages, technology, literacy, math, and physical sciences, there is still a need to strengthen our offerings in these areas.

The university has revised general education requirements and identified six broad learning outcomes for these core requirements and for the entire undergraduate curriculum. Building depth and breadth into the curriculum, these six essential learning outcomes have been articulated at introductory, milestone, and capstone learning levels (termed the “curricular arc”), and the entire undergraduate curriculum has been mapped to these outcomes. The broad areas and subcomponents of Naropa’s curricular arc, ratified by the faculty in 2012, are as follows:

1. COMPETENCY IN CONTEMPLATIVE THEORY AND PRACTICE

Graduates cultivate unbiased awareness and presence of self, insight and clarity of mind, and compassionate practice.

2. SKILLFULNESS IN ADDRESSING DIVERSITY AND ECOLOGICAL SUSTAINABILITY

Graduates are able to think critically and analytically about social and cultural diversity; they recognize the interconnectedness of the human community to ecological sustainability and cultivate sustainable practices.

3. ABILITY TO EMPLOY MULTIPLE MODES OF INQUIRY, KNOWING, AND EXPRESSION

Graduates are able to think, read, and write analytically and critically; use academic research methodology; and utilize library resources and technical media. Graduates understand and are able to employ the contribution of the arts to human inquiry, knowing, and expression.

4. EMBODY INTRA- AND INTERPERSONAL CAPACITIES

Graduates are able to effectively communicate as individuals and in collaboration with others through empathetic listening and inquiry, embodied deep listening and dialogue, and intercultural competency in diverse groups.

5. DEMONSTRATE KNOWLEDGE AND SKILL IN A DISCIPLINE OR AREA OF STUDY

Graduates develop a comprehensive understanding of both foundational and advanced concepts and methods in their area of study; build awareness of contemporary issues; and demonstrate the ability to apply, synthesize, or create knowledge through a capstone project or paper.

6. APPLY LEARNING IN REAL-WORLD SETTINGS

Graduates are able and inclined to engage real-world challenges and work ethically and effectively across diverse communities.

A more detailed discussion of the curricular arc can be found in Criterion 3B2. The core curriculum, Naropa's undergraduate general education program, is designed to support student achievement at the *introductory* level of these six learning outcomes. Assessment of the core curriculum is discussed in more detail in Criterion 4.

Tackling the perceived disconnection between the general education program, or core curriculum, and the majors was one of the guiding principles of the curriculum work undertaken by Naropa's Title III grant. Beginning with the creation of the six essential learning outcomes of a Naropa education in the academic plan, the Title III grant supported faculty in elaborating those six into fifteen more specific student learning outcomes, which were then placed into a developmental arc with introductory, milestone, and capstone levels of learning in each area. In that context, the core curriculum was to deliver on the introductory level, and the major areas of study on the milestone and capstone levels. The area requirements were redesigned by the faculty in order to ensure that each course played a role in delivering the introductory outcomes.

Within each undergraduate major, all courses were aligned to the undergraduate curricular arc. Based on learning outcomes, this process enabled the faculty to think through and communicate the role of the core curriculum and exactly how its learning outcomes support the undergraduate majors.

Naropa College will continue to prioritize the development of math and science curriculum at the university. Currently, Naropa's core curriculum has a science and sustainability requirement. In order to provide courses that meet this requirement, several programs have revised course content to emphasize the sciences. For example, the Environmental Studies program offers field science courses such as physical geography, field ecology, and geology that work with the natural world and ecosystems. Courses in the Contemplative Psychology program explore subjects such as anatomical systems, modern scientific understanding of perceptual processes, research methods and statistics, scientific methods, alternative and complementary medicines, and biochemistry of foods. Also, in 2012, Naropa updated a consortium agreement with the University of Colorado (CU) to offer science and math courses. Through this agreement, students may take a variety of math and science courses that are complementary to the Naropa curriculum. Advisors ensure that students are aware of this option. Students can take these courses for a fee ranging from \$300 to \$900. Table 1.3 shows the correspondence between CU courses and the core requirement they fill in the Naropa curriculum.

Table I.3
CU Courses Available to Fill Naropa Core Requirements

CU COURSE NUMBER & # OF CREDITS	CU-BOULDER EVENING COURSE TITLE	NAROPA CORE AREA FULFILLED BY THIS CU COURSE	NAROPA CONSORTIUM COURSE #
ANTH2010 (3)	Intro to Physical Anthropology (offered in fall only)	COR190 Scientific Inquiry	SCU377
BCOR1010 (3)	Intro to Business	COR100 General Elective	SCU379
COMM1300 (3)	Public Speaking	COR100 General Elective	SCU379
EBIO1210 (3)	General Biology (offered in fall only)	COR190 Scientific Inquiry	SCU377
ECON2010 (4)	Principals of Microeconomics	COR100 General Elective	SCU379
ECON2020 (4)	Principals of Macroeconomics	COR100 General Elective	SCU379
GEOG1982 (3)	World Regional Geography	COR190 Scientific Inquiry	SCU377
GEOG1992 (3)	Human Geographies	COR190 Scientific Inquiry	SCU377
GEOG3251 (3)	Mountain Geography	COR190 Scientific Inquiry	SCU377
GEOG4100 (1–3)	Special Topics in Geography: World Water Today and Tomorrow	COR190 Scientific Inquiry	SCU377
MATH1012 (3)	Quantitative Reasoning and Mathematical Skills	COR190 Scientific Inquiry	SCU377
MATH1011 (3)	Fundamentals and Techniques of College Algebra	COR190 Scientific Inquiry	SCU377
MATH1300 (5)	Calculus 1	COR190 Scientific Inquiry	SCU377
PHIL1000 (3)	Intro to Philosophy	COR100 General Elective	SCU379
PSCI2004 (3)	Survey of Western Political Thought	COR100 General Elective	SCU379
PSYC2012 (3)	Biological Science	COR190 Scientific Inquiry	SCU377
SOCY1001 (3)	Intro to Sociology	COR100 General Elective	SCU379
SOCY2031 (3)	Social Problems	COR150 Diversity	SCU374

While Naropa’s science curriculum is more field based than laboratory based, university laboratory spaces include the William D. Jones Community Greenhouse, which supports curriculum in permaculture and horticulture, and the Naropa University Consciousness Laboratory, a training and research facility that fosters a contemplative approach to psychological science.

Faculty Matters

Naropa has responded to reviewers' suggestions that a new faculty mentoring program be created, that expectations of what constitutes strong performance in teaching and scholarship be clarified, and that funding be provided to assist faculty in these efforts.

Naropa's faculty orientation procedures have substantially improved. In addition to a half-day orientation, faculty are enrolled in an online orientation course with video tutorials and information covering such topics as Naropa's mission, the Division of Academic Affairs and its structure, curriculum, and assessment (assessment, grading rubrics, student learning outcomes, syllabus instructions), MyNaropa, the Learning Management System and e-Learning, course evaluations, student services (Academic Coaching program, Early Alert System, Students with Disabilities, Writing Center, Title IX), library, and where to go for help (key personnel and their contact info). In fall 2014, peer review committees were named in each of the schools. Included in the charge for these committees is the mentoring of new faculty members. Finally, one of the primary goals of the newly established Center for the Advancement of Contemplative Education (CACE) is to mentor new faculty in contemplative education and Naropa's unique pedagogy.

The Naropa faculty handbook was extensively revised and updated in 2013–2014. The handbook now provides clear expectations for assignments, workload, and professional growth and development, including contemplative practice, professional practices, community service, and service to one's professional field and service to the world. All faculty are evaluated regularly. Core faculty complete an annual evaluation form, which allows them to report on work completed and establish goals for the following year. This evaluation process, which follows the procedure outlined in the faculty handbook, includes an opportunity for self-review followed by peer review, school dean review, and review by the provost. A newly formed school-level peer review team reviews the faculty evaluation form and discusses a faculty member's goals for the future. In the following year, these goals form the basis for conversation about the faculty member's accomplishments in that year and inform future goal setting. Naropa recognizes that faculty have different goals and has tailored the annual evaluation form so that it provides important feedback to faculty seeking promotion, for instance, or for senior faculty who may be seeking ways to reinvigorate their scholarship, creative activity, or teaching. Thus, the form focuses on those areas that are essential for promotion: teaching; research, scholarship, and creative activity; contemplative practice; and service to the university and one's disciplinary or professional community.

Faculty development funds are budgeted annually in the Academic Affairs division. Each year core and core-candidate faculty can propose a development activity that is awarded through their school. The faculty handbook sets the parameters for what kinds of activities are eligible for funding. On some occasions, the president's office has funded activities of strategic importance to the university, such as meetings and collaborations with other institutions. Since the advent of the Title III grant, the university has been able to support a wide variety of faculty development activities targeting the undergraduate faculty. Major areas of focus have included trainings of ePortfolio pedagogy, support for high-quality teaching practices, strengthening faculty capacity around student learning outcomes assessment, service learning, and teaching ecological sustainability across the curriculum. In addition to this support, the Office of Academic Affairs budgets \$50,000 annually to support faculty development in research, contemplative education, and interdisciplinary projects. Faculty are also eligible for additional faculty development funds through the Center for the Advancement of Contemplative Education (CACE), launched in 2014. Besides supporting communication and collaboration about contemplative education, CACE activities focus on enhancing Naropa University's capacity in contemplative education, especially among the faculty. One goal is to further train Naropa University core and adjunct faculty in best practices in contemplative education, linking initiatives in faculty development, contemplative research, faculty fellowships, and teaching and learning.

The background of the page is a solid orange color. It is decorated with a pattern of small, white, concentric circles. These circles are scattered across the page, with a higher density on the left side, where they form a shape reminiscent of a stylized star or a cluster of points. The circles vary slightly in size and are arranged in a way that creates a sense of depth and movement.

CRITERION 1: MISSION

CRITERION 1:

THE INSTITUTION'S MISSION IS CLEAR AND ARTICULATED PUBLICLY; IT GUIDES THE INSTITUTION'S OPERATIONS.

1A. THE INSTITUTION'S MISSION IS BROADLY UNDERSTOOD WITHIN THE INSTITUTION AND GUIDES ITS OPERATIONS.

The Naropa University Mission Statement is as follows:

Inspired by the rich intellectual and experiential traditions of East and West, Naropa University is North America's leading institution of contemplative education.

Naropa recognizes the inherent goodness and wisdom of each human being. It educates the whole person, cultivating academic excellence and contemplative insight in order to infuse knowledge with wisdom. The university nurtures in its students a lifelong joy in learning, a critical intellect, the sense of purpose that accompanies compassionate service to the world, and the openness and equanimity that arise from authentic insight and self-understanding. Ultimately, Naropa students explore the inner resources needed to engage courageously with a complex and challenging world, to help transform that world through skill and compassion, and to attain deeper levels of happiness and meaning in their lives.

Drawing on the vital insights of the world's wisdom traditions, the university is simultaneously Buddhist-inspired, ecumenical, and nonsectarian. Naropa values ethnic and cultural differences for their essential role in education. It embraces the richness of human diversity with the aim of fostering a more just and equitable society and an expanded awareness of our common humanity.

A Naropa education—reflecting the interplay of discipline and delight—prepares its graduates both to meet the world as it is and to change it for the better.

Naropa University's mission statement is clear, inspiring, and broadly understood. It is publicly articulated to our constituents and stakeholders, including students, faculty, staff, parents, alumni, and members of the local community. The mission statement guides the institution's strategic planning, academic programs, student support services, and planning and budgeting processes. It is published on [Naropa's website](#), in the [course catalog](#), [student handbook](#), and [employee handbook](#).

The Naropa University Mission Statement articulates the university's vision and aspirations for the outcomes of a Naropa education. The distinctive nature of the mission, with its emphasis on contemplative education, is what Naropa University is known for internally and externally. In its particular uniqueness, it provides a litmus test for all of the institution's activities and planning. Increasingly, and since its founding, Naropa has become widely known as the provider of a Buddhist-inspired, contemplative educational approach at the college and graduate level. The 2009 strategic plan of the university emphasized the enhancement of this mission in its choice of title, "Deliver Distinction with Excellence," calling for the delivery of this unique approach joined with the excellence expected of all institutions of higher education.

The university mission guides the university's teaching, engagement, and other practices and provides a foundation for other vision and planning documents throughout the university. The mission statement can be distilled into seven core themes:

1. The emphasis on the delivery of contemplative education;
2. The view of human beings as inherently good;
3. The view of students as whole persons and lifelong learners;
4. The interplay of inner development and engagement with the world;

5. The simultaneous valuing of Naropa’s Buddhist heritage and other religious and spiritual traditions;
6. The value of diversity, justice, and equity; and
7. The goal of a Naropa education, directly and through its students and graduates, to change the world for the better.

These themes reflect Naropa’s mission to deliver contemplative education, especially how inner development and education foster one’s engagement with the world. This is expressed in the Naropa University slogan, “Transform Yourself, Transform the World,” which captures the mission and its emphasis on personal transformation and service.

In addition, a Naropa education is rooted in the view that human beings are inherently good; that students are seen as whole persons and lifelong learners; and that the understanding and deep appreciation of diversity, justice, and equity are critical in today’s world. Lastly, it is the mission of Naropa University, through its institutional activities and the wisdom and engagement of its graduates, to make the world a better place.

The Naropa University Mission Statement is displayed on all three Naropa campuses in highly visible areas. Evidence from our [2013](#) and [2014 National Survey of Student Engagement of our Mission Engagement Consortium](#) shows that our mission is broadly understood among our students. Surveying both first-year and senior-year students, Naropa ranks as a leader or on par with comparison institutions in key relevant categories measuring student understanding of the mission.

According to the 2014 results of the National Survey of Student Engagement (NSSE) shown in Table 1.1, Naropa’s first-year students and seniors score higher than their comparison groups on their agreement that ethical and spiritual development of students is an important part of the mission and that the heritage of the founder is evident.

Table 1.1
NSSE Results, 2014

STATEMENT	AGREE/STRONGLY AGREE FIRST-YEAR STUDENTS		AGREE/STRONGLY AGREE SENIORS	
	Naropa Students	Comparison Group	Naropa Students	Comparison Group
Ethical and spiritual development of students is an important part of the mission	94%	66%	100%	63%
The heritage of the founders/ founding religious community is evident	88%	54%	94%	43%

The Naropa mission is also widely understood among faculty and serves as the basis for all academic vision and planning efforts, such as the [academic plan](#) and the undergraduate [curricular arc](#). All Naropa faculty have been actively engaged in university initiatives related to these documents. For example, faculty unanimously approved the academic plan, which is based in the university mission. Faculty’s awareness and commitment to the mission is reflected in the curricular arc, which articulates the six broad student learning outcomes for Naropa College.

“Mission-fit” is a standard applied by the faculty, through the Curriculum Committee, for all curricular changes and [new program development proposals](#). Recruitment efforts and search committees apply the mission, in particular contemplative education, when developing the criteria for a suitable candidate; whereby the university attempts to recruit faculty who have an in-depth understanding of the contemplative experience, whether through their practice, experience, and/or scholarship. Staff are aware of the university mission statement due to its inclusion on the Naropa website and in the employee handbook.

1A1. The mission statement was developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Led by the board of trustees, the current iteration of the university's mission statement was crafted through substantial input from all Naropa constituencies. Beginning in 2005, a two-year review process involving senior administrators, faculty, staff, and students resulted in the board of trustees' approval in 2007 of the current mission statement. It has successfully functioned to provide a foundation for other mission and planning documents.

1A2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Academic Programs: Contemplative Education

Naropa University offers eleven bachelor's degree programs and fourteen master's degree programs. The range of disciplines reflects Naropa's mission and its unique focus on contemplative education, including service to the broader world. Each academic program articulates its mission, values, goals, and student learning outcomes in concert with the university's overall mission. For example, [the mission of the BA Contemplative Psychology program](#) is "to prepare students to take their place in the world with genuine confidence, deepened intuition, sharpened and broadened intellect, and compassion for others," which derives from the broader university mission statement to nurture in its students "a critical intellect, the sense of purpose that accompanies compassionate service to the world, and the openness and equanimity that arise from authentic insight and self-understanding."

The [MA in Environmental Leadership program's mission statement](#) links its goals to the university mission related to an environmentally just and sustainable society:

The Naropa University MA in Environmental Leadership prepares the next generation of thinkers and practitioners to lead organizational and community transformation toward the creation of an environmentally just and sustainable society. Employing an integrated, whole-systems perspective, the program is designed for people who wish to be trained to lead environmental organizations, as well as organizations and communities of all kinds, through the changes and ongoing practices necessary for a just and sustainable society. Our educational philosophy and leadership skills are based on living systems models. The program offers a balance of theory, skills, and practical application, infused with contemplative and eco-psychological perspectives. The MA in Environmental Leadership is a residential program, located in Boulder, Colorado, at the foot of the Rocky Mountains. It is comprised of semester-long courses and an eight-day summer wilderness solo. An applied leadership project in an organizational or community setting is required in the final year. The program offers an effective schedule for working students.

More broadly, Naropa's academic programs are consistent with its stated mission through the practice and pedagogy of contemplative education. Reflective of our mission, this education emphasizes inner development from which arises a compassionate and skillful engagement with the world. Our academic programming is, as the mission states, "Buddhist-inspired" in that it unites a 2,500-year-old Buddhist understanding of the mind with other wisdom traditions, both Eastern and Western, to evoke and promote a student's inner wisdom, in service of greater diversity, justice, and benefit to the world.

Three distinct educational approaches are used to deliver an innovative liberal arts education: "first-person," "second-person," and "third-person" inquiry. As at other universities, students are asked to explore and succeed in traditional academic learning. Students study the work and insights of others, known at Naropa as "third-person inquiry." The process of learning from experience, or "second-person inquiry" (and more widely known as "experiential education"), includes intentional opportunities for personal discovery and group learning. Experiences are designed to challenge students, allowing them to translate the skills they develop in the classroom into skills that can be used readily in the world.

Finally, contemplative education is made complete by the addition of the defining element of “first-person inquiry.” Through the use of meditation and mindfulness practices, students develop clarity and self-awareness. Students learn in a holistic and meaningful way and discover a wide range of benefits, including a more incisive, articulate academic expression, genuine openness and curiosity, freedom from bias, an appreciation of one’s personal journey, a sense of purpose, an increased capacity for innovation and creativity, and the development of valuable skills for navigating complex and challenging situations. Instead of being added onto the curriculum in specialized courses, contemplative practice and methods are integrated into the classroom and the entire student journey. Faculty bring contemplative pedagogy in some way into every course and learning experience. The varieties of methods are based upon the wisdom and expertise of the faculty and the subject of the course.

Each department offers a significant number of courses utilizing contemplative methodologies from various academic disciplines and wisdom traditions. Contemplative processes are evident in classes in all programs and may include practices such as structured reflective exercises, taking moments for quiet attention to the breath, helping students pause to fully appreciate another student’s contribution, or encouragement to consciously register and integrate personal responses regarding objective learning topics. In the programs focused on the arts, the methodologies, including dance, performance, music, writing, and visual arts, are often taught at Naropa as contemplative practices as they are in Eastern meditative traditions. Such disciplines as takahashi flute, haiku, and thangka painting become inner and outer training for the student. Mudra Space Awareness, based on movement and postures inspired by sacred dances, is utilized in the dance and performance programs as contemplative training. In writing and poetics, certain authors are chosen for study because their methodologies, among other approaches, offer contemplative examples of observational writing or stilling the self.

The warrior exam, utilized in the majority of programs across the undergraduate and graduate programs, is an example of a contemplative methodology and process borrowed from traditional Tibetan scholastic training that emphasizes the cultivation of being present, a clarity of listening and responding, and compassion in a community-based learning setting. Students are encouraged to study on their own and in small groups to prepare for a warrior’s exam. During the oral exam, an individual student answers a question posed by another student in the class setting. The questioner students are also evaluated on their ability to help prompt answers from the responding student. The answers usually have two components including a personal response to the meaning of the question and an objective response. Because of the personal aspect of the question, part of the questioner’s task is to draw out the answer in an interpersonally skillful manner. The remainder of the class observes the exchange. The process encourages compassion and cooperation between students instead of competition. This contemplative assessment tool is rigorously designed to create an outcome that increases clarity and compassion in a disciplined learning environment.

Meditation as a content subject of study and practice is required in the undergraduate core curriculum and in all but two of the graduate programs. As described earlier, the first-person aspect of contemplative education requires that students develop clarity and self-awareness. Meditation is seen as central to this process. All faculty teaching the practice of meditation at the university have met a high standard for training in practice instruction set by each department. Students are taught a secular meditation derived from traditional methods of Buddhist practice. Each student is offered both classroom and individual instruction. Students are exposed in numerous programs to other contemplative practices from a variety of world wisdom traditions. Naropa is notable for the presence of a meditation hall in every campus. Trained meditation instructors are available to each student.

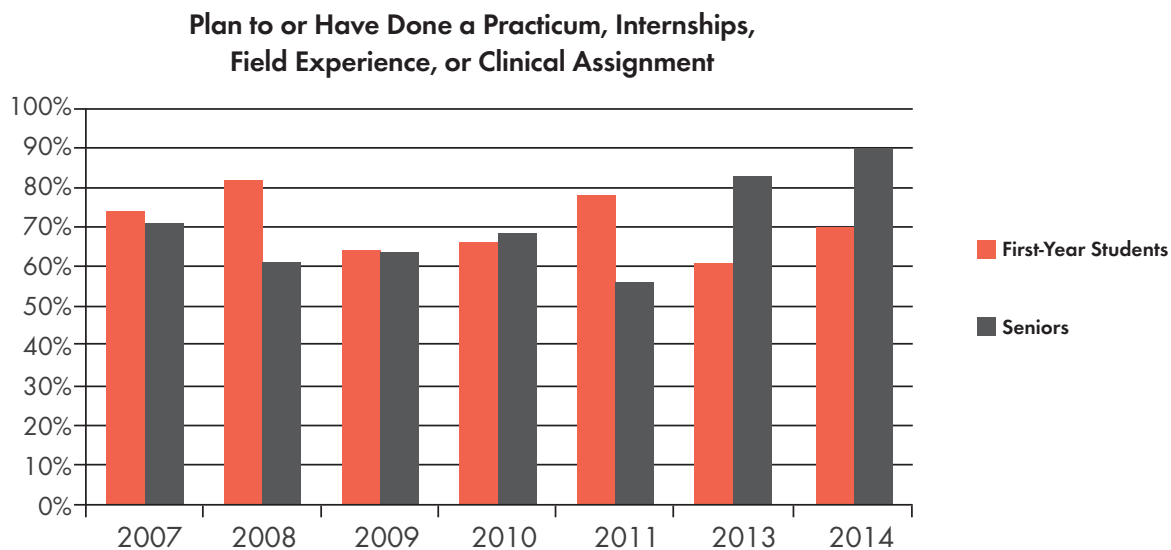
Finally, consistent with the mission, students who complete programs in psychology, psychotherapy, education, creative writing, environmental studies and leadership, peace studies, performance, religious studies, and divinity benefit the state, region, and beyond—both through skills learned in their programs and through Naropa’s emphasis on real-world learning experiences both on and off campus and through study abroad.

Academic Programs: Social Engagement, Experiential and Applied Learning

Social engagement is an important aspect of Naropa’s educational mission. Naropa’s contemplative pedagogy emphasizes engaging with the world and contributing to the social good. Naropa undergraduates experience diverse opportunities for community engagement inside and outside the classroom, what is referred to as second-person inquiry. These include service-learning opportunities, internships, volunteer placements, and independent and collaborative research projects where students gain exposure to expert and accomplished practitioners from many disciplines and apply the insights cultivated in the classroom and their lives to real-world challenges. Graduate students pursue professional training as artists, chaplains, educators, environmental leaders, therapists, scholars, and writers.

At all levels, students learn to attend to and care for the inner dimensions of experience while developing knowledge, skills, and artistry dedicated to meeting the world as it is and changing it for the better. [2013 NSSE findings](#) show that 83% of seniors reported that they “plan to do” or have “done or [are] in progress” with participation in an internship, co-op, field experience, student teaching, or clinical placement, ratings that surpassed norms for all comparison groups. Comparing NSSE data from 2007–2014 (see Figure 1.1) shows the trend of participation in service-learning opportunities for first-year and senior students. As part of the Title III grant and implementation of the curricular arc, a number of majors have implemented internship or field experiences into the curriculum with help from Career Services and Community Engagement. An additional position was added to the Career Services and Community Engagement area specifically to help develop community partnerships for such service initiatives. These investments are paying off in increased engagement.

Figure 1.1
Involvement in Service Learning



Academic Programs: Study Abroad

Consistent with its mission that Naropa students will acquire the “resources needed to engage courageously with a complex and challenging world” and the value Naropa places on “ethnic and cultural differences for their essential role in education,” Naropa offers students a variety of study-abroad opportunities. They may study in the [Andes & Amazon](#), [China](#), the [Himalayas](#), or [India](#) through our study-abroad arrangement with [Where There Be Dragons](#). Since January 2015, students may [study for a semester in Bhutan](#). In this one-of-a-kind opportunity, students study Bhutanese culture, customs, spiritual identity, and diverse ethnography, as well as issues of modern Bhutan, a small Buddhist kingdom at the eastern end of the Himalayas. This study-abroad arrangement is specifically significant for Naropa as it signifies a return to the origin of the founder’s vision for Naropa University. Students may also study abroad through an [affiliated](#) or [unaffiliated](#) program.

Student Support Services

The services offered through the Division of Student Affairs and Enrollment Management reflect Naropa’s mission to recognize “the inherent goodness and wisdom of each human being” and to nurture “a lifelong joy in learning.” This division strives to provide high-level services, from the time a student first makes inquiry through to their graduation and beyond. Naropa University provides a variety of student support services aimed to help students achieve their highest success both in and out of the classroom. The student support staff is well-qualified and trained, and maintain their level of expertise with consistent, ongoing professional development. Student Financial Services, Registration, Student Affairs, and Academic Advising and Support all work together around a core student service mission that derives from the Naropa mission statement. For example, the [mission of the Office of Admissions](#) is to “attract, admit, and enroll diverse and qualified students regionally, nationally, and internationally in accordance with the goals of the university at large. We commit to maintain the equitability of the admissions process through a holistic review and preparation of each applicant’s file thus ensuring the highest standards of sincerity and integrity.” This mission statement aligns with the Naropa mission to value “ethnic and cultural differences” and to embrace “the richness of human diversity with the aim of fostering a more just and equitable society and an expanded awareness of our common humanity.”

Enrollment Profile

Naropa University’s enrollment profile is consistent with its mission. Because Naropa programs emphasize personal, social, and academic development, students are admitted on [criteria](#) such as mission fit, personal readiness, academic preparation, and writing skills. In terms of mission fit, admissions reviewers look for the desire to study in a contemplative setting, prior activities of a contemplative nature, and letters of recommendation indicating a fit with Naropa’s mission.

[Admissions data](#) confirm that for many applicants, “Naropa is the first school” to which they are applying. Student surveys reflect that our alternative approach to education has drawn students from many spiritual orientations and interests. The university’s current [enrollment profile](#) can be found on the university website. The profile demonstrates that the university enrolls a broad range of students, varying in level of study, major, degree sought, age, ethnicity, and origin. Student demographic information is summarized in Table 1.2 below.

Table 1.2
Student Demographic Data—Fall 2012–2014

STUDENTS	2012		2013		2014	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Nonresident Alien	1%	3%	3%	6%	3%	6%
Hispanic/Latino	8%	8%	8%	7%	11%	6%
American Indian or Alaska Native	0%	1%	0%	1%	0%	1%
Asian	1%	2%	1%	2%	1%	1%
Black or African American	1%	2%	1%	1%	2%	1%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%
White	65%	67%	65%	70%	61%	76%
Two or More Races	4%	4%	9%	4%	11%	5%
Unknown	19%	15%	12%	9%	10%	6%

1A3. The institution's planning priorities and budgeting priorities align with and support the mission. (This subcomponent may be addressed by reference to the response to Criterion 5C1.)

"Deliver Distinction with Excellence," Naropa's current [strategic plan](#), was approved in 2008 by the board of trustees. The objectives of the plan derive from the mission, which is the basis for all strategic planning at the university, and map a path of development by which to strategically position Naropa in the world of higher education while enhancing its distinctive contemplative focus.

The plan's basic goals are to:

- Strengthen the educational experience;
- Create mechanisms to build community;
- Invest in faculty and staff;
- Grow the institution; and
- Pursue a balanced portfolio of measures to make the university financially sustainable.

Additionally and specifically to enhance the mission, several additional objectives were approved by the board of trustees:

- Provide an intimate educational experience for students with small class sizes and close relationships between students and teachers.
- Provide students with skills that will enhance their effectiveness in the broader world.
- Make a Naropa education accessible to students of all economic means.
- Compensate faculty and staff at a level comparable to peers at similar institutions.
- Provide a strong community experience that nurtures and develops all participants.
- Model a socially, economically, and ecologically sustainable working and learning environment through its facilities and its practices.
- Enrich the broader world.

Also in September 2008 an [action plan](#) was drafted and adopted to correlate with the goals and objectives outlined in the "Deliver Distinction with Excellence" strategic plan. This action plan set out measurable metrics and benchmarks that serve to guide Naropa University as it navigates through the strategic plan. Each item in the action plan was designed to relate to and achieve an objective in the strategic plan. Thus, as Naropa University completed an item delineated in the action plan, it became one step closer to fulfilling the goals of the strategic plan.

Naropa's progress on strategic objectives was first reviewed and summarized in 2010 in a document titled "[Review of Naropa University Strategic Plan.](#)" This document was formatted to mirror the original action plan document and functioned to update the status of each action item. Additionally, this review differentiated between completed and ongoing tasks and specified staff member or department responsibility for the completion and implementation of each task. The summary enabled the Naropa University administration to clearly note which items were achievable and which items required modification as the university moved forward in achieving the overall goals of the plan.

Despite leadership changes, Naropa University continued to track its progress through the action plan. In May 2011, the chief administrative officer created a document titled "[Strategic Plan Update.](#)" This document outlined strategic plan goals, objectives, and action plans with a dashboard to gauge progress. This color-coded document allowed the Naropa University Board of Trustees and administration to clearly see what action items were part of an ongoing process, which items were completed, and which items had not yet been addressed.

Acting President John Cobb and members of the President's Cabinet met in December 2011 to discuss the status of the strategic plan after another leadership transition. At that meeting, members of the administration outlined the fifteen goals

originally announced in the strategic plan and set out additional goals, objectives, and action items necessary to fulfill those goals. The goals and objectives were articulated in 2012 in [The 40th Anniversary Plan and Fund for Growth](#). The preamble to that document states:

Based upon an evaluation of the Naropa University Strategic Plan, "Deliver Distinction with Excellence," as originally approved and commenced in 2009, the Cabinet decided to initiate a process to update certain sections of the Action Plan goals, objectives, and tasks to render them current, relevant, and capable of being implemented over the next 3–5 years. The three goals of the 2009 Action Plan that needed to be supplemented and rearticulated, either due to insufficient progress or the need to revise and update the tasks through which such goals could be achieved, were:

II. Increase Student Enrollment

IV. Strengthen the Educational Experience

- *Clarify Naropa's Approach to Contemplative Education*
- *Broaden Undergraduate Curriculum*
- *Replace Academic Facilities at Arapahoe; Upgrade at Other Campuses*
- *Incorporate Diverse Perspectives and Cultures*
- *Additional Support for Students Who Have Challenges*
- *Better Prepare Graduates to Make a Difference*

VI. Grow Institution in Two Phases

- *Fill Current Capacity*
- *Grow Online Low Residence*
- *Plan for Major Facilities and Infrastructure Investment*
- *Information Technology*

The 40th Anniversary Plan and Fund for Growth included action items necessary to reach objectives and goals. Some examples of these action items and new initiatives include: creation of new academic programs including study-abroad offerings; improvement to the classroom environment through facilities and technology upgrades; establishment of the school for professional and extended studies; preservation of the university archives; and restoration of a diversity office. In May 2012, [the board of trustees voted to fund these initiatives](#).

Since 2012, Naropa has welcomed a new president and provost and is experiencing steady leadership. Faculty and staff have implemented the tactics to fulfill the goals set forth in the 40th Anniversary Plan and Fund for Growth. Some examples are as follows:

- Currently, new programs in Art Therapy and Religious Studies are under review as part of Naropa's [internal procedures for new programs](#). Naropa established an ongoing relationship with [Where There Be Dragons](#), a local organization that provides study-abroad opportunities for college students. Naropa entered into a [formal agreement with the Royal University of Bhutan](#) in October 2013, and the first cohort of students in this program is prepared to depart for Bhutan in January 2015. Naropa also affiliated with [LEAPNOW](#), an organization that provides alternative learning opportunities for first-time, first-year students. Students interested in the LEAPNOW program enroll as Naropa students, and the curriculum is designed to encourage students to continue their post-LEAPNOW educational journey at Naropa. Through the first semester of this affiliation, Naropa has seen its enrollment grow by thirty-one students.
- Naropa has completed renovations to its Paramita and Nalanda campuses and has increased the overall sense of community on the Arapahoe Campus by building the Pavilion, which greatly enhanced food service and created a widely popular gathering space. Significant IT upgrades have also been made.

- A business plan for a School of Professional Development and Extended Studies has been developed after a lengthy and inclusive process that incorporated feedback from faculty, staff, students, trustees, alumni, and community leaders. A search is currently underway for a director to lead this effort.
- The Naropa archives are undergoing digitization that will make them available electronically for the Naropa community and the public.
- Naropa welcomed the new director of the Office of Diversity and Inclusion in spring 2014.

Decisions on how resources are to be allocated for each of these projects have been made through an inclusive budgeting process. In 2013, the Academic Affairs office initiated a [Planning and Resource Committee \(AAPARC\)](#) to better understand the need for resources and to make recommendations for allocations of those resources in a manner directly responsive to needs in the context of the mission, the academic plan, and the strategic plan. Core faculty, adjunct faculty, and staff comprise the membership of AAPARC. This representational committee reviews the priorities of each of Naropa's five schools and assesses the broad needs of the university's academic offerings. The committee is charged with bringing the instructional budget forward in a manner that reflects the strategic goals and priorities of each academic department and the university. The work of AAPARC informs the work of the [University Planning and Resource Committee \(UPARC\)](#), and the work of these committees together enables Naropa University to engage in a multi-year budgeting process that is guided by the goals enumerated within the strategic plan.

Naropa faculty and staff have spent much of the past two years developing and implementing the strategies identified as important to advance the goals of the strategic plan. Next steps include continuous assessment of these initiatives to determine whether they are serving to advance the goals set. Academic units and university departments are using the Weave online platform to assist in assessment of academic programs and department initiatives. In this manner, assessment decisions will be driven by data.

While implementation and assessment of the 40th Anniversary Plan and Fund for Growth projects are underway, the president and his cabinet continue to review the "Deliver Distinction with Excellence" plan goals. The cabinet reviewed the plan once again in September 2014, and, while noting that some adjustments could be made to the language of the goals, the overall spirit of the document remains intact. This review also served to identify areas in which new strategies must be developed in order for goals to be met. Conversations around new projects and areas in need of attention are ongoing between the administration and the board as evidenced by a [recent board discussion](#) pertaining to student-housing concerns.

Although Naropa's strategic plan "Deliver Distinction with Excellence" is five years old, the goals outlined therein are still relevant and compelling. The plan itself is deeply rooted in Naropa's mission and serves to guide university activity accordingly. Despite leadership changes, the mission and the strategic plan it serves have held the university along a steady continuum. Consistent administrative review and implementation of new strategies have helped advance the articulated goals. Naropa must focus on the assessment of many of the initiatives that have been implemented since 2012 to determine whether such tactics are effectively meeting university strategic goals. From there, leadership will continue to steer the university toward initiatives designed to advance the broad, mission-specific goals to ensure that we continue to "deliver distinction with excellence."

1B. THE MISSION IS ARTICULATED PUBLICLY.

1B1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Naropa Mission and Values

Since the founding of Naropa University in 1974 as The Naropa Institute, Naropa has not only relied upon, but proclaimed, its unique and singular mission statement. Its [mission](#) is what sets Naropa apart from other colleges and graduate schools, and, thus, is well known to all constituents, external and internal. The Naropa mission is articulated widely and stands for more than a particular pedagogical approach to higher education in that it guides the entire community: trustees, prospective and matriculating students, faculty, administrative staff, and alumni. The mission is widely understood and guides university-wide activities such as the [2014 “Radical Compassion” symposium](#); or creation of the [Center for the Advancement of Contemplative Education \(CACE\)](#). From orientation to graduation, students are urged, both in curricular and extracurricular ways, to engage collectively and individually in the mission to cultivate and train in mindfulness and awareness and develop a consciousness of the “interior life.”

The Naropa University Mission Statement is published on the [Naropa website](#) and in the publicly available [course catalog](#) and [student handbook](#). The core value expressed in the mission, “contemplative education,” is explicated in many public documents, including, for example, on the [“Contemplative Education”](#) section of Naropa.edu and on [program web pages](#). Over the years, important values of the mission, such as “Buddhist-inspired and nonsectarian,” “diversity and inclusivity,” and “sustainability” have been separately and publicly articulated by the board of trustees.

In addition to, and as an integral part of the core pedagogy of contemplative education, both sustainability and diversity are fundamental to Naropa’s mission. The board of trustees has regularly articulated its commitment to these goals. Naropa presidents have regularly affirmed this commitment in both internal and external settings. These goals have been embraced by members of the university and fuel continued efforts to manifest practices that reflect these values. [The Naropa Sustainability Statement](#) and [Climate Action Plan](#) directly address the focus of the mission to “engage courageously with a complex and challenging world and to help transform that world.” Our [diversity statement](#) grew out of statements in our mission to “value the ethnic and cultural differences for their essential role in education” and to “embrace the richness of human diversity with the aim of fostering a more just and equitable society and an expanded awareness of our common humanity.”

Goals, Plans, and Priorities

In the 2008–2009 strategic planning process, the entire university was involved in developing the 2009 strategic plan, “Deliver Distinction with Excellence,” which was adopted by the board of trustees in 2009 and set forth goals and objectives “in service of its mission” to move Naropa University forward. [The Executive Summary of “Deliver Distinction with Excellence”](#) and [the entire text of the plan](#) are publicly available on the Naropa website.

“Deliver Distinction with Excellence” called upon the Office of the Provost and the faculty to create an academic plan to work toward the goals of the overall plan. As a result, the Naropa mission was evident in the [“2009–2014 Academic Plan,”](#) drafted by faculty and the provost’s office. The [six essential learning outcomes of the curricular arc](#) derived from the mission and as stated in the plan are “considered to be the hallmark of a Naropa education.” A description of the curricular arc is publicly available on the Naropa website.

Program and Unit Missions and Outcomes

The Naropa mission is further publicly articulated in graduate program mission statements, where the degree programs set forth how a particular discipline and field of study echoes and draws upon the university mission and pedagogical approach. An example is the “Contemplative Wisdom—Compassionate Action” [mission statement of the MA in Art Therapy program](#). The undergraduate [curricular arc](#) translates the mission statement into curricular competencies and illustrates the mission in action through a comprehensive set of learning outcomes for the university.

The administrative departments have articulated their own mission statements and goals that draw from the broader university mission, demonstrating the breadth of commitment to the mission. For example, the mission statement for the human resources department reads:

The Naropa University Human Resources team embodies an appreciation of employee diversity, recognizes the importance of a sustainable workplace, and supports contemplative practice in both education and administration. We focus on these values in policies and practices, through our educational seminars and training programs, and in our communications with faculty, staff, and student workers.

The mission of the Naropa University Counseling Center also reflects Naropa University's mission to see human beings as inherently good and to support inner development:

The mission of the Naropa University Counseling Center is twofold. We serve the emotional and mental health needs of the student body in support of the university's mission and that of the Division of Student Affairs. The Counseling Center assists students with emotional and mental health support throughout the academic year and at times of particular stress in support of the university's mission.

In their focus on effective and efficient functioning of Naropa's facilities, this department embraces the university mission in their departmental mission statement:

Naropa Facilities and Operations is dedicated to fostering a heart of service and compassion as caretakers of our community of all beings. Our foremost responsibility is to protect and cultivate the health and harmony of people and place supporting diversity, sustainability, and contemplative education. Through mindful work we promote healthy relationships with others while caring for and enhancing Naropa's structures, grounds, and sacred spaces in order to nourish our transformational learning environment.

1B2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Naropa's mission documents, described in Section 1B1 above, are all current. The planning process of 2007–2009 resulted in a revision of the university [mission statement](#) in 2007, followed in 2009 by the [strategic plan, "Deliver Distinction with Excellence,"](#) and the [academic plan](#). The academic program mission and goals, as well as learning outcomes, have all been the subject of recent revision in light of the academic plan. As stated in 1B1, the strategic plan, "Deliver Distinction with Excellence," was reviewed and updated in 2011 and 2012, resulting in [The 40th Anniversary Plan and Fund for Growth](#), which guides strategic planning and actions to date.

The 2009–2014 academic plan describes how and why these emphases and aspects are put into action at Naropa in the curriculum at both the graduate and undergraduate level. Inspired by both the vision of the founder of Naropa and the perspectives of contemporary higher education, it examines how learning outcomes and goals have been influenced by Naropa's contemplative historical roots and academia's "big questions." The academic plan provides a framework for careful review and, where appropriate, modification of the curriculum for all degree programs in order to best meet the educational needs of students in light of the mission statement.

As a core piece of the academic plan, the Educational Vision Statement, written by the faculty, serves as the educational ground for the six essential learning outcomes Naropa envisions for its students.

Educational Vision Statement

Learning at Naropa is an invitation to those who hold curiosity, are passionate scholars, and seek personal transformation and engagement with the world. Our educational heritage includes a range of mindfulness practices that cultivate presence, clarity, and integrity. These practices spark the student's courageous inquiry into self, society, and nature. Our learning community values a love of study, artistic training, concern for ecological wisdom, and

a commitment to diversity. Because our intent is to prepare students to encounter our changing world as skillful and confident participants, we situate learning in contexts that are cultural, historical, and environmental. Naropa graduates translate their learning into gifts dedicated to a just and living world.

Our educational path focuses on immersion in contemplative theory and practice; exploration of diversity and ecological sustainability; strengthening skills in critical thinking, research, and writing, as well as other modes of inquiry, knowing, and expression, such as those that derive from the arts; the building of intra- and interpersonal capacities; developing competency in a major area of study; and the application of learning to real world settings.

Directly inspired by the Naropa mission and rooted in the Educational Vision Statement are the six broad learning outcomes of the curricular arc. Successful graduates of Naropa University demonstrate the following six essential learning outcomes reflecting Naropa's goals for skills, capacities, and contemplative qualities, in particular as advanced within the curricular arc in Naropa College.

The Six Essential Learning Outcomes of the Curricular Arc

- 1. Competency in Contemplative Theory and Practice:** Graduates are able to engage the world through unbiased awareness and presence of self, insight, and clarity of mind, as well as compassionate practice.
- 2. Skillfulness in Addressing Diversity and Ecological Sustainability:** Graduates are able to think critically and analytically about social and cultural diversity; they recognize the interconnectedness of the human community to ecological sustainability and cultivate sustainable practices.
- 3. Ability to Employ Multiple Modes of Inquiry, Knowing, and Expression:** Graduates are able to think, read, and write analytically and critically; use academic research methodology; and utilize library resources and technical media. Graduates understand and are able to employ the contribution of the arts to human inquiry, knowing, and expression.
- 4. Embody Intra- and Interpersonal Capacities:** Graduates are able to effectively communicate as individuals and in collaboration with others through empathetic listening and inquiry, embodied deep listening and dialogue, and intercultural competency in diverse groups.
- 5. Demonstrate Knowledge and Skill in a Discipline or Area of Study:** Graduates develop a comprehensive understanding of both foundational and advanced concepts and methods in their area of study; build awareness of contemporary issues; and demonstrate the ability to apply, synthesize, or create knowledge through a capstone project or paper.
- 6. Apply Learning in Real-World Settings:** Graduates are able and inclined to engage real-world challenges and work ethically and effectively across diverse communities drawing on disciplinary competency, civic knowledge, presence and personal values, and creative intelligence.

These six outcomes are considered by the faculty to be the hallmark of a Naropa education. They are the basis for curricular review by schools and programs, and are viewed developmentally as goals reflected and realized within the student journey.

The mission documents emphasize an approach to contemplative education that involves the crucial integration of experience with more traditional forms of classroom learning. Significantly, the mission documents call for a third aspect, that of the development of a student's mindfulness/awareness and compassion through various contemplative practices and the "inner work" of an educated person, as a lifelong learner.

Service and Extracurricular Opportunities

The [mission statements of the academic programs](#) explain their varying emphases on scholarship, creativity, research, and the application of academic learning to the challenges of the world. For example, the [MA Environmental Leadership](#)

describes its mission and curriculum and, further, links that mission to a variety of university initiatives in which students and faculty and administration are involved and which “walk the talk” of the university mission:

- *Naropa’s sustainability statement and initiatives invite you to explore Naropa’s many projects and perspectives on sustainability in educational and practical applications and on the campuses.*
- *Naropa’s Commitment outlines Naropa’s President’s Climate Commitment, our nationwide statement regarding our commitment to working towards carbon neutrality.*
- [William D. Jones Community Greenhouse](#) grows food for the Naropa Café and plants for Naropa’s campuses.
- [Recycling and Zero Waste](#) is part of Naropa’s commitment to use resources wisely and limit the amount of waste generated by the university.
- [Alternative Transportation](#) is provided. Naropa University provides all students and staff with an RTD Eco Pass, which offers free access to local and regional RTD buses. Naropa’s Legacy Bike Fleet is a collection of maintained bicycles Naropa community members can “rent” and use for free.
- [Eco-Landscaping](#) at Naropa reflects the university’s decades-long practice to use sustainable and organic landscaping practices.
- [Naropa’s Ecological Impact](#)
- [Eco Events](#)

At the undergraduate level, as an example, the [Peace Studies program](#) describes its mission, curriculum, and faculty and also emphasizes “Students in Action” and community-based learning, with links to examples and projects, as follows:

We extend the classroom into the community through field trips and partnerships with local community groups and invite scholars, activists, and community leaders from diverse locations into the classroom.

Community-based learning provides an opportunity to move beyond the classroom and relate the academic content of a course to community-based needs and issues. This pedagogical approach acknowledges that learning occurs in multiple locations and requires attention to the inner dimensions of student growth and learning, to interpersonal and group dynamics, and to systems of inequality.

- *Community-based Learning at Isabelle Farm*
- *Naropa University & Watson University Joint Class on Social Innovation & Entrepreneurship*
- *The Growhaus*
- *Hunger & Homelessness Awareness Week*
- *Stonebridge Farm*
- *Former Colorado State Representative & Senator Dorothy Rupert*

In the past five years, university support has substantially increased for curricular and community-based activities. This is demonstrated in many ways, including the creation of service-learning opportunities for all our students, expanded faculty development through participation in national contemplative learning and teaching opportunities, the development of the Community Counseling Center, and the reconstitution and broadening of programs such as the Center for the Advancement of Contemplative Education (CACE) and a School of Professional Development and Extended Studies, which was specifically called for in the strategic plan and its 2012 update.

Institutional Actions Reflecting the Mission in Action

The 2009 strategic plan, “Deliver Distinction with Excellence,” as amended and updated, guides certain initiatives that implement various aspects of Naropa’s mission, such as:

- The Center for the Advancement of Contemplative Education
- International Education and Study Abroad
- Continuing Education and Extended Studies

For many years, the university had active and engaged programs of international education, continuing education, and extended studies, and an initiative in the study and research of contemplative education. For several reasons, these programs were discontinued in the period 2005–2010. However, the faculty, the administration, and the board of trustees were united in seeing these programs as manifesting critical aspects of the institution’s mission. The foregoing three initiatives were, thus, seen as not only restoring aspects of our mission in action, but also improving upon them, aligning them with the strategic plan, allocation of resources, and expanding the reach and diversity of the university’s offerings to the world.

The planning process and the mission statements for the [School of Professional Development and Extended Studies](#) and the [Center for the Advancement of Contemplative Education](#), for example, reflect the close and rigorous attention paid to the linkage between the vision of the university as expressed in the mission and how the university pursues and manifests this vision, expanding the reach and scope of activities yet maintaining the core, founding values of the institution.

One way that Naropa educates students to be of service in the world is through the university’s active focus on sustainability. The Naropa [Sustainability Statement](#) was [adopted](#) by the board of trustees during their September 2012 meeting upon the recommendation of the Naropa Sustainability Council. The statement affirms Naropa’s commitment to sustainability as both a core community value and an educational goal of the institution. As part of that commitment, the institution developed and committed to a [Climate Action Plan](#) in 2013.

Following a resolution of the Naropa University Board of Trustees’ Endowment Committee, the university decided to follow its sustainable vision with tangible action. Demonstrating leadership in environmentally responsible investing, the board voted to [fully divest](#) holdings in companies identified as having the highest potential greenhouse gas emissions, based on their carbon reserves.

1B3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Naropa, in accordance with its mission, works to provide an education that is open and accessible to a wide variety of constituents from diverse backgrounds. By offering easy ways of accessing Naropa programming through certificate programs, full BA programs, BA programs for transfer and nontraditional students, MA, MDiv, and MFA programs, and many community offerings (workshops, performances, etc.), Naropa attracts a diverse array of participants to its programs.

Naropa University’s mission and vision statements and their emphasis on contemplative education—which merges traditional scholarship with the experiential and the contemplative—resonate throughout Naropa’s offerings. Specifically, they inform the prospective student of the pedagogical focus of the university at both the graduate and undergraduate level. The specific mission documents of the academic programs reinforce this focus as it may be applied in specific fields of study and clinical applications.

University admissions materials and processes make clear that Naropa looks for students who want a setting that integrates self-awareness and the development of compassion with learning and engagement in the world; this is also reflected on Naropa’s [website](#).

If you're looking for an education that offers another perspective through rigorous academics combined with the contemplative pursuit of self-knowledge—you're in the right place!

While brief, the above statement directly reflects the Naropa mission statement and conveys at the outset the students Naropa seeks. This is also expressed in the [enrollment profile](#) referred to in Section 1A2 above. Also, as stated above, the mission documents are clear to the prospective student, since [admission data](#) indicates that for many applicants, “Naropa is the first school” to which they are applying.

Naropa University enrolls students in programs that emphasize personal, social, and academic development. Programs emphasize examination of concepts about self and other through interior reflection and exchange with others. Each program has developed a mission statement that describes the vision of the department in such a way as to describe a profile of its intended constituents. For example, the School of the Arts:

We are a community of students, faculty, and staff dedicated to human awakening and transformation through embodied artistic expression. We strive for a level of rigor, investigation, and cultural relevance that translates complex personal, spiritual, and social elements into the tangible forms of music, dance, theater, and the visual arts. Our emphasis on openness, invention, evolution, and contemplative practice re-envision the role of the artist in contemporary life.

All academic programs have articulated specific admissions criteria related to the mission or vision of the department that links, in turn, to the mission of the university. [Admissions criteria](#) assess students' ability to succeed in a contemplative educational environment that is rigorous, open to diversity, and involves engagement in the world. Because Naropa University attracts an intellectually diverse student population, the Naropa University website identifies a few of the many types of undergraduate students that flourish at Naropa. Many programs display [student and alumni profiles](#) to convey a sense of the successful student and their journey through the program.

As described above in Section 1B2, in accordance with Naropa's updated [strategic plan](#), the university has recently moved to expand the range of its constituents, all within the mission of contemplative education, by re-establishing study-abroad programming (e.g., Where There Be Dragons and the Royal University of Bhutan), the Center for the Advancement of Contemplative Education (CACE), and the School of Professional Development and Extended Studies. Each of these initiatives has been approved by the faculty and the board of trustees as moving the Naropa mission forward and expanding the range and audience for Naropa's programs.

1C. THE INSTITUTION UNDERSTANDS THE RELATIONSHIP BETWEEN ITS MISSION AND THE DIVERSITY OF SOCIETY.

The Naropa University Mission Statement is very specific and directive about the role of diversity at the university.

Drawing on the vital insights of the world's wisdom traditions, the university is simultaneously Buddhist-inspired, ecumenical, and nonsectarian. Naropa values ethnic and cultural differences for their essential role in education. It embraces the richness of human diversity with the aim of fostering a more just and equitable society and an expanded awareness of our common humanity.

Mission-related documents address the importance placed on addressing Naropa's role in a multicultural world. One objective of “Deliver Distinction with Excellence” is to strengthen the educational experience and to “integrate a greater diversity of perspectives and cultures.” One of the four priorities of the [academic plan](#) is to “strengthen and integrate diversity.”

Naropa College specifically requires in two of the [six learning outcomes](#) that graduates develop:

Skillfulness in Addressing Diversity and Ecological Sustainability: Graduates are able to think critically and analytically about social and cultural diversity; they recognize the interconnectedness of the human community to ecological sustainability and cultivate sustainable practices.

Apply Learning in Real-World Settings: Graduates are able and inclined to engage real-world challenges and work ethically and effectively across diverse communities drawing on disciplinary competency, civic knowledge, presence and personal values, and creative intelligence.

While all Naropa students are required to take specific courses that address diversity, courses across the curriculum are infused with multicultural content. This content influences the types and topics of student work, written, theatrical, and musical. The [syllabi guidelines](#) for courses require the instructor to identify how each course addresses diversity. As well, co-curricular programs and invited speakers throughout the academic year lend diverse perspectives and cultural experiences. Additionally, our students are encouraged to take advantage of the numerous cultural events throughout the city and on the University of Colorado campus.

1C1. The institution addresses its role in a multicultural society.

As discussed above, Naropa University's mission statement includes an explicit acknowledgement of Naropa's diverse roots and the societal need to cultivate within students a deep and profound knowledge and appreciation of the [value of diversity](#). Naropa's emphasis on diversity is linked with a focus on sustainability, which unfolds from a genuine understanding of interdependence and reveals the inextricable inter-relationship of all things and our responsibility to enrich and serve our world with compassion. This is expressed in our [six essential learning outcomes](#) as follows: "graduates are able to think critically and analytically about social and cultural diversity; they recognize the interconnectedness of the human community." The university's undergraduate programs, graduate programs, and community engagement programs address Naropa's role in a multicultural society.

Undergraduate Programs

To meet the introductory learning level for the outcome related to diversity and ecological sustainability, students are required to take COR150, a 3-credit core diversity seminar that emphasizes the development of knowledge, critical thinking, analytical skills, and interpersonal and intergroup interactions necessary for living and working in a society characterized by diversity.

In addition to this core seminar, other courses in the undergraduate curriculum are designed so that students achieve intermediate and capstone levels of knowledge regarding the intersectional nature of society, diversity, power, and privilege and how they interact in our global society. For instance, students are required to take 3 credits from the cultural and historical studies area of study. Courses that meet this requirement "explore a range of diverse cultural experiences while building understanding and respect for profound political and social differences."

These requirements in the undergraduate curriculum support the strategic plan objective to "strengthen undergraduate and graduate education (curricular and co-curricular) to incorporate or infuse diversity issues, topics, and perspectives as relevant to the disciplines, majors/professions, and topics of courses."

In addition, recently established study-abroad programs offer a wide variety of multicultural learning experiences in Asia or South America for students in the college and from other institutions.

Graduate Programs

Courses and learning objectives in Naropa's graduate programs also address diversity and inclusivity. Our graduate psychology programs all require a [3-credit course on diversity and inclusivity](#) as it pertains to counseling skills. Required courses, such as the [interreligious dialogue course](#), that focus on diversity, are offered in the Master of Divinity and MA

in Environmental Leadership programs. Religious Studies programs focus on religious pluralism and, in order to help students look more broadly at the impact of social issues, offers a conflict and diversity course. Graduate students are encouraged to apply their learning and engage in real-world challenges and to work ethically and effectively across diverse communities through a wide range of internship and study-abroad opportunities.

Community Engagement

To support and guide students in putting knowledge into practice, the university developed the [Office of Career and Community Engagement](#). Among its services, the office supports service learning and internships, which give students venues to interact with the community at large. Students define and realize “compassion in action” as they work with diverse populations. Practica and internships give students the opportunity to put the theory from their required multicultural courses into action. All graduate psychology and Master of Divinity programs require an internship. Each year, around thirty graduate students from the Graduate School of Psychology become Compact Service Corps/AmeriCorps members and promote healthy futures for underserved populations through work in nonprofit and government agencies. Naropa has plans for the creation of a Naropa Community Counseling Center. More details about community engagement initiatives are provided in 3B4.

1C2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Naropa has two standing structures to steward its diversity and inclusion efforts: the Office of Diversity and Inclusion and a [Diversity and Inclusivity Committee](#), which functions in support of faculty, staff, and students. In May 2012, the [Naropa University Strategic Plan](#) was updated with goals and objectives that reflected the current academic and economic realities at Naropa and in the United States. Among these was an initiative to reestablish the diversity office and support the Diversity and Inclusivity Committee. Naropa University engaged in a national search and hired a new director of the Office of Diversity and Inclusivity in spring 2014. The new director began his tenure in August 2014.

The Diversity and Inclusivity Committee, comprised of faculty, staff, and students, has designed and facilitated a series of community conversation programs that successfully brought together the university community to dialogue about such topics as power and privilege, race, class and gender, and the intersection of these issues. It has also acted as an advisory board to the president on measures of inclusivity.

[NSSE survey results \(NSSE 2c & 2e\)](#) in 2013 and 2014 demonstrate that the university ranks significantly higher than comparison institutions on diversity issues.

Table 1.3
NSSE Results, 2013

STATEMENT	OFTEN/VERY OFTEN FIRST-YEAR STUDENTS		OFTEN/VERY OFTEN SENIORS	
	Naropa	Peer institutions	Naropa	Peer institutions
“Diverse perspectives are included in course discussions and assignments.”	80%	56%	87%	63%
“Try to imagine someone else’s views by imaging how an issue looks from his or her perspective.”	91%	68%	83%	72%

NSSE Results, 2014

STATEMENT	OFTEN/VERY OFTEN FIRST-YEAR STUDENTS		OFTEN/VERY OFTEN SENIORS	
	Naropa	Peer institutions	Naropa	Peer institutions
“Diverse perspectives are included in course discussions and assignments.”	80%	56%	100%	63%
“Try to imagine someone else’s views by imaging how an issue looks from his or her perspective.”	85%	67%	90%	72%

The university has various administrative posts, programs, and activities to address issues of cultural diversity. The [disabilities resources coordinator](#) provides services that include assistance to students with documented disabilities such as (but not limited to) specific learning disabilities, physical/mobility disabilities, and medical and psychological disabilities. An [assistive technology specialist](#) who provides text conversion services to students with disabilities is also available in The Learning Commons. Among the many services that Student Affairs provides, they create and implement fair policies affecting students, create a caring environment that supports academic growth and personal and professional development, and foster and support increasing accessibility and diversity. The [Title IX coordinator](#) supports students with issues related to gender equity, sexual misconduct, and relationship violence. [Student Union of Naropa](#), a cohesive student organization, provides students with a forum in which to voice their concerns, issues, questions, ideas, and interests. It “creates an inclusive community that does not simply react to injustice, but acts in the stance of justice.” The diversity coordinator oversees the Leadership and Multicultural Resource Center and provides programming and resources to students as well as providing facilitation and staff mentorship to student groups.

Naropa University also has processes and documents that address the university’s commitment to issues of diversity. Naropa has a [Cultural Appropriation Statement](#) in keeping with its mission to bring traditions of wisdom into the curriculum of modern education while cultivating mindfulness, awareness, heart, and respectful and responsible engagement with such traditions. Naropa’s [Gender Equity, Sexual Misconduct, and Relationship Violence Policy and Procedures](#) are described as follows: “Naropa University’s mission embraces inclusivity, personal integrity, civility, and mutual respect as we aim to foster a more just and equitable society and an expanded awareness. The mission thus commits us to providing an educational and professional setting that promotes and delivers an environment free of sexual misconduct and discrimination.”

Although Naropa has done much work on diversity and has many diversity initiatives in place, students, faculty, and staff have suggested the university needs to take even greater steps to welcome, support, and work with minority constituencies. NSSE results demonstrate an interesting mix of results. Some areas of concern are identified. According to [2013 NSSE findings \(NSSE 8a\)](#), 55% of first-year students reported that they had a discussion with people of a race or ethnicity other than their own, either often or very often, compared to 73% at other institutions. In [2014](#), 60% of Naropa first-year students reported the same, compared to 73% at other institutions, exhibiting a slight improvement. Similarly, 55% of first-year students ([NSSE 8d](#)) reported that they had a discussion with people with political views other than their own, either often or very often, compared to 70% at other institutions. These differences are even more striking amongst seniors with 52% of seniors in 2013 reporting that they had a discussion with people of a race or ethnicity other than their own often or very often, compared to 73% at other institutions, and 39% of seniors in 2013 reporting that they had a discussion with people with political views other than their own, either often or very often, compared to 73% at other institutions. These numbers also shifted a bit in 2014 with 69% of seniors then reporting having discussions with people of a race or ethnicity other than their own often or very often.

On the positive side, 2014 NSSE results show that 91% of first-year students and 77% of seniors reported having discussions with people from an economic background other than their own often or very often compared to 75% of first-year students and seniors at other institutions. In the same survey, 90% of first-year students and 70% of seniors reported having discussions with people with religious beliefs other than their own often or very often, compared to 68% of first-year students and seniors at other institutions. As mentioned earlier, Naropa also excels at integrating diverse perspectives into the curriculum and helping students understand other perspectives. The 2013 NSSE Mission Engaged Consortium Survey also highlighted some strengths. Eighty-eight percent of first-year students and 86% of seniors indicated they agreed or strongly agreed that the faculty and staff here are respectful of people of different religions. Eighty percent of first-year students and 79% of seniors indicated they agreed or strongly agreed that students are respectful of people of different religions. Ninety-three percent of first-year students and 88% of seniors indicated they agreed or strongly agreed the faculty and staff here are respectful of people of different races and cultures. Eighty-eight percent of first-year students and 81% of seniors said the same of students. Ninety-seven percent of first-year students and 90% of seniors indicated they agreed or strongly agreed that people of different sexual orientations are accepted socially here. Of note is that no students disagreed with this statement. Eighty-seven percent of first-year students and 76% of seniors agreed or strongly agreed the environment at Naropa encourages students to develop an appreciation of diversity.

Although Naropa regularly hosts processes that invite open dialogue on diversity topics, there is recognition of the vital need to continue to accelerate and strengthen efforts. The commitment to this process is reflected in recent actions including the appointment of the re-designed position of the director of the Office of Diversity and Inclusivity and a recent [diversity training session for the board of trustees](#).

Striving to increase ethnic diversity among the student body, faculty, and staff is an ongoing objective of the university. Our most recent statistics (see Tables 1.3–1.6 below) indicate that after whites, Latinos are the second-most employed ethnicity at Naropa followed by people of two or more races and African Americans. While these percentages have increased significantly over time, percentages can hide the fact that numbers are still quite small in any given group, which can create difficulty in creating true community for students of color. These numbers are likely reflective of the demographic trends in Boulder County, which is not as diverse as the state or nation (see Table 1.7). Despite being ahead of trends in Boulder County, Naropa has some work to do in this area as white employees still are more than 80% of all employees, and employees in the second-largest ethnicity numbers less than 5%.

Table 1.4
Student Demographic Data

STUDENTS	FALL 2012		FALL 2013		FALL 2014	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Nonresident Alien	1%	3%	3%	6%	3%	6%
Hispanic/Latino	8%	8%	8%	7%	11%	6%
American Indian or Alaska Native	0%	1%	0%	1%	0%	1%
Asian	1%	2%	1%	2%	1%	1%
Black or African American	1%	2%	1%	1%	2%	1%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%
White	65%	67%	65%	70%	61%	76%
Two or More Races	4%	4%	9%	4%	11%	5%
Unknown	19%	15%	12%	9%	10%	6%

Table 1.5
Faculty Demographic Data

FACULTY	FALL 2012		FALL 2013		FALL 2014	
	Ranked	Adjunct	Ranked	Adjunct	Ranked	Adjunct
Nonresident Alien	0%	0%	0%	0%	0%	0%
Hispanic/Latino	2%	3%	3%	5%	3%	2%
American Indian or Alaska Native	0%	0%	0%	1%	0%	1%
Asian	5%	2%	7%	3%	6%	2%
Black or African American	5%	3%	6%	4%	4%	4%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%
White	80%	86%	76%	84%	84%	87%
Two or More Races	0%	0%	1%	0%	0%	0%
Unknown	8%	6%	7%	3%	3%	5%

Table 1.6
Staff Demographic Data

STAFF Race/Ethnicity	FALL 2012		FALL 2013		FALL 2014	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Nonresident Alien	0%	0%	0%	0%	0%	1%
Hispanic/Latino	6%	0%	5%	1%	5%	3%
American Indian or Alaska Native	1%	0%	1%	1%	1%	0%
Asian	1%	4%	2%	1%	2%	1%
Black or African American	6%	0%	5%	3%	2%	3%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%
White	83%	85%	84%	87%	88%	83%
Two or More Races	2%	1%	2%	6%	2%	6%
Unknown	1%	10%	2%	2%	0%	3%

Table 1.7
Gender Statistics at Naropa

GENDER	FALL 2012		FALL 2013		FALL 2014	
	Male	Female	Male	Female	Male	Female
Undergraduates	39%	61%	36%	64%	33%	67%
Graduates	31%	69%	31%	69%	29%	71%
Ranked Faculty	46%	54%	39%	61%	36%	64%
Adjunct Faculty	39%	61%	36%	64%	35%	65%
Full-time Staff	29%	71%	32%	68%	31%	68%
Part-time Staff	24%	76%	29%	70%	31%	69%

Table 1.8

Boulder County Population by Race/Ethnicity

	BOULDER COUNTY			U.S.
	1990	2000	2011	2011
White	93%	89%	88%	74%
Black or African American	1%	1%	1%	13%
American Indian or Alaska Native	0.6%	0.6%	0.4%	1%
Asian	2%	3%	4%	5%
Some Other Race	0%	5%	4%	5%
Two or More Races	3%	2%	3%	3%
Latino—Any Race	7%	11%	13%	16%

Source: Colorado State Demography Office, American Community Survey

In addition to racial and ethnic diversity, Naropa attracts a large percentage of low-income students, with at least 50% of students reflecting income low enough to qualify for Pell grants. According to a recent survey, from 2012 to 2014, Naropa’s rate of student with learning disabilities grew from 6.6% to 12.7% in contrast to an average national rate of 4.5%. The types of disabilities requiring assistive technology grew markedly as well (sight limitations grew from .4% to 3.2% and mobility limitations grew from 1.2% to 3.8% in contrast to the national average of 1.0%). Indeed, our rate of students suffering from chronic illness is 13.3% versus the national average of 5.2%. We have 16.5% of students self-identifying as experiencing a psychiatric illness versus the national average of 6.7%. In 2012, 35% of graduate students and 32% of undergraduates identified as LGBTQIA. Students also come from a wide array of religious backgrounds.

1D. THE INSTITUTION’S MISSION DEMONSTRATES COMMITMENT TO THE PUBLIC GOOD.

As a private not-for-profit college, Naropa University enthusiastically extends its services to the public and is committed to advancing the public good. Since its founding in 1974, Naropa University has aspired to provide meaningful, transformative contemplative educational programs and services to the wider extended community, which is seen as reaching out throughout the world. The Naropa University mission directly addresses the dual purpose of serving students as well as local and global communities. Naropa’s [mission statement](#) gives voice to the ultimate purpose of the university’s work:

Naropa students explore the inner resources needed to engage courageously with a complex and challenging world, to help transform that world through skill and compassion, and to attain deeper levels of happiness and meaning in their lives.

The [Educational Vision Statement](#) further explains this service-oriented mission: “Naropa graduates translate their learning into gifts dedicated to a just and living world.” One of the [six essential learning outcomes](#) is to “apply learning in real-world settings. Graduates are able and inclined to engage real-world challenges and work ethically and effectively across diverse communities drawing on disciplinary competency, civic knowledge, presence, and personal values, and creative intelligence.”

The [strategic plan](#) echoes an ultimate purpose of a Naropa education: to “enrich the broader world.” According to [2013 NSSE survey findings \(NSSE 12\)](#), 80% of first-year students and 95% of seniors reported that some or most of their courses have included a community-based (service-learning) project, numbers which are significantly higher than national comparison groups.

Service is provided in many ways to the Naropa community, including students at a distance. The [Office of Distance Learning](#) supports the delivery of the university's courses and degree programs in an online distance format to students throughout North America and the world. Distance Learning students have access to all the same student services as residential students, including access to recorded lectures of notable visiting speakers. In the local community, the university offers [open seats](#) in academic courses to people seeking career or personal development. The many unique classes offered at Naropa enhance people's personal and professional lives; they in turn enhance their communities with the knowledge and skills that they gained at Naropa. Naropa University offers [continuing education](#) for career development, facilities for some public gatherings, and programming that is open to the community, such as literary, musical, and theater performances, art exhibitions, and a variety of stimulating academic presentations and lectures. Colorado Governor John Hickenlooper issued a state-wide proclamation declaring September 18, 2014, to be "Naropa University Day" in honor of Naropa's 40th anniversary, as well as to acknowledge Naropa's role as a leader in contemplative education and its academic, cultural, and economic contributions to the state of Colorado.

1D1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Naropa contributes to the vibrancy of the community through a variety of public programs and services related to the performing arts and health and wellness. Venues include regular educational events and extended studies programming. Naropa faculty also regularly participate in conferences and educational collaborations. [Naropa's Allen Ginsberg Library](#) with its unique collection and books and recordings is open to the public.

Visual Arts

The Naropa University galleries offer an experience of the arts in a contemplative environment committed to the human experience of visual, perceptual, and energetic transmissions through art. Deeply linked with Naropa University's mission, the visual arts galleries nurture and cultivate contemplative insight to reflect the interplay of discipline and delight. Naropa is home to five galleries throughout the campuses that present contemporary and traditional media by students and faculty and regional, national, and international artists. At the Nalanda Campus, the White Cube Gallery shows contemporary local, national, and international artists; the Nalanda Gallery exhibits senior BA students and guest artists, and the Lounge Gallery is operated by visual arts students with mentoring by the gallery manager to create experiential exhibits while learning curatorial, design, and installation skills. At the Arapahoe Campus, the Lincoln Gallery displays the compelling work of graduate students, faculty, alumni, and guest artists. At the Paramita Campus, the Paramita Gallery presents works in all media by MA art therapy students and Naropa University faculty.

The 2013–2014 exhibition schedules included the following exhibitions: alumni show; faculty exhibit; Tim Eyes senior exhibition; Cynthia Moku: *A Pilgrim's Journey Honoring Sacred Architecture and Geography*; Lisa Gakyo Schaewe: *Dust: Revisited*; Quddous Maus: *Bearing Witness*; and Leslie Montalvo-Maldonado: *Reminiscence {mutterings of a soft-spoken body}*. In addition, each spring and fall semester, the Nalanda Gallery and Paramita Gallery feature artwork by graduating seniors from the visual arts and art therapy programs.

Performing Arts

Through Naropa's School of the Arts, performing arts and cultural events are offered to the community throughout the year, many of which are either free of charge to the public or provided at a nominal fee. The Naropa Performing Arts Center and the Nalanda Event Center hosts guest artists as well as student and faculty theater, music, and dance performances throughout the year. Naropa dramatic productions provide cutting-edge, interdisciplinary, socially and politically relevant performances combining avant-garde dance, acting, improvisation, spoken word, and singing. Pieces are created and performed by students from the classes offered in the School of the Arts. The 2013–2014 performance schedule included the following undergraduate productions: *Nasi, Mustachi, e Lazzi*, a lecture/demonstration on Commedia dell'Arte by Antonio Fava (in collaboration with UC Boulder French and Italian Department); *Vita morte e resurrezione di*

Pulcinella, a play by Antonio Fava in English and Italian performed by Antoni Fava and Mari Makinen (in collaboration with UC Boulder French and Italian Department); School of the Arts concerts; world music and dance concerts; *Three Way Stop Dance* (a dance triptych devised by the dance classes taught by Kat Gurley, Katharine Kaufman, and Barbara Dilley presented as part of the Dance Ensemble Project); *The Devas*, a thesis performance project devised by Cleo Post; *Dharma Can't Wait*, an adaptation by the Acting Ensemble of the play *Heaven Can Wait* by Harry Seagall with original choreography by MFA candidate Kebrina De Jesus; and *Unravel*, a thesis performance project devised by Kendall Perry.

Graduate productions included *Moons of Jupiter*, an MFA second-year performance project with guest artist and playwright Jessica Litwak; *ó Minute Pieces*, a first-year MFA performance project of original work; *Works on the Edge*, a three-week festival showcasing original work of the graduating MFA class; *Tectonic Theatre Project*, an original theater piece based on the Aurora shootings with guest artist in residency Greg Pierotti; and *MFA Musical Theatre*, original interpretations of pop songs with Ethie Friend and guest artist Gary Grunde. In a production about the world's water shortage, the opening performance was followed by a public forum that included the mayor of Boulder, the lead atmospheric scientist at the National Center for Atmospheric Research, a graduate student from the University of Colorado, and the playwright.

[The Jack Kerouac School of Disembodied Poetics](#) hosts public [poetry readings](#) and spoken-word performances throughout the year at Naropa and local, national, and international venues. Each year, more than sixty guest faculty are invited to the internationally renowned [Summer Writing Program](#), a four-week colloquium of workshops, lectures, and readings. Alumni and the poetics community are invited to submit proposals for panels and papers for the three-day biennial Disembodied Poetics conference. The Jack Kerouac School regularly publishes [blog](#) posts to a large subscriber base. The school publishes multimedia poetic presentations, the magazine [Bombay Gin](#), the digital zine [not enough night](#), and [Something on Paper](#).

Health and Wellness

The [Graduate School of Psychology](#) provides many programs to improve the health and well-being of our community, including regular seminars featuring local and national speakers. Naropa students contribute to the community through their work at a variety of [practicum and internship sites](#) related to mental health. Sites include Hospice, Colorado AIDS Project, Headstart, and Addictions Recovery among many others. Master of Divinity internship sites include Boulder County Hospice, Boulder Community Hospital, and other medical facilities along the Front Range. The Naropa Graduate School of Psychology runs the Naropa [Community Art Studio](#), which welcomes people from the community to engage in therapeutic art projects. Through the Naropa Community Art Studio International, art therapy masters students work in Cambodia, cultivating awareness and engaging with others whose lives have been affected by domestic violence, poverty, and sex trafficking. Naropa plans to launch a Community Counseling Center in fall 2015 to serve the Boulder area and provide low-cost counseling services to diverse populations.

Educational Events

Naropa hosts a variety of conferences and speaker series that are open to the community, including the following:

- The [Radical Compassion Symposium](#) in October 2014 brought spiritual leaders, scientists, and activists to Naropa to focus on the subject of compassion.
- Naropa hosted the [Awakening the Heart's Wisdom to Guide the Future conference: Protecting and Caring for Earth's Community of Life!](#), which brought together Naropa faculty with spiritual leaders and activists from around the country.
- The university hosted Zen master and social entrepreneur Bernie Glassman for a talk on Zen peacemaking.
- The annual [Lenz Foundation Distinguished Lecturer program](#) brought in speakers such as Pulitzer prize-winning poet and environmentalist Gary Snyder, critically acclaimed composer, singer, director, and choreographer Meredith Monk, and renowned meditation teacher Sharon Salzberg.

- A series of talks is regularly provided by visiting scholars, artists, activists, and leaders who are in residence in Naropa as part of the [Frederick P. Lenz Foundation Residential Fellowship for Buddhist Studies and American Culture and Values](#). Recent talk titles include “An Engineer Visits Naropa,” “Heart to Organizations: Contemplative-Based Organizational Learning and Strategic Thinking,” and “The Great Encounter: Why Buddhism and the Modernity Need Each Other.”
- Offered each year in the spring semester, the endowed [Bayard and John Cobb Peace Lecture](#) speaks about a current topic and engagement related to world peace. The spring 2014 lecture was given by Dr. Ha Vinh Tho, director of Bhutan’s Gross National Happiness Center.
- Recent guests and lecturers have included Pema Chödrön, Buddhist teacher David Loy, Google’s Chade-Meng Tan, Congressman Tim Ryan, writer Susan Griffin, environmentalist and author David Orr, and beat poet Alice Notley.

The public can either register or freely participate in a variety of other ongoing talks presented by Naropa faculty, staff, and board members who frequently speak about their subjects of expertise. Examples include talks by board member Jerry Colonna on “Mindfulness and Entrepreneurship: Uncertainty as an Ally” and board member Rose Marcario of Patagonia on “Sustainability, Leadership and Shambhala Practice.”

Extended Studies

Through Naropa’s [extended studies](#), the public may take many residential or distance learning Naropa courses for audit or credit. This may include courses by well-known scholars and practitioners offered through the [Breeze of Simplicity](#) and [Opening the Heart](#) courses. The School of Extended Studies also offers a number of noncredit certificates, national and international conferences, and continuing education programs. In addition to our on-going certificate program [Authentic Leadership](#), Naropa has co-sponsored conferences such as Wisdom 2.0, Legacy of Wisdom, and weekend workshops with prominent speakers of interest to the Naropa community. The university recently engaged in a community-wide process to re-vision and re-develop Extended Studies into an entrepreneurial institute for professional development to bring contemplative programs to professional and lifelong learners. This effort is referred to as the School of Professional Development and Extended Studies.

Conferences and Collaborations

The Naropa faculty and the president regularly speak about contemplative education around the country. In the last five years, Naropa faculty have increased their participation in conferences, presenting papers and talks at university-sponsored conferences on contemplative education. In the last twenty-four months, more than a third of core faculty members have attended the International Symposium of Contemplative Studies, the Telluride Stanford Compassion Conference, or Association for Contemplative Mind in Higher Education conferences. Naropa University collaborates with many universities on contemplative education projects. Working with the University of Colorado, Naropa faculty have hosted multiple joint lecture series and established the [Rocky Mountain Regional Dialogue on Mindfulness in Higher Education](#). In collaboration with the Association for Contemplative Mind in Higher Education, faculty are planning a national conference on access, innovation, and policy in education.

1D2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Naropa is a private, nonprofit, tax-exempt institution. It has no investors, parent organizations, or supporting external interests involving financial returns from the university, nor does it make financial contributions to a parent organization or other external interests. Naropa board members are not compensated, and the board’s Conflict of Interest Policy prevents even the appearance of individual benefit. Naropa University’s purpose is to provide a contemplative education.

The university strives to be a good steward of resources generated through tuition and fees, return on investments, and philanthropic contributions. Financial resources are used to support the academic purposes of the university, including

faculty salaries, new academic programs, classroom equipment, instructional facilities, and professional development. These efforts enhance learning and aid in student retention and allow Naropa to provide better learning environments.

1D3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

As mentioned in 1D1, the local community is invited to participate in many Naropa University programs and events, most of which are part of regular educational or extracurricular activities. Naropa engages with external constituencies and communities of interest and responds to their needs as its mission and capacity allow. Examples include:

- Incoming students are immediately connected to the wider Boulder community during orientation through projects led by peer orientation leaders. In 2014–15, we partnered with [Foothills United Ways Day of Caring](#), where students signed up for projects.
- In the last several years, the university has significantly increased service-learning offerings in the curriculum. Undergraduate programs in Contemplative Psychology, Environmental Studies, Peace Studies, and Early Childhood Education require service-learning projects, practica, or internships in the community. There are many sites where Naropa students perform valued service to the community.
- Naropa University and its students serve the community through the [Alaya Preschool](#), which serves as part of the Contemplative Education Department and curriculum. Naropa University faculty and graduates serve as the preschool's staff.
- Students in the MA in Transpersonal Ecopsychology complete a service-learning project and contribute in practical ways to ecological projects, actions, and service work.
- Some of our study-abroad programs include service-learning opportunities in overseas communities.
- For its 40th anniversary, the university had the goal to deliver [forty service projects](#) to the community in the 40th anniversary year.
- Naropa regularly reaches out to [alumni](#) and has a [free audit program for alumni](#).

In 2014, Naropa received funding to re-establish the [Center for the Advancement of Contemplative Education \(CACE\)](#). The purpose of this center has been broadened to expand Naropa's contributions to contemplative education within North American higher education and culture. One of its goals is to further train Naropa University core and adjunct faculty in best practices in contemplative education, linking initiatives in faculty development, contemplative research, faculty fellowships, and teaching and learning.

Naropa works collaboratively with key stakeholders in the community and with our neighbors at large. Naropa has collaborated with the University of Colorado planning office and has worked with the City of Boulder, meeting with various leaders in the city manager's office, the city council, the planning office, the transportation office and the landmark board to assure that we are working within the desired parameters of city regulations. City council members are invited to events on campus. During a recent construction project on the street in front of the Arapahoe Campus, communication with the transportation office resulted in the city redrafting the construction timeline so that construction did not occur in front of Naropa buildings during the time of summer programming thereby minimizing the impact on the university. The university stays connected with the Boulder Chamber of Commerce through its development, marketing, and business offices and joined the Denver Chamber of Commerce in April 2014. The university connects with a varied number of other business constituencies, from neighbors to small nonprofits to try to consider ways that Naropa can assist in meeting community needs. More details about community stakeholder collaborations are found in section 5C3.

CRITERION 1: REFLECTIONS ON THE PRESENT AND OPPORTUNITIES FOR THE FUTURE

Naropa University is a mission-driven institution. Naropa's mission inspires and guides the university. The academic programs, student support services, and enrollment profile are consistent with our mission. Mission statements of academic programs align with the university mission, which is well understood and widely available. Student surveys show that students understand the mission of the university and can see how it is infused throughout their educational experience. University programming enriches the local community and provides a valued presence that contributes to making Boulder a diverse and vibrant place. Naropa seeks to be a good neighbor and coordinates with city offices and our neighboring university. Outreach by university faculty to share contemplative education expands Naropa's contributions within North American higher education.

Naropa University has a number of opportunities for development related to the mission. The development and broadening of programs such as the Center for the Advancement of Contemplative Education (CACE) and the School of Professional Development and Extended Studies will expand Naropa's contributions to contemplative education within North American higher education and culture as well as expand the range and audience for Naropa's programs. They will create opportunities for faculty development, contemplative research, faculty fellowships, and training in best practices in contemplative education.

An ongoing opportunity at Naropa relates to campus diversity. Although many initiatives are in place, the university recognizes that it faces significant, ongoing diversity challenges. Under the direction of the new director of diversity and inclusion, the university can more adequately address its commitment to diversity and inclusion.



CRITERION 2

INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

CRITERION 2:

THE INSTITUTION ACTS WITH INTEGRITY; ITS CONDUCT IS ETHICAL AND RESPONSIBLE.

Naropa University operates with integrity; the ethical and responsible conduct of the university is demonstrated through transparent governance and clearly articulated policies and procedures. University stakeholders are guided by the [mission statement](#), the [strategic plan](#), and various handbooks that address particular constituent needs to ensure effective governance. Since the 2010 reaffirmation of accreditation, Naropa University has reviewed and revised the [employee handbook](#) and the [faculty handbook](#) through robust and inclusive means. These guiding documents along with additional policies and procedures are housed on MyNaropa, the university intranet. While effective, cross-campus communication is an issue earmarked for continuous assessment and improvement throughout the university, [MyNaropa](#) effectively organizes and serves as a clearinghouse for information for all university stakeholders.

2A. THE INSTITUTION OPERATES WITH INTEGRITY IN ITS FINANCIAL, ACADEMIC, PERSONNEL, AND AUXILIARY FUNCTIONS; IT ESTABLISHES AND FOLLOWS POLICIES AND PROCESSES FOR FAIR AND ETHICAL BEHAVIOR ON THE PART OF ITS GOVERNING BOARD, ADMINISTRATION, FACULTY, AND STAFF.

Financial Practices

Naropa University financial practices and processes are inclusive and transparent. General policies and practices ensure integrity. For example, the Finance Office has added clear separation of duties in order to allow for greater integrity around the handling of university finances. The controller, associate controller, and manager of Accounts Payable and Accounts Receivable all have access to information limited to their specific roles. Therefore the staff members who create monthly reporting are different from those who are preparing checks. Due to Naropa's small size, if a member of the team should be unexpectedly ill, and someone must step in, the chief financial officer must approve the beginning and ending date for all such transactions before the staff member may access the system. All checks over \$3,000 require two signatures and every check must have the appropriate back-up in place to support the amount of the check. Check stock is monitored closely and any voided check is noted by more than one individual.

Separation of duties also is in place in Human Resources and Payroll. Employees who enter new employee information cannot set payroll information and vice versa. Based on recommendations by Naropa's audit firm—Ehrhardt, Keefe, Steiner & Hottman, P.C. (EKS&H)—the controller and CFO now perform an annual, unannounced audit of all vendors and require explanations for significant variances from budget.

In addition to these general financial practices, Naropa University has policies and procedures to ensure integrity, inclusivity, and transparency in the areas of budgeting practices, the audit process, fundraising, legal compliance, and risk management.

University Budgeting Practices

The budgeting process includes input from faculty, staff, and board members. The [Academic Affairs Planning and Resource Committee \(AAPARC\)](#) brings faculty representatives together to "generate greater transparency with regard to the budgeting process, to promote an understanding of budget complexities, and to draw a clear connection between the Academic Affairs Division budget and the division's overall goals and strategies, within the context of the university's mission and strategic priorities." This body works to build the Academic Affairs budget and discusses strategic issues that impact the instructional budget, such as increasing the number of core faculty or placement of new faculty hires.

Staff work with their divisional vice presidents to determine budgetary needs for their areas. The divisional budget requests and the decisions of AAPARC inform the work of the University Planning and Resource Committee (UPARC), which is co-chaired by the provost and the vice president for business affairs. The [University Planning and Resource Committee](#) consists of divisional vice presidents and the directors who report to the president. The committee is charged with creating “the strategic context for university planning, through administrative oversight of the strategic plan, budget allocation and long-term planning and space utilization planning.” With guidance from UPARC, a draft budget is given to the board of trustees each February and serves to guide the trustees as they determine the tuition and discount rate for the following year. A final budget is submitted for approval to the board of trustees each May.

The board is charged with ensuring the [fiscal stability and long-term financial sustainability](#) of the university. Trustees continuously monitor the financial health of the institution through monthly review of the institution’s financial statements, including a variance report and update on the endowment market value. The board’s Finance and Sustainability Committee meets monthly, is kept abreast of the status of the budgeting process, and reviews the proposed budget before it goes to the full board for consideration.

Audit Process

Annually, the university engages the service of an audit firm to review its financial statements and its 403(b) deferred compensation plan, as well as to audit compliance under the OMB A-133 guidelines for financial aid. An initial conversation is held in May to establish the annual schedule for providing information and on-site audits with the Accounting Office, Human Resources staff, and Student Financial Services. EKS&H conducts each audit throughout June, July, and August, spending significant time on site in each area, and provides an annual report to the board of trustees at the September meeting. The auditors make a report presenting the outcome of the audit to the board during an open meeting session, which community members are invited to attend. After the report is given, the board meets in private with the auditors to discuss any areas of concern regarding staff management and oversight. EKS&H is also retained throughout the year as a resource for any specialized audit/compliance, tax, or accounting questions that may arise, allowing the university to resolve many of these issues at inception.

Fundraising

Naropa approaches fundraising with the framework of adhering to the [Donor Bill of Rights](#). It is a priority to put the donor first and find ways that donors’ interests align with the university’s, while also satisfying standards for gift counting set by the Council for the Advancement and Support of Education (CASE) and Internal Revenue Service (IRS) rules for what qualifies as a gift.

Naropa’s Development Office adheres to a two-person system for gift processing. The data and research manager opens and processes gifts, which are then handed off to the accounts payable manager, who verifies each transaction. This process ensures that each gift is seen by two staff members so that it is accurately entered and properly designated. Gift backup is kept on file for auditing purposes. The Development Office works closely with the Business and Finance Office to track gift funds as they are being spent to make sure that the university continues to honor donor intent.

Legal Compliance and Risk Management

The university retains the services of Denver-based law firm Jackson Kelly, PLLC, to serve as its general counsel. Additionally, the special advisor to the president is a trained attorney who consults with the president and vice presidents on issues related to institutional compliance and risk management. The special advisor works closely with a broad range of stakeholders including Jackson Kelly, the Title IX coordinator, Study Abroad administrator, Faculty Grievance Committee, Human Resources director, and Safety manager in order to review and update the institution’s policies, risk management practices, and reporting requirements as necessary based on changing federal regulations. In conjunction with the Title IX coordinator, the special advisor recently oversaw updates to the institution’s Title IX policy that reflect guidance published in the form of questions and answers by the Department of Education’s Office of Civil Rights in April 2014.

A Compliance Committee made up of the vice president for business affairs and chief financial officer, vice president for student affairs and enrollment management, and the special advisor to the president meets monthly to review and discuss areas of institutional compliance. The role of the committee is to oversee that Naropa's regulatory obligations are being met within each area of the university and that required reporting is done in a thorough and timely manner. The committee uses a [compliance matrix](#), based on the matrix compiled by the National Association of College and University Attorneys (NACUA), as an effective oversight and management tool to insure institutional compliance with a myriad of regulations. The committee is also working toward creating an online compliance calendar that will be available to the trustees and university community. Recent committee work included review and approval of the Annual Security Report, insuring updates were made in response to the 2013 Violence Against Women Reauthorization Act and that properties, especially study-abroad locations, were properly classified.

The University Legal Committee also meets monthly. This committee, which is comprised of the president, vice president for business affairs, special advisor to the president, and human resources director discusses ongoing or potential legal claims that may be brought against the institution. The committee decides how best to respond to emerging issues and when to engage Naropa's outside legal counsel. The information garnered through committee discussion allows Naropa to take a proactive approach to mitigating potential legal claims and to enter into self-reflective corrective measures as necessary. Committee participation insures that the president is always briefed on legal matters affecting the institution and can, in turn, inform the board of trustees as necessary.

The special advisor to the president also chairs the ADA Committee. This committee, which is comprised of the disabilities resources coordinator, the assistant provost, the human resources director, and the director of facilities and operations, meets monthly and serves to facilitate communication and institutional response for issues that arise under applicable disabilities acts. The committee brings cross-functional representation that allows for institution-wide support for addressing concerns. Recently, the committee, acting upon complaints about smoking on campus, instituted a process to gather community feedback regarding a move toward a smoke-free campus. While the community did not support such a move, the committee was able to relocate current smoking sections to better accommodate non-smokers.

Academic Practices

Prospective Students. Procedures for admission for undergraduate, graduate, transfer, and international students are outlined on the [university's website](#), www.naropa.edu. [The Frequently Asked Questions \(FAQ\)](#) sections of the Admissions page provides information to undergraduate, graduate, and transfer students pertaining to issues including the transfer of credits, Naropa's accreditation status, acceptance of high school diploma equivalency, cost, demographics, and general alumni information. The Admissions page also provides international students with information pertaining to the [requirements](#) they must meet and documents that must be provided in order to study in the United States. Information regarding the type of monetary aid available to Naropa students, as well as how to apply for such aid, is found on the [Cost and Aid pages](#) of www.naropa.edu. [Consumer Right-to-Know information](#) is centrally located on the Naropa website.

Students. The [Naropa student handbook](#) informs students of university policies pertaining to the student experience. The student handbook includes a reference to [Gender Equity, Sexual Misconduct, and Relationship Violence Policy and Procedure](#). Also found in the student handbook is the [View of Right Action](#), available student resources, policies related to specific prohibited behaviors such as cheating, plagiarism, and academic dishonesty, the judicial affairs process, grading, advising, and academic support information, as well as alcohol and other drug policies. This handbook is readily available to students on [MyNaropa](#).

The student handbook references general information regarding student housing. Students residing in the Snow Lion residence hall are provided with the [Snow Lion handbook](#). This handbook serves to supplement the terms of the general student handbook by providing policies and procedures specific to residence life. The Snow Lion handbook is provided to each tenant at the start of their leasehold. Additionally, Snow Lion residents are guided and governed by the term of each student's [residential housing lease](#), which sets forth fee and security deposit information, lease termination policies

and procedures, as well as Boulder County, Colorado, landlord tenant rights and obligations.

Students are informed of academic policies through the publication of the [course catalog](#). The course catalog is easily found on [MyNaropa](#) and the [Naropa website](#) and enables students to find programs, academic requirements, and specific course information. The [course schedule](#), which is published each semester and also found on [MyNaropa](#), provides students with information related to each course offered during the semester, the number of credits per course, the course location, days and hours offered, the name of the faculty member providing instruction, and dates for the drop/add and withdrawal periods.

Personnel Practices

University policies are outlined in the [employee handbook](#), [faculty handbook](#), and [student handbook](#). The Naropa University Board of Trustees are governed by the [Seventh Amended Bylaws](#) and the [Board of Trustees Manual](#) that was adopted in February 2012. These documents are all available in paper format and on the university intranet MyNaropa.

University Employees. The primary source of information for all university personnel is the employee handbook. The [employee handbook](#) outlines university policies akin to the employment relationship, such as terms of employment, evaluation, compensation, benefit programs, dispute resolution, nondiscrimination, the university organizational structure, and general university policies. The employee handbook is easily accessible via MyNaropa. Additionally, the ["Employee" page of MyNaropa](#) provides general payroll and benefit information, the schedule for university trainings, the Human Resources monthly newsletter, employment forms, and easy access to the employee handbook and additional university employment policies. The ["Administrative Departments" tab](#) on MyNaropa provides employees with easy access to operating procedures integral to each department, such as policies and forms related to [purchasing and reimbursement](#), [course fees](#), [contracting](#), [hiring independent contractors](#), [conducting performance appraisals](#), and accessing assistance with [events or marketing needs](#).

Faculty. The faculty, as employees of the university, are bound by the terms of the employee handbook. However, the [faculty handbook](#) outlines policies and procedures that are specific to the role faculty play within the university structure. The faculty handbook sets forth information pertaining to faculty rank, promotion, committee structure and assignment, governance, academic freedom, separation and severance, grievance procedures, and other general faculty guidelines. After a lengthy and inclusive process of review and revision, the updated faculty handbook was approved in May 2013. The faculty senate (Cauldron) is working toward the approval of a new procedure for review and implementation of updates to the handbook. This [review and procedure](#) includes a period of review and input by the president's office to insure compliance with other university policies and federal, state, and local regulations.

Faculty members are also guided and governed by the terms of faculty contracts, which are given as either ["Multi-Year Core Faculty Contracts,"](#) ["Core Candidate Contracts,"](#) or ["Visiting Instructor Contracts."](#)

Board of Trustees. The Naropa University Board of Trustees is governed by the [Seventh Amended Bylaws](#) and the board of trustees manual that was [adopted in February 2012](#). These documents are all available in paper format and on the university intranet MyNaropa.

The board of trustees manual establishes guiding principles by which the board shall act including the Naropa Code of Conduct and View of Right Action, the mission statement, and the corporate bylaws. The manual outlines each board committee and its charge and sets forth a board meeting matrix, which serves to inform the board regarding the actions to be taken at each meeting. Importantly, the manual specifies that the role of the board is to set the overall direction, mission, and goals of the university and to not involve itself in the daily operations of the institution, which is within the auspice of the president and his administration. The role of faculty in managing the academic affairs of the university is clearly defined within the manual. Additionally, the board of trustees is bound by the [Conflict of Interest Policy](#), which requires trustees to disclose potential conflicts and to abstain from any decisions that may be applicable to the conflict.

Auxiliary Functions

Naropa University operates few auxiliary services. These services include the university's self-operation of the Snow Lion Residence Hall and Alaya Preschool. The preschool has been part of Naropa's Contemplative Education Department since 1994. Naropa University faculty and graduates, including those of the Early Childhood Education program, serve as the preschool's staff. University policies apply to each auxiliary function. As stated above, students residing in the Snow Lion Residence Hall are guided by the terms of individual tenant leases and the Snow Lion Handbook, which serves to supplement the student handbook. All Snow Lion and Alaya Preschool employees are governed by the employee handbook. Naropa University does not self-operate food service. However, Naropa's food service vendor is bound, via the terms of the food service contract, to abide and insure its employees abide by the [View of Right Action](#).

Policies and Procedures

Information about the many policies and procedures is made available to all university students, faculty, and staff either through the main Naropa.edu website or MyNaropa. University policies that apply broadly are addressed below.

Non-Discrimination Policies

The employee handbook, which governs staff and faculty, the student handbook, and the Seventh Amended Bylaws set forth clear non-discrimination policies. All Naropa community members are governed by the [Gender Equity, Sexual Misconduct, and Relationship Violence Policy and Procedure](#), which is the university's policy in compliance with Title IX and the 2013 Violence Against Women Reauthorization Act (Campus SaVE Provisions). This policy is incorporated into the employee, faculty, and student handbooks and is available on the home page of MyNaropa. The university employs a Title IX coordinator, whose name and contact information is easily found within the body of the [policy](#). Additionally, faculty and staff are required to undergo training regarding the prevention of harassment and discrimination and the university Title IX policy.

Retaliation Prohibition

In the creation and implementation of university policies, the university is ever cognizant of the need to make sure community members feel safe in reporting concerns without the fear of repercussions or retaliation. The employee and [student handbooks specifically prohibit retaliation](#), as does the Gender Equity, Sexual Misconduct, and Relationship Violence Policy and Procedure.

View of Right Action

The employee and student handbooks as well as the board of trustees manual serve to guide all university employees, students, and trustees as to ethical and responsible behavior through the [View of Right Action](#). The View of Right Action is a set of enumerated guidelines, "which serve as reminders for how to create and maintain a sane society," and is the ethical scaffold for additional policies outlining integrity, honesty, and professional practices university-wide. The [employee](#), [student](#), and [faculty](#) handbooks also set forth detailed policies and procedures for handling complaints and disputes between community members as well as individual grievances. The [board of trustees manual](#) outlines the responsibilities of all trustees, which include carrying out fiduciary duties in a manner that avoids conflict of interest and is always in the best interest of Naropa University. Additionally, trustees and officers annually disclose any potential relationships that could give rise to a conflict of interest per the [Conflict of Interest Policy](#).

Whistle Blower Protection Policy

In an effort to oversee the university's commitment to ethical conduct and practices, a "whistleblower" system is in place. The [Whistle Blower Protection Policy](#) is set forth in the employee handbook. From June 2012 to June 2013, the university set up a telephonic whistleblower hotline. This hotline, however, received zero claims calls. In an effort to make the system more visible and user-friendly, as of July 2013 community members can access an online portal through MyNaropa entitled "[Report an Employment Problem.](#)" To date, zero claims have been filed through this portal.

2B. THE INSTITUTION PRESENTS ITSELF CLEARLY AND COMPLETELY TO ITS STUDENTS AND TO THE PUBLIC WITH REGARD TO ITS PROGRAMS, REQUIREMENTS, FACULTY AND STAFF, COSTS TO STUDENTS, CONTROL, AND ACCREDITATION RELATIONSHIPS.

With 22,000 unique visitors to the website per month and more than 10,000 followers on Facebook, the primary manner by which Naropa presents itself to prospective students and their families, the public, and other external constituents is online. The website is organized in a manner that allows particular constituents easy access to information and provides information regarding Naropa's mission and values, [academic programs](#), [admissions criteria](#), [leadership and staff](#), [cost and financial aid information](#), and [accreditation status](#). The internal web portal, MyNaropa, provides additional information relevant to internal constituents such as course requirements and registration information for students, Board of trustees policies and procedures, faculty academic committee minutes, and other policies, procedures, and documentation for faculty, staff, and students.

Outreach to both internal and external stakeholders is done through the Department of University Relations, which leads communications efforts across a variety of platforms and media, including websites, social media pages, videos, blogs, print, and events. This recently reconstituted department, as well as the newly hired director of university relations, is tasked with increasing institutional visibility, internal and external communications, media relations, and digital and online outreach.

To engage the broader public, Naropa's Department of University Relations has implemented a series of mutually reinforcing communications strategies to increase community awareness of Naropa's programs and activities. Working with local, regional, and national news organizations, Naropa has secured extensive media coverage on its programs (twenty-two articles or stories in April–November 2014 compared to eight articles or stories in the preceding eighteen months). Likewise, University Relations manages the official online presence for Naropa on social media platforms, which has led to a dramatic increase in social media followership on Facebook, LinkedIn, and Twitter.

Printed collateral remains a popular, albeit expensive and time-intensive, option for communication to alumni and prospective students alike. Although slated for discontinuation in fall 2015, *Naropa Magazine* shares how Naropa's mission of contemplative education manifests in the classroom through innovative approaches to teaching, learning, and research. Planned for fall 2015, the Department of University Relations, in collaboration with the Department of Development, will introduce a more cost-effective and environmentally friendly outreach strategy that focuses on the following: 1) Production of an online annual report each November; 2) Email newsletters and communications; 3) Theme-specific printed pieces on Naropa's vision, mission, and strategy; 4) Enhanced video content library; 5) Digital content strategy that includes Facebook, Linked-In, and Twitter-friendly content that is both highly shareable and easily created; and 6) Smartphone-ready content and materials, particularly through responsive website design and other enhancements.

For internal stakeholders, MyNaropa is the primary source of information. While this intranet houses a multitude of important material, the system has been criticized for not being user-friendly and thus contributing to communication challenges. In recognition of such criticisms, the Department of University Relations orchestrated a [use assessment](#) of MyNaropa that culminated in a report dated June 2013. The use assessment involved tracking general use habits and critical feedback by prospective, accepted, and existing students as they worked through typical tasks and answered open-ended questions. The majority of user feedback focused on issues pertaining to site functionality, organization and layout, and labeling and messaging. As a result, recommendations were made to streamline content, update the design so that it is consistent with the main Naropa website, ensure clear and consistent labels, and update page layouts so options are more obvious. Immediate action was taken to address the internal, back-end issues while correction to the user interface issues are in progress.

Naropa's Department of University Relations has made several additions to its digital team in order to meet the growing need to ensure that Naropa's online presence remains current. These include a social media coordinator. The department convenes a weekly social media meeting to ensure collaboration across internal departments and programs, which in turn informs website updates and social media activity. The social media meeting makes use of a message calendar that is available across the university via Google Docs in order to ensure the information is readily available to interested stakeholders.

2C. THE GOVERNING BOARD OF THE INSTITUTION IS SUFFICIENTLY AUTONOMOUS TO MAKE DECISIONS IN THE BEST INTEREST OF THE INSTITUTION AND TO ASSURE ITS INTEGRITY.

Naropa is a private institution. The university has no investors, parent organizations, or supporting external interests involving financial returns to the university nor does it make financial contributions to a parent organization or other external interests. Naropa University's sole purpose is to provide a contemplative education. To further guarantee autonomy, all trustees are bound by the [Conflict of Interest Policy](#) and must disclose potential conflicts annually. Trustees with business or other relationships that may conflict with the best interest of the institution are required to abstain from any decisions that may be applicable to the conflict.

2C1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The [board of trustees manual](#) outlines the primary goals and responsibilities of the trustees, which includes determining the mission, goals, and strategies that guide the university. The manual further sets out [board operating rules](#), which state, for example, that the "Board approves, upon recommendation from, or in consultation with the Administration: The strategic plan for the University and any policies, strategies, initiatives, and resource or funding distributions deemed appropriate to advance the university's strategic plan, stability, viability or goals." Also contained in the manual is a meeting matrix designed to address key items that must be voted upon at assigned meetings. For example, this matrix shows that the trustees must review and approve the university's audit during each September meeting; vote upon the tuition and discount rate each February; and review and approve the university operating budget each May.

The Naropa University Board of Trustees has taken specific action in advancing elements of the university's strategic plan, "[Deliver Distinction with Excellence.](#)" Votes taken by the board follow the board's deliberation on plans presented by the administration. Board minutes reflect an awareness by the board of institutional priorities such as financial sustainability, competitive salaries, enrollment growth, diversity, and campus development. Decisions made by the board fall in line with the strategic plan and show decision making in line with the mission. Specific examples include the board's [May 2012 minutes](#) vote to fund key strategic initiatives such as new academic programs, an extended studies entrepreneurial arm of the university, and upgrades at the Paramita Campus, as well as the [September 2012 minutes](#) vote authorizing the building of the Arapahoe Campus Pavilion.

2C2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Pursuant to the [Seventh Amended Bylaws](#) of Naropa University, the governing board shall consist of no less than twelve and no more than twenty-eight trustees including a faculty and student trustee. Currently the board consists of twenty-one members. With the exception of the student trustee, who is appointed for a [two-year term](#), trustees are generally appointed for a three-year term. The bylaws, however, permit appointment for less than three years.

The faculty trustee is nominated by Cauldron while the student trustee is nominated by the student government. Both the faculty and student trustee are voting members of the board. Each presents to the board during the quarterly meetings a report outlining areas of interest or concern to their constituents. Both the faculty and student trustees have board committee assignments that reflect their stakeholder position. For example, the student trustee typically participates in the Student Journey and Enrollment Management Committee while the faculty trustee sits on the Academic Enrichment Committee.

The full board meets in person three times per year with meetings held each February, May, and September. The president and board chair meet weekly and the board executive committee meets once per month. Board committees convene at least once between the quarterly meetings of the full board. The quarterly board meeting agendas are set by the chair of the board after consultation with the president and board executive committee. Each board meeting includes reports by the president, student trustee, faculty trustee, and board committees. Board meetings are further guided by the meeting matrix outlined in the board of trustees manual.

The board consists of six committees with each trustee serving on one to two committees at a time. The [charge for each committee](#) can be found in the board of trustees manual. Each committee has an appointed chair, and a member of the President's Cabinet serves as a liaison between a relevant board committee and the administration. For example, the provost and vice president for academic affairs serves as the administrative liaison to the board's Academic Enrichment Committee while the vice president for business affairs and chief financial officer is the liaison to the board's Finance and Sustainability Committee. This structure allows for open channels of communication between the administration and the board and insures that communication is consistent and ongoing.

The majority of board meeting sessions are open to the public, and community members are often invited into dialogue with the board. Dinners with stakeholder groups are held during the quarterly meetings in an effort to allow more community members the opportunity to speak with trustees. The board's membership includes a broad array of constituencies, such as alumni, parents of students, community members, and industry leaders.

2C3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The Naropa University Board of Trustees is governed by the Seventh Amended Bylaws, the board of trustees manual, and the Conflict of Interest Policy. These documents describe the respective responsibility of the board and the trustees.

The board of trustees manual describes the role of the board as guardians of the Naropa mission. It delineates the boundaries between the board and the administration and sets forth the [primary responsibilities and general operating rules](#) of the board. Additionally, the manual speaks to conflicts of interest and governs the trustees, thusly stating, "a trustee should serve the University to the best of his/her ability and carry out fiduciary duties in a manner that will avoid any conflicts of interest and always be in the best interests of Naropa." The board of trustees manual also binds the trustees to the View of Right Action. Additionally, trustees and university officers are bound by the Conflict of Interest Policy, which requires them to annually complete a [conflict disclosure form](#). Should a conflict exist, trustees are prohibited from participating in consideration of proposed transactions relating to the conflict.

2C4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The Seventh Amended Bylaws reserves the general powers of oversight of the corporation to the board of trustees. In accordance with the board of trustees manual, the primary responsibilities and general operating rules of the board do not include daily operational management. Instead, day-to-day operations oversight is specifically left to the Naropa administration and faculty. The manual states, “while the Board sets the University’s overall direction, mission, and goals, it does not involve itself in the University’s normal operations and decision-making, as these are the province of the President and his or her administration.”

The role of the board is generally described within the board of trustees manual, which states the board’s “intention at all times to function collaboratively with the administration and the faculty, respecting the prerogatives and roles of the administration and faculty in the governance of the University, yet recognizing and exercising the singular role and responsibility of the Board in guiding the University.” This balance between oversight and day-to-day management is more specifically described in certain decisions between the board and the administration in section III of the manual. The [Academic Enrichment Committee](#) of the board is charged with working in collaboration with the faculty and administration to ensure that academic programs are vibrant, high quality, duly funded, and are consistent with Naropa’s mission.

2D. THE INSTITUTION IS COMMITTED TO FREEDOM OF EXPRESSION AND THE PURSUIT OF TRUTH IN TEACHING AND LEARNING.

The faculty handbook includes two sections on issues pertaining to academic freedom (sections 3.2.1 and 3.5). The first section (3.2.1) addresses academic freedom and the electronic environment, stating, “it is important to mention that the principles and values concerning academic freedom at Naropa University transcend ongoing advancements in technology and how these advancements can influence the electronic environment at our university. And yet, unforeseen emerging technological advancements deserve to be evaluated and considered for their impact on the core values of [academic freedom](#).” Per section 3.5, the university affirms and is guided by the idea that all members of the faculty are entitled to academic freedom, and has adopted in principle excerpts from the American Association of University Professors and the Association of American Colleges’ 1940 jointly formulated statement concerning [academic freedom](#).

The Naropa University [mission statement](#) articulates its commitment to freedom of expression and the pursuit of knowledge and guides academic work and expectations of student, staff, faculty, and trustees. Contemplative education is supported in all facets of the institution through the commitment to the mission. By its nature, contemplative education values lifelong learning and thus is tied to the core of what Naropa represents. These core values are also reflected in the [curricular arc](#), [Educational Vision Statement](#), and [academic plan](#) as well as academic and student policies found in the student handbook and course catalog. The [faculty contract](#) contains a specific prohibition of the infringement of another’s academic freedom.

2E. THE INSTITUTION’S POLICIES AND PROCEDURES CALL FOR RESPONSIBLE ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE BY ITS FACULTY, STUDENTS, AND STAFF.

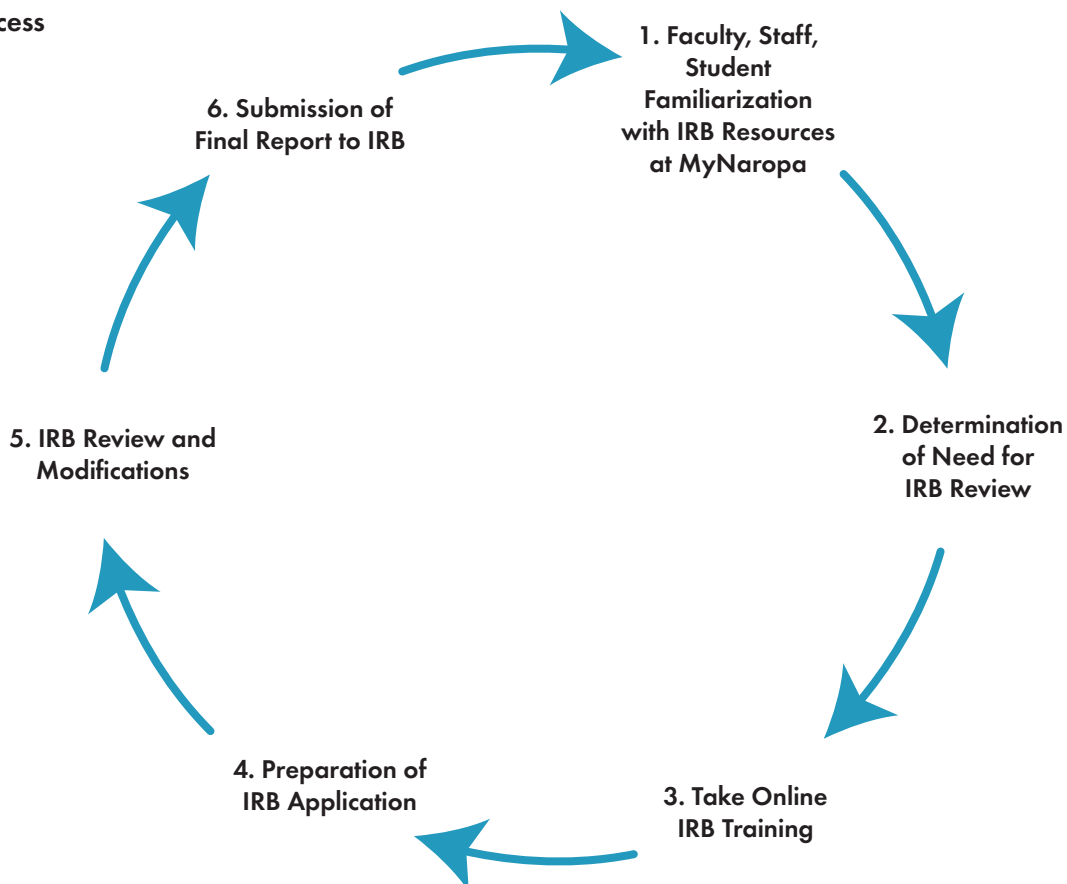
As described in the subsections below, Naropa University works hard to make sure that faculty, students, and staff act ethically and acquire and apply knowledge in an ethical manner.

2E1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Naropa is committed to supporting faculty and student research in substantive ways. Because research is one of the hallmarks of how universities in general, and Naropa specifically, contribute to the well-being and sustainability of society, Naropa is engaged in numerous activities to advance this cause. Activities include assisting faculty with specific study proposals, working with the Office of Academic Affairs to offer trainings that develop new and relevant research skills amongst faculty and students, pairing with the Development Office to find funding for research studies, sponsoring multiple graduate and research presentations where students describe capstone projects, and hosting faculty salons where research articles are read and discussed.

Naropa University has a Faculty Research and Scholarship Committee that functions as the [Institutional Review Board \(IRB\)](#). Its policies and procedures are outlined on MyNaropa. The IRB page of MyNaropa provides general information about human subject research, when the IRB is needed, and how to engage in the process. All researchers, which include faculty, staff, and students, applying for review to the IRB must first complete a training seminar, information about which is provided on the IRB page of MyNaropa, and submit the certification of completion to the IRB with their project application. The training and information provided on MyNaropa serve to guide Naropa researchers effectively through the IRB process (see Figure 2.1). The Faculty Research and Scholarship Committee receives an average of 65 IRB applications per year, mostly from graduate students doing thesis research and from faculty or staff conducting research projects. All MA Somatic students engage in original research in their third year, as a program requirement, but most research is theoretical. All MA Art Therapy students conduct capstone research projects. Most undergraduate research is done as a requirement for classes (such as a Research Methods course) and does not require IRB review or exemption.

Figure 2.1
IRB Process



2E2. Students are offered guidance in the ethical use of information resources.

Historical NSSE data (see Figures 2.2 and 2.3 below) shows that both first-year and senior Naropa students compare favorably to Carnegie class comparison group on issues related to ethics. On average, over 74% of first-year students stated that their experience at this institution contributed to their developing a personal code of values and ethics, either “quite a bit” or “very much,” a number that is greater than the 63% stated by the comparison group. Similarly, on average, over 93% of seniors stated that their experience at this institution contributed to their developing a personal code of values and ethics, either “quite a bit” or “very much,” a number that is also greater than the 73% stated by the comparison group.

Figure 2.2
Developing a Personal Code of Ethics—First-Year Students

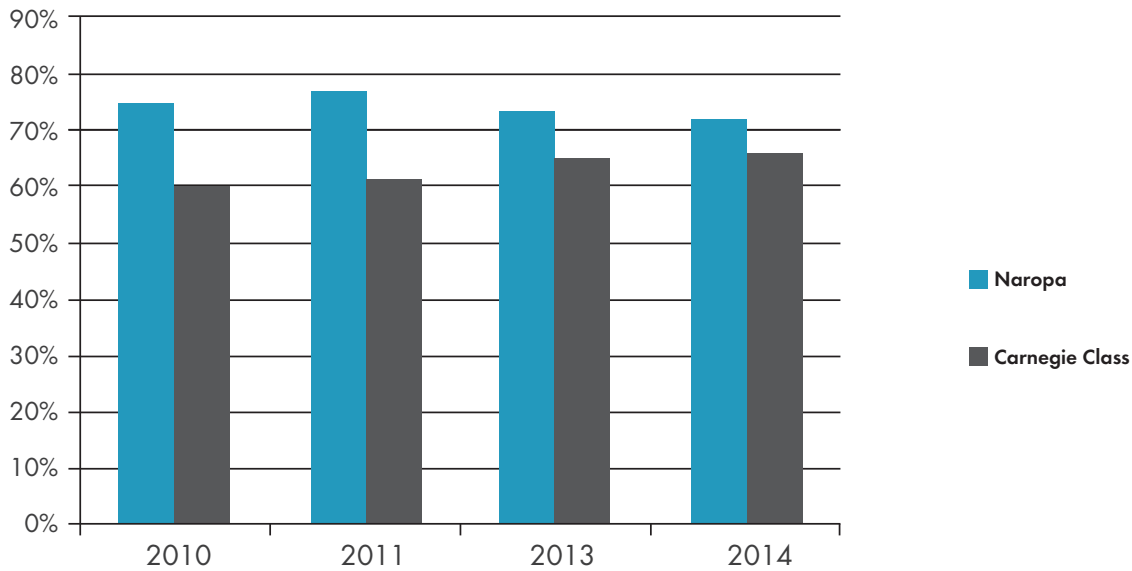
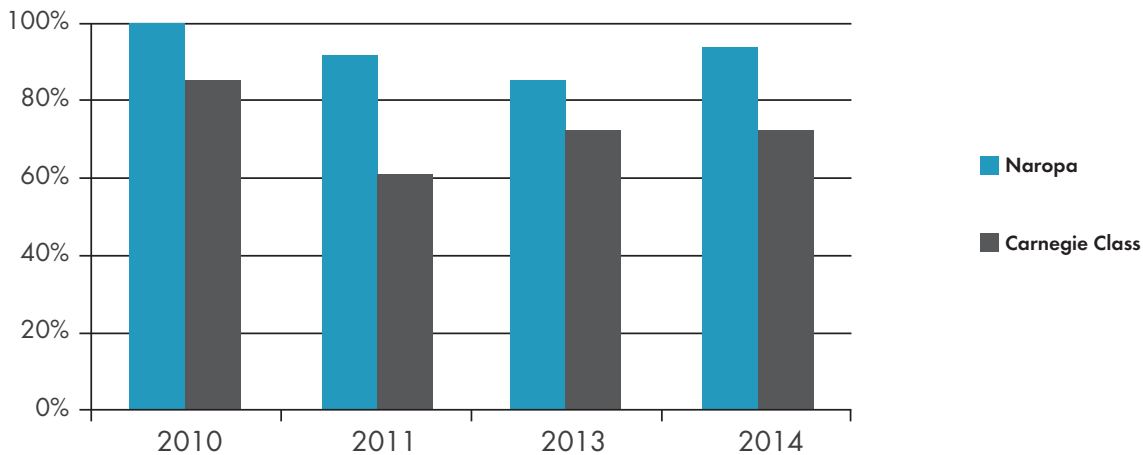


Figure 2.3
Developing a Personal Code of Ethics—Seniors



The Allen Ginsberg Library provides information literacy instruction sessions to students at all levels. Undergraduates are given a two-and-a-half-hour instruction session by the library director in their first year, which provides a general overview of all resources available for research. In addition, shorter, subject-specific sessions can be arranged by professors. These sessions are offered primarily in the thesis course for most undergraduate majors as well as the thesis and/or research courses for graduate students. For example, WRI210 requires that students visit the library for instruction with the librarian. The library director also offers one-on-one sessions with students of all levels who would like pointed, individual instruction.

Naropa undergraduate students are required to take [Writing Seminar I and Writing Seminar II as part of the Naropa core curriculum](#). The [Naropa Writing Center](#) is a support service available to undergraduate students that serves to augment what is learned through the core curriculum. Writing Seminar I and Writing Seminar II require students to utilize the services of the Writing Center at least once per semester. Visits to the Writing Center are voluntary thereafter. The Writing Center is staffed by [Writing Fellows](#), graduate students who received an A- or better in WRI700 Writing Pedagogy Seminar, who typically assist students with citation techniques, when to use citations, and general research practices. The Writing Center is also used by graduate students. An auxiliary Writing Center office is located at the Paramita Campus for Graduate School of Psychology students who may be referred for services by faculty or who may self-refer.

The ethical use of information is discussed in WRI210 and is a particular focus of Writing Seminar II. The Writing Seminar II curriculum teaches students about academic currency issues, plagiarism, and proper research citation techniques. Students discuss primary, secondary, and tertiary sources as well as relevancy, objectivity, accuracy, and authority. The course description for Writing Seminar II states in part that students will “read one key humanities-oriented text that spurs a multidisciplinary research investigation, incorporating research strategies and presentation skills along the way. Students in all sections practice the basics of scholarly investigation and argumentation, building a set of skills they will need and will refine throughout their undergraduate education. The semester will culminate in a ten- to twelve-page research paper.” Writing Seminar II, as well as several other courses, contains a two-and-a-half-hour Information Literacy Instruction session, where students learn research methodology using the many resources available to them through the Allen Ginsberg Library, the Naropa Archives, and through a consortia agreement with the Norlin Library at CU Boulder. Resources are again discussed in both BA and MFA thesis seminars.

All students enrolled in the Graduate School of Psychology take a 3-credit research course that includes units pertaining to ethics and information resources. Students are required to complete practice counseling sessions with outside clients and are required to sign an informed consent document regarding confidentiality and use of information. Informed consent forms are secured in faculty offices for a period of seven years. Informed consent for student research is handled in the same manner. Clinical orientation classes teach students how to properly care for confidential client files. In the School of the Arts, copyright laws are covered in ART480 Portfolio and Gallery Presentation and the entire school emphasizes the importance of academic honesty.

2E3. The institution has and enforces policies on academic honesty and integrity.

The student handbook clearly articulates university expectations for students regarding academic honesty and integrity. Specifically, instances of academic dishonesty, including cheating or plagiarism, are deemed to violate the student [Community Code of Conduct](#). The student handbook sets forth clear judicial processes that the university follows in [adjudicating such issues](#). Additionally, the [plagiarism policy](#), which is available on MyNaropa, gives faculty clear direction on how to handle cases of suspected plagiarism. Faculty may also include statements about plagiarism and academic dishonesty on their syllabi in accordance with the [“Instructions for Creating a Syllabus.”](#) provided that such statements do not differ from university policy.

In accordance with the faculty handbook, faculty members are expected to adhere to all applicable [copyrights laws](#) when reproducing or requesting that others reproduce materials for class. Additionally, the [Electronic Reservations Submission Form \(ERES\)](#) requires faculty requesting the posting of information to indicate the copyright status of a source, which allows library staff to identify any issues pertaining to use of the materials. Library staff is available to assist faculty with any questions regarding compliance with copyright laws.

CRITERION 2: REFLECTIONS ON THE PRESENT AND OPPORTUNITIES FOR THE FUTURE

Naropa continues to remain steadfast in its commitment to its mission and through its practices conducts itself with integrity. Through transparent and inclusive practices, Naropa has worked diligently to update its policies and has established systems allowing for checks and balances to insure fair and ethical behavior standards on the part of its community members. The systems that have been implemented will enable Naropa to respond to an ever-changing higher education landscape in a way that continues to uphold strict ethical standards for our governing board, administration, faculty, and staff. Naropa, through continued outreach to stakeholders and an increased online presence, has the opportunity to operate with even greater transparency and gather input from a wider audience pertaining to the policies and systems that guide our operations.

Naropa has seen tremendous growth in its online presence since the 2010 reaccreditation and is focused on transparency in its communication to students and the public. Naropa is working to improve upon internal communication channels in order to manage the complexity of communication amongst various campuses citywide. Enhancement to the internal communication systems, including MyNaropa, will create a greater sense of community for its students and greatly increase their access to university information. With the creation of the Department of University Relations, external and internal communications are handled from one central hub, enabling clear strategic and tactical approaches to communication. The creation of the Department of University Relations has also greatly increased Naropa's opportunity to share its mission with a global audience. Naropa is poised for this enhanced visibility to create more opportunities for collaboration with other institutions of higher learning that share a passion for contemplative education as well as entrepreneurs and thought leaders worldwide. These partnerships tie directly to our "Deliver Distinction with Excellence" strategic plan that calls for enhanced collaboration with partners.

The Naropa University Board of Trustees continues to be autonomous, transparent, and independent and relies on the administration and faculty for the day-to-day management of the institution and oversight of academic affairs. The guiding documents of the governing board clearly articulate the need for autonomy and independence as is evident by the Conflict of Interest Policy. The board has demonstrated a commitment to transparency by opening its meetings to the broader Naropa community and by engaging in dialogue with a variety of stakeholders. The governing board is also a representative body that allows multiple stakeholder perspectives to be heard. With continued refinement of its current practices, the Naropa governing board has the opportunity to become a beacon for autonomous yet transparent governing.

CRITERION 3

**TEACHING AND LEARNING:
QUALITY, RESOURCES, AND SUPPORT**

CRITERION 3:

THE INSTITUTION PROVIDES HIGH-QUALITY EDUCATION, WHEREVER AND HOWEVER ITS OFFERINGS ARE DELIVERED.

Naropa University has maintained its commitment to provide high-quality academic programs to prepare students to be effective participants in a rapidly changing world. The university's faculty and staff are appropriately credentialed to offer Naropa's unique contemplative pedagogy. The university has built depth and breadth into the general education program. The general education (core curriculum) has been progressively refined and expanded to ensure that foundational themes track beyond the introductory level. Students are given opportunities and are held to requirements to deepen their familiarity with contemplative learning methods, diversity, and community-based leadership and action. The university still has the advantage of small class sizes and is working to provide students with more resources and effective learning environments.

3A. THE INSTITUTION'S DEGREE PROGRAMS ARE APPROPRIATE TO HIGHER EDUCATION.

All degree programs at Naropa University are appropriate to higher education, as evidenced by the credit hour and GPA requirements. Additional components of this criterion are described below.

The university uses the higher education standard of a minimum of 120 credit hours for the Bachelor of Arts degree and requires a minimum GPA of 2.0. Undergraduate students must take 60 credit hours while in residence at Naropa University. Naropa offers nine Bachelor of Arts major areas requiring 36–37 credit hours, an Interdisciplinary Studies major requiring 60 credit hours, and a Bachelor of Fine Arts major requiring 60 major credit hours. In addition, the university offers six 30-credit undergraduate certificates: Contemplative Psychology, Early Childhood Education, Music, Religious Studies, Traditional Eastern Arts (with concentration in Yoga Teacher Training), and Visual Arts.

Naropa's policy for establishing transfer credits requires that prior course work be completed at a regionally accredited institution of higher education with a grade of C or better. Additional details are included in the policy, which is published on [pages 8–9](#) of the 2014–2015 Course Catalog. The procedure for analyzing transfer credits is outlined in [Naropa Transfer Credit Primer](#) prepared by the registrar.

Naropa's credit hour requirements vary for graduate degrees. There are eleven Master of Art degrees requiring 36–63 credit hours, a Master of Divinity degree requiring 72 credit hours, one Master of Fine Arts degree requiring 49 credit hours, and one Master of Fine Arts degree requiring 48 credit hours. All graduate programs require a minimum GPA of 2.7.

3A1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Programs maintain currency through internal curriculum review and external program reviews. Naropa's procedure for external program review is described in more detail in 4A1. In addition to external program review, Naropa faculty annually conduct internal curriculum reviews that focus on new and existing courses and programs. Internal curriculum review begins in the fall semester along with the annual catalog review. Because returning students preregister for fall semester in April and incoming new students preregister in May, the online catalog must go live by March 31.

Curricular Oversight

In addition to annual catalog review, course syllabi are reviewed each semester by staff in Academic Affairs and as needed by the Undergraduate and Graduate Curriculum Committees. Syllabi are reviewed to check for appropriate course learning outcomes, content, assignments, and compulsory elements (e.g., disability accommodation) and

approved for distribution to students. If a syllabus does not contain required content, it is returned to the instructor for revision and resubmission to Academic Affairs for approval.

Curricular Change

Course revisions and new courses are proposed by faculty within a program. They are reviewed and approved by the school dean and forwarded to Academic Affairs. Course revisions are reviewed in [Academic Affairs upon receipt](#) and either approved in Academic Affairs or forwarded to the Undergraduate or Graduate Curriculum Committee.

New course proposals are reviewed by the administrative coordinator, assistant dean for curriculum and assessment, and the assistant provost (if there are budgetary implications) in Academic Affairs prior to submission to the Undergraduate or Graduate Curriculum Committee.

The Curriculum Committee reviews courses, makes their decision, and notifies Academic Affairs.

- If a course approval is provisional, the proposal and Curriculum Committee recommendations are sent to the originating program for revision and resubmission.
- If a course is approved, the proposal is sent to the provost for final approval.
- The administrative coordinator assigns a course number, scans the proposal and disposition for Academic Affairs electronic files, and notifies the program and the registrar's office.

In 2013–2014, Naropa designed enhanced [procedures](#) for review of any new program proposals. Beginning with a pre-proposal process, the procedures are designed to assess program viability, need, duplication, and resource needs prior to review by the Curriculum Committee, President's Cabinet, and faculty senate (Cauldron).

3A2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, postgraduate, and certificate programs.

All Naropa academic programs have goals and clearly defined student learning outcomes. Naropa's undergraduate curriculum has six essential learning outcomes that have been articulated at introductory, milestone, and capstone learning levels (termed the "[curricular arc](#)"), and the entire undergraduate curriculum has been mapped to these outcomes. The core curriculum, Naropa's undergraduate general education program, is designed to support student achievement at the introductory level of these six learning outcomes, while courses in a student's major program of study are aimed at milestone and capstone learning levels, which require higher order thinking skills. Faculty have established student learning outcomes for each graduate program of study that are appropriate for that level of instruction. Learning goals and student learning outcomes for each program are visible in the Weave assessment platform and are featured on each program's website.

As mentioned previously, in 2013, Naropa began a new assessment process that institutionalized and standardized assessment procedures utilizing Weave as the assessment platform and repository for all academic program assessment data. Using this program, the university is able to track how effectively it is achieving program learning outcomes. Beginning in 2014, program leads have entered into Weave any program changes based on data collected in the previous year, and measures to assess whether those changes have been effective. Program leads also use Weave to submit annual reports to document the assessment work conducted by faculty in their program. The Office of Academic Affairs reviews the annual reports and provides feedback to the programs before the next academic year in order to improve their learning efforts. Assessment procedures are described in more detail in Criterion 4.

3A3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations by distance delivery as dual credit, through contractual or consortial arrangements, or any other modality).

Naropa University uses two modes of delivery: residential and distance. Naropa also has consortium agreement with the University of Colorado at Boulder (for science courses) and a contractual agreement with the Royal University of Bhutan (undergraduate study-abroad program). Naropa does not have dual credit programs. Regardless of mode of delivery or location, Naropa University maintains consistent quality with standard syllabi and student learning outcomes assessment.

When the same course is taught by multiple faculty, standard syllabi are used. For example, Traditional Eastern Arts classes that are taught by multiple faculty all use the same [syllabus](#) and follow the same curricular outline. This ensures that within the broader scope of the major, every subject is being equally accounted for and that students receive exposure to the same educational content.

In Transpersonal Counseling Psychology, [several core courses](#) are taught during different semesters by different instructors. To make sure students receive similar experiences, team coordinators are named for each of the course titles (for example, PSYT660, Assessment and Appraisal in Counseling or PSYT682, Group Dynamics and Leadership). Team coordinators are responsible for creating a standard template for the syllabus that lists readings, topics, and assignments that all faculty are expected to use. Individual instructors can make adjustments to their schedule to fit the specific needs of their classes or to focus on their own specialty, but they are held responsible for delivering the content and using the texts and assignments as they are designed by the team coordinator and approved by the department. Team coordinators meet at least once each semester with their team of instructors to work on syllabus redesign, text adjustments, assignment changes, and other concerns instructors have about the course content. The team makes changes as they see fit, the coordinator adjusts the template, and everyone participates in the assessment and revision of the course in an ongoing way. The TCP program lead reviews the results of the annual assessment report and develops actions based on results in coordination with the teams. In addition, the program outcomes curriculum map is then examined to identify those courses that cover the program outcomes in that academic year. Those courses that cover the program outcomes are the focus of discussions and actions aimed at better achieving student learning when the assessment data analysis findings suggest that targets have not been met.

High levels of consistent quality and content also have been achieved in the core seminars. In all core seminars, faculty use syllabi that are essentially the same in every section, including shared readings, assignments, and learning goals. In the Contemplative Learning Seminar and First-Year Seminar, sections periodically combine to provide a shared and integrated learning experience, further knitting the curriculum. Given the central role of the core program in undergraduate student experience, this high level of consistency assures that students have the necessary foundation to proceed in their studies.

Consistency Between Residential and Distance Modes of Delivery

Naropa has delivered online offerings since fall 1999. Currently Naropa offers [three low-residency graduate degree programs](#). Each requires online fall and spring semesters plus one to three weeks onsite in summer. There is also [one low-residency, noncredit extended studies program](#) that is similarly structured, requiring sixteen weeks of online instruction, two five-day onsite seminars, and five individual sessions with professional leadership coaches.

Consistency of program quality and learning goals for residential and distance modes of delivery is achieved at the course and program level. On the course level, all courses that use either the residential or distance mode of delivery comply with [instructions for syllabus](#) development, including specification of student learning outcomes. On the program level, all courses and programs of study—whether residential or online—are included. Naropa does not offer any programs or courses across multiple modalities.

Online program quality is assured also by control mechanisms in the instructional design process. The director of distance learning keeps current with best practices for online instructional design and delivery through regular attendance at professional conferences. The director provides faculty who teach Distance Learning courses with direct and continual assistance in online course design and development. Multiple quality control mechanisms are in place, including: a) continual review of online course design and quality of instruction by the Distance Learning office staff; b) sharing of best practices across the online programs via [Online Council](#); and c) creation and utilization of an internal distance-delivery, [faculty-training course](#), and [tutorials](#).

The institution assures comprehensive services to students and faculty by providing a three-tiered, professional [technical help desk](#) accessible from multiple interfaces. Students are informed about these services in their [course syllabi](#), in the [portal page](#) for accessing their online courses on the Distance Learning website, and during the online student orientation.

Online program quality is assured also by regular interaction between faculty and the students in their online courses. Interaction in e-Learning is measured by [diagnostic tools](#) embedded in the learning management system that measure the volume and quality of communication. Interaction is promoted by clearly specifying and listing all types of required and optional interaction in the general online class policies section of the course syllabi. Required communication, such as participation in threaded discussions, is built into assignments that are evaluated and graded by faculty. Faculty share with students the detailed rubrics that they will use for evaluating the quantity and quality of participation in threaded discussions, as this requirement constitutes a significant percentage of the final grade in Naropa University [online courses](#).

Consistency of program quality and learning goals in consortial and contractual agreements

Naropa has a [consortium agreement](#) with CU-Boulder that enables Naropa students to take selected CU courses. Since fall 2012, nine Naropa students have taken [six courses](#). The learning goals of these courses are consistent with the learning objectives set up by the Naropa science and sustainability area requirement group, and all course syllabi have been reviewed and approved by the Undergraduate Curriculum Committee.

A contractual arrangement with Where There Be Dragons, a study-abroad provider, enables Naropa students to study for a semester in China, India, Nepal, Bolivia, and Peru. The programs may be taken for 12–16 credits. These are Naropa credits, not transfer credits, and have been reviewed by Naropa to determine that they meet the learning goals of the university.

Naropa has a contractual arrangement with the Royal University of Bhutan (RUB) that enables undergraduate students to participate in a study-abroad arrangement for a semester. The learning outcomes of the courses available to Naropa students have been reviewed by the Undergraduate Curriculum Committee to ensure that they meet Naropa curricular goals and that they fulfill the outcomes of Naropa's undergraduate curricular arc. Based upon this analysis, different programs at Naropa accept courses as major [course equivalents](#), required field study choices, or as required or general electives. All RUB syllabi have been reviewed and approved by the Undergraduate Curriculum Committee.

3B. THE INSTITUTION DEMONSTRATES THAT THE EXERCISE OF INTELLECTUAL INQUIRY AND THE ACQUISITION, APPLICATION, AND INTEGRATION OF BROAD LEARNING AND SKILLS ARE INTEGRAL TO ITS EDUCATIONAL PROGRAMS.

3B1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Naropa's general education program, called the core curriculum, is appropriate to the university's mission, educational offerings, and degree. The 30-credit hour curriculum is based on the university's mission to be the leading institution of contemplative education. As cited in section 1A, a Naropa education prepares its graduates both to meet the world as it

is and to change it for the better. Central to this mission is the acquisition of traditional skills in writing and communication, history and culture, science, and critical thinking coupled with the hallmarks of a contemplative education.

The core curriculum consists of 15 credits of core seminars in writing, community-based learning and action, contemplative learning, and diversity. In 2011–2012, faculty reviewed and strengthened the criteria for each of the five [area requirements](#). In addition, students complete 15 credits distributed across five broad areas of study including the artist process, body/mind practice, cultural and historical studies, science and sustainability, and world wisdom traditions. The core seminars and the five broad areas of study reflect Naropa’s emphasis on contemplative education, specifically the ability to combine insight and self-understanding with compassionate service toward meeting the needs of a complex, diverse world.

3B2. Naropa University articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Naropa’s undergraduate general education requirements—the core curriculum—are grounded in a philosophical framework that is directly related to the mission. The purpose, content, and student learning outcomes reflect the priorities of contemplative education and impart the broad knowledge, skills, and attitudes that Naropa graduates should possess.

Philosophy and Strategic Plan Framework

The core curriculum is aligned with Naropa’s strategic plan and the 2009–2014 academic plan. The 2008 [strategic plan](#), adopted by the Naropa University Board of Trustees, expresses the following aims: 1) to strengthen the education experience for students; and 2) provide students with knowledge, skills, and contemplative training to enhance their effectiveness in the broader world. In 2009, the faculty of Naropa University unanimously approved the 2009–2014 academic plan, which states, “The Naropa University Academic Plan ... is designed to address concerns raised in the Strategic Plan about the coherence of the University’s various degree programs, the need for an articulation of the University’s distinct educational focus, and the desirability of responses to student satisfaction and success data collected during the strategic planning process.” The [plan begins](#) with a thorough review of the lineage and mission of the institution, raising a number of considerations related to best practices in higher education as well as internal student satisfaction data.

The academic plan contains four strategies for meeting the goals of the strategic plan:

1. Define the university’s distinctiveness and what it delivers;
2. Broaden the curriculum by adding courses not currently represented in the university’s offerings;
3. Provide enhanced levels of student support through counseling, mentoring, and better preparation for careers upon graduation; and
4. Strengthen and integrate diversity.

The academic plan includes the following vision statement: “The faculty of Naropa University has produced and is committed to realizing the following vision of contemplative education: Learning at Naropa is an invitation to those who hold curiosity, are passionate scholars, and seek personal transformation and engagement with the world. Our educational heritage includes a range of mindfulness practices that cultivate presence, clarity, and integrity. These practices spark the student’s courageous inquiry into self, society, and nature. Our learning community values a love of study, artistic training, concern for ecological wisdom, and a commitment to diversity. Because our intent is to prepare students to encounter our changing world as skillful and confident participants, we situate learning in contexts that are cultural, historical, and environmental. Naropa graduates translate their learning into gifts dedicated to a just and living world.”

To meet the goals of the academic plan, the university revised its general education requirements and identified six broad learning outcomes for these core requirements and for the entire undergraduate curriculum. These six essential learning outcomes have been articulated at introductory, milestone, and capstone learning levels (termed the “curricular arc”), and the entire undergraduate curriculum has been mapped to these outcomes. The core curriculum is designed to support student achievement at the introductory level of these six learning outcomes.

Purposes, Content, and Intended Learning Outcomes

Naropa’s core curriculum requires the completion of 30 credit hours and provides an introduction to Naropa’s distinctive educational vision and to traditional college subjects. Students must complete 15 credits of required core seminars, which cover university-level writing, modes of contemplative learning, diversity, community-based learning, and modes of scholarly inquiry. The five required core seminars for new undergraduate or transfer students include:

- Writing Seminars I and II
- Contemplative Seminar
- Diversity Seminar
- Community-Based Learning and Action

There is also a specialized First-Year Seminar course designed particularly for first-time, first-year students that integrates the content of the Contemplative and Diversity Seminars and thus replaces those courses for these students. The introductory level outcomes of the curricular arc is still the student learning goal, whether students participate in the First-Year Seminar or in the Contemplative and Diversity Seminars as transfer students.

As stated in 3B1, in addition to the required seminars, students complete 15 credits distributed across five broad areas of study that exposes them to a range of issues and a breadth of studies that support a well-rounded undergraduate education. In 2011–12, faculty reviewed and strengthened the criteria for each of the [five area requirements](#). From a list of pre-approved courses, undergraduates complete 3 credits from each of the following five areas:

- Artistic Process
- Body-Mind Practice
- Cultural and Historical Studies
- Science and Sustainability
- World Wisdom Traditions

Courses in Artistic Process approach art forms as a practice and focus on self-expression with informed articulation of art as a means to engage with the world.

Courses in Body-Mind Practice focus on developing the knowledge that comes from the experience of the unified wholeness of mind and body. Students train in stillness, movement, sound and silence, deepening clarity of awareness, and kindness towards self and other.

Cultural and Historical Studies courses examine complex cultural practices—the meaning and practices of everyday life—and their relationship to power in historical and contemporary contexts. Courses in this area explore a range of diverse cultural experiences while building understanding and respect for profound political and social differences.

Courses in Science and Sustainability invite students to experience the complexity and beauty of natural systems through diverse modes of inquiry including empirical, observational, and quantitative/mathematical investigation. Courses promote scientific literacy and emphasize direct observation, the importance of evaluating evidence to guide theory, as well as the application of theory to promote sustainability.

Through courses in World Wisdom Traditions, students inquire into the wisdom that resides in the religions of many different human communities. They investigate the relationship between their own experience and ancient and contemporary teachings, exploring the relevance of those teachings for their lives.

Broad Knowledge and Intellectual Concepts: The Curricular Arc

In addition to identifying the content and purpose of the core curriculum, Naropa faculty identified six broad student learning outcomes as well as subcomponents with [learning levels](#) identified at introductory, milestone, and capstone levels. The core curriculum is intended to meet student learning outcomes at the introductory level, and the work in majors and minors is intended to achieve the curricular arc outcomes at the milestone and capstone levels. The curricular arc broad areas and subcomponents were ratified by the faculty in 2012 and are as follows:

1. COMPETENCY IN CONTEMPLATIVE THEORY AND PRACTICE

Graduates cultivate unbiased awareness and presence of self, insight and clarity of mind, and compassionate practice.

- 1.A. THE RELATIONSHIP OF PERSONAL IDENTITY AND CONTEMPLATIVE EDUCATION
- 1.B. APPLYING CONTEMPLATIVE PRINCIPLES
- 1.C. MINDFULNESS AWARENESS PRACTICE

2. SKILLFULNESS IN ADDRESSING DIVERSITY AND ECOLOGICAL SUSTAINABILITY

Graduates are able to think critically and analytically about social and cultural diversity; they recognize the interconnectedness of the human community to ecological sustainability and cultivate sustainable practices.

- 2.A. ECOLOGICAL RELATIONSHIPS AND SUSTAINABILITY AWARENESS
- 2.B. DIVERSITY AND SYSTEMS OF PRIVILEGE AND OPPRESSION

3. ABILITY TO EMPLOY MULTIPLE MODES OF INQUIRY, KNOWING, AND EXPRESSION

Graduates are able to think, read, and write analytically and critically; use academic research methodology; and utilize library resources and technical media. Graduates understand and are able to employ the contribution of the arts to human inquiry, knowing, and expression.

- 3.A. CRITICAL THINKING AND QUESTIONING
- 3.B. RESEARCH SKILLS
- 3.C. ARTS, EMBODIMENT, AND AESTHETIC PERCEPTION
- 3.D. WRITTEN COMMUNICATION
- 3.E. ORAL COMMUNICATION

4. EMBODY INTRA- AND INTERPERSONAL CAPACITIES

Graduates are able to effectively communicate as individuals and in collaboration with others through empathetic listening and inquiry, embodied deep listening and dialogue, and intercultural competency in diverse groups.

- 4.A. INTRAPERSONAL CAPACITIES
- 4.B. INTERPERSONAL CAPACITIES

5. DEMONSTRATE KNOWLEDGE AND SKILL IN A DISCIPLINE OR AREA OF STUDY

Graduates develop a comprehensive understanding of both foundational and advanced concepts and methods in their area of study; build awareness of contemporary issues; and demonstrate the ability to apply, synthesize, or create knowledge through a capstone project or paper.

- 5.A. KNOWLEDGE AND SKILL

6. APPLY LEARNING IN REAL-WORLD SETTINGS

Graduates are able and inclined to engage real-world challenges and work ethically and effectively across diverse communities.

6.A. ETHICALLY ENGAGE REAL-WORLD CHALLENGES

6.B. CONNECTION TO VOCATION AND CAREER PATH

The curriculum in all undergraduate programs and majors is mapped onto the milestone and capstone levels of the arc. Courses are differentiated to ensure adequate coverage of the six broad learning outcomes. Thus, the purposes, content, and intended learning outcomes of Naropa's undergraduate general education program align with Naropa's philosophy for contemplative education and provide a firm launching point into a developmental academic journey for students as they complete their Naropa education. The core curriculum imparts broad knowledge and intellectual concepts to students and develops contemporary skills and attitudes that the university believes every college-educated person should possess.

3B3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments.

As mentioned above, all undergraduate majors have aligned their program goals with the curricular arc, which encompasses a broad range of skills related to collecting, analyzing, and communicating information, modes of inquiry, or creative work, and developing skills for adaptation. For example, curricular arc goal 3.B. relates to research skills, goal 3.C. to artistic process, goal 3.D. to written communication, goal 3.E. to oral communication, and goal 5.A. to knowledge and skill in the discipline. Curricular arc goals 2.A. and 2.B. relate to ecological sustainability and diversity, goal 6.A. to citizenship and service, and goal 6.B. to vocational awareness. All these goals are focused on skills development necessary for adaptation to changing environments.

The core program delivers on the introductory level of the entire curricular arc, while upper-division course work and courses in majors develop milestone and capstone levels of achievement. As a result, Naropa's undergraduate curriculum is strongly integrated and fulfills Naropa's educational mission.

In addition to curricular arc goals, the cultivation of technological literacy helps students develop skills that are adaptable to changing environments. One of the main initiatives supporting technological literacy has been the use of ePortfolios in the undergraduate program. Many classes and programs, including the Community-Based Learning and Action Seminar, require students to design their own ePortfolios. As they use ePortfolios and begin to reflect on and intentionally construct their web presence, students gain basic experience and confidence with web design and learn to use the web to communicate about their academic and career goals and experience. Adoption of ePortfolios at the student, course, and program levels has continued to rise since the program was implemented. As described in Criterion 4B, several programs use ePortfolios for assessment including the core program, Peace Studies, Early Childhood Education, Traditional Eastern Arts, and Interdisciplinary Studies.

Graduate degree programs engage students in projects and assignments that require the analysis and communication of information and in mastering skills of inquiry or creative work, and skills adaptable to changing environments. While the university was able to create a comprehensive, aligned undergraduate curriculum with the support of a Title III grant, resulting in an undergraduate curriculum that matched with curricular arc outcomes, graduate programs have developed their own set of student learning outcomes specific to the goals of those programs. Still, each program has a student learning outcome related to communication skills, critical thinking and inquiry, and skills development. For instance, the MA Buddhist Studies program has the following student learning outcomes related to these areas:

- Develop Academic Writing and Speech Skills
- Distinguish Between and Understand the Three Turnings
- Compare and Contrast Different Forms of Buddhism
- Develop Skills in Verbal Communication
- Develop Skills in Written Communication
- Develop Skill in Original Reflection

3B4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

A Naropa education recognizes and honors human and cultural diversity. Naropa University’s mission statement acknowledges the university’s diverse roots and the desire to cultivate within students a deep and profound knowledge of diversity and skill in working in diverse systems and cultures based on an understanding of the connectedness and interdependence of all people. Naropa’s understanding of cultural diversity expands to look at how human beings live and work in interdependence with ecological systems.

As stated in one of the six essential learning outcomes: “Graduates are able to think critically and analytically about social and cultural diversity; they recognize the interconnectedness of the human community to ecological sustainability and cultivate sustainable practices.” To meet the introductory learning level for this outcome, undergraduate students are required to take COR150, a 3-credit core diversity seminar that emphasizes the development of knowledge, critical thinking, analytical skills, and interpersonal and intergroup interactions necessary for living and working in a society characterized by diversity. In addition to this core seminar, other courses in the undergraduate curriculum are designed so that students achieve intermediate and capstone levels of knowledge regarding the intersectional nature of society, diversity, power, and privilege and how they interact in this global society. In addition, students are required to take 3 credits from the Cultural and Historical Studies area of study. Courses that meet this requirement, listed below, “explore a range of diverse cultural experiences while building understanding and respect for profound political and social differences.”

Courses That Meet Cultural/Historical Area Requirement, 2014–2015

ANTH250	Regional Seminar
ART301	World Art I: Ancient to Middle Ages
ART351	World Art II: Medieval and Modern Transformations
EDU245	Education, Culture, and Critical Pedagogy
ENV207	History of the Environmental Movement
ENV245	Geography: Pilgrimage and Sacred Landscape
ENV253	Environmental Economics
MUS250	Music Appreciation: Music of the Old World, the New World, and Beyond
MUS255	Introduction to World Music: The Music of Japan
MUS255	Introduction to World Music: The Music of India
MUS260	Listening to Jazz
PAX250	Introduction to Peace and Conflict Studies
PAX315	Gender, Politics, and Social Change
PAX335	Socially Engaged Spirituality
PAX340	Conflict Transformation: Theory and Practice
PAR240	Re-Thinking the History of Performance: From Antiquity to 1700s
PAR241	Art Movements of the 20th Century: The Movers, Shakers, and Rule Breakers

REL210	Religion and Mystical Experience
REL212	Queer Theory, Feminism, and Religion
REL348	Buddhism in America: Dharma Comes West
REL355	Sanskrit in the Sacred Traditions of India
WRI210	Literary Studies

Each course in the Cultural Historical Studies area requirement is reviewed with a rubric to ensure it adequately meets at least three of the following four learning goals:

- *Hold multiple perspectives/engaging complexity and ambiguity*
Course curriculum examines at least two cultural perspectives. Students situate their self-assumptions and biases in relationship to at least one different perspective. Students are challenged to critically analyze and contemplatively engage the tensions of one or more divergent viewpoints.
- *Develop an integrated worldview and empathy/compassion for others*
Course curriculum fosters students' abilities to acknowledge their distinct worldview (and possibly suspend it) in addition to that of another in order to integrate new ideas with compassion and empathy.
- *Understand present and historical systems of oppression*
Course curriculum critically analyzes historical and current systems of oppression. Students are able to articulate the intersectionality of at least two issues (e.g., race, gender, class, etc.) and how these issues affect social and ecological justice.
- *Become skilled in group collaboration and dialogues about subject matter*
Course curriculum includes at least one assignment or activity that employs group collaboration and dialogue. Course methods develop students' abilities to hear, connect, empathize with, and engage different voices and narratives, encouraging positive communication.

The undergraduate core curriculum offers students an opportunity to learn about themselves, understand relationships with others who are inherently different from themselves, and engage in service on behalf of communities and the planet. Related to how the lens of cultural diversity focuses on ecological systems, students study whole systems thinking, social justice and service, climate systems, and food justice. Students learn to experience themselves as connected to other humans and to the planet and to hold responsibility for the sustainability of individuals, communities, and the environment.

Courses and learning objectives in Naropa's graduate programs also address diversity and inclusivity. Graduate psychology programs all require a [3-credit course on Diversity and Inclusivity](#) as it pertains to counseling skills. Required courses focusing on diversity exist in the Master of Divinity and Master of Arts in Environmental Leadership programs. Religious Studies programs focus on religious pluralism and, in order to help students look more broadly at the impact of social issues, have a conflict and diversity course. Graduate students are encouraged to apply their learning and engage in real-world challenges and to work ethically and effectively across diverse communities through a wide range of internship and study-abroad opportunities.

To support awareness and practical experience with human and cultural diversity, Naropa provides opportunities for students to be actively engaged in a global context. So that students may come to understand the differences and interdependencies that characterize the world, they are given the option to participate in a variety of study-abroad opportunities. Two new programs provide undergraduate students with unique international experiences—a semester-long program at the Royal University of Bhutan and a first-year experience with LEAPNOW, which is a Naropa program whereby students can replace their first year of college with internships and course work. The LEAPNOW program is consistent with Naropa's mission as it brings together life skills acquisition, group travel, individual internships, service work abroad, and a curriculum focused on awareness and personal maturation. Students who complete the LEAPNOW year have completed the equivalent of 28 credits and will be assessed according to Naropa's curricular arc.

Returning to the origin of its founding vision, Naropa University signed an agreement in 2014 to become the first North American university authorized to offer an accredited [study abroad program](#) through the Royal University of Bhutan (RUB), the national university located on multiple campuses across the Kingdom. In 1968, while on a retreat at Paro Taktsang, Bhutan's renowned cliff-side sacred monastery, Naropa founder Chögyam Trungpa Rinpoche wrote the beautiful *Sadhana of Mahamudra*. This new program offers students the opportunity to deepen their roles as global citizens and to cultivate leadership and intercultural communication skills through international learning at the RUB. Located between India and China, Bhutan is part of the greater geo-political landscape facing the challenge of preserving and maintaining its deep cultural and spiritual heritage while also supporting citizens as they become interconnected members of an increasingly linked world. The Bhutan Study Abroad offering is open to Naropa undergraduate students, as well as those studying at other U.S. colleges.

Naropa students who have completed at least 27 credits may study in the [Andes & Amazon](#), [China](#), the [Himalayas](#), or [India](#) through a study-abroad arrangement with [Where There Be Dragons](#) or through an [affiliated](#) or [unaffiliated](#) study-abroad program. Most students who go abroad report meaningful shifts in connection to self and others, as well as a heightened sense of commitment to improving global inequities. Historical data suggests that 50–60% of incoming first-year students have intended to study abroad and yet only 4–18% have participated by their senior year. Students have cited both cost concerns as well as the complication of finding appropriate programs outside of Naropa where they will not lose time or credits toward graduation. For these reasons, the decision was made to form an affiliation with Where There Be Dragons, a local study-abroad provider. The programs were carefully selected to best align with Naropa's curriculum and curricular arc; pricing and financial aid were set up to be highly attractive and accessible to Naropa students. Since the relationship was formed, five Naropa students have participated in these programs. Another four participated in fall 2014.

To provide student support and raise awareness for these programs, a study-abroad administrator has been hired whose duties include promotion of the programs as well as acting as a study-abroad advisor to encourage and assist students with selecting the appropriate program and helping navigate the process. After only two months of the addition of this position, participation in the Where There Be Dragons program has increased substantially. Also, in its first year, Naropa anticipates seven students will participate in the study-abroad program at the Royal University of Bhutan. In fall 2014, thirty-one students were enrolled in the LEAPNOW program and another twenty are anticipated for spring 2015. Although there was a drop in the percentage of first-year students indicating an interest in study abroad in the 2013 NSSE survey, with increased efforts to promote both the Where There Be Dragons programs and the Bhutan study-abroad program, the university is already seeing a marked increase in interest from prior years and most especially from 2013.

As discussed in Criterion 1C, the university offers many student services based upon recognition of the human and cultural diversity of the world in which students live and work. The university organizes events and invites speakers to campus to promote a better understanding of a diverse society. The Office of Student Affairs employs a [diversity coordinator](#) who leads the creation and implementation of multicultural programming for the student body, promotes institutional diversity goals, and ensures student-life programming is inclusive and incorporates the needs of diverse communities.

[The Multicultural Resource Center](#) is a safe space and resource center for underrepresented groups and allies. Formerly referred to as El Centro, the center was renamed in order to promote better understanding and create a better sense of accessibility. The Multicultural Resource Center Committee organizes educational programming that emphasize the importance of understanding systems of oppression in order to increase social change. Diversity brochures are available in this office and the counseling center.

[Student life programming](#) provides opportunities for engagement, learning, and entertainment that promote educational, social, and cultural events for students and the larger Naropa community. Support for student groups includes Allies in Action, LGBTQIA, and International Student Group.

Naropa University employs a [contemplative practice coordinator](#). Sponsored by the Office of Student Affairs, this coordinator brings teachers from many faiths and disciplines to the university to address issues of benefit and interest to

the Naropa community. Sample events and services include interfaith explorations and community dialogues, Practice Day events, and resources for meditation instruction for students, faculty, and staff.

Students are also encouraged to participate in service projects either through their coursework or as volunteers. In 2011, 162 students were involved in some form of [service-learning or volunteer initiative](#), representing 15% of the student population. Today, Naropa has partnerships with more than eighty organizations representing government, K-12, non-profit, and faith-based institutions through curricular and co-curricular programs and activities. The Career and Community Engagement office supports all faculty who are interested in making community-based learning a part of their courses.

International students make up about 4% of the total Naropa student population from twenty-one countries around the world. They make a significant contribution to the cultural diversity of the campus. Students of color and international students comprise 19% of the total student body. Increasing the total student body and especially students of color would help the university to realize the mission “to value ethnic and cultural differences for their essential role in education, and embrace the richness of human diversity with the aim of fostering a more just and equitable society and an expanded awareness of our common humanity.” While the [NSSSE report on mission engagement](#) demonstrates that first-year students and seniors who completed the indicator gave Naropa high marks on items that referred to diversity, the fact that Naropa struggles to increase the numbers of students, staff, and faculty of color suggests that barriers exist for diversity and inclusion. While the university is pleased that current students surveyed overall seem to believe that Naropa is a respectful and open place where difference is recognized and appreciated, Naropa is working to assess how the variations in the low distribution of students in different ethnic groups can significantly affect disparities between our surveys and the lived learning experiences drawn from reports and conversations among community members. Naropa recognizes the paradox that demographic diversity does not ameliorate disparities in the learning experiences of students, and is mindful of the need to address them before feeling satisfied with diversity efforts.

3B5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Naropa faculty and students are engaged in a broad range of research, creative work, and scholarly activities.

Naropa faculty contribute to scholarship, creative work, and the discovery of knowledge in their fields.

Naropa’s core and adjunct faculty are prolific producers in their fields and over the past five years have brought a substantial body of work to the university, including more than 75 books or book chapters, 136 articles, 31 contributions to anthologies, 134 readings, 95 compositions, 28 plays, 67 exhibits, 61 interviews, and hundreds of presentations, lectures, and performances.

[Students in most Naropa](#) degree programs are required to contribute to scholarly study or creative works within their chosen fields during their matriculation. They contribute generously to scholarship at Naropa by publishing original works as well as research studies, performing publicly, and exhibiting artistic works.

[Capstone courses](#) require students to demonstrate scholarly research or creative achievement in programs such as: [Religious Studies](#), [Traditional Eastern Arts](#), [Contemplative Psychology](#), [Environmental Studies and Peace Studies](#), [Visual Arts](#), [Interdisciplinary Studies](#), and [Creative Writing and Literature](#).

3C. THE INSTITUTION HAS THE FACULTY AND STAFF NEEDED FOR EFFECTIVE, HIGH-QUALITY PROGRAMS AND STUDENT SERVICES.

Naropa has a well-qualified body of faculty and staff who provide the university with high-quality programs and student services. At the beginning of the 2014 academic year, Naropa had 59 core faculty, 1 full-time instructor, 2 part-time instructors, 8 visiting instructors, 113 adjunct faculty, and 131 full-time staff.

3C1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Naropa University has 59 core faculty whose workload includes teaching and service. Core faculty also maintain research, scholarly, and creative activities and are encouraged to practice a contemplative discipline. Contemplative practice is the ground upon which Naropa's educational approach is based; therefore, faculty are encouraged to maintain such practice as a basis for personal and professional development, as well as provide a model for the students. To help meet general instructional needs and to provide expertise in specific content areas, Naropa employs approximately 100 adjunct faculty and other instructional support personnel (such as meditation instructors) annually.

Student-to-Faculty Ratio

An appropriate student-to-faculty ratio is crucial to Naropa's ability to deliver a high-quality, contemplative educational experience. In academic year 2013–2014, Naropa analyzed data related to student-to-faculty ratio and the percentage of core and adjunct faculty instruction in each degree program in order to determine areas for strategic core faculty hiring. Although the average student-to-faculty ratio in both graduate and undergraduate classrooms was 17 to 1, analysis revealed that this occurred unevenly across programs. In addition, the percentage of core faculty and adjunct faculty instruction also varied across programs. As a result of this analysis, the provost's office has committed to hiring faculty to bring the student-to-faculty ratio and the percentage of instruction by core faculty into better alignment. For instance, the number of students per core faculty in the graduate Somatic program was 28 to 1. Three additional faculty were added to this program beginning fall 2014 to bring this ratio into better alignment with university norms and with regard to appropriate graduate instructional ratios (the resulting ratio is now 13 to 1). In the undergraduate Music program, the percentage of adjunct instruction was 86 percent. Although this was partly due to the single core Music faculty member fulfilling instructional needs in the first-year seminar, the growth of that department required hiring an additional core faculty member for fall 2014. The small size of Naropa's programs results in drastic shifts with small adjustments in hiring. Five new hires are projected for fall 2015 to meet needs in other programs, such as Education, Contemplative Counseling Psychology, Performing Arts, and Religious Studies. Academic Affairs, through its Resource and Planning Committee, will continue to collect and analyze data related to these standards in order to inform strategic hiring and to evaluate the continuance of particular programs.

Faculty Continuity

Continuity of faculty at Naropa University is evidenced by the average duration of service. The average core faculty member at Naropa has served thirteen years, and 34% have served at least fifteen years. As these faculty approach retirement, the university will evaluate whether program or curricular changes are required. A step-down retirement option for longstanding faculty members will ensure that newer faculty members are mentored and introduced to the Naropa philosophy and culture, thus ensuring that the goals of the contemplative approach to education continue to be met.

Faculty Responsibilities

Core faculty are responsible for advancing the educational vision and goals of the university through teaching, research, and creative activity, professional and contemplative development, and contribution to the effectiveness of the university

organization and administration. The duties and responsibilities of faculty are detailed in the [faculty handbook](#) and include teaching responsibilities related to course instruction as well as curriculum design and revision and assessment of student learning at the course and program levels. Faculty fulfill these responsibilities at the program level and at the university level through the Graduate and Undergraduate Curriculum Committees and the Assessment Committee. All core faculty participate in an annual [Assessment Day](#), which is a day set aside for program faculty to review assessment data and make plans for improvement for the coming year. All program leads and school directors have been trained in student learning outcomes assessment and the Weave software program. Through resources provided through the Title III grant to strengthen undergraduate education, core faculty also have received training in curricular alignment and curriculum mapping.

Faculty Load

The full-time teaching load for core faculty is 20 credits per year, which comprises 50% of the overall workload expectations for faculty. This represents an increase from the 18-credit teaching load during the time of the 2010 visit and an increase from the 12-credit teaching load during the period 1974–1997. Core faculty are also expected to fulfill additional responsibilities related to advising, scholarly research and creative activity, contemplative practice, and service at the program and university levels.

Core faculty take a role in student advising, which may include advisement in classes taught by the faculty member, serving as program advisor in a student's major, ensuring that academic requirements are met and understood by a student and coincide with a student's personal and professional objectives, and recognizing when a student may need additional assistance and providing appropriate references.

Core faculty are expected to maintain a high level of scholarly research and/or creative work. As described in section 3C3 below, evidence of this work is one of the criteria for promotion and is included in every core faculty member's annual review process.

Shared Governance Duties

Core faculty at Naropa maintain a culture of robust shared governance through participation on university academic committees. These committees are responsible for overseeing curriculum changes and new programs, learning outcomes assessment, strategic planning and budgeting, annual review and promotion procedures, online education, study abroad, faculty grievance procedures, advancement of contemplative education, and peer review and mentoring. The faculty senate (Cauldron) is involved in policy discussions such as development and oversight of Naropa's Faculty Qualifications Policy and other policy matters included in the faculty handbook. In addition to weekly committee work, core faculty participate monthly in Academic Council meetings where broad issues affecting all core faculty are discussed.

3C2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

All instructors are credentialed, including those who teach online courses and those in contractual or consortial programs. Naropa demonstrates an ongoing commitment to high-quality teaching by hiring and retaining faculty with terminal degrees whenever possible. For the academic year beginning fall 2014, [68% of faculty](#) held the terminal degree in the field in which they teach or in a related field.

Due to Naropa's unique curriculum and educational philosophy as well as the long-term tenure of core faculty, faculty have been hired for expertise in contemplative pedagogy as well as for their academic credentials. In fall 2014, the provost enlisted the school deans and the Faculty Affairs Committee in a project to design a comprehensive Faculty Qualifications Policy. A [draft version of this policy](#) stipulates that faculty teaching courses in a terminal degree or professional terminal degree (e.g., MDiv) program should possess the terminal degree or professional terminal degree in that discipline or a related discipline and that faculty teaching courses in the Naropa College should possess a master's degree or its equivalent in the discipline related to the course subject area, or possess a bachelor's degree in a relevant discipline and

have five years of relevant professional experience. Some Naropa faculty are also qualified by sustained and ongoing scholarly, artistic, or professional experience as demonstrated by extensive research and/or publication, performances, or exhibitions. Naropa's Faculty Qualifications Policy follows the guidelines established by the Higher Learning Commission that qualified faculty are those faculty who, by formal education and tested experience, know what students must learn in order to achieve the educational goals of the university.

Prior to hire, an official transcript for highest degree earned is required of all faculty members. The Office of Academic Affairs also maintains updated curriculum vitae for all faculty. Transcripts and CVs for all core and adjunct faculty are maintained in the faculty member's file in the Office of Academic Affairs.

3C3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Since 2012, all faculty have been evaluated regularly. Beginning in academic year 2013–2014, core faculty complete an [Annual Review Form](#), which allows them to report on work completed and establish goals for the following year. The form focuses on those areas that are essential for promotion and that are essential to all faculty: teaching; research, scholarship, and creative activity; contemplative practice; and service to the university and one's disciplinary or professional community. This evaluation process, which follows the procedure outlined in the [faculty handbook](#) and as modified by Cauldron for academic year 2013–2014, includes an opportunity for self-review followed by peer review, school director review, and review by the provost. A newly formed school-level peer review team reviews the faculty evaluation form and discusses a faculty member's goals for the future. In the following year, these goals form the basis for conversation about the faculty member's accomplishments in that year and inform future goal setting. Naropa recognizes that faculty members have different goals and has tailored the Annual Review Form so that it provides important feedback to faculty whether they are seeking promotion or for senior faculty who may be seeking ways to reinvigorate their scholarship, creative activity, or teaching.

Course evaluations are conducted for all university courses, which provides another method for faculty evaluation. In fall 2014, [Naropa transitioned](#) from a paper instructor evaluation process to an [electronic process](#), which became fully operational by fall 2014. The electronic evaluation process enabled students to give more time and constructive thought to narrative questions while enjoying a greater degree of anonymity; it enabled instructors and university leaders to receive evaluation results more quickly and to analyze the data more efficiently. Better data analysis—by course, within program, and across the university—has resulted in greater efficacy in efforts to reflect upon and improve teaching. Moving to an electronic evaluation process also supports Naropa's commitment to environmental sustainability. In addition, several degree programs have an informal, online-based, mid-semester course evaluation system. Course evaluations are reviewed by the instructor and are also used during the promotion review process. They are used to evaluate adjunct faculty and visiting instructor teaching performance, especially prior to re-hire or when determining subsequent course assignments. The first part is an evaluation of the instructor, the second part is an evaluation of the course, and there are also open-ended questions. Program leads and deans review the course evaluations of adjunct instructors to determine where development is needed or where changes should be made in future hiring decisions.

3C4. The institution has processes and resources for assuring that instructors are current in their disciplines and in their teaching roles; it supports their professional development.

Naropa supports teaching excellence through professional development and employee training opportunities. Each year, core and core-candidate faculty can propose a development activity that would be awarded through the school. The [faculty handbook](#) sets the parameters for what kinds of activities are eligible for funding. All core faculty are eligible to receive these funds from their school that can be used to support their scholarly and professional activities, including attendance at conferences or other professional activities. This budget is set at \$800 per faculty member, although faculty

may be awarded as much as \$1,000, depending on requests received. Professional development opportunities for part-time, visiting, and adjunct faculty are awarded as funds are available. For example, the School of the Arts provides approximately \$400 for part-time faculty grants, though this amount will vary on the project funded. On some occasions, the president's office has funded extraordinary activities such as meetings and collaborations with other institutions.

Since the advent of the Title III grant, the university has been able to support a wide variety of faculty development activities targeting the undergraduate faculty. Major areas of focus have included trainings in ePortfolio pedagogy, support for high-quality teaching practices, strengthening faculty capacity around student learning outcomes assessment, service learning, and teaching ecological sustainability across the curriculum. Faculty have been sent to several AAC&U conferences and institutes, participated in several annual meetings of the Association for Authentic, Experiential, Evidence-Based Learning (AAEEBL), and attended the Higher Learning Commission's Assessment Workshop. Major guests brought to campus include Patti Clayton (UNC Greensborough) and Colorado Campus Compact for separate trainings on service learning, Mary Ann Shea (University of Colorado) on the scholarship of teaching and learning, Susan Hatfield (Winona State University) on student learning outcomes assessment, and Patrick Green (Loyola University Chicago) and Kelly Driscoll (Digication) for trainings on ePortfolios and ePortfolio pedagogy. In addition, Naropa launched an innovative "Roving Professor" program, which has allowed faculty with expertise in the area of ecological sustainability to mentor colleagues seeking to develop this area of their teaching since the adoption of the ecological sustainability goal in the undergraduate curricular arc.

In addition to the professional development funding mentioned above, the Office of Academic Affairs budgets \$50,000 annually to support faculty development in research, contemplative education, and interdisciplinary projects. Faculty who hold leadership roles, such as school dean or dean of graduate or undergraduate education are supported through various seminars and workshops. The Academic Affairs budget includes \$70,000 annually for leadership training and support.

Through Naropa's [sabbatical leave policy](#), "Core faculty members have the opportunity to take time away from their regular teaching, advising, and committee work to devote their attention to activities that can bring them more fully in touch with current developments in their disciplines, renew and refresh their education, training and contemplative practice, and pursue creative and scholarly activities. Sabbatical leaves may also include a component of contribution, engagement, or service beyond the University. In addition to their benefit to the faculty member, sabbatical leaves should benefit the University by increasing the effectiveness and currency of faculty members' teaching contribution upon return to the University. The purpose of faculty sabbatical leave at Naropa University is to provide support for core faculty members for professional (e.g., scholarly, creative, or research) and/or contemplative development activities that extend beyond the normal annual faculty development activities, which will have a positive benefit on the faculty member's teaching contribution to the University."

Core faculty members become eligible for a one-semester sabbatical leave following six years of full-time service in a core-track position at Naropa University. Core faculty members become eligible for a two-semester sabbatical leave after thirteen years of full-time service in a core-track position at Naropa University. Half-time core faculty are also eligible for sabbatical leave.

3C5. Instructors are accessible for student inquiry.

Naropa considers it essential that each student have sufficient opportunity to [interact with faculty members](#). Therefore, each full-time faculty member establishes regular and adequate office hours distributed throughout the week as to be of maximum convenience to the students. A guideline of five hours per week is suggested for faculty members with a full-time teaching load. Additional office hours are normally needed during pre-registration and examination periods. Adjunct faculty members provide at least one hour of office hours each week for each class they are teaching. Most faculty are also willing to meet with students outside of scheduled office hours and respond to emails.

Many faculty attend campus events providing more opportunities for interaction. Other opportunities for faculty-student interaction include the following:

Academics

- Faculty participate in various orientation events each semester as well as at graduation.
- Faculty nominate and select the book for the Common Reading for incoming students. Faculty host Common Reading events and teach “My First Class at Naropa” during orientation.
- Faculty work with and supervise graduate assistants, fellowship recipients, and graduate instructors. Faculty observe their teaching, process the teaching observations, train students on art administration, etc.
- Faculty work with students on co-authored research projects, panels, and presentations at national conferences. For example, Jack Kerouac School students attend the Association of Writers and Writing Professional annual conference. Students and faculty sit at the admissions table together and discuss the program with prospective students.
- Faculty participate with students in warrior exams or capstone or passage ceremonies. Some thesis advisors and instructors (at the BA level) organize informal ceremonies with their advisees or students to celebrate the completion of the thesis. At the MFA level especially, these ceremonies celebrate the students’ passage into a new stage in their life and career.

Mentorship and Advising

- Wednesdays, Noon–1:30 p.m., have been reserved as community time. Classes are not held during this time, so that students and faculty can gather together around different topics.
- Faculty oversee participation in student groups and mentor students in projects and publications that come out of these gatherings.
- Mentoring on final projects in most programs—master’s theses, performances, case-study presentations, etc.
- Students regularly propose independent studies that necessitate consistent one-on-one, faculty-student interactions outside of the classroom. Often, these courses facilitate mentorship relationships.
- Faculty mentor students informally about subjects such as which courses to take, and what books to read that work with their projects (outside of courses and thesis).
- Faculty meet frequently with students who they are not directly teaching or advising to talk about well-being, conflicts, and plans for the future.
- Faculty work with and support students who exhibit concerning behavior or are struggling academically.
- Faculty mentor students around concerns related to graduate schools, jobs, post-graduation endeavors, creating CVs, and writing cover letter and letters of interest to grad school.
- Faculty write letters of recommendation for jobs and graduate school.

Community or Academic Events

- Faculty attend, read, or teach in special projects and community events.
- Faculty attend off-site readings in which students contribute.
- Faculty attend student presentations and performances such as BA and MFA graduation readings and special performances.
- Faculty attend beginning- and end-of-school-year socials, on and off campus, such as pizza parties, receptions, and academic year kickoffs.
- Faculty staff silent meditation retreats.
- Shambhala Day is a holiday observed in the tradition of the founder. Naropa faculty and students celebrate this holiday together at a community event in the spring semester.
- Practice Day is scheduled once each semester (or twice a year) for the community to come together and engage in contemplative practice.

Despite the many ways that faculty and students interact, as of the 2013 administration of the NSSE, Naropa scores significantly below the Carnegie group average as well as the average of the MECIC (Mission Engagement Consortium of Independent Colleges), a comparison group Naropa has used in recent years (see Table 3.1 below). Although it appears student-faculty interaction is problematic among both first-year students and seniors, Naropa is relatively stronger among first-year students, being closer to both comparison groups, with a wider divergence among seniors.

Table 3.1
Student-Faculty Interaction and Effective Teaching Practices, 2013 NSSE Data

	NAROPA UNIVERSITY	MECIC	CARNEGIE CLASS
Student-Faculty Interaction			
First-Year Students	19.6	21.3	22.4
Seniors	22.6	29.2	27.3
Effective Teaching Practices			
First-Year Students	41.4	41.7	41.7
Seniors	39.3	43.1	42.5

Specific factors add up to create these summary scores. There are statistically significant negative differences in how frequently Naropa’s first-year students and seniors reported that they “talked about career plans with a faculty member” and “worked with a faculty member on activities other than course work (committees, student groups, etc.)” A third data point (the discussion of academic performance with a faculty member) was consistently low but not statistically significant. There were mixed results regarding the discussion of course topics, ideas, or concepts with a faculty member outside of class: first-year students reported similar to their peers at other institutions in 2011; first-year students reported they did so more frequently than their peers in 2013 and less so than peers in 2014. Seniors reported doing so more frequently than their peers in 2011 and 2014 and less so in 2013 but with significant increases across the three years.

Effective Teaching Practices

- First-year students reported that faculty were less likely to clearly explain course goals and requirements with a significant drop from 2013 to 2014. Seniors reported faculty were slightly less likely to do this in 2013 and slightly more likely to in 2014.
- First-year students reported that faculty were less likely to teach course sessions in an organized way with a drop from 2013 to 2014, and seniors reported faculty were less likely to do this in 2013 but more likely in 2014.
- First-year students and seniors reported that faculty used examples or illustrations to explain difficult points about as frequently as their peers, but seniors in 2014 reported faculty did so more frequently.
- First-year students report that faculty provided feedback on a draft or work in progress about as frequently as their peers. Seniors in 2013 reported faculty did so significantly less than their peers, but there was a large increase in 2014 where they reported faculty did so more frequently than their peers.
- First-year students reported that faculty provided prompt and detailed feedback on tests or completed assignments about as frequently as their peers. Seniors in 2013 reported that faculty did so significantly less than their peers reported, but in 2014 they reported the same as their peers.

Because Naropa regards student-faculty interaction as a critical part of fulfilling its mission, a major goal is to grow student-faculty interaction and promote it through revised first-year experiences, greater curricular integration, revised capstone courses, and a “journey guide” program through which first-semester, first-year students are assigned a faculty mentor. As the most significant impacts of the Title III grant to date have been on the core and especially among first-year students, there is some reason to be hopeful that improvements will continue as the revised capstone courses are implemented in 2014–2015.

3C6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Naropa provides a variety of student support services aimed to help students achieve success both in and out of the classroom. The student support staff is [well-qualified and trained](#) and maintain their level of expertise with consistent, ongoing professional development. Professional development is available through professional organizations such as AACRAO, RMACRAO, NASFAA, RNASFAA, CAFAA, and the Department of Education in the form of conferences, presentations, and online training modules. At least quarterly participation is expected of employees in managerial positions within these areas.

In addition to job-specific training, regular training and professional development opportunities for student support services staff include: New Hire Orientation, Preventing Harassment and Discrimination, Title IX training on prevention and for some on investigation, Conducting Performance Appraisals, and Interviewer Training. These sessions are offered on a monthly basis. In addition, two seminar series are presented throughout the year: Money Mondays and Wellness Wednesdays. These sessions are open to all employees and attendance is voluntary. In the last year, Microsoft Outlook and Excel classes were offered by IT.

Each area in the Student Affairs and Enrollment Management division has a budget to provide specialized as well as generalized professional development opportunities in order to stay up to date on current regulatory compliance as well as best practices in the particular areas.

One example is SafeTalk and ASIST training, both of which are suicide-prevention techniques. These trainings are offered broadly to all staff within the division; staff in housing (including RAs) and the counseling center (including interns) are required to attend both trainings prior to assuming the duties of their various positions. All Student Affairs staff are also provided with opportunities to participate in other general professional development opportunities that are offered during staff meetings, such as Methods in Non-Violent Communication or Strengths Inventory. In addition to these broad trainings, each staff member is provided with opportunities within their area of specialty, such as ATIXA training for the Title IX coordinator, meditation instructor training for the contemplative practices coordinator, NAFSA and SEVP training for the international student advisor and other DSOs, etc.

3D. THE INSTITUTION PROVIDES SUPPORT FOR STUDENT LEARNING AND EFFECTIVE TEACHING.

Through a variety of student support services, supplemental instruction, advising, technological infrastructure, libraries, performance spaces, clinical practice sites, and gallery and studio spaces, Naropa University provides support for student learning and effective teaching.

3D1. The institution provides student support services suited to the needs of its student populations.

Naropa University provides a wide array of student support services suited to the needs of Naropa's various student populations. Naropa is very cognizant that it serves a number of different types of students with varying needs, including traditional and nontraditional undergraduate students, transfer students, and graduate students.

One major improvement was made in 2011 through the creation of The Learning Commons, bringing together physically and programmatically the various student services that had been decentralized and uncoordinated previously. The [Learning Commons](#) is an alliance of campus resources that actively collaborate to support a student's journey toward self-discovery, academic success, and engaged action in the world.

The following elements of The Learning Commons are housed in the Division of Student Affairs and Student Administrative Services:

The Counseling Center is dedicated to supporting the overall well-being and transformational journey of all Naropa University students both undergraduate and graduate. Services include free individual, couples, and group counseling; crisis outreach; alcohol and other drug counseling and prevention resources; suicide-intervention training; and referral to community resources and community education. There is recognition that a Naropa education leads to deep introspection that often results in a need for additional support. Additional support was added to this area in the form of a crisis outreach counselor, which was initially funded by a Title III grant. As the [position was assessed](#) over the last two years, it was recognized that there was an increasing need for an Alcohol and Other Drug (AOD) counselor with CAC certification. The crisis outreach position was reduced and a CAC III AOD counselor was added to provide significant programming, assessment, and counseling around AOD issues arising for students. An additional twenty-hour-per-week intern was also added in 2012–2013 to meet [increasing demand](#). The counseling center is one of the internship sites that can be chosen by graduate counseling students employed in field studies in their third and final year; five interns each year are placed in the counseling center and they are supervised by both the center director and the Graduate School of Psychology faculty. Students also provide workshops and groups for specific topics important or requested by students.

Beginning in fall 2012, the **Student Affairs** staff has taught the eight-week ["Sixth Hour"](#) component of the first-year seminar course, focused on building life skills, reducing stress, and improving the learning environment for first-year college students.

The **Disability Resource Coordinator** coordinates the university's efforts to provide full access to educational, cultural, and other programs sponsored by the university for qualified students with disabilities. Services provided include assistance to students with documented disabilities such as (but not limited to) specific learning disabilities, physical/mobility disabilities, and medical and psychological disabilities.

Career and Community Engagement is committed to assisting students in making good academic and career decisions and finding meaningful ways to engage in service within Boulder and the surrounding area. Services provided include exploration of interests, values, skills, and talents; identifying potential academic and career paths; identifying service and volunteer opportunities; developing internship and job search strategies; planning graduate school or other educational application processes; education regarding writing effective cover letters and resumes; and preparation for interview processes.

International Student Advising International students make up about 4% of the total Naropa student population—around forty-four international students from more than twenty-one countries around the world. They are a valued part of the Naropa community and make a significant contribution to the cultural diversity of the campus. The international student advisor provides assistance with immigration, travel, insurance, acclimation, housing, and general orientation to Boulder and Naropa. The advisor also offers guidance or referrals regarding legal and tax assistance, transportation, health care,

employment, and immigration. In addition, advisors assist faculty in supporting international students' academic journeys, particularly when the students' language or cultural differences impose academic barriers.

The **Contemplative Practices Coordinator** strives to create an atmosphere and offer practices that encourage and nurture a student's authenticity and genuineness in order to be of service to others in a way that is open and nonjudgmental. Through individualized meditation instruction and other contemplative practices, students have the opportunity for self-reflection, to explore their personal challenges and deepen trust in their own inherent worth and basic goodness. Through community dialogue and interreligious explorations, students can then engage in addressing the suffering and injustices of society with confidence and humility. Getting to know oneself and one's world through meditation practice or other contemplative disciplines is viewed as equally important as the study of specific fields of knowledge, and this position helps support that personal exploration of religious, spiritual, and contemplative aspects. Faculty also have the option of requesting individualized meditation instruction.

The **Naropa Chaplaincy Project**, under the guidance of the contemplative practices coordinator, provides ongoing spiritual care for the Naropa family and outreach to the larger community, including support during times of transition, creating and nourishing connection and holding a safe space for all.

Veterans Services are provided by the Office of Student Affairs and the Office of Student Financial Services. The Office of Financial Services guides veterans regarding their eligibility for benefits and participates in the Yellow Ribbon Program. The Office of Student Affairs sponsors a veteran student support group and refers students to various resources, including the Boulder Veterans Outreach Center. A partnership has also recently been formed between the Boulder Veterans Outreach Center and the Naropa Counseling Center that has provided additional training and awareness around issues veterans are facing and how to best support their unique needs.

Student Health Insurance Naropa offers affordable health insurance for all students with reasonably easy access. Naropa also offers resources and support for students applying for Medicaid or for insurance through the Colorado Health Exchange.

Boulder Recreation Center Naropa formed a partnership with this organization to address a growing demand from students for formalized relationships with an area gym and a mechanism to participate in sports activities. The need became evident from an analysis of [Student Satisfaction Surveys](#). A discounted rate was negotiated with the Rec Center and students are able to sign up via the student portal and pay for the membership through their Naropa student account.

Student Financial Services Naropa offers both group and individualized counseling for students regarding financial aid, personal financial management, payment plans, and post-graduation loan repayment planning. The counseling sessions receive [excellent reviews](#).

Housing Resources Naropa University offers numerous resources to assist students in identifying appropriate, affordable housing both on and off campus. The office can also assist with mediation referrals for landlord-tenant disputes. Residential Life provides extensive programming and support through Naropa's on-campus housing facility.

Naropa reviews the effectiveness of these services regularly through targeted surveys regarding specific services as well as through the annual Student Satisfaction Survey ([Academic Advising](#), [Health and Well-being](#), [Community](#), and [Financial Services](#)). The results of these surveys as well as other data points are used to determine if improvements, modifications, or additions to the services are needed to adequately meet the needs of the various student populations. The Student Satisfaction Survey was not administered in 2013 or 2014, as the tool was revised to streamline and gain greater clarity since students and some staff raised concerns about the interpretation of some of the questions or inability to adequately or appropriately address their concerns via this tool. The survey will be administered again in spring 2015.

3D2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Admission counselors work closely with prospective students to identify any areas where they may need additional support or guidance. Naropa has a highly individualized Undergraduate Academic Advising Program that matches students to the appropriate courses, instructors, and support services. While Naropa does not offer any remedial course work, advising staff have individual in-person or phone meetings with each student in order to make individual recommendations to best fit the students' preparation and background. Students are referred to the Academic Coaching Program, Writing Center, and other support resources as appropriate.

The **Academic Coaching Program** offers free, personalized, academic coaching to students who want or need extra support to successfully meet their academic goals. All students on academic probation are expected to participate in the Academic Coaching Program. Staffed by trained and experienced graduate students, the [Academic Coaching Program](#) provides one-on-one study skills and time-management tutoring, as well as workshops and in-class presentations to develop and enhance students' academic competencies, including learning styles, study habits, organizational skills, effective time management, goal setting, basic technology literacy, motivation, reading speed and comprehension, and work-school-social balance.

Naropa Writing Center's goal is to be an effective resource for all members of the Naropa community (students, staff, faculty, and alumni) by providing a respectful, collaborative, and engaged learning environment for all writers. The center presents writers with opportunities to learn through hands-on, [interactive sessions](#); fosters analytic thinking, reading, and writing; and facilitates a space where students may practice, experiment, and take risks without judgment, ultimately instilling confidence in their writing abilities and empowering them to make informed choices concerning any piece of writing.

While the institution does not currently offer remedial or advanced classes, the core writing curriculum is currently being reviewed to determine if any of the following should be considered:

1. Identify key and distinguishing aspects of the core writing curriculum at Naropa University and discuss how this curriculum facilitates the achievement of curricular arc goals.
2. Consider two potential models for altering the core writing curriculum at Naropa:
 - a. Offering a tiered model for Writing Seminar I courses wherein two new Writing Seminar I courses would be available in addition to the "regular" Writing Seminar I course—one targeting students with advanced writing skills and one targeting students with weaker writing skills.
 - b. Offering an option for a 4th credit hour for Writing Seminar I wherein students with weaker writing skills would learn basic grammar, mechanics, etc.
3. Propose methods for a writing assessment and course placement system at Naropa, including:
 - a. The consideration of standardized test scores in determining course placement based on the congruency between skills tested and skills taught in Writing Seminar I and Writing Seminar II.
 - b. The consideration of credit-granting test scores in determining course placement based on the congruency between skills tested and skills taught in Writing Seminar I and Writing Seminar II.
 - c. The consideration of a third-party assessment system such as ACT COMPASS in determining course placement based on the congruency between skills tested and skills taught in Writing Seminar I and Writing Seminar II.
 - d. The implementation of a university-run writing assessment program.

In fall 2014, the [Naropa College Curriculum and Assessment Committee focused attention](#) on writing skills and the way they are assessed with discussion about moving to the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics to provide better, actionable assessment results.

3D3. The institution provides academic advising suited to its programs and the needs of its students.

Naropa has adopted a professional advising model in order to ensure a robust and tailored advising experience to honor the uniqueness of each student. All undergraduate students are assigned a staff academic advisor, who is responsible for carefully guiding students through their academic journey at Naropa, beginning the summer prior to new student orientation and ending with graduation. Advisors assist students in navigating academic policies and procedures, tracking degree requirements, and creating individualized course schedules each semester. Advisors also monitor students' academic performance and intervene when students are in academic difficulty. Advisors assist students in making well-informed decisions regarding their education. This process includes helping students to clarify their interests, strengths, and goals, as well as assisting them in developing their decision-making skills. [Students](#) must meet with their academic advisor each semester to go over plans for the upcoming semester and to track progress toward degree before students will be cleared to register.

All undergraduate academic advisors are prepared for their role through an intensive training program that lasts one to three months. This training program consists of in-depth shadowing of the director of undergraduate academic advising; reviewing case studies; cross-training with seasoned advisors; hands-on training on relevant software, forms, and procedures; as well as informational interviews and relationship building with relevant academic departments and administrative offices. This training process is also resourced with targeted reading assignments and an electronic advising procedures manual. Weekly staff meetings serve to assess and address ongoing training and professional development needs (including diversity training, skill building around giving and receiving feedback, etc.) beyond the formal training period. In addition, new advisors have one to three weekly individual supervision meetings with the director to address targeted ongoing training needs.

All graduate students are assigned a staff academic advisor. Advisors serve as academic guides and help students understand academic policies and procedures. Advisors serve as a referral resource for campus services and assist students in making well-informed decisions regarding their education. Advisors help students track their degree requirements; however, students are ultimately responsible for ensuring that they have met all departmental and university academic requirements for graduation. Students must meet with their assigned academic advisor prior to registration each semester. At this time, [advisors help students](#) plan their schedule for the next semester and clear them to register via MyNaropa.

Graduate academic advisors are trained by the faculty program leads in the programs they serve. Within the Graduate School of Psychology, academic advisors meet together to discuss any student issues, problems, or situations that might deserve additional attention or where an advisor might need additional advice.

As mentioned above, faculty also serve in an advising capacity, which may include advisement in classes taught by the faculty member, serving as program advisor in a student's major, ensuring that academic requirements are met and understood by a student and coincide with a student's personal and professional objectives, and recognizing when a student may need additional assistance and providing appropriate references.

Undergraduate Academic Advising has implemented a new model of developmental and intrusive advising since the advent of the Title III grant and the hiring of a new director of Undergraduate Academic Advising in fall 2011. The creation of The Learning Commons (a one-stop location for academic advising, student support services, and the division of Student Affairs) has allowed advisors to play a central role in helping students navigate the web of student support services. The [2013 NSSE results](#) showed a significant improvement in student satisfaction with the quality of interaction with academic advisors for both first-year students and seniors.

3D4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Naropa University provides a wide array of resources to support effective teaching and learning. Naropa's academic support services continue to make enhancements toward supporting the development of students' technology literacy skills through both direct and indirect initiatives.

Student Portal

Several years ago, Naropa implemented a student portal system that allows students to register, drop and add courses, access academic records electronically, and review progress toward degree completion. In the past two years, the e-Learning learning-management system was added to this portal to allow students and faculty to share electronic resources, allow papers and projects to be submitted electronically, allow for faculty feedback, and allow attendance and grading to be shared live via the technology. The university migrated all online courses that had previously been hosted by Pearson e-College to a more fully integrated, internally managed system. Reviews by students and faculty have been very positive.

e-Learning

All onsite Naropa courses have the possibility to include an online supplement and resource room through use of the university's e-Learning system. Distance Learning students also access the e-Learning system for the university's distance education program. All students and faculty who access e-Learning are given support in the use of the technology through tutorials for the e-Learning system. Accessible from computers as well as mobile devices, the [orientation](#) includes tutorials that model actual e-Learning courses that students encounter during their program, preparing them for success with their educational experience. [Faculty tutorials](#) teach faculty how to work with the e-Learning platform and complete essential functions such as running discussion forums and posting and grading assignments.

ePortfolios

All undergraduate students have access to [ePortfolios](#), which gives students a way to track their goals, work, and accomplishments and gives faculty an easy way to gather evidence for assessment.

The Learning Commons

As mentioned previously, Naropa created The Learning Commons in 2011, which required the complete renovation of the building formerly known as the Administration Building. The renovation brought all student services into a centralized location and created significant additional study and collaborative work space for students.

Nalanda Renovation

In the summer of 2014, Naropa completed a 20,000-square-foot renovation of the Nalanda Campus, more than quadrupling available classroom space and providing new or upgraded spaces for Naropa's Theater, Music, Dance, and Fine Arts programs. Improvements include an art gallery and exhibit space, new music facilities with individual studios, video and media arts labs, a 3-D art studio for sculpture, a library, and a cafeteria.

IT

Naropa's IT office completed a significant upgrade to the wireless infrastructure in the summer of 2013, addressing some significant needs that were arising, particularly for students. During that same summer, a number of additional "smart" classrooms were added to help meet increasing demands for integration of technology into the curriculum. Additional spaces were built in the summer of 2014 as part of the renovations of the Nalanda Campus. Naropa houses computer labs on each of its campuses. Upgrades in the summer of 2014 included the installation of a new fiber-optic backbone and new computers in the student labs.

Laboratories

While Naropa's science curriculum is more field based than laboratory based, the university does have some laboratory spaces. They include the William D. Jones Community Greenhouse, which supports curriculum in permaculture and horticulture, and the Naropa University Consciousness Laboratory, a training and research facility that fosters a contemplative approach to psychological science. The mission of the Consciousness Laboratory is to gain greater understanding of human capacities for engaging with awareness, conceptions of experience, and related teaching and learning processes; to contribute new methods for accessing the depth and variety of conscious experience; and to train students at both graduate and undergraduate levels. The lab conducts research with inquisitiveness, compassion, and a balance of precision and practicality. Through a consortium agreement with the University of Colorado at Boulder, students also have access to additional lab science courses such as biology and chemistry.

Library

The Allen Ginsberg Library has made a number of improvements and expansions in the past four years, and additional resources have been made available. The current inventory includes 40,000 physical volumes, 3,200 digital volumes, and 128,000 digital subscriptions. In 2014, the library added an additional 120,000 EBSCO titles to its collection, creating a total physical and virtual inventory of just under 300,000 titles. Naropa also continues to maintain an agreement with the University of Colorado at Boulder Norlin Library that gives Naropa students full access to those library resources.

In addition to Naropa's physical and virtual collections, in July of 2013, Naropa reopened its institutional archives for digitization. This ongoing project is working toward digitizing all audio and video collected in the archives and making it available for educational use to the public as a whole. Digitized items can be accessed through a repository on ContentDM via the library's website. As of February 2014, approximately 2,200 audio recordings were available on the site and there are 11,000 awaiting indexing for upload.

Students on each of Naropa's three campuses have access to a library with collections tailored to the academic focus of the campus. In 2012, Naropa added a library on the Paramita Campus to serve the Graduate School of Psychology. This 1,000-square-foot space holds approximately 5,000 volumes directly related to psychotherapy and child psychotherapy. The library also incorporates a computer lab that makes all digital library resources available to students at this campus. In 2014, a library was also added to the Nalanda Campus. The collection of this 1,000-square-foot library is tailored toward student needs on that campus and holds approximately 5,000 volumes on the following subjects: visual arts, music, theater, dance, and media studies. This library also holds the Naropa collection of more than 1,000 vinyl records. The Nalanda library has audio and video stations to accommodate the collection as well as a computer lab, providing access to the library's digital resources on this campus.

Meditation Halls and Maitri Space Awareness Rooms

Naropa maintains meditation halls on each of its campuses. The halls are available for the entire community as well as visitors. There are regular sessions of meditation instruction offered in these spaces. The Maitri rooms are used primarily by the MA Contemplative Counseling Psychology, BA Contemplative Psychology, Early Childhood Education, and Religious Studies programs to support specific course work.

Art and Performance Space

Naropa maintains a number of performance spaces to support the School of the Arts and its programs. The Performing Art Center (PAC) supports a large number of student performances throughout the year. There are also a number of practice spaces designed to support music, visual arts, performance, and theater.

Internship Sites

Naropa maintains relationships with dozens of practicum and [internship sites](#) that support, primarily, the programs contained within the [Graduate School of Psychology](#).

3D5. The institution provides to students guidance in the effective use of research and information resources.

Naropa is committed to supporting student research in substantive and specific ways. Naropa supports a wide range of both undergraduate and graduate student research projects used for thesis and special projects. Because research is one of the hallmarks of how universities contribute to the well-being and sustainability of society, the university is currently engaged in the following activities:

- Offering trainings that develop new and relevant research skills amongst faculty and students
- Creating a standing faculty committee that will support and guide faculty and student research interests, including IRB review
- Sponsoring training in socially conscious and community-based research methods, such as digital storytelling, Participatory Action Research, and arts-based research

[Strengthening undergraduate capstone courses](#) by creating project-based senior experiences was one of the strategies of Naropa's Title III grant for the fourth year of the grant, AY 2013–2014. During this academic year, ten of the eleven programs were asked to revise their capstone courses to meet several institutional objectives. The aim of this work, according to the grant proposal, is to "complete the curricular arc and help students better prepare for the next step on their life journey by providing opportunities for fruitional or integrational learning experience." Research projects were the primary model that was adopted for these revised capstone courses.

Several of the faculty-development opportunities offered through the Title III grant to support curriculum transformation addressed the issue of undergraduate research either directly or indirectly. Promoting undergraduate research was a major theme of some faculty-development events sponsored by Title III, especially the Learning through Critical Reflection workshop with Dr. Patti Clayton (UNC Greensboro) and the Scholarship of Teaching and Learning workshop with Dr. Mary Ann Shea (University of Colorado).

The Allen Ginsberg Library provides information literacy instruction sessions to students at all levels. Undergraduates are given a 2.5-hour instruction session by the library director in their first year, which provides a general overview of all resources available for research. In addition to this, shorter, subject specific sessions can be arranged by professors. These sessions are offered primarily in the thesis course for most undergraduate majors as well as the thesis and/or research courses for graduate students. The library director also offers one-on-one sessions with students on all levels who would like pointed, individual instruction.

3E. THE INSTITUTION FULFILLS THE CLAIMS IT MAKES FOR AN ENRICHED EDUCATIONAL ENVIRONMENT.

As described below, Naropa University provides a variety of co-curricular activities for students and provides opportunities for community engagement, research, and other forms of social and spiritual development.

3E1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

The Office of Student Life oversees on-campus engagement programs that promote student learning and growth outside of the classroom. In 2012, Student Life assessed the level of on-campus student engagement and found that 25% of the university student body was engaged in some form of registered student organization. Registered student organizations vary from year to year, depending on the needs and interests of the student body. As of September 2014, there are twenty-six registered student organizations as shown in the list below.

Naropa Student Organizations

- Awakening Goddesses
- Body Visible Body Invisible
- Commedia Dell'arte
- Community of Color and Allies
- Conscious Partner Dancing
- Conversational Tibetan
- Eco-Dharma
- End of Life Care
- Hapkido Martial Arts Club
- International Student Group
- Mindful Improvisation Alliance
- N.I.C.E. (Naropa Instrument Collaboration Experiment)
- Naropa Artistic Collective
- Naropa Permaculture Student Group
- Naropa Way of Tea
- Pagans At Naropa (PAN)
- Religious Studies Student Council
- Sacred Sex Salon
- Semicolon
- Shabbot Club
- Slammin Poets
- Somatic Shifts of Consciousness
- Somewhere on the Spectrum - LGBT*QIAP
- Team Asana
- The Naropa Alliance (Naropa Alliance for Psychedelic Studies)
- Zazen Group

All registered student groups are open to any member of the university community and must abide by various risk-management protocols, contribute to the cultural and social fabric of campus, and maintain alignment with the mission of Naropa University. According to NSSE, in 2009, 42% of students participated in some type of co-curricular activity. In 2010, 49%, 2011, 28%, 2013, 46%, and 2014, 51% of students indicated participating in co-curricular activities (see *The Student Experience in Brief*: [2009](#), [2010](#), [2011](#)). Student Affairs staff has dedicated increasing amounts of time at the beginning of each semester to ensure a strong core membership in student government and to empower students to work on campus programming. Three years ago, a ten-hour dedicated GA position was added to work with clubs and organizations, including student government, to help them with structural issues and navigating policies and procedure. In 2010–2011, the associate dean of students position was restructured into the director of student life. The job focus was changed significantly from a counseling role to focus much more extensively on actively increasing student engagement on campus. For example, the director of student life meets individually with students to get a sense of who they are and how to help them find community on campus. Welcome Week programs have been implemented during the first week of each semester. Orientation Peer Leaders help connect students to each other and create community.

[2013 NSSE](#) results show a marked improvement in how students feel supported socially, from a range of 43–58% indicating they felt supported socially in prior years to 79% in 2013 and 2014. Of first-year students, 72% also indicated participating in campus activities and 81% indicated participating in events that addressed important social, economic,

or political issues. (Please note that 2014 results are not provided as numbers were too low to produce validity.)

Naropa University has an active student government, the Student Union of Naropa (SUN). SUN is the representative student voice on campus and is currently composed of fifteen students representing a variety of programs of study as delegates (legislative branch) and an executive committee (executive branch). SUN also includes an elected student trustee, who represents the needs of students on the board of trustees. In addition, SUN oversees campus events and programming, as well as registered student organizations. SUN is responsible for managing and administering the student activity fees budget for both events and student organization activities, assessing each budget request for alignment with the goals and mission of the university as well as the impact the request will have on the university community. Representative programs and events include: monthly open mic nights, movie nights (usually screening films with a spiritual or social issues focus), social dances, and healing fairs. SUN also works with student organizations to help them put on events for the university community.

In 2013, Student Life streamlined registration for student organizations, implemented new risk-management procedures for higher-risk physical and emotional activities, and requested that all student organizations have an advisor of record who can help them navigate university policies. Particularly, all contemplative life or religious life student organizations are required to have an advisor who can provide context on that practice or tradition to ensure that students are receiving the best possible experience of that tradition.

Another co-curricular activity is [Community Practice Day](#), one day each semester devoted to presentations, brief orientations, and practice sessions on topics that students, staff, faculty, and community members can attend free of charge. These offerings draw large crowds and give students experience with a wide range of Naropa contemplative practices, for example, authentic movement, raga singing, centering prayer, yoga, tai chi, aikido, the way of tea, sitting and walking meditation, contemplative partner dancing, contemplative knitting, sacred singing, Sufi devotional offering, and healing historical trauma. Based on this exposure, some students decide to pursue additional course work in these areas. Community Practice Day serves to integrate Naropa students and faculty into the community in much the same way that athletic events do in other colleges.

3E2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Naropa places a high value on community engagement, contribution to the world, and attention to spiritual development.

Community Engagement

Naropa undergraduates experience diverse opportunities for community engagement inside and outside the classroom. These include service-learning opportunities, internships, volunteer placements, and independent and collaborative research projects where students apply the insights cultivated in the classroom and their lives to real-world challenges. Graduate students pursue professional training as artists, chaplains, educators, environmental leaders, therapists, scholars, and writers. Most of the graduate programs at Naropa incorporate practicum and internships as culminating experiences. These programs allow students to gain valuable skills while also creating significant impact on the surrounding communities by meeting needs for teaching, counseling, and [other services](#). Each year, around thirty graduate students from the Graduate School of Psychology become Compact Service Corps/AmeriCorps members and promote healthy futures for underserved populations through work in nonprofit and government agencies. More details about community engagement initiatives are provided in 3B4.

To support and guide students in putting knowledge into practice, the university developed the Office of Career and Community Engagement. Among its services, the office supports service learning, volunteer and community service opportunities, and internships, which give students venues to interact with the community at large.

2013 NSSE findings (NSSE 2b) also show that 85% of first-year students said that during the school year they connected their learning to societal problems and issues “often” or “very often,” ratings that surpassed norms for all the comparison groups (see Figure 3.1 below). Results were similar for seniors with 87% reporting that during the school year they connected their learning to societal problems and issues. In addition, 2013 findings (NSSE 17f) show that 65% of first-year students and 73% of seniors reported that their experience at the institution contributed to their knowledge, skill, and personal development in working effectively with others either “quite a bit” or “very much,” ratings that are on par with comparison groups (see Figure 3.2).

Figure 3.1
Connected Learning to Societal Problems or Issues—Often or Very Often

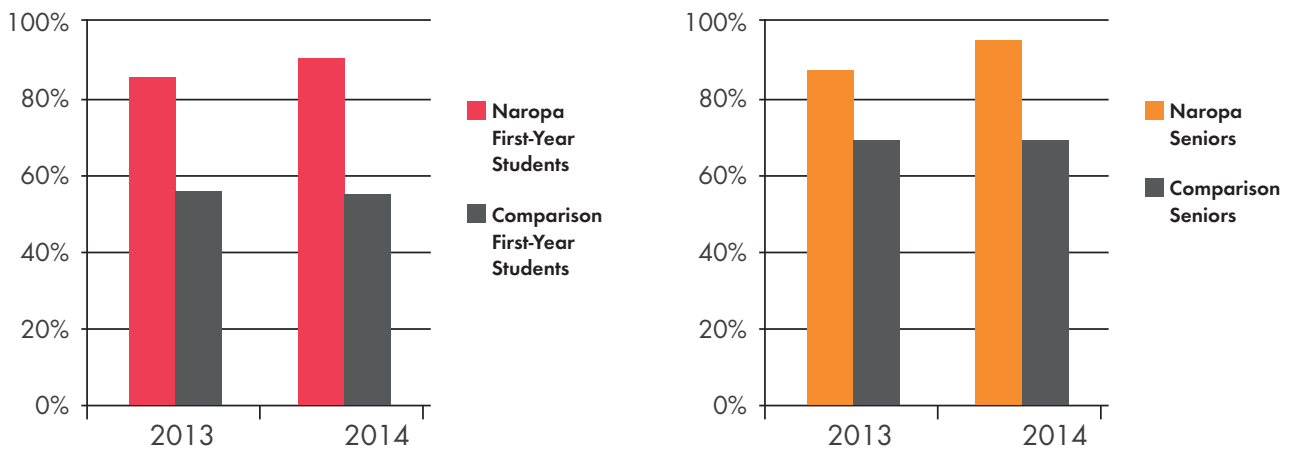
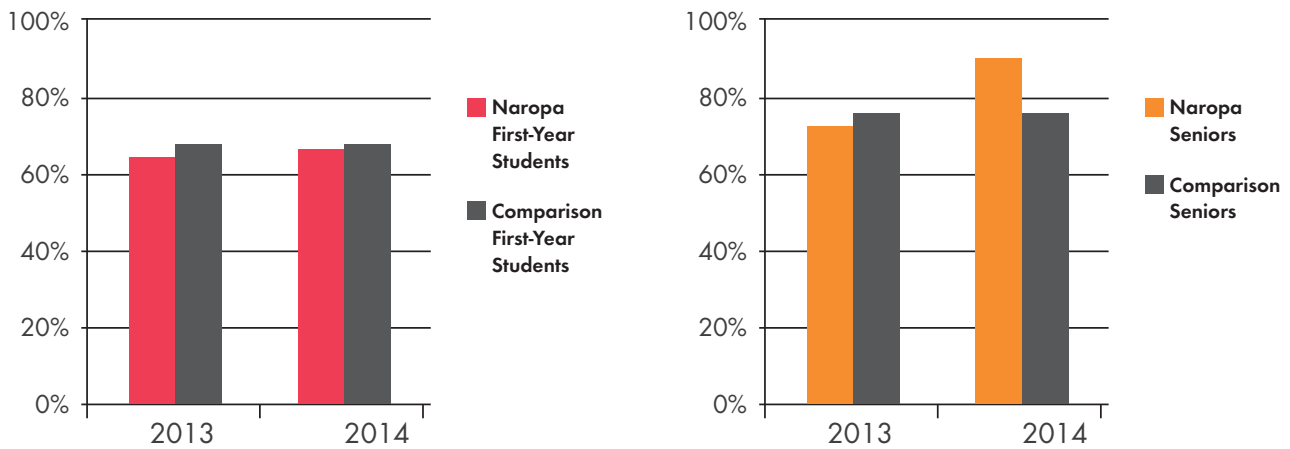
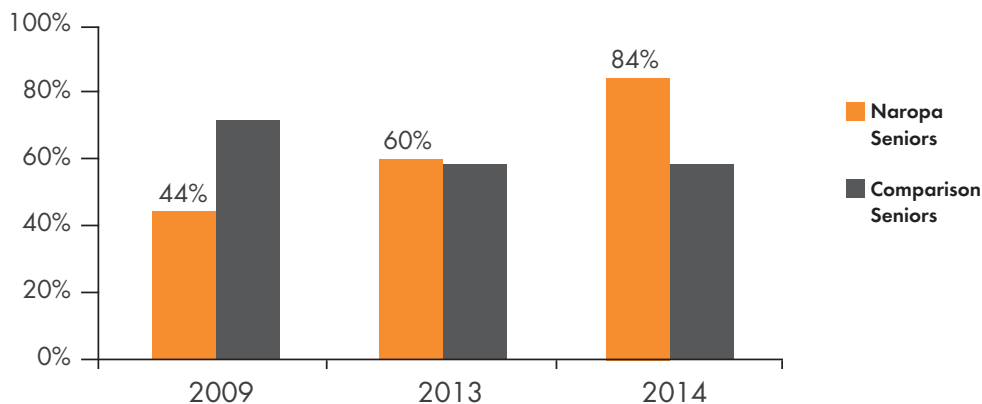


Figure 3.2
Naropa Experience Helped Work Effectively with Others—Quite a Bit to Very Much



During the same time frame, students indicated increased participation in some form of internship, co-op, field experience, student teaching, or clinical placement. In 2009, 44% of students indicated participation in such activities by their senior year. That rate (see Figure 3.3) increased to 60% in 2013 and to 84% in 2014.

Figure 3.3
Have Participated in an Internship, Co-op, Field Experience, Student Teaching, or Clinical Practicum by Senior Year



Service Learning

Through the work on implementing the Title III grant, it became clear, based on a [review of alignments](#) between program learning outcomes and the undergraduate curricular arc, that increased emphasis was needed on “Apply Learning in Real-World Settings: Graduates are able and inclined to engage real world challenges and work ethically and effectively across diverse communities drawing on disciplinary competency, civic knowledge, presence and personal values, and creative intelligence.”

In the fourth year of the Title III grant, in response to [NSSE results](#), the department of undergraduate education expanded internship and service-learning course offerings. Although a high number of students report involvement with service learning as part of their course work, the new courses expand the opportunities for leadership development and vocational skill acquisition. Also in the fourth year of the grant, additional focus was placed on the revision of programmatic capstone courses. Building on high levels of success on reflective and integrative learning and innovative learning strategies, attention was paid to increasing collaborative, applied, and experiential learning and student-faculty interaction. The charts below (Figures 3.4–3.7) reflect examples of ways Naropa excels at reflective and integrative learning.

Figure 3.4
Frequently Ask Questions or Contribute to Course Discussions

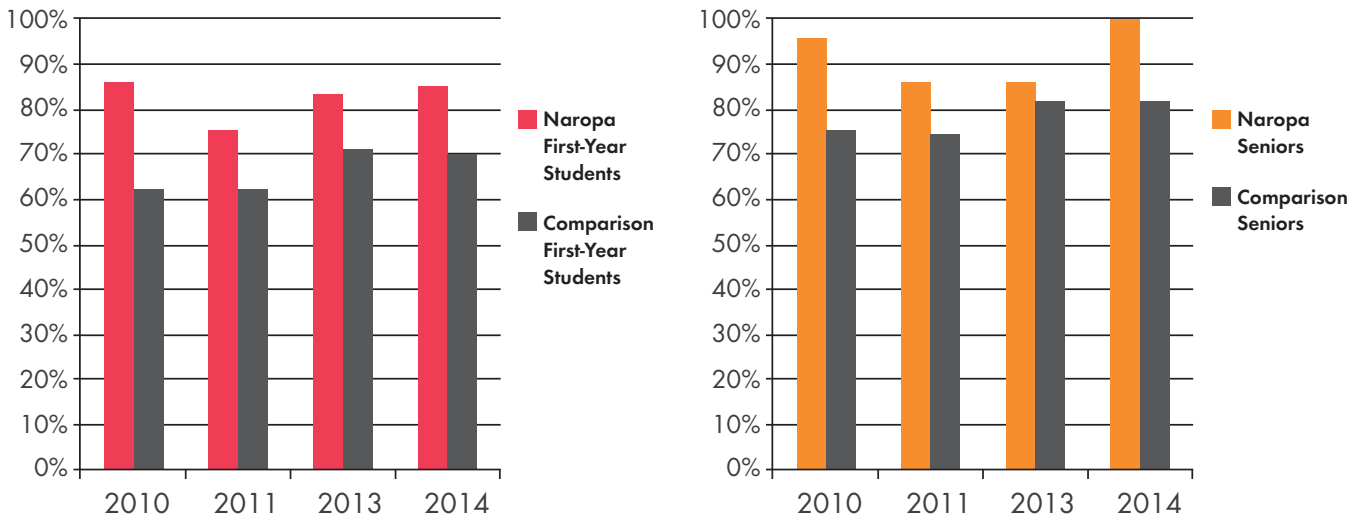


Figure 3.5
Combined Ideas from Different Courses When Completing Assignments, Often or Very Often

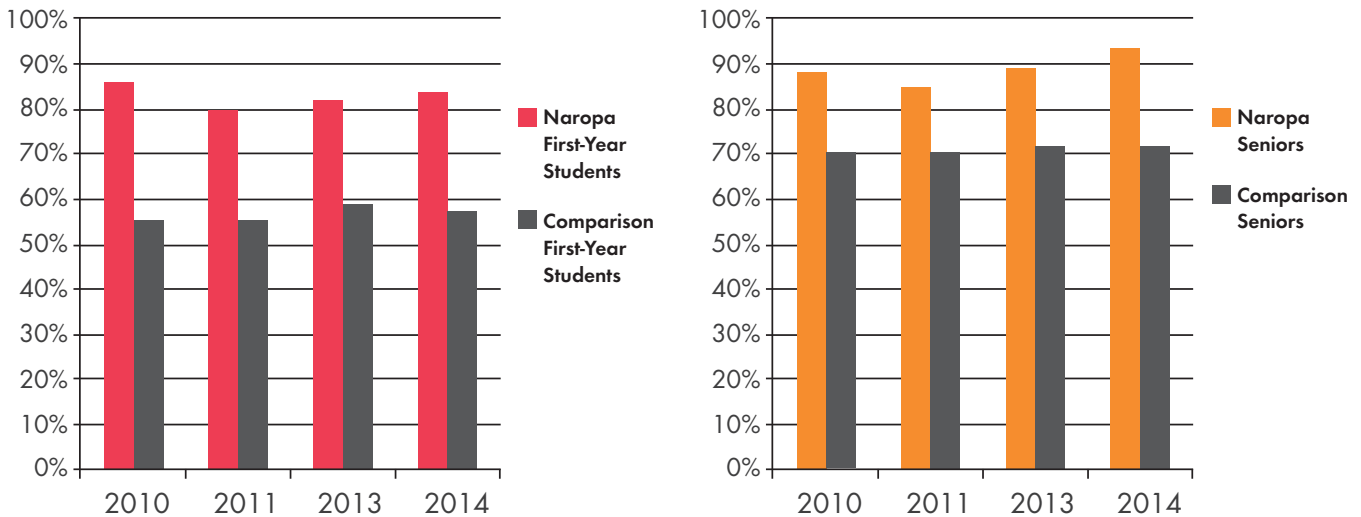


Figure 3.6
Connected Learning to Societal Problems or Issues, Often or Very Often

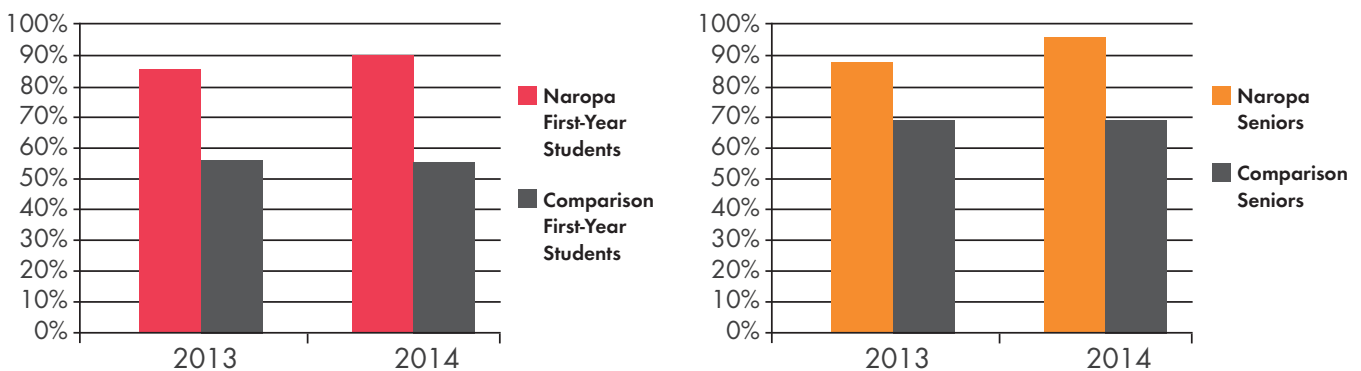
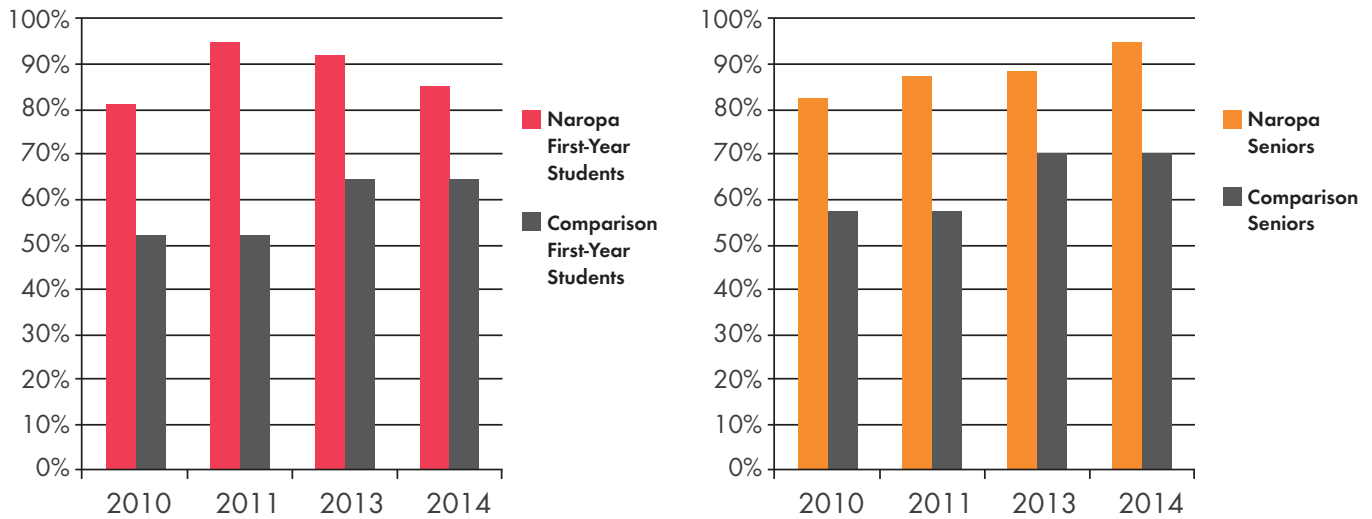


Figure 3.7
Examined Strengths and Weaknesses of Own Views on a Topic or Issue, Often or Very Often

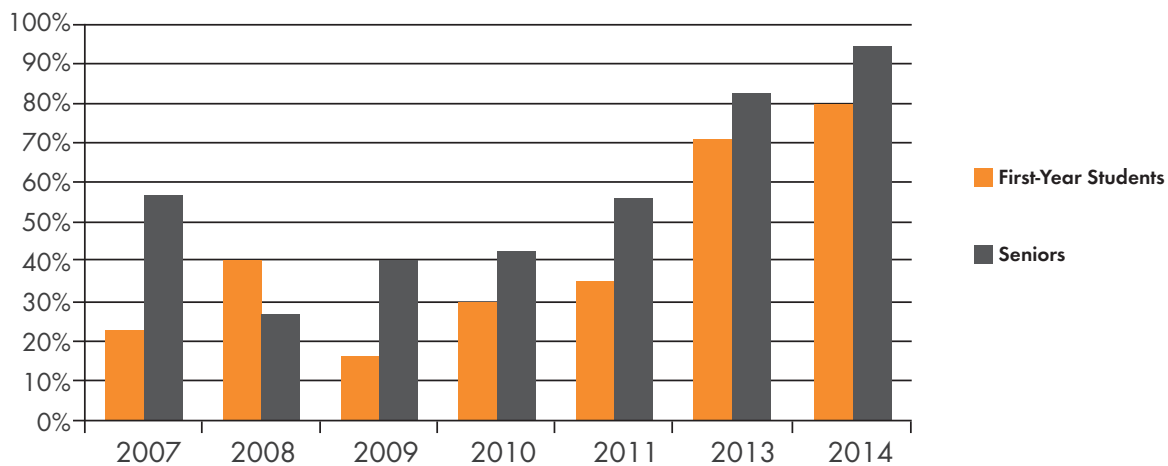


Since the implementation of the grant, students report significant increases in participation in service-learning activities. The Title III grant and Undergraduate Education supported revisions to the Community-Based Learning and Actions course, pilots of service-learning components in the First-Year Seminar course, and several faculty development opportunities including an Engaged Faculty Institute co-sponsored with Campus Compact and Regis University, and trainings on reflective pedagogies for service learning with Dr. Patti Clayton (UNC Greensboro).

Through the implementation of the curricular arc, majors began embedding introductory, threshold, and culminating experiences that incorporated service learning. At the same time, the Career Services area of Student Affairs recognized a growing need for support in developing community partnerships to support these initiatives. The mission of the Career Services area was expanded as additional resources were added in the form of a graduate assistantship and in 2012 an additional full-time position was added to encompass both Career Services and Community Engagement. The staff has been available to support both curricular and co-curricular service-learning opportunities.

In 2009, 16% of first-year students indicated that at least some of their courses included a community-based service-learning project, 30% in 2010, and 35% in 2011. In 2014, 80% of first-year students and 95% of seniors reported that at least some of their courses incorporated a [service-learning project](#). Figure 3.8 charts NSSE data showing the upward trend of student service-learning participation as part of a course.

Figure 3.8
Service-Learning Participation as Part of a Course



These dramatic increases have been due in part to very close collaboration and support between Student Affairs and Academic Affairs. The Title III grant also provided numerous faculty-development events to support service-learning pedagogy.

Religious or Spiritual Purpose

The Office of Student Affairs houses a contemplative practices coordinator position, which helps support students in spiritual discernment, providing meditation instruction support, connections to area resources, and significant programming each semester to support ritual, spiritual development, and inter-religious dialogues and other programming. In July 2014, the position was increased from half time to full time to meet the increasing demands of the position and to better serve student needs in this area.

NSSE survey results also show very close mission alignment in terms of focus and emphasis on developing spirituality, ethics, and personal values. In the [NSSE Mission Engagement Consortium Survey](#), 92% of first-year students and 97% of seniors agreed or strongly agreed that “social and personal development of students is an important part of the mission” at this institution with only one student disagreeing (see Figure 3.9). This compares to 85% of first-year students and 79% of seniors at benchmark institutions. Seventy-eight percent of first-year students and 87% of seniors agreed or strongly agreed that “as a result of my experience here, I am more aware of social justice [fairness and equality] issues in the world” (see Figure 3.10). This compares to 64% of first-year students and 73% of seniors at benchmark institutions. Seventy-eight percent of first-year students and 77% of seniors agreed that “the faculty at this institution discuss the ethical implications of what is being studied” (see Figure 3.11). This compares to 74% of first-year students and 75% of seniors at benchmark institutions. Ninety-two percent of first-year students and 97% of seniors agreed or strongly agree that “as a result of my experience here, I am more aware of my own personal values” (see Figure 3.12). There were no instances of students disagreeing with this statement. This compares to 80% of first-year students and 84% of seniors at benchmark institutions (related to Criterion 2E).

Figure 3.9
Social and Personal Development of Students Is an Important Part of the Mission

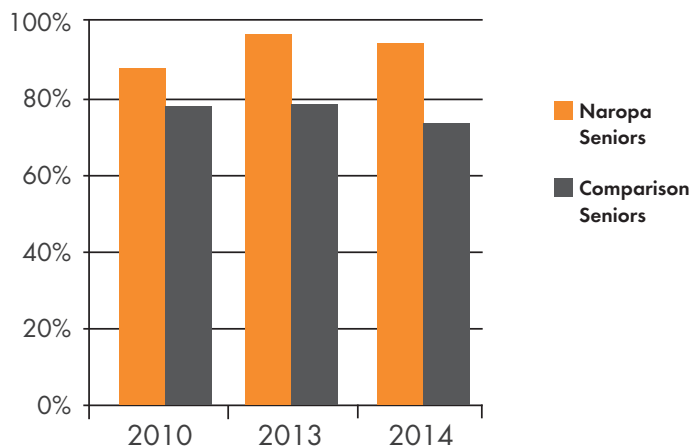


Figure 3.10

As a Result of My Experience Here, I Am More Aware of Social Justice Issues in the World

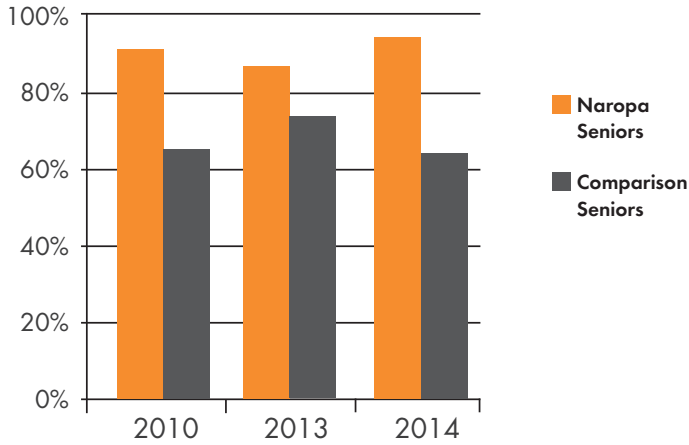


Figure 3.11

The Faculty at This Institution Discuss the Ethical Implications of What Is Being Studied

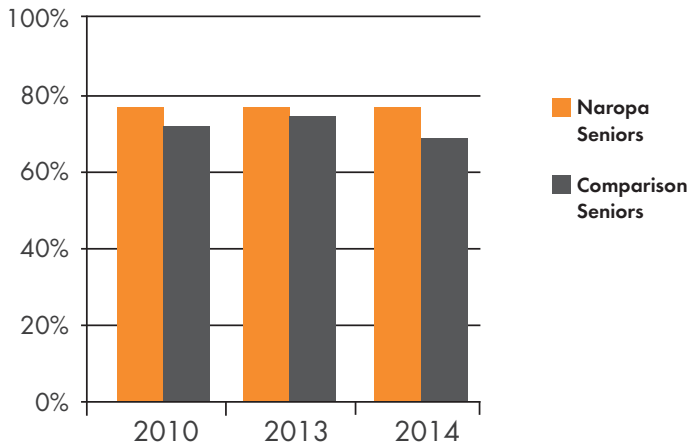
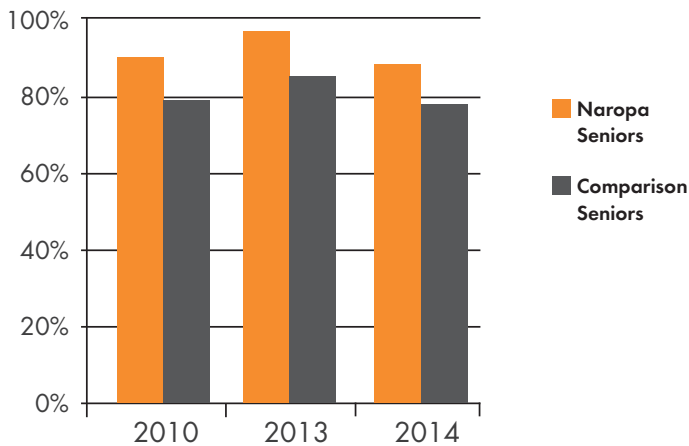


Figure 3.12

As a Result of My Experience Here, I Am More Aware of My Own Personal Values



[Student Satisfaction Survey results](#) show that the majority of students are either satisfied or neutral (see Figure 3.13) about “programming outside of the classroom for my religious or spiritual well-being.” Along the same vein, students report being quite satisfied (see Figure 3.14) with the integration of the contemplative aspect of education into the individual courses, program, and overall Naropa experience with at least 84% of graduate students reporting some [level of satisfaction](#). Similarly, 76–80% of undergraduate students reported being satisfied (see Figure 3.15) on the [same topics](#).

Figure 3.13
Satisfaction with Programming Outside of the Classroom for Religious or Spiritual Well-Being

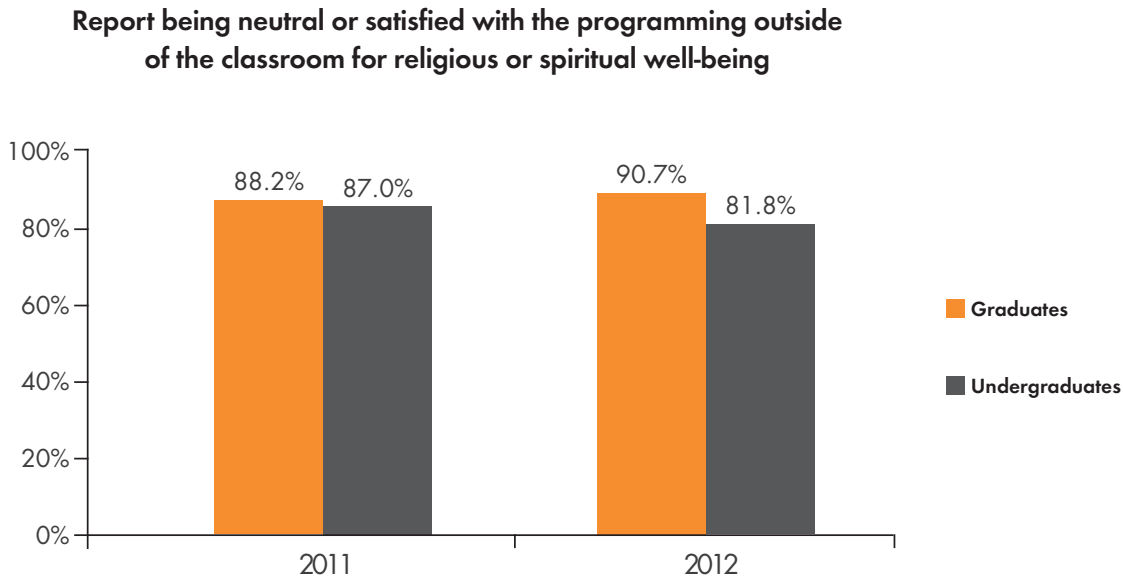


Figure 3.14
Graduate Student Satisfaction with the Integration of Contemplative Education

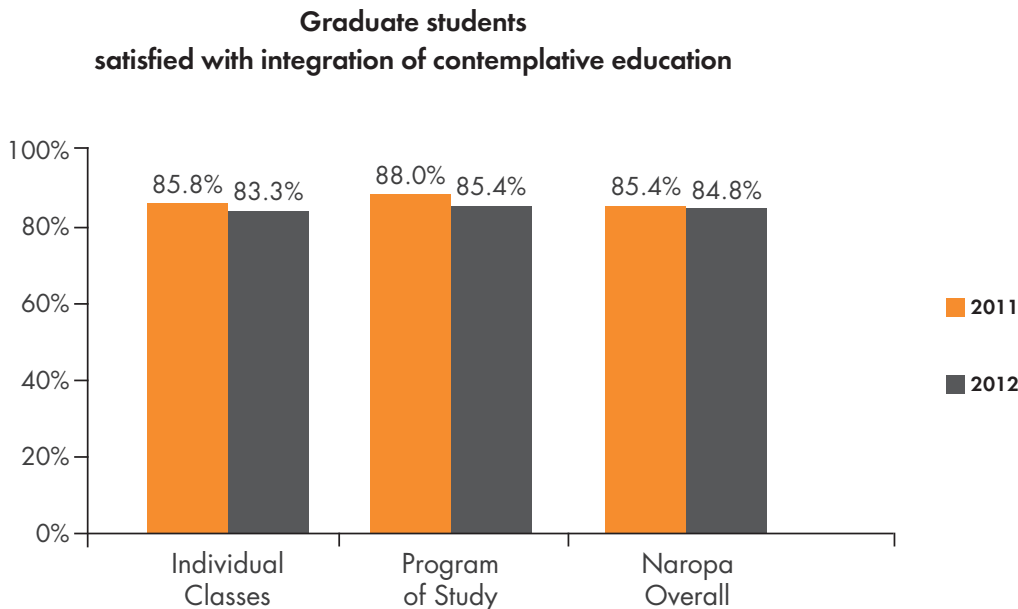
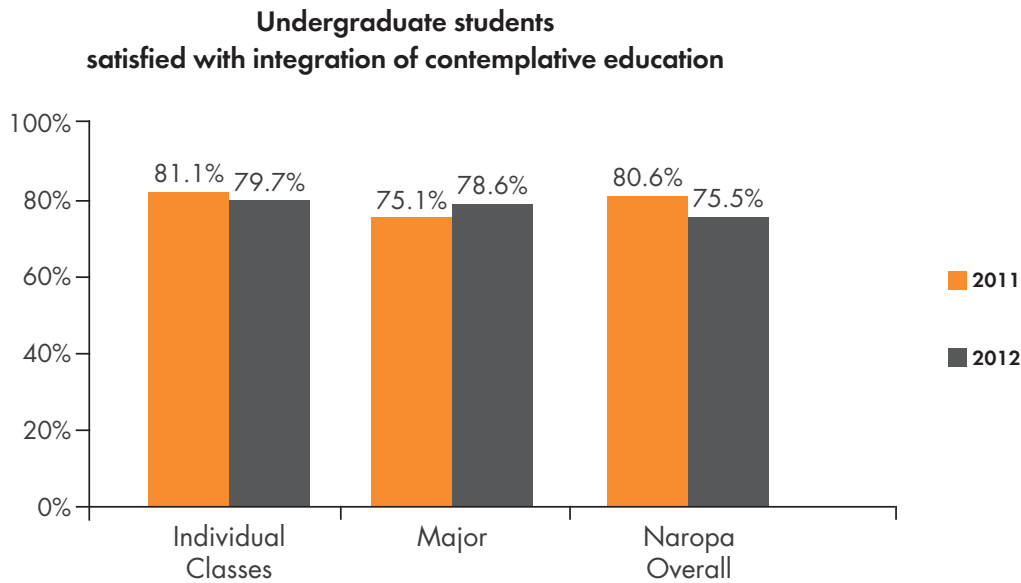


Figure 3.15

Undergraduate Student Satisfaction with the Integration of Contemplative Education



CRITERION 3:

REFLECTIONS ON THE PRESENT AND OPPORTUNITIES FOR THE FUTURE

All degree programs at Naropa University are appropriate to higher education. Programs maintain currency through internal curriculum review and external program reviews. With the support of a five-year U.S. Department of Education Title III Strengthening Institutions grant, the university has made significant progress in strengthening the undergraduate educational experience. Naropa’s distinctive undergraduate curriculum follows a curricular arc and has six essential learning outcomes that have been articulated at introductory, milestone, and capstone learning levels. The entire undergraduate curriculum is mapped to these outcomes. Naropa’s general education program, called the core curriculum, is appropriate to the university’s mission, educational offerings, and degrees. The 30-credit hour curriculum is grounded in a philosophical framework that is directly related to the mission. The core program delivers on the introductory level of the entire curricular arc, while upper-division course work and courses in majors develop milestone and capstone levels of achievement. As a result, Naropa’s undergraduate curriculum is strongly integrated and fulfills Naropa’s educational mission.

Naropa provides opportunities for students to be actively engaged in a global context. So that students may come to understand the differences and interdependencies that characterize the world, they are given the option to participate in a variety of study-abroad opportunities. The university also offers many student services based upon recognition of the human and cultural diversity of the world in which students live and work. Naropa faculty and students are engaged in a broad range of research, creative work, and scholarly activities. Naropa faculty contribute to scholarship, creative work, and the discovery of knowledge in their fields. Naropa has a well-qualified body of faculty and staff who provide the university with high-quality programs and student services. Naropa is committed to supporting student research in substantive and specific ways. Core faculty at Naropa maintain a culture of robust shared governance through participation on university academic committees. Naropa University provides a wide array of student support services suited to the needs of Naropa’s various student populations. The Allen Ginsberg Library has made a number of improvements and expansions in the past four years, and additional resources have been made available.

An appropriate student-to-faculty ratio is crucial to Naropa's ability to deliver a high-quality, contemplative educational experience. Because this ratio is uneven across programs, an opportunity exists to bring the student-to-faculty ratio and the percentage of instruction by core faculty into better alignment. Naropa considers it essential that each student have sufficient opportunity to interact with faculty members. Because Naropa regards student-to-faculty interaction as a critical part of fulfilling its mission, a major goal is to grow student-faculty interaction and promote it through revised first-year experiences, greater curricular integration, revised capstone courses, and a "journey guide" program through which first-semester, first-year students are assigned a faculty mentor.



CRITERION 4

TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

CRITERION 4:

THE INSTITUTION DEMONSTRATES RESPONSIBILITY FOR THE QUALITY OF ITS EDUCATIONAL PROGRAMS, LEARNING ENVIRONMENTS, AND SUPPORT SERVICES, AND EVALUATES THEIR EFFECTIVENESS FOR STUDENT LEARNING THROUGH PROCESSES DESIGNED TO PROMOTE CONTINUOUS IMPROVEMENT.

In the four years since the last self-study, Naropa University has ensured that all academic programs and the general education program are assessed annually, has instituted a schedule for external program reviews so that every academic program is reviewed once every seven years, and has improved and expanded student services in order to improve retention and completion rates.

4A. THE INSTITUTION DEMONSTRATES RESPONSIBILITY FOR THE QUALITY OF ITS EDUCATIONAL PROGRAMS.

4A1. The institution maintains a practice of regular program reviews.

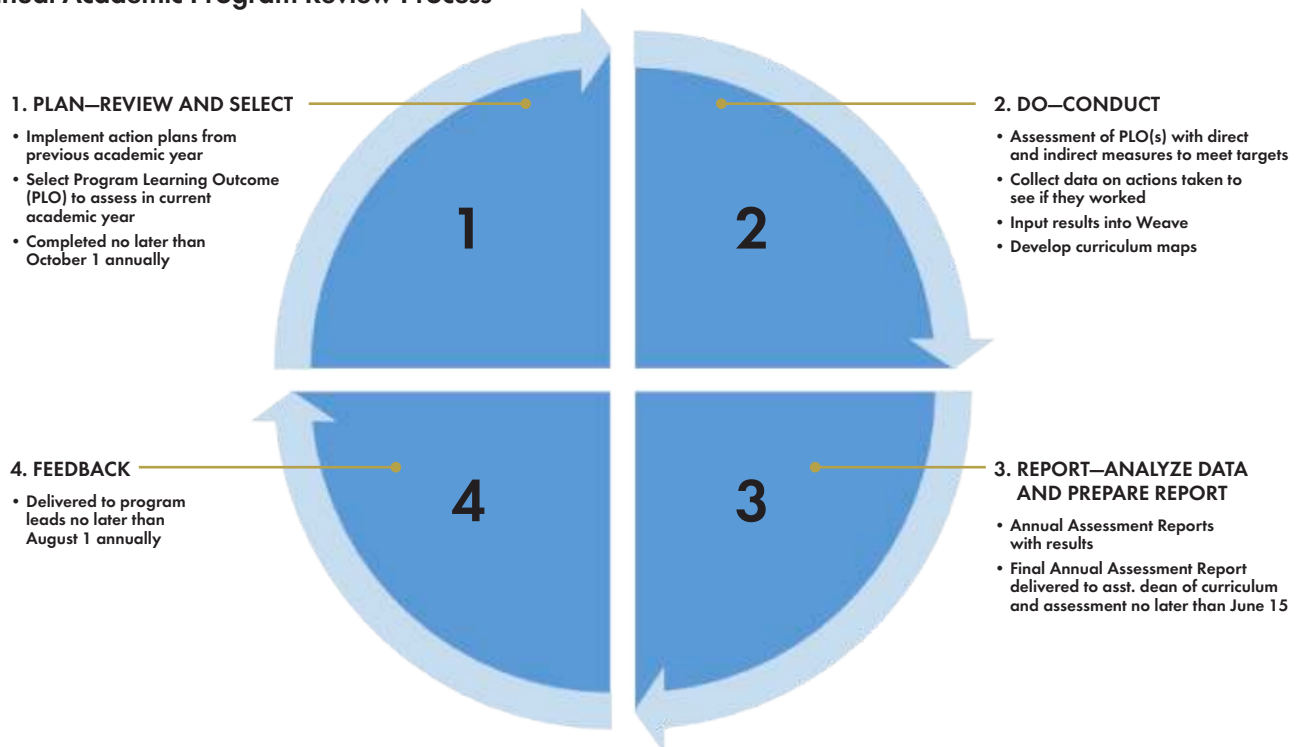
Naropa University conducts program reviews on an annual basis and conducts external reviews of each program on a seven-year cycle. Both the annual and seven-year reviews provide an overview of a program's mission and goals, including an assessment of student learning outcomes and evidence of continuous program improvement. The results of these reviews inform strategic planning, program development, and budgeting decisions.

Annual Academic Program Reviews

Naropa faculty conduct assessment reviews of their programs annually. All academic program leads use the assessment platform Weave for inputting assessment information. Figure 4.1 (below) illustrates the process for [annual academic](#).

Figure 4.1

Annual Academic Program Review Process



[program reviews](#). Prior to the adoption of Weave, Naropa conducted periodic reviews of individual departments. These Department Systematic Reviews (DSRs) covered aspects of departmental activities that included accomplishment of program outcomes and individual course student learning outcomes. The reviews also covered budgeting and staffing issues and a program's connection to the strategic plan. DSRs from years prior to 2009 can be found in each program section of Weave. Plans for a new [program review process](#) were begun in fall 2014 to address additional programmatic issues from the perspective of the Office of the Provost and other Naropa divisions, such as Student Affairs. The purpose of this process will be to assess the validity of each program based on enrollments, use of resources, and attainment of student learning outcomes.

The annual academic program review cycle begins in early fall, when faculty review the past year's Annual Assessment Report (AAR), the input they received from the Assessment Committee, and the changes they planned in their instructional efforts to successfully achieve program outcomes. Faculty select a subset of their outcomes and the planned changes to their instructional efforts to assess in the current academic year. For the majority of the academic year, faculty collect data on the extent to which they are achieving program outcomes and meeting targets (e.g., 90% satisfaction with the program in an alumni survey) using both direct and indirect measures.

Data analysis is reported in Weave. If assessment findings suggest that a program has not met its target, program faculty develop an action plan to improve on those program outcomes. If the program has met their targets, program faculty develop an action plan for maintaining a high level of achievement. At the end of the spring semester, each school has an [Assessment Day](#) to discuss the year's assessment work, devise plans for the next academic year, and finalize the Annual Assessment Reports. When these reports are complete, the final [Annual Assessment Report](#) is entered into Weave.

The following are examples of annual program reviews and how assessment data were used to make evidence-based programmatic improvements.

Using Assessment Results: BA Traditional Eastern Arts (TRA)

TRA recently assessed student learning in the areas of theory, philosophy, and history. Their primary measure was a rubric-based assessment of student work. They also did a review of student enrollment data, tracking the enrollments in the various tracks. They found that since the yoga track redesign in 2012, yoga students are meeting the learning outcomes and enrollments in this track have risen significantly. However, in the other two tracks, which did not undergo a comparable redesign, students are not achieving these learning outcomes. The department has taken initial steps toward major redesign of the T'ai-chi Ch'uan program including planned curricular changes to enhance program academics. This development process will be greatly aided by an upcoming external review in 2014–2015. Specifically, their action plan to improve the T'ai-chi Ch'uan program included:

- Revise all classes to cover the practice tripod of form, push hands, and sword and including capstone practice components in advanced classes in which students review and deepen all three legs of the practice tripod.
- Integrate a deeper cultural context to enrich tai chi studies that include the history of martial arts, tai chi theory, and associated writings.
- Develop a capstone project that builds on the current senior colloquium in which students integrate their learning into their lives and careers.
- Utilize the results of the newly developed alumni survey being administered in summer 2014 as an indirect measure.

In the 2014–2015 assessment cycle, results will be examined to determine whether the changes made in the program have yielded the desired improvement in achievement.

Using Assessment Results: MA Transpersonal Ecopsychology

The MA Transpersonal Ecopsychology program has five program outcomes of which two were selected for assessment focus in 2013–2014: PLO2 on Transpersonal Psychology Skills and PLO5 on Integration and Application. Direct measures of both outcomes included written assignments scored with a rubric. The rubric for PLO2 yielded results that 85%

of students completed their projects satisfactorily with a score of 4.0 or better. The rubric included: length expectations met, APA formatted correctly, included an introduction, definitions of key terms, detailing of description of service-learning project, and how the project deepened capacities, knowledge, and skills. For PLO5, the students achieved an average score of 3.8 or better. Both of these results fall within the targets set for achieving the outcome; however, the program lead feels there is still work to be done. Their action plan included:

- Revise rubric used by faculty to more accurately measure what the expectations are for each PLO.
- Change the master's paper course to 3 semester credits from 1.5 credits to allow sufficient contact and time to complete course learning outcomes.
- Create an exit survey for students in Transpersonal Ecopsychology classes to serve as an indirect measure form both PLOs.
- Utilize the results of the newly developed alumni survey being administered in summer 2014 as an indirect measure.

Using Assessment Results: MA Religious Studies: Contemplative Religions

The MA Religious Studies: Contemplative Religions program has nineteen program outcomes. The assessment committee provided them with feedback in fall 2014 suggesting that they combine and integrate those outcomes into fewer and more inclusive outcomes that will yield more useful overall results for the program. Naropa wants all programs to cycle through all their program outcomes every three to four years by selecting two to three per year for assessment focus. In the Contemplative Religions concentration, three program learning outcomes were examined in the 2013–2014 assessment cycle: PLO7 on Developing an Integrated Expression, PLO8 on the Contemplative Journey, and PLO13 on Respect for Other Cultures. The master's project is a direct measure of all three PLOs, and of the seven papers examined, six papers received a 5 or 6 out of 6 (exceeds expectations) and one paper received a 4 out of 6 with the paper-scoring rubric indicating that the targets were met for each PLO. There was no indirect measure used for these PLOs. The action plan for this program included:

- Identify and train a new program lead on assessment and use of Weave early in the fall 2014.
- Integrate and combine program outcomes to better articulate what they do with fewer and broader outcomes.
- Refine the currently used rubric and develop others direct measures as appropriate.
- Develop an exit survey to be used in courses as an indirect measure.
- Utilize the results of the newly developed alumni survey being administered in summer 2014 as an indirect measure.
- In the 2014–2015 assessment cycle, examine results to determine whether the changes made in the program have yielded the desired improvement in achievement.

External Program Reviews

In addition to annual academic reviews, every academic program at Naropa is externally reviewed once every seven years. These [reviews](#) consist of a self-study report that is submitted to external reviewers prior to a site visit, the generation of a site team report, and a response from program faculty that guides action plans and resource allocation decisions. The process is overseen by the provost.

The self-study report consists of:

- A statement of purpose.
- An introduction to Naropa University.
- The program's most recent Weave Annual Assessment Report.
- The program mission statement, program learning outcomes, direct and indirect measures used, targets for successful achievement of those outcomes, and action plans.
- Curriculum descriptions including syllabi for all courses and unique facilities requirements.
- Faculty profiles that include curriculum vitae and teaching loads.
- Student descriptions along with admissions criteria, enrollment information, and retention and graduation rates.
- Curricular arc outcomes descriptions and curriculum maps.

- An analysis of strengths-weaknesses-opportunities and threats.
- Plans for the future including anticipated changes.

The self-study is delivered to two or three external reviewers in advance of their campus visit. External reviewers visit the campus to attend classes, interview faculty and staff, and conduct meetings with various campus offices. Following their review and analysis, within thirty days of their visit, they deliver a report to Naropa. An [example](#) of a self-study and the [report](#) from the external reviewers of the MA in Environmental Leadership is provided as evidence.

Program faculty review the report, discuss any recommendations and plan program improvements, and present an action plan to an internal review team consisting of the provost, the dean of undergraduate or graduate education, the school dean, the assistant dean for curriculum and assessment, the vice president for student affairs and enrollment management, and the vice president for business affairs and chief financial officer. This action plan may consist of curricular changes such as course deletions or additions, new faculty requirements, or marketing and recruiting needs specific to the program.

The schedule for external program reviews is in the [7-Year Cycle Plan](#). Recent program reviews include the following:

- From 2010 to 2013, reviews of the Master of Divinity program, the MFA Creative Writing and Poetics program, and the MA Environmental Leadership program.
- In AY 2013–2014, the university conducted one external review in MFA Theater and also conducted a teacher education licensure program summit of external experts held at Naropa to determine the viability of a K–12 teacher licensure program in Contemplative Education as well as determine the best method for beginning the program with a Colorado State application process.
- In AY 2014–2015, external reviews were conducted in three programs: BA Contemplative Psychology, BA Traditional Eastern Arts, and the MA in Transpersonal Ecopsychology.
- In AY 2015–2016, four programs are scheduled for review: BFA Performance, BA Environmental Studies, BA Interdisciplinary Studies, and BA Music.

4A2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

Naropa University Credit Hour Policy

In accordance with federal policy, Naropa University defines a credit hour as the amount of work represented in the achievement of learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work (i.e., Carnegie Unit Credit Hour). This definition specifies not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time. Naropa's typical 3-credit hour courses follow these guidelines by meeting either once a week for 2 hours and 50 minutes or twice a week for 1 hour and 20 minutes for 15 weeks. Three hours of contact time per week yields 45 contact hours per semester plus 90 hours of out-of-class student work (e.g., homework, readings, writing assignments, or practice sessions). Table 4.1 shows the contact hours required per credit.

Table 4.1
Contact/Meeting Hours Required per Credit

Credits awarded	Minimum contact time per week for 15 weeks	Minimum instructional time per semester	Minimum out-of-class student work
1	1 contact hour	15 hours	30 hours
2	2 contact hours	30 hours	60 hours
3	3 contact hours	45 hours	90 hours
4	4 contact hours	60 hours	120 hours

At least an equivalent amount of work as outlined is required for other academic activities as established by Naropa such as laboratory work, internships, practicums, independent study, distance learning, online, studio work, and other academic modalities that lead to the award of credit hours. Catalog copy for each major and program indicates how many credit hours are required. Naropa does not currently award credit for experiential or prior learning.

4A3. The institution has policies that assure the quality of the credit it accepts in transfer.

Naropa has clear policies and procedures for reviewing and evaluating all transfer credit. Below are the policies currently in place.

Residency Requirements. Students can enter Naropa as an undeclared student or can declare a major. Each major area has designated prerequisite courses for that particular area of study. Students are encouraged to take those prerequisites at the earliest opportunity if interested in pursuing a particular major. Of the 120 total semester credit hours required for a bachelor’s degree, 60 must be taken at Naropa University. Residency is required in the first semester.

Establishing Transfer Credits. College-level courses completed at regionally accredited institutions of higher education with a grade of at least C or better are eligible to be counted toward transfer credit. A maximum of 60 credits will be accepted. A pass, credit, or satisfactory grade cannot be accepted unless the transcript states it is equal to a minimum of a C. A maximum of 30 technical or vocational credits will be accepted. No physical education credits will be accepted unless they resemble courses offered at Naropa.

No contemplative practice credits will be accepted to fulfill core requirements; these may only be applied as electives. Naropa does not award transfer credit for remedial courses taken in college. Once credit has been transferred, it cannot be removed from the student’s record. With the exception of Interdisciplinary Studies, up to 6 transfer credits may be used to count toward major requirements. Up to 9 transfer credits can be used to fulfill the Interdisciplinary Studies major requirements. See specific majors for more information on major requirements. No transfer credit will be used toward minor requirements.

Transfer work from universities operating on the quarter system will be converted to Naropa's semester system by this ratio:

Table 4.2

Conversion of Quarter Credits to Semester Credits

Quarter Credits	Semester Credits
1	.5
2	1
3	2
4	2.5
5	3

The categories below describe ways of earning transfer credit for learning completed outside the traditional college classroom. Advanced Placement (AP), International Baccalaureate (IB), and other forms of nontraditional transfer credit such as College Level Examination Program (CLEP) or DSST/DANTES may not be counted toward the major or minor requirements. A maximum of 30 semester credits may be earned through a combination of the following alternative transfer possibilities:

1. College Level Examination Program

The College Level Examination Program is a national program administered by the College Board to measure college-level learning completed outside the traditional college classroom. Naropa University grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior college course work, using the minimum passing score recommended by the American Council on Education.

2. Advanced Placement and International Baccalaureate

Naropa University accepts both Advanced Placement and International Baccalaureate credit. AP exams with a score of 3, 4, or 5 are granted 3 semester credits each. AP exams may be used to fulfill core requirements with the exception of COR115 Writing Seminar II.

IB Diploma: 30 college credits and sophomore standing will be given if all six examinations received a score of 4 or above. If any exam score was under 4, 6 college credits will be given for HL scores above a 4 and 3 college credits will be given for every SL score above a 5. For students who took IB courses but did not seek an IB diploma, 3 college credits will be given for HL scores of 4 or above. No college credits will be given for SL scores.

3. DSST/DANTES EXAMS

DSST/DANTES exams are available in a wide range of topics. Naropa University grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior college course work. Naropa uses the minimum passing score recommended by the American Council on Education.

4. Military Transcripts

Naropa University also transfers in credit from an official military transcript.

Applicants Educated Outside the United States

Applicants (including U.S. citizens and permanent residents educated outside the United States) must have all non-U.S. records of secondary and postsecondary education evaluated by a professional evaluation service and forwarded to the Naropa Office of Admissions for evaluation with other application materials. This evaluation must be a complete course-by-course evaluation.

Once an applicant is accepted to Naropa University, the registrar's office will prepare a [transcript evaluation](#) documenting all transferable credit and how it applies toward the core requirements. Naropa will transfer into the degree all possible credit from previous, regionally accredited institutions. Upon arrival at Naropa, new students meet with their advisors to approve the transcript evaluation. Students must request changes to this document during their first semester at Naropa. This includes any course work or AP/IB exams taken before matriculation that may not have been sent to the Office of Admissions. After one semester, no changes may be made.

In a continued effort to make Naropa accessible to a wide range of students, the registrar's office has updated policies that allow Naropa University to begin accepting transfer credit from nationally accredited institutions that are accredited by agencies recognized by the U.S. Department of Education in addition to regionally accredited universities beginning in the 2014–2015 academic year. Recognizing transfer credits from nationally accredited institutions in addition to regionally accredited institutions will help future transfer students avoid duplication of course work, allow students to earn an undergraduate degree in a more timely manner, and potentially save these students thousands of dollars. All current transfer credit policies, including a maximum of 30 transferable vocational credits, will remain in place.

4A4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Curricular Oversight

Oversight of the curriculum and academic program development are the responsibility of the faculty. Authority over course prerequisites, rigor of courses, and expectations for student learning reside within the university curriculum committees. For new course proposals at the program level, faculty propose courses that are then reviewed and approved by the appropriate school dean. New course proposals must provide a syllabus, identify prerequisites, show how the course fits into the program's student learning outcomes and the curricular arc, and identify required learning resources. After being reviewed by the Academic Affairs office, course proposals are forwarded to either the Graduate or Undergraduate Curriculum Committee, where faculty across disciplines review the content and structure of the syllabus and oversee compliance with the curricular arc. Courses can be denied or approved by the curriculum committees, usually for reasons of clarity, rigor, or curricular fit.

In addition to reviewing new course proposals, the curriculum committees conduct an annual review of course syllabi to ensure rigor and appropriate student learning outcomes. All Naropa courses have student learning outcomes and program outcomes identified on the syllabus. As described in section 4B, faculty use a variety of [direct and indirect measures](#) to determine whether program outcomes are being achieved by students.

The charges for the [Graduate and Undergraduate Curriculum Committees](#) are listed below and are included in the faculty handbook.

Graduate Curriculum Committee The charge of the Graduate Curriculum Committee is to review curricular change proposals on course and program levels including new program proposals. The committee will ensure that new programs and courses align with Naropa University's mission as expressed through the university and program goals and objectives. Working with school directors, faculty senate (Cauldron), the Office of Academic Affairs, the assistant dean for curriculum and assessment, and the graduate dean, the committee ensures that a holistic view of graduate education is held and it oversees the continued development of quality graduate curriculum. Its tasks include the following:

- To receive the proposals for curricular change, review justification and explanations, and verify that syllabi, documentation, and plans for implementation are completed and consistent with university policy guidelines;

- To assure that assessment information has been used to make decisions about curricular changes;
- To review, in collaboration with the program representative, redundancy within or between academic programs;
- To review, in collaboration with the program representative, the content of the course to verify appropriateness for graduate level;
- To review course learning outcomes and how they are linked to program and university learning outcomes and competencies;
- To assess course requirements to see if they align with course learning outcomes;
- To review, in collaboration with the program representative, prerequisite requirements and the process for determining satisfactory completion; and
- To offer feedback to instructors regarding university-level cross listings and facilitate communication links among programs.

Naropa College Curriculum and Assessment Committee The charge of the Naropa College Curriculum and Assessment Committee is to oversee and assess the quality of undergraduate courses and programs. Its tasks include the following:

- To review the curriculum of all undergraduate programs;
- To approve new curriculum;
- To ensure the ongoing implementation and development of the undergraduate curricular arc;
- To review syllabi for all undergraduate courses to ensure that course content and grading policies are appropriate;
- To review syllabi for all undergraduate courses to ensure, in collaboration with a program representative, that courses do not unnecessarily duplicate each other in terms of content and assignments; and
- To assure that assessment information has been used to make decisions about curricular changes.

Access to Learning Resources

As described in section 3D4, Naropa University provides resources necessary to support effective teaching and learning, such as libraries on each campus, the e-Learning platform that provides online support for all Naropa courses whether taught online or residential, additional smart classrooms and an upgraded wireless infrastructure, meditation halls, and Maitri Space Awareness rooms that support Naropa’s focus on contemplative education.

In addition to these spaces, and as described in section 3D2, Naropa also provides highly individualized advising and an academic coaching program. The creation of The Learning Commons in 2011 enabled Naropa advisors and staff to provide one-stop access to these support services as well as additional study and collaborative workspace for students.

Faculty Qualifications

As described above in section 3C2, all Naropa faculty are credentialed and are in compliance with Naropa’s draft [Faculty Qualifications Policy](#). This policy stipulates the requirements for instructors for all courses taught at Naropa in all programs, including residential and online programs. In fall 2014, the provost charged the school deans and the Faculty Affairs Committee with developing a more comprehensive Faculty Qualifications Policy that acknowledges the unique curricular needs of Naropa’s contemplative education and specifies the qualifications required to teach specific courses in graduate and undergraduate programs.

Naropa does not have any dual credit programs.

4A5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Naropa maintains specialized accreditation for three programs: 1) MA in Transpersonal Counseling Psychology, Art Therapy; 2) MA in Somatic Counseling Psychology, Dance/Movement Therapy; and 3) MA Somatic Counseling Psychology.

The MA in Transpersonal Counseling Psychology, Art Therapy concentration is an approved program of [the American Art Therapy Association](#). The MA in Somatic Counseling Psychology, Dance/Movement Therapy concentration is an approved program of [the American Dance Therapy Association](#). The MA in Somatic Counseling Psychology is an approved program of the International Somatic Movement Education and Therapy Association ([ISMETA](#)). All programs are in good standing with their specialized accreditation agencies.

4A6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

The findings of the survey conducted by Naropa’s Career Services and Alumni Relations office show that the majority of Naropa’s alumni are employed or attending graduate school within a year of graduation. For students who graduated in 2009 and 2010, on average, 64.5% of undergraduate alumni were employed at the time of the survey and 16.25% were planning to attend graduate school. For graduate alumni, on average since 2009, 74.5% were employed and 7.25% were planning to pursue an advanced degree. The same surveys reveal that, on average, 49% of undergraduate alumni were working in a field “related” or “somewhat related” to their major course of study at Naropa. Respectively, 60% and 53% of the 2011 and 2012 undergraduate respondents, who were employed, indicated their positions were “related” or “somewhat related” to their majors; the upper part of this range is similar to 2009 and 2010 data, and it is suspected the lower number in 2012 may be in part due to not implementing the phone call portion of the data collection. In the same survey, 72.25% of graduate alumni were working in a field “related” or “somewhat related” to their Naropa program. Seventy-three percent (2011) and 72% (2012) of graduate respondents indicated positions “related” or “somewhat related” to their programs of study, which is an increase from 67% in 2010.

According to Naropa’s [Post-graduation Activities Summary Report 2011 and 2012](#), on average, 71% of undergraduate alumni were employed at the time of the survey and 17.5% were planning to attend graduate school. For graduate alumni, on average in 2011 and 2012, 77% were employed and 7.5% were planning to pursue an advanced degree. The same surveys reveal that, on average, 56.5% of undergraduate alumni were working in a field “related” or “somewhat related” to their major course of study at Naropa. For graduate alumni, 72.5% were working in a field “related” or “somewhat related” to their Naropa program (see Figures 4.2–4.5). Surveys are currently being conducted on students who graduated in 2013.

Figure 4.2
Post-graduation Activities, 2011 Undergraduates

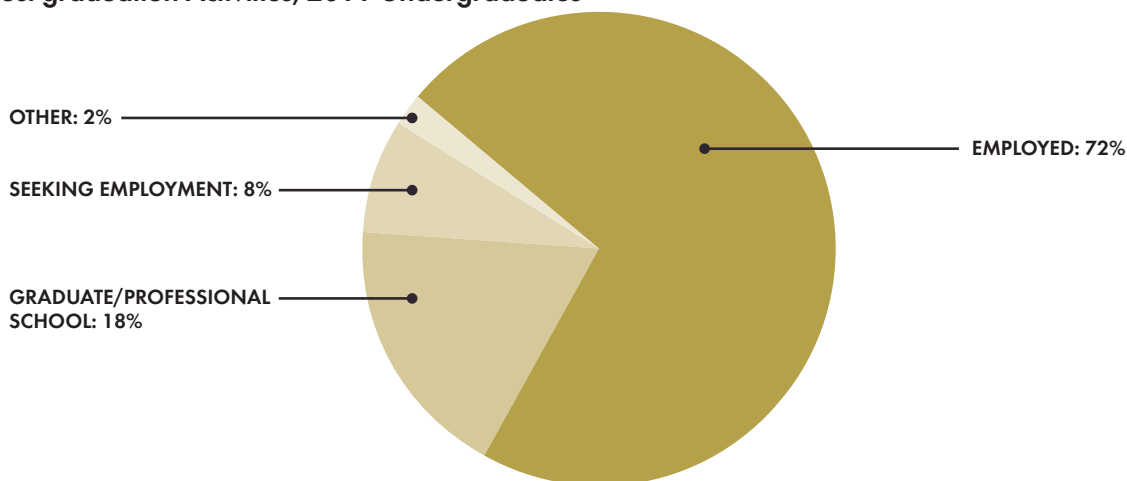


Figure 4.3
Post-graduation Activities, 2012 Undergraduates

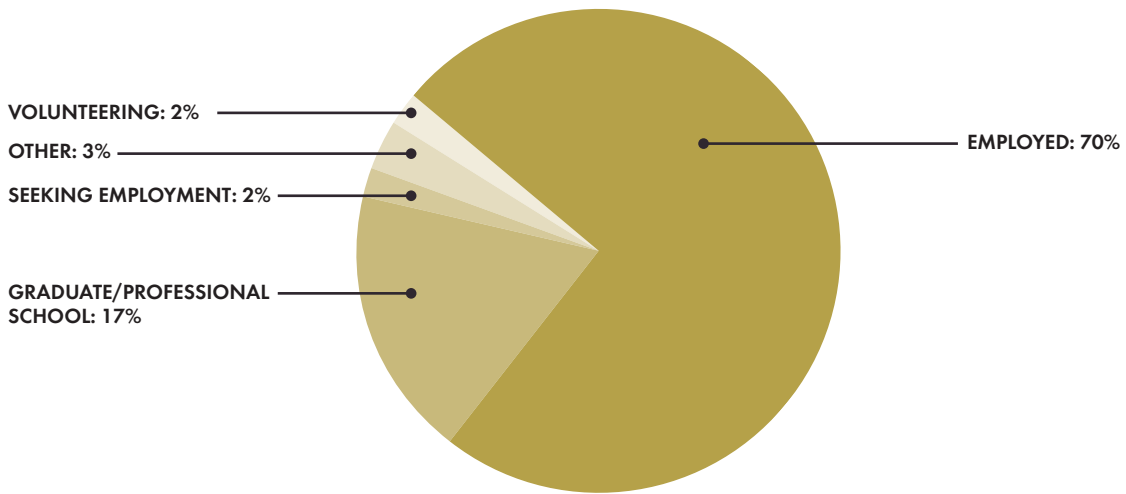


Figure 4.4
Post-graduation Activities, 2011 Graduates

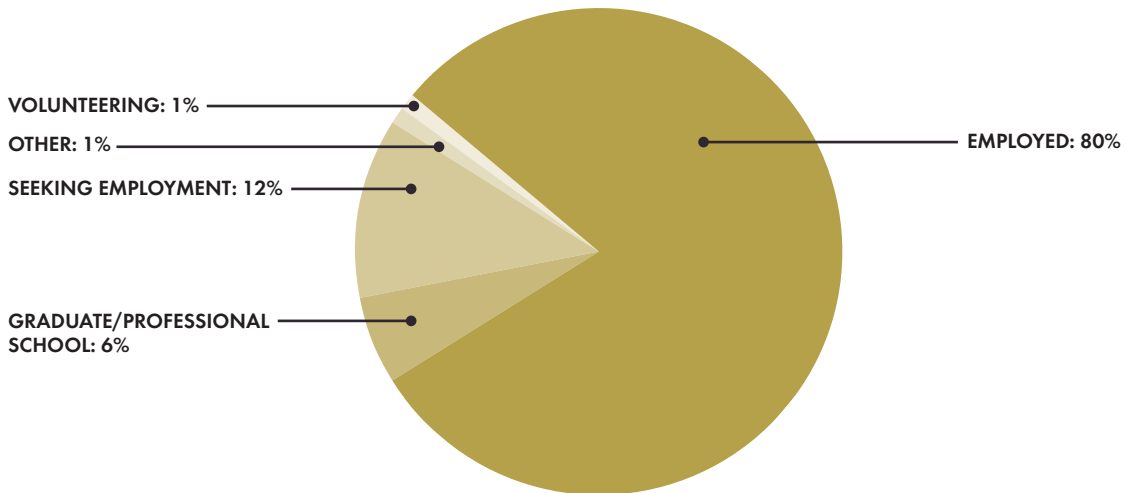
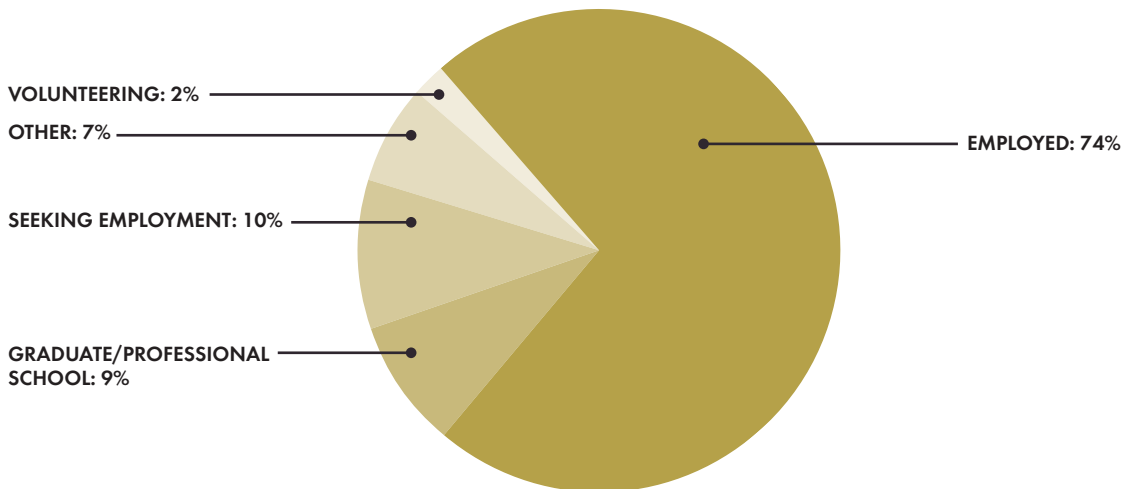


Figure 4.5
Post-graduation Activities, 2012 Graduates



In reviewing the data of *employed* survey respondents, career paths were categorized to reveal trends about what alumni do after graduation. Analysis of combined data for 2011 and 2012 revealed that the most common career path for undergraduates was in “Health and Human Services” (19%) followed by “Food and Beverage” (15%) and “Education and Training” (13%). In 2010, analysis showed that “Education and Training” was the most common with this group. For graduates, it was not surprising that again this year “Health and Human Services” (54%) proved the most common career path given the number of counseling psychology graduates from Naropa.

The 2009 and 2010 data sets revealed that 9% and 11% of respondents were either self-employed or independently contracted. In 2011, nearly 14% of respondents were either self-employed or independently contracted, and in 2012, nearly 12% were. This statistic primarily consists of those who were pursuing private practice but also includes people in performing and visual arts, writing, business, and caretaking.

The following two tables further summarize the career paths of undergraduates and graduates for these two years. Fifty-eight percent of undergraduate alumni responded to the survey in 2011, and 47% responded to the survey in 2012. Fifty-two percent of graduate alumni responded to the survey in 2011, and 51% responded in 2012.

Table 4.3
Undergraduate Career Path Summary, 2011 and 2012

Art and Design	7%
Business and Administration	6%
Computer Technology	1%
Education and Training	13%
Environmental and Natural Resources	6%
Food and Beverage	15%
Health and Human Services	19%
Media and Communications	3%
Office and Administrative Support	5%
Political and Social Sciences	2%
Publishing and Writing	1%
Production	1%
Retail and Sales	6%
Transportation and Material Moving	2%
Unknown	13%
TOTAL	100%

Table 4.4
Graduate Career Path Summary, 2011 and 2012

Art and Design	1%
Building and Grounds	1%
Business and Administration	12%
Education and Training	15%
Environmental and Natural Resources	3%
Food and Beverage	2%
Health and Human Services	54%
Media and Communications	1%
Office and Administrative Support	1%
Personal Care and Services	1%
Publishing and Writing	2%
Retail and Sales	1%
Unknown	6%
TOTAL	100%

As indicated in the tables above, Naropa graduates bring their unique educational experience to their communities through service in many different careers. Examples include professor, chaplaincy coordinator, natural foods entrepreneur, tech entrepreneur, author, teacher, documentary film producer, director, psychotherapist, trainer, consultant, researcher, business owner, designer, visual artist, singer/songwriter, healthcare leader, community organizer, theater artist, theater instructor, university ombudsman, and lawyer. Naropa graduates start businesses, nonprofits, and other organizations. In business, they are leading the change to “social profit” and valuing the triple bottom line: People, Planet, and Profit.

Naropa uses a variety of tools to ensure that the university is meeting its goal of preparing graduates for employment or advanced study. Each year, a Student Satisfaction Survey is administered to gauge overall satisfaction with the university, with specific questions regarding academic and career preparedness. Additionally, since 2009, Naropa University Career Services and Alumni Relations have conducted an annual survey of alumni. Naropa University also uses the Student Tracker tool available from the National Student Clearinghouse to monitor further academic work of our alumni. Lists available on licensure in the state of Colorado also provide valuable feedback in determining how many alumni from Naropa’s Graduate School of Psychology obtain licensure as mental health professionals in the state of Colorado. The Student Satisfaction Survey as well as the post-graduation survey is disaggregated by student major and program and distributed annually so that faculty and academic affairs administrators may evaluate their students’ impressions about various aspects of faculty, curriculum, career preparation, and career outcomes. The information from the Student Tracker tool is shared with admissions, marketing, and academic departments. Information from Student Tracker that shows where lost admitted students end up attending is shared with academic departments, admissions, and marketing to better understand the competition. Information about students who don’t persist and where, if anywhere, they attend subsequently is shared with the retention team as well as academic departments to better understand issues impacting retention. Information about students who have graduated and go on for subsequent enrollment is shared with marketing, alumni affairs, and academic departments to better understand student outcomes.

As part of the Student Satisfaction Survey, which is administered annually, undergraduate students are asked about their preparedness for graduate school. In the past three surveys, 44% to 51% of students report feeling prepared for graduate school. Only 16% to 19% report feeling dissatisfied with their preparedness for graduate school. Using data pulled from

the National Student Clearinghouse, 18.4% of students who earned a bachelor's degree from Naropa between 2004 and 2011 went on to earn an advanced degree. While there is no question on the graduate Student Satisfaction Survey to gauge preparedness for advanced study, nearly 3.5% of Naropa's graduate alumni from 2004 to 2011 went on to earn a doctorate or other advanced degree.

As evidenced by the Student Satisfaction Survey administered to all students, Naropa has worked to improve student satisfaction in career preparation. In 2009, only 35.8% of undergraduate students reported feeling satisfied with the emphasis on career preparation, but this number increased to 50% in 2012, the last year the survey was administered. Graduate students have consistently reported between 60% and 61% satisfied with the emphasis on career preparation. Many graduate programs have seen an increase in satisfaction in this area since 2009. For example, in 2009, only 16.7% of graduate students in religious studies reported being satisfied with career preparation, but this number rose to 36.4% in 2012. In the Master of Divinity program, satisfaction with career preparation rose from 34.8% in 2009 to 75% in 2012. The increase in student satisfaction in this area clearly demonstrates Naropa's commitment to ensuring that Naropa alumni feel prepared for a career in their field.

A few examples of how Naropa students are applying their Naropa educational experience in the world are below:

[Kate Brown, MA](#)

Founder of Boulder Soup Works, Awarded "Best Young Company" by Naturally Boulder in 2012

How did the contemplative aspects of Naropa inspire your entrepreneurship?

My experience at Naropa inspired growth on many levels. Because of the self-reflective aspect of the program, I learned a tremendous amount about myself and how I perceive of and engage with the world. This awareness gave me the opportunity to change some things and also leverage my strengths. It gave me a basis on which to practice confidence, mindfulness, and equanimity in the midst of the chaos that comes along with starting any entrepreneurial venture.

Making mistakes has become my best learning tool. Because of my lack of experience with food manufacturing and starting a business, I have spent a lot of time learning how to do it the hard way. At first, mistakes seemed like failures. Over time, I am learning how to make mistakes in a better way, harvesting the lessons and silver linings out of my blunders. Today, although the initial negative drama can be quite seductive, mistakes are great opportunities to learn, grow, improve, and laugh.

[Warren Karlenzig, MFA Writing and Poetics](#), Common Current founder and president, has catalyzed sustainable, smart and resilient city development policy and programs in Asia, North America, and the European Union, and has advised the United Nations and the World Bank in global urban innovations.

Rosh (Brian Rochelau), BA Music, is a community organizer, entrepreneur, and songwriter (guitar/vocals). While on tour in Iceland, he stumbled upon a blind cafe and got inspired to recreate that event for his community in Boulder and around the world. He is the executive director and creative force behind the Blind Cafe, creating a unique community-building experience.

[Arron Mansika, MA Environmental Leadership](#), is the founder of Boulder's Best Organics. He now serves as the director of operations for Naturally Boulder, a trade association started by the City of Boulder to support the natural products industry in Boulder.

Naropa Magazine articles that feature alumni and their impact in their communities:

[Kevin Mays: The Intersection of Buddhism and Leadership](#)

[Lisa Dion: Living in Attunement](#)

[Michael Shaun Conaway: Author of His Own Creative Vision](#)

[Racheli Mendelson: Clown Work Can Be Serious Business](#)

Various alumni working with conscious money management: [Enriching Our Lives](#)

Various alumni working with health and well-being: [Healthy Body, Healthy Mind](#)

4B. THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL ACHIEVEMENT AND IMPROVEMENT THROUGH ONGOING ASSESSMENT OF STUDENT LEARNING.

Naropa is committed to educational achievement and improvement through ongoing assessment of student learning. Coordinated by the assistant dean for curriculum and assessment and under the direction of the provost and vice president for academic affairs, assessment activity is supported through structures such as: 1) a faculty Academic Assessment Committee; 2) the Naropa Curriculum and Assessment Committee; 3) an assessment database (Weave) for uploading plans and data; 4) an assessment website with resources, schedules, and links to various support sites; 5) an assistant dean for curriculum and assessment who works with the faculty committees and trains faculty on the use of Weave and on effective assessment practices; and 6) administrative personnel who provide data and support for analyzing that data with respect to student learning outcomes.

The charge of the faculty Academic Assessment Committee is to assist faculty with identifying appropriate and practical assessment plans and measures; assist with analysis of data and how to use findings to make program improvements; evaluate the overall implementation of university assessment practices and connect goals and results with strategic plans at the program and university levels; and help design and promote faculty and staff development activities related to assessment and the development of a culture of assessment throughout programs and the university. This committee is comprised of four faculty members who work with program faculty, the school deans, and the Office of Academic Affairs to help develop and review the assessment plans and measures for all academic programs. The committee evaluates the overall implementation of university assessment practices, connecting goals and results with strategic plans at the program and university levels and helping to design and promote faculty development activities related to assessment and the development of a culture of assessment throughout each program and the university. The committee reviews the Annual Assessment Reports generated by faculty in each program and uses a [rubric](#) to provide feedback to program faculty to improve their processes and effective use of results for continuous improvement.

The Naropa College Curriculum and Assessment Committee, in collaboration with program faculty, oversees assessment of the core curriculum, as well as the undergraduate curriculum and its associated, program-level student learning outcomes as related to the curricular arc. It oversees and assesses the quality of undergraduate core seminars and courses that meet undergraduate area requirements. In addition, this committee advises the dean of Naropa College on appropriate and effective assessment of core curriculum learning goals and suggests plans for improvement in course design and instruction as needed.

In addition to institutional committees and support staff, faculty are supported in the development of their assessment skills through personal training on assessment and the use of Weave, [assessment workshops](#), ["brown bag" working lunches](#), and an annual Assessment Day scheduled by each school to provide faculty with the time and assistance for working on Annual Assessment Reports.

These support structures enable effective student learning outcomes assessment practices, such as assessment plan creation, review, implementation, and review. Evidence of this activity is provided on the [Naropa Assessment Status Spreadsheet](#) and on the [Graduate](#) and [Undergraduate Assessment and Weave Progress Tracking](#) reports.

4B1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Naropa has clearly articulated [student learning outcomes](#) for every course taught at Naropa. Individual program goals and outcomes are defined for every program at Naropa and can be found in [Weave](#). Course-level and program-level outcomes are listed on each course syllabus. Faculty use a variety of [direct and indirect measures](#) to determine whether program outcomes are being achieved by students. These measures yield results that are input to Weave and then

analyzed by program faculty to determine whether outcomes are being met and then develop action plans to maintain good performance or to address outcomes that are not being met with actions such as curricular changes, pedagogy changes, improved advising, personnel changes, faculty development/training, etc. General education outcomes are regularly assessed.

The Curricular Arc

In 2012, Naropa faculty adopted a set of student learning outcomes to which all educational activities could be linked. Each one of the six broad curricular outcomes is further defined with more specificity and depth at the introductory, milestone, and capstone levels. While the entire undergraduate curriculum is linked to curricular arc outcomes, the graduate programs are selective in which outcomes from the arc best fit those specialized programs. The [Graduate Curriculum Committee](#) has begun discussions on this topic and will continue in AY 2014–2015.

As described in more detail in section 3B, the term “arc” is used to refer to the educational journey that students are on as they progress through their college course work at Naropa. They take a series of courses that are conceived as an educational arc beginning with introductory exposure to the outcomes in core curriculum and area requirements courses and then proceed to milestone and capstone exposure in courses in their major. Each [undergraduate program](#) has linked its program outcomes to all of the curricular arc outcomes.

Curricular Arc Maps

Undergraduate program faculty create curriculum maps that allow them to track how the courses they teach map to their program learning outcomes and to the curricular arc outcomes as well as map the program learning outcomes to the curricular arc outcomes. Three maps are used and updated as courses are added or modified:

1. **Courses by Program Learning Outcomes** map. Boxes are checked to show how all the program courses connect to the program learning outcomes.
2. **Courses by Curricular Arc Outcomes** map. Boxes are checked with I (Introductory), M (Milestone), or C (Capstone) to give a complete picture of how courses connect to curricular arc outcomes and at what level courses achieve that coverage.
3. **Program Learning Outcomes by Curricular Arc Outcomes** map, which depicts how the program outcomes map onto the [curricular arc outcomes](#).

Together the [three maps](#) are used to examine how well the courses and program map to the PLOs and CAOs as well as how the PLOs map to the university-level CAOs.

Curricular Arc Assessment

Oversight and staff support for assessment of the curricular arc is the responsibility of Naropa College. Assessment of the core curriculum, designed to meet the introductory-level outcomes of the arc, is conducted by the Naropa College Curriculum and Assessment Committee. The core curriculum is assessed using a rubric-based review of a randomly selected sample of targeted assignments spread throughout the core seminar courses. As such, various artifacts are selected from among the core seminar courses. For example, in the 2013–2014 academic year, student learning in the [six essential learning outcomes was evaluated](#) using a number of written assignments and oral presentations in the First-Year Seminar as well as student comprehensive ePortfolios from the Community-Based Learning and Action Seminar. This seminar is particularly appropriate for cumulative review of learning because it is commonly the last core seminar taken by students. In addition, indirect measures of student success, such as course evaluations, student retention, NSSE scores, and core curriculum completion, are employed annually to analyze the success of the curriculum.

Because program learning outcomes are linked to the curricular arc, assessment data provided by these programs enables assessment of the curricular arc outcomes linked to program outcomes. Oversight of assessment of program-level student learning outcomes occurs at the program level among faculty and the school dean. Graduate and undergraduate degree programs have stated learning outcomes that are assessed with direct and indirect measures. Direct measures

may include exams, board and licensing exams, portfolio assessments, capstone performances and projects, and student research papers. Indirect measures include student evaluations, exit surveys, alumni surveys, and results from the National Survey of Student Engagement.

4B2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

The core curriculum and the undergraduate and graduate programs all have assessment plans that establish program mission statements, goals, and outcomes. Program faculty establish and discuss the mission statements and outcomes as well as the direct and indirect measures for assessing program learning outcomes. In addition, programs establish targets for those measures that would indicate whether learning outcomes have been met. Assessment data are entered into our assessment platform, Weave, and examined in light of the targets to determine whether targets have been met, partially met, not met, or not analyzed this term. Action plans are created that define how to improve or maintain high performance in achievement. Program leads [may implement any number of ideas](#) in collaboration with other program faculty. The [Assessment Status Spreadsheet 2014](#) is a summary table showing all programs and the status of plans, data collection, and the use of results.

Core Curriculum Assessment

The purpose of the core curriculum is to give students a foundation for success in their studies at Naropa by promoting mastery of the introductory-level learning outcomes of the undergraduate curricular arc. As described in more detail in the [Core Curriculum Assessment for 2013–2014](#) report, results of assessment of the core curriculum were mixed. Although student learning was quite strong in certain areas, it appeared to be below expectations in others. The First-Year Seminar assessment showed that targets were not met in the areas of diversity and written communication, while targets were met in the areas of contemplative principles and oral communication. The assessment of cumulative student ePortfolios in COR220 showed the following results:

- **Areas of Strength** Students demonstrated strong learning in several areas. Goals were met in the Intra-personal outcome and Real-World Learning. Students also demonstrated awareness in the introductory outcome of goal 5, knowledge or skill in an area of study.
- **Areas of Weakness** Results in the area of Ecological Sustainability were relatively poor. In none of the three elements of the rubric did students meet the 80% target. Clearly, further efforts are needed. Critical thinking also appeared from this assessment to be an area of weakness.

Naropa also uses indirect measures of how effectively the outcomes for the core curriculum are being achieved, including NSSE findings, course evaluations, and the results of occasional focus groups. [2013 NSSE survey results](#) show that Naropa seniors rate their experience very highly and compare very favorably with the MECIC group. Results show that diverse perspectives, working with faculty members on research projects, and service learning are strong areas of the Naropa education. The NSSE suggests that areas where improvements are needed include increased analysis of numerical information, discussion of topics with people who hold different views, and discussion of career plans.

Following are examples of core courses and the findings based on the indirect measures being used to assess the courses:

- [COR110 Writing Seminar I: Art of the Engaged Writer](#) The course evaluations for two sections of WS I clearly show the impact and depth that this course has on students and the need to be clear and precise in this area of communication (Section Report: Writing Seminar I: Art of the Engaged Writer).
- [COR115 Writing Seminar II: Art of the Scholar](#) The course evaluations for the five sections of WS II show that it has a substantial and lasting impact on the students ability to effectively communicate (Section Report: Writing Seminar II: Art of the Scholar).

- **COR113 First-Year Seminar** Results of a focus group and course evaluations suggest that the course was a very positive and useful experience but that the learning communities needed better execution.
- **[COR150 Diversity Seminar](#)** Recent course evaluations for COR150 provide input for the instructors to improve their course delivery and show that the diversity topics covered were seriously considered and discussed in classes. NSSE results suggest that Naropa students get significant exposure to social problems and diverse racial, gender, religious, political, and ethnic perspectives in their Naropa experience.
- **[COR220 Community-based Learning and Action](#)** Recent course evaluations for this course indicate that students found it relevant and useful as well as a safe environment to discuss difficult diversity issues. Also from the 2013 NSSE, Naropa senior students rank themselves very high (from 5.0 to 5.9) on civic engagement, which is a key outcome of this course.

Program Assessment

Naropa faculty program leads conduct assessment reviews of their programs [annually](#). In early fall, the program leads review the past year's Annual Assessment Report (AAR) and the input they received from the Assessment Committee and make changes in their instructional efforts to successfully achieve program outcomes. They select a subset of their outcomes to focus on in the current academic year as well as track changes that they make in their instructional efforts. For the majority of the academic year, faculty collect data on the extent to which they are achieving program outcomes and meeting targets (e.g., 90% satisfaction with the program in an alumni survey) using both direct and indirect measures. Data analysis is reported in Weave. If their findings suggest that they have not met their target then they develop an action plan to achieve those program outcomes. If they have met their targets, they develop an action plan for maintaining a high level of achievement. At the end of the academic year, faculty program leads write an [Annual Assessment Report](#). At the end of the spring semester, each school has an Assessment Day to discuss the year's assessment work, devise plans for the next academic year, and finalize the AARs.

Special Certifications

Naropa offers an MA in Transpersonal Counseling Psychology with an Art Therapy concentration that is certified by the American Art Therapy Association (AATA Master's Education in Art Therapy Standards). The MA in Somatic Counseling Psychology is certified by the International Somatic Movement Education and Therapy Association (ISMETA). Students apply for state licensure as a Licensed Professional Counselor (LPC, or its equivalent) within most states. Naropa's curriculum provides all the necessary requirements for licensure in forty-seven states so graduates are eligible to sit for the National Counselor Exam (NCE), and subsequently apply for the license that makes them eligible to become a National Certified Counselor (NCC) through the National Board for Certified Counselors (NBCC). The Dance/Movement Therapy graduates are also eligible to apply for registry as a Registered Dance/Movement Therapist (R-DMT) with the American Dance Therapy Association (ADTA). One of the requirements for these certifications are required internships and practica. All Graduate School of Psychology internships and practica are assessed through the respective degree program's assessment plan and measures.

Co-Curricular Assessment

Many non-academic units, including those that provide student support services and co-curricular activities, have identified outcomes for their units and measures to assess achievement of those outcomes. Assessment of these services is a priority of Naropa's strategic plan to provide an environment and culture for student success. Assessment plans and results for units such as student life, student financial services, career and community engagement, housing, admissions, and other areas that support co-curricular activities are entered in Weave and are reviewed by the respective vice presidents for these divisions.

For example, the Office of Career Services and Community Engagement set a goal to grow community engagement by undergraduate and graduate students by the end of the 2013–2014 academic year. They have identified specific NSSE indicators that can point to success on the undergraduate level and are also tracking visits to the office, referrals to community partners, and actual participation as indicators or measures of success.

Examples of measures of success so far:

- Increased individual experiential learning appointment support by 170%
- Increased total number of appointments by nearly 8%
- Increased unique event participation by 40%
- Connected with an additional forty-three unique individuals through Alternative Break, AmeriCorps, and Sophomore Shadow

In addition to non-academic co-curricular units, Naropa assesses its academic co-curricular offerings. In the MA in Wilderness Therapy, co-curricular activities complement and enhance classroom learning. One of the main program outcomes in the program is training in the use of wilderness activities for the practice of counseling. The instructors use a group performance rubric to measure the group's performance and to provide feedback to the group. In AY 2013–2014, the session was scored 19 out of 24, which met the pre-established target. The assessment action plan for this outcome is to refine the rubric in order to provide better feedback on each of the dimensions of group performance and facilitation that enhance the use of the technique for counseling. The program also uses a self-assessment as a part of determining the effectiveness of this co-curricular activity. The students rate their ability to incorporate the natural world for therapeutic intervention with 1=Poor, 2=Fair, 3=Good, and 4=Very Good. In 2013–2014, seven students rated themselves as 4 and two rated themselves as 3 with an average of 3.8. The program lead therefore concluded that the target for this co-curricular program activity was met. In the BA Early Childhood Education program, one of the main program outcomes is to practice in real-world settings. This type of service learning is a major co-curricular activity in which the students actually teach in and facilitate a real classroom setting at the Alaya Preschool (or other school of their choosing) for 180 hours. The students then write two observation papers that are assessed by the BA-ECE assessment team using a rubric. One-hundred percent of the BA-ECE students completed this activity in 2013–2014. The action plan for assessing this outcome was to use the initial data to determine inter-rater reliability among the assessment team. In subsequent years, data from the use of the rubric will be used to provide feedback to students.

4B3. The institution uses the information gained from assessment to improve student learning.

Naropa has implemented procedures to assure that degree programs systematically collect and use data on achievement of learning outcomes to provide the basis for evidence-based decisions for program improvement. In addition, the Naropa College Curriculum and Assessment Committee uses the findings of core curriculum assessment to make changes, including the continued improvement of assessment measures.

Core Curriculum Use of Results

Based on findings from the assessment of the First-Year Seminar course indicating that targets were not met in some of the learning outcomes and that student satisfaction was low for the First-Year Seminar, a new training manual was created for faculty who teach this course and supportive meetings between the undergraduate dean and the faculty were scheduled. Also, the course content and syllabus were reviewed. In addition to these actions, the Curriculum and Assessment Committee concluded that the current assessment plan has limitations for the most robust possible assessment of the undergraduate curricular arc. This led to the development of a new plan for assessment.

Although the current assessment approach allows the faculty to evaluate learning effectively in the seminars, the work of Title III has positioned undergraduate education to transform the way learning is assessed to a more holistic and comprehensive approach. In addition to supporting the faculty in formulating the undergraduate curricular arc, since 2011, Title III has supported a number of pilot initiatives to support the adoption of ePortfolios in a number of undergraduate courses and departments, leading to increasingly widespread adoption of the technology by students and to a lesser degree faculty. Building on these successful efforts, in fall 2016, Naropa College will launch ePortfolio seminars integrated into the students' core experience that will support students' reflection on their learning trajectory and eventual career plans. Students will take the seminars after they have completed their core requirements. Through

participation, all undergraduate students will create an ePortfolio that showcases their best work with targeted assignments related to the six essential learning outcomes. These portfolios will allow faculty to gather artifacts to comprehensively assess student learning across the entire curricular arc in a holistic way without undue reliance on course-level assessments that may serve multiple purposes in departmental assessment. That this initiative is possible reflects both a strong consensus among the faculty as to the aims of Naropa's undergraduate programs and the increasing sophistication and integration of the core curriculum.

Program-Level Use of Results

Each academic program uses the data gathered with direct and indirect measures during the academic year on its learning outcomes to determine whether the targeted level of achievement has been met for those learning outcomes. Program faculty normally select two to three outcomes each year for data collection, analysis, and reporting. Program faculty define targets for the achievement of those learning outcomes (such as 80% of students achieve a satisfactory level of performance on oral presentations using a standard rubric). Regardless of whether targets have been met, partially met, or unmet, the program leads create an action plan that is created and implemented. If targets have been met, then an action plan would consist of how to continue the success. If the targets have been partially met or unmet, then an action plan would consist of either curricular changes, other actions (such as faculty development), or resources (such as funding for new video equipment) to bring about achievement of the learning outcomes. Examples of actions planned for the 2014–2015 academic year can be found in the [Action Plan Tracking Weave report](#). This information is also summarized on the [Assessment Status Spreadsheet 2014](#). When those curricular or other changes are made, then the effectiveness of those changes is tracked. In this manner, the university “closes the loop” by using data to identify where issues exist in achieving learning outcomes, then makes changes and [tracks the effectiveness of those changes on a yearly basis](#).

The following are examples of how faculty in the BA Contemplative Psychology program—the largest undergraduate degree program at Naropa—used assessment results, as well as how faculty in the BA in Creative Writing and Poetics and the MA in Contemplative Education programs used assessment information to make changes.

Using Assessment Results: BA Contemplative Psychology

In the 2013–2014 assessment cycle, the undergraduate psychology program, BA Contemplative Psychology, selected two of their fourteen program learning outcomes to directly measure student learning related to scholarly investigation (PLO2) and critical thinking skills (PLO3). They used the Senior Seminar final paper assignment as a direct measure. Both of these outcomes were then indirectly measured by using a student self-evaluation exit survey in which the students evaluated their skills based on a rubric with learning achievement scaled from beginning to exemplary. Overall findings from the direct measure of both outcomes revealed that student achievement was less than the target the program had set. The discrepancy between student self-evaluation and the direct measure findings prompted the program to map an aggressive action plan in which these outcomes will be measured again in fall 2014, this time at the beginning of the course and then again at the end. The action plan included:

- Identify courses that provide the introductory, milestone, and capstone instruction for the development of PLO2 and PLO3.
- Administer the Academic Achievement Survey at the beginning of each course as well as at the end to yield pretest and posttest comparisons of achievement of PLO2 and PLO3.
- These courses are being changed to include a writing/research assignment, due no later than the fifth week of class, to establish a baseline of learning for PLO2 and PLO3 for each individual student to allow adequate time for in-class instruction and outside academic support to students.
- Conduct the Academic Achievement Exit Survey (used in the 2013–2014 assessment cycle) at the end of each course as an indirect measure to assess PLO2 and PLO3.
- Create and distribute APA writing guidelines for the program to all faculty and students.
- Utilize the results of the newly developed alumni survey being administered in summer 2014 as an indirect measure.
- In the 2014–2015 assessment cycle, examine results to determine whether the changes made in the program have yielded the desired improvement in achievement of PLO2 and PLO3.

Using Assessment Results: BA Creative Writing and Poetics

Faculty in the BA Creative Writing and Poetics program assessed ten program outcomes. Although targets were met, the faculty chose to use assessment results to make program changes:

- The faculty have established standard practices for undergraduate literature seminars and workshops as well as graduate poetic seminars and workshops, to begin fall 2014. This includes outcomes (final projects), attendance, contemplative writing practices, student learning outcomes, and grading percentages and rubrics. Templates were designed to assist instructors in their syllabi design in addition to those supplied by Academic Affairs. The final project requirements, attendance, and contemplative aspects are standard across the curriculum. Part of this work comes out of external review reports and assessment.
- In spring 2014, the syllabus for the capstone course, WRI475, during which the Creative Manuscript (which serves as the artifact for Goal 1) is completed, was revised to address the following: concerns that surfaced in the National Survey for Student Engagement (NSSE), such as increasing student-faculty interaction and collaborative learning and enhancing the “project-based” quality of the capstone course; assessment of students’ competency in contemplative theory and practice (Goal 3); and application of learning in real-world settings (Goal 5). Revisions have been made to the syllabus that align program outcomes through the capstone level to the curricular arc and indicate how to use the students’ capstone experiences to assess their capstone-level learning outcomes, which include those of Goal 1. While these changes affect goals that will be assessed in the future, it is also expected that the revised syllabus and focus of the course will have a positive impact for Goal 1.
- In fall 2013, a redesigned BA curriculum was launched that involves increasingly more rigorous and challenging literature and workshop courses. Since the creative work students produce in their workshops potentially comprises the Creative Manuscript, it is expected that there will be positive consequences for the quality of the Creative Manuscript, which may require a reevaluation of the language of the student learning outcomes.

Using Assessment Results: MA Contemplative Education

Faculty in the MA Contemplative Education program assessed their courses based on outcomes related to contemplative practice, emotional development, and skills in contemplative pedagogy. Faculty identified common contemplative practices, which enabled them to identify major threads throughout the program curriculum. The results of assessment were strong; however, faculty identified a need to develop effective contemplative pedagogies for practical classroom application at multiple grade levels. To meet this emerging need, faculty decided to both integrate contemplative pedagogies into existing courses and to explore the possibility of new courses that could directly address the application and adaptation of contemplative pedagogies that are directly related to Naropa’s unique academic approach. Other action plans included:

- Revise the Emotional Development course to broaden the scope and include a human-development focus.
- Develop a rubric to more effectively assess the multiple dimensions of contemplative education. Some initial ideas for such a rubric might include: Which methodologies were used? Which inner and bridge methodologies did the student practice? Were any unique articulations of methodologies employed? Which contemplative pedagogies did the student practice? Were there any novel pedagogical applications? What main themes from the program appear in the project? Are all of the above well understood and articulated? Did the student manifest “contemplative academics” primarily on the inner (presence, mindfulness, compassion) or on the outer (pedagogy, classroom-management) level?

Program faculty use a variety of methods to improve their programs based on assessment results such as changes in the courses in their curriculum with new texts, readings, activities, or videos. They also may improve course offerings by tailoring the sequence of courses or by learning and/or trying out new pedagogies such as “Understanding by Design.” It may be necessary to acquire new core faculty or adjuncts, improve advising, or provide faculty development and training opportunities. The Assessment Status Spreadsheet 2014 shows that all programs used assessment results from the 2013–2014 cycle to make changes that could then be included in the following assessment and documented in Weave. The spreadsheet also shows, by code, what actions were taken as a result of assessment data.

4B4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Faculty program leads have been trained on assessment by the Title III grant team as well as outside trainers like Susan Hatfield (Winona State University) and Patrick Green (Loyola University) with a series of one-on-one meetings, presentations, and group meetings. These meetings have revolved around assessment concepts and methods such as writing mission statements, writing good program learning outcomes, good course learning outcomes, selecting and developing appropriate direct and indirect measures of learning, defining targets for learning, collecting and analyzing data, and preparing periodic assessment reports that are delivered to the [Title III team](#).

Program leads have received one-on-one training on how to use the Weave assessment platform. The university has [Weave Training/Troubleshooting/Assessment sessions](#) offered at least three times each semester to further assist the program leads or any other faculty member to learn how to use Weave for assessment.

One outcome of continuous work with faculty and the Weave platform is an increasing level of faculty ownership of assessment. By training program leads on Weave and having them meet with other faculty in their program to write outcomes, select measures, and define targets and action plans, faculty are much more engaged with the assessment process. The creation of a University Assessment Committee composed of four faculty members (addressed in section 4A) has also produced a cultural shift of ownership by the faculty of assessment and of recognizing the importance of evidence-driven program improvements.

Another outcome is that Naropa faculty now have clearly articulated student learning outcomes on the syllabus for every course at Naropa. The [syllabi](#) also contain information on the course description, readings, activities, assignments, grading, instructor office hours, meeting place and times, and so on.

4C. THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL IMPROVEMENT THROUGH ONGOING ATTENTION TO RETENTION, PERSISTENCE, AND COMPLETION RATES IN ITS DEGREE AND CERTIFICATE PROGRAMS.

Strong attention to student retention, persistence, and graduation rates has been a major priority for the institution. Undergraduate first-year retention rates (see Figures 4.6 and 4.7) were recognized as a weakness beginning in 2006. Various initiatives have been undertaken to improve the situation. For the past four years, a team of dedicated faculty and staff have been working to improve first-to-second-year and second-to-third-year persistence rates while also increasing graduation rates of full- and part-time undergraduate students. Efforts have primarily focused on ways to support and enhance the student experience to create clear and discernible paths toward achieving student's goals. The core of the work has been focused on the intention to increase the number and percentage of students who complete their degree at Naropa University. In 2010, the university received a Title III grant, which has helped propel these efforts. The figures below show undergraduate retention rate trends since 1999.

Figure 4.6
First-Time, First-Year, One-Year Retention Rates

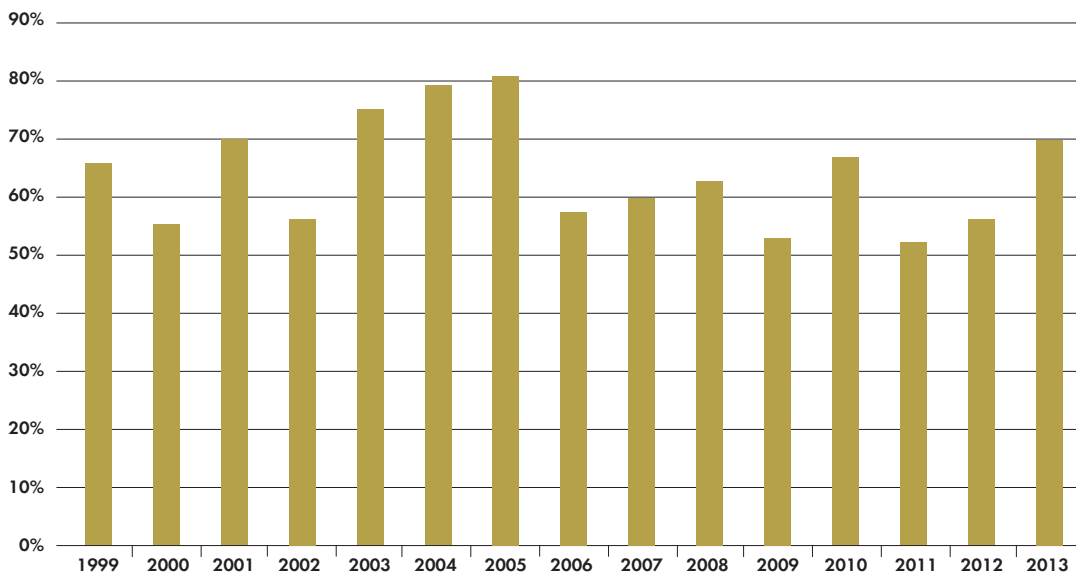
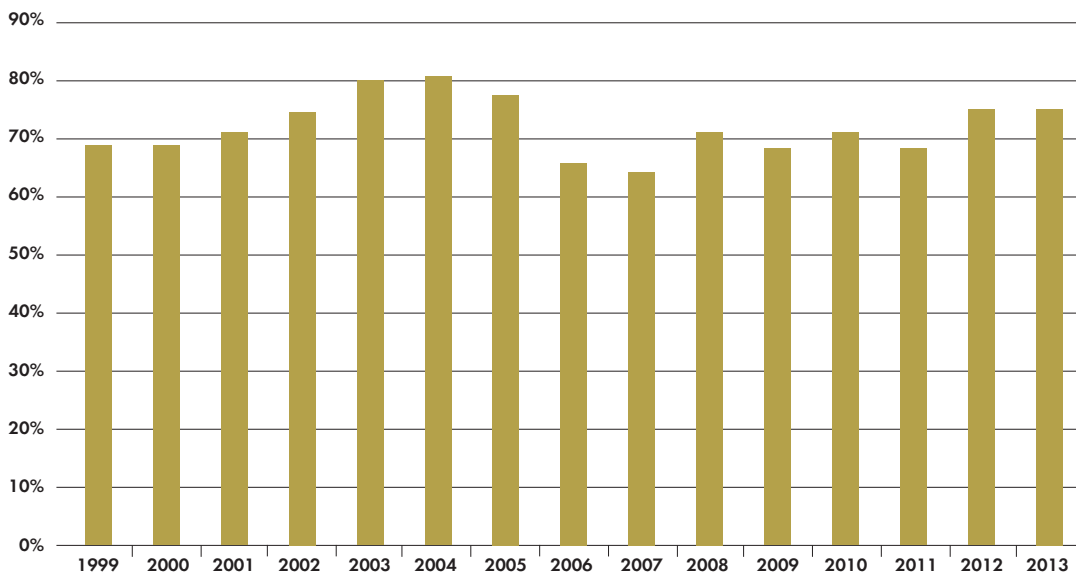


Figure 4.7
Undergraduate One-Year Retention Rates

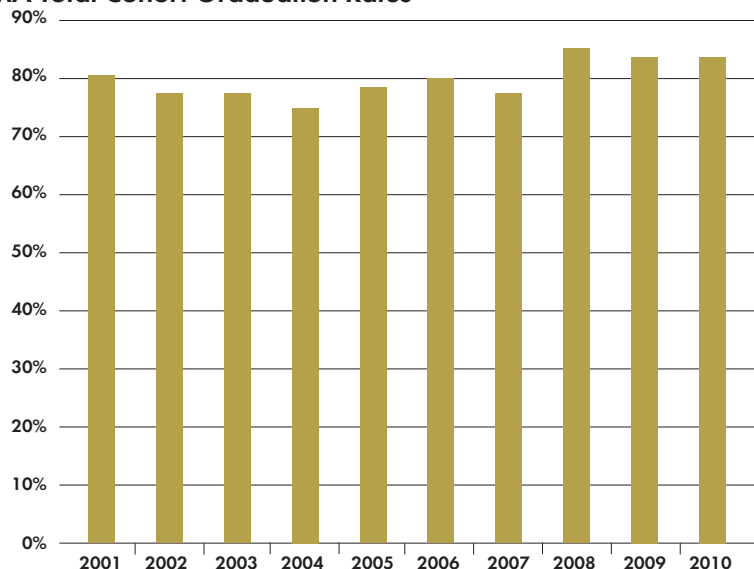


Focused efforts on graduate retention and graduation have led to improved graduation rates (see Figure 4.8). While never a particular problem, graduation rates had fluctuated from 75–81% for cohorts entering 2001–2007. The 2008 cohort reflected a graduation rate of 85%, and while 2009 and 2010 rates are not yet final, they are looking on target to match or exceed that rate. Significant improvements were seen in a number of programs, including the low-residency MA Contemplative Education program, which had seen attrition rates as high as 50% in some years; Contemplative Counseling Psychology, which had experienced attrition rates of 25–44% and has now seen rates of 10–15%; Somatic Counseling Psychology, which had exhibited attrition rates of 23–65% and is now showing 5–18%. Improvements have been seen through more proactive advising as well as modifications made to the curriculum and, for some programs,

more rigorous admission requirements. There are a few programs that are still exhibiting retention concerns. Those programs have either recently or are about to go through a self-study and external program review in order to address the contributing factors. These programs were prioritized to undergo review in part due to low enrollment and/or poor completion rates.

Figure 4.8

MA Total Cohort Graduation Rates



Retention Committee

As part of the overall enrollment efforts, a retention committee was appointed that has been co-chaired by the dean of students, the director of The Learning Commons, and the dean of Naropa University. The committee is accountable to the provost and to the vice president for student affairs and enrollment management. The committee has initially focused on the undergraduate experience. Consultants to the committee may include members of the Curriculum and Assessment Committee, the Title III activity director, the Title III assessment coordinator, undergraduate academic advisors, the director of student life, the residence hall director, the career services and community engagement coordinator, and two students. The committee co-chairs will provide a monthly progress report. The retention committee will also meet monthly, and working groups will be established to review data metrics and key performance indicators (KPIs), implement strategies, review plan progress, identify gaps in action and reasons for lack of progress, link priorities with budget needs, and expand or explore ways to further enhance student success opportunities linked with the Title III grant. It is expected that this will be a working committee that will lead the implementation of strategies identified.

In order to improve retention rates, the institution implemented a retention-management system in 2012 that contains an “early alert” system. Faculty and administrators are strongly encouraged to trigger an alert if a student exhibits concerning behavior or is struggling academically. Additional automated triggers are built in, such as students missing two consecutive classes or failing an assignment. The alerts are received by the dean of students and the director of The Learning Commons, who convene a weekly student of concerns meeting where they review student situations and assign specific personnel to outreach to students to connect them with the appropriate resources. Generally, faculty engage in conversations with students directly about concerns they may have both prior to triggering an alert and also in following-up with them. The “early alert” system has enabled faculty to intercede earlier and play a more pivotal role in getting students academic and co-curricular support.

Corresponding with the implementation of this system, the addition to the First-Year Seminar course, and other actions taken under the Title III grant, retention of first-year students has improved significantly. One-year retention rates for first-

time, first-year students has improved from 52% for the 2011 cohort to 70% for the 2013 cohort. A significant retention gain was also seen among all first-year students (first-year and first-year transfer combined) with an improvement from 57% for the 2011 cohort to 73% for the 2013 cohort. All undergraduates combined reflected an increased one-year retention rate from 68% for the 2011 cohort to 75% for the 2012 and 2013 cohorts.

4C1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

In September of 2010, a three-year consulting contract was signed with Noel Levitz, a well-known higher education consulting firm specializing in enrollment management. One consultant was dedicated to working on undergraduate retention and graduation rates.

Contract objectives included:

- Thirty months of retention consulting
- Eight, two-day, on-site retention consultations
- Sixteen service days on campus
- Up to sixteen service days comprised of a mix of travel, report generation, data analysis, and telephone consultation
- The development of a retention plan through assessment, planning, and implementation support
- Assistance with the analysis of retention goals and the development of strategies within the institutional retention funnel

The contract goals were:

- Improve first-year retention to 80%
- Improve transfer student retention to 85%
- Improve graduation rate of first-year students to 67%
- Improve graduation rate of transfer students to 77%

During the spring and summer of 2010, an application for a [Title III Strengthening Institutions grant](#) was prepared then submitted in August. Goals included:

- Map all undergraduate courses to the curricular arc by 2015
- Increase from 25.5 to 30 student engagement as measured in NSSE first-year score on "Enriching Educational Experiences"
- Increase to 400 the number of students with access to transformed support services by 2015
- Increase from 36.3 to 42 student engagement as measured in NSSE first-year score on "Student-Faculty Interaction"
- Increase from 63% to 78% first-year student retention
- Increase from 48% to 53% first-year student six-year graduation rate

The grant proposal was successful in receiving \$1.9 million in funding over five years to create first-year learning community seminars, revise curriculum to improve alignment and transition between general education and the majors, create capstone seminars, improve orientation programming, create a journey guide or faculty mentoring program, create an academic success or tutoring/coaching program, and add additional resources to the counseling center.

Both the Title III grant proposal and the [retention plan](#) call for ambitious, yet obtainable, improvements in first-year retention rates and graduation rates. Specific goals were to increase the first- to second-year retention rate for first-time, full-time students from a 58% three-year average to 78% by 2015 and to increase the six-year graduation rate of these students from a 47% three-year average to 53% by spring 2017. Other goals were to increase the first- to second-year retention rate of first-year transfer students from a three-year average of 69% to 80% by 2015 and to increase one year retention rates of incoming sophomores from a three-year average of 78% to 82% by 2015.

4C2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Naropa collects and analyzes retention, persistence, and graduation rates on at least an annual basis. It reviews the data for a variety of cohorts to determine if improvements are needed. Primary focus has been on undergraduate retention and graduation rates. Factors impacting success are also reviewed on an annual basis to determine which may be predictors of success or which may be risk factors. Factors such as number of transfer credits upon entry, living on or off campus, family income, race/ethnicity, miles from home, performance in specific courses, attendance in class, disciplinary issues, and results of the College Student Inventory (CSI), which assesses perceived preparation or readiness as well as receptivity to support interventions, are all reviewed with the hopes of developing a predictive retention management system.

Graduation rates for the graduate programs are generally quite strong with occasional variations in a particular cohort year. Small sample sizes can generate large fluctuations in percentages so historical trends are monitored closely. Graduation rates for most graduate programs have ranged from 80% to 90%, which are reasonable rates, but anomalies or issues with particular programs arise from time to time and are monitored regularly to determine contributing factors.

The institution collects [information](#) from the Student Satisfaction Survey that can be helpful indicators of students' levels of satisfaction and in identifying factors that may most contribute to completion or stopping/dropping out. Students then indicated the factors that most influence their likelihood to stay or not. The Student Satisfaction Survey collects information from undergraduate and graduate students about the likelihood of the student continuing for the next academic year and likelihood of graduating from Naropa along with quantitative information about the most important factors influencing that decision. Students are asked to self-report how likely they are to continue at Naropa and how likely they are to graduate from Naropa. This information is captured each spring as students are about to re-enroll for the fall semester, or make decisions to not return. See Table 4.6 below.

Table 4.6
Student Likelihood of Graduating by Constituency

ONLINE GRADUATE STUDENTS WERE ASKED, "HOW LIKELY ARE YOU TO GRADUATE FROM NAROPA?"						
Likelihood	2009		2011		2012	
	Count	%	Count	%	Count	%
Very likely	28	96.6%	29	85%	61	92%
Somewhat likely	1	3.4%	3	9%	2	3%
Unsure	0	0%	1	3%	3	5%
Somewhat unlikely	0	0%	0	0%	0	0%
Very unlikely	0	0%	1	3%	0	0%
Total	29	0%	34	100%	66	0%

**GRADUATE STUDENTS WERE ASKED,
"HOW LIKELY ARE YOU TO GRADUATE FROM NAROPA?"**

Likelihood	2009		2011		2012	
	Count	%	Count	%	Count	%
Very likely	275	91%	271	94%	235	90%
Somewhat likely	14	5%	10	4%	16	6%
Unsure	6	2%	3	1%	7	3%
Somewhat unlikely	1	0%	2	1%	1	0%
Very unlikely	5	2%	1	0.35%	3	1%
Total	301	100%	287	100%	262	100%

**UNDERGRADUATE STUDENTS WERE ASKED,
"HOW LIKELY ARE YOU TO GRADUATE FROM NAROPA?"**

Likelihood	2009		2011		2012	
	Count	%	Count	%	Count	%
Very likely	119	73.9%	178	72%	131	76%
Somewhat likely	18	11.2%	42	17%	13	8%
Unsure	14	9%	19	8%	13	8%
Somewhat unlikely	1	1%	1	0%	1	1%
Very unlikely	9	6%	7	3%	15	9%
Total	161	100%	247	100%	173	100%

Graduate students indicated that the number one most important factor influencing them to continue at Naropa was the quality of faculty and instruction, followed by preparation for career. Graduate students indicated that if they chose not to continue at Naropa, the biggest contributing factor would be the cost of attendance. The results for undergraduate students indicated the same factors as most influential.

4C3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

As evidenced in the [proposal for the Title III grant](#) and the [retention plan](#), information is analyzed in order to make improvements and modifications to existing plans in order to achieve the goals set. The Title III grant, in particular, is based on a rigorous evaluation of first-year retention rates and graduation rates, among other data points. The key problem is formulated in the Title III grant proposal in terms of retention and completion: "One-third of Naropa first-year

students drop out by the end of their first year. Another third leave in successive years. Only a third remain at the institution and graduate.”

Tables 4.7 and 4.8 show retention rates at the time of the Title III grant proposal.

Table 4.7
Retention Rates for First-Year Students, 2005–2008

Year Entered	2005	2006	2007	2008	2005–08 Total
Entered	74	86	98	86	344
One-year retention	54	52	57	54	217
One-year retention rate	73%	60%	58%	63%	63%
Withdrew (any time)	44	39	46	31	160
Withdrawal rate	59%	45%	47%	36%	47%

Combines firsttime, first-year students and first-year transfer students. All data as of fall 2009.

Table 4.8
Graduation Rates for Entering First-Year Students, 2000–2003

Year Entered	2000	2001	2002	2003*	2000–03 Total
Entered	87	77	68	60	292
Graduated in six years	32	22	27	29	110
Graduation rate	37%	29%	40%	48%	38%

Combines firsttime, first-year students and first-year transfer students. All data as of fall 2009.

*One student still enrolled.

The Title III grant enabled Naropa to adopt ambitious targets (78% first-year retention, 53% graduation rate) and a number of best practice strategies including:

- First-year seminars
- Increased student-faculty interaction through a mentoring program
- Targeted curricular improvements
- Retention management system/early-alert system
- College Student Inventory

The first-year retention rose to 69% after the second year of the grant, which was 2012. Tables 4.9 and 4.10 show retention rates as of fall 2014.

Table 4.9**Retention Rates for First-Year Students, 2009–2013**

Year Entered	2009	2010	2011	2012	2013	2009–13 Total
Entered	83	58	83	52	63	339
One-year retention	52	41	47	36	44	220
One-year retention rate	63%	71%	57%	69%	70%	65%
Withdrew (any time)	50	32	46	18	11	157
Withdrawal rate	60%	55%	58%	35%	17%	46%

Combines first-time, first-year students and first-year transfer students. All data as of fall 2014.

Table 4.10**Graduation Rates for Entering First-Year Students, 2004–2007**

Year Entered	2004	2005	2006	2007*	2004–07 Total
Entered	76	74	86	98	334
Graduated in six years	37	30	31	38	136
Graduation rate	49%	41%	36%	39%	41%

Combines first-time, first-year students and first-year transfer students. All data as of fall 2014.

*One student still enrolled.

Additional goals of the Title III grant are shown in Table 4.11.

Table 4.11

Institutional Five-Year Goals and Measurable Objectives, 2010–2015

GOAL 1: INCREASE STUDENT SUCCESS BY TRANSFORMING THE EDUCATIONAL EXPERIENCE BY 2015		
Objectives	Related Activities	Outcomes
1.1. Increase from 0 to 52 the number of courses mapped to outcome-oriented curricular arc by 2015	Infusion of curricular arc First-year learning Community seminars Curriculum revision to improve alignment and transition between general education and the majors Capstone seminars	<ul style="list-style-type: none"> • 280 first-year students have participated in first-year learning community seminars • 400 sophomores and juniors have taken courses revised to align with the curricular arc • 200 seniors have participated in capstone seminars aligned to the curricular arc • 11 departments have reviewed courses to align general education course work with major
1.2. Increase from 25.5 to 30 student engagement as measured in NSSE first-year score on “Enriching Educational Experiences” through curricular transformation by 2015		

GOAL 2: INCREASE STUDENT SUCCESS BY TRANSFORMING SUPPORT SERVICES BY 2015		
Objectives	Related Activities	Outcomes
2.1. Increase from 0 to 400 the number of students with access to transformed support services by 2015	Orientation Journey guide program Academic success program Comprehensive counseling support service	<ul style="list-style-type: none"> • 280 first-year students have participated in improved orientation • 400 undergraduates have journey guides • 400 undergraduates have access to integrated academic support services • Students have access to counseling services 168 hours per week (24/7) • 55 of 70 first-year students entering in 2014 will be retained for 2015 • 34 of 70 first-year students entering in 2011 will graduate in 2015, or be on track to graduate in six years
2.2. Increase from 36.3 to 42 student engagement as measured in NSSE first-year score on “Student-Faculty Interaction” through support service transformation by 2015		
2.3. Increase from 63% to 78% first-year student retention		
2.4. Increase from 48% to 53% first-year student six-year graduation rate		

University initiatives to improve student retention, persistence, and completion include the following:

Curricular Improvements

- Redesigned First-Year Seminar course to integrate contemplative and diversity curriculum into a 6-credit seminar for first-time, first-year students with integrated co-curricular elements
- Created a major declaration process that does not require a minimum number of credits completed prior to major declaration
- Limited enrollment of First-Year Seminar to no more than twenty students per section (with a preferred cap of fifteen students per section)
- Expanded the usage of ePortfolios to support assessment and student reflection during their Naropa journey
- Implemented the Title III grant, including implementation of the curricular arc, establishing entry level, milestone, and capstone experiences for each major and for the core

Creation of The Learning Commons

- Increased collaboration between Academic Affairs and Student Affairs, resulting in more integrated student services and enhanced programmatic activities, including integrated orientation programming, cross-training sessions, early-alert notification system, etc.
- Revised program infrastructure for the academic coaching program that supports students placed on academic probation, and expanded the offering of this program to all students desiring academic coaching support
- Created a dedicated and centralized space in the Wulsin Building to provide academic support services
- Implemented an online appointment system and an online writing consultation (for low-residency students) software platform for the Naropa Writing Center
- Updated the Consortium Agreement with CU-Boulder to address students' needs to take math and sciences courses

Expanded Student Services

- Increased the number of and participation in student clubs and organizations
- Implemented a parent and family weekend
- Implemented a peer mentoring program
- Established an agreement with the Boulder Recreation Center for students to receive a group discount
- Increased campus collaboration around, and further refined, orientation programming
- Completed a needs assessment to enhance contemplative practices support
- Expanded contemplative practice support initiatives and activities
- Dedicated the "6th Hour" of the First-Year Seminar course to a curriculum focused on how to be successful in college, life skills development, as well as supporting the transition into college and Naropa's culture
- Added counseling center support to include crisis outreach and drug and alcohol prevention services as well as added 24/7 crisis hotline
- Increased community-service programs to four university-wide programs per academic year

Improved Student Interventions/Outreach

- Re-launched a students-of-concern working group to reach out to and intervene with identified students who appear to be at risk of failure
- Launched an early-alert notification system
- Established a Learning Management System-e-racer (LMS) that allows all instructors to keep electronic attendance and grade records to support early-alert notification between instructors and support staff
- Created a bridge-back to Naropa for students who have left Naropa without having completed degree requirements
- Established an institutional retention committee

The university retention plan is reviewed at least annually to measure the effectiveness of various strategies and tactics and to determine what revisions may be necessary. The Title III grant regularly assesses all of its activities to determine what is working and what may need modification, primarily through an annual reporting process and external evaluation.

Retention data are also used to make changes to courses. An example is the First-Year Seminar. After the first iteration of the course, retention of students from that course did not meet goals: The one-semester retention rate was a relatively low 83%, and of the remaining students, 16% were on academic probation. A small group of faculty was convened to review data and revise the course. The course was revised in spring 2012, and the course's one-semester retention rate improved significantly in fall 2012 to 89%, with only 6% being placed on probation. This improvement carried over to fall 2013, with an 89% retention rate and only 10% of retained students on academic probation.

Retention strategies have been enhanced to support additional progress in grant outcomes. For example, first-year retention increased to 68% from 63% in the second year of the grant, but as concerns about progress to graduation persisted, the grant supported several initiatives to support sophomore students, including supportive contact with returning sophomores early in the fall semester and an alumni mentoring/vocational program called the Sophomore Shadow program. The Sophomore Shadow program was created in 2014 through a partnership between Undergraduate Education, Title III, Student Affairs, and Alumni Relations. This program connected Naropa alumni professionals to sophomore students, who shadowed them for a half day or full day in order to get a glimpse of a day-in-the-life of a professional in fields of interest to them. This program was created, in part, in response to indicators that the transition between the first year and the sophomore year was a critical point at which students chose to leave the university and a sense both from exit surveys and literature around student persistence that strengthening students' connection to vocation and career may enhance persistence to graduation. Although the program was quite small in its first year, it received positive evaluations and will be continued for a second year.

4C4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Naropa University utilizes commonly accepted best practices for analyzing student retention, persistence, and completion rates. While Naropa does use IPEDS definitions for reviewing rates for traditional full-time, first-time students, Naropa's larger populations of incoming students are transfer students and graduate students so it also tracks those populations as well. In addition to IPEDS one-year retention and graduation rates, Naropa tracks retention, attrition, transfer-out, and graduation rates for a variety of cohorts, incoming transfer students by classification, so in addition to full-time, first-time, first-year students, also a cohort of first-year transfer students, sophomore transfer students, junior transfer students, certificate students, re-admitted senior students, and incoming graduate students by academic program. Cohort information is captured at census date each fall, after the end of the drop/add period. One-year retention rates are captured at census the following fall, and graduation rates and attrition rates are captured until all students are no longer enrolled. Transfer tracking has been done somewhat inconsistently historically but is now done on an annual basis to determine whether students who have withdrawn have subsequently enrolled and/or completed a degree elsewhere.

In addition to these measures, which have been in place for over ten years, retention has been analyzed on a more granular level to assess the effectiveness of the [measures implemented with the Title III grant](#), which focuses on first-year [retention](#). Retention semester to semester is tracked for first-time, first-year students as well as for first-year transfer students, and the cohorts enrolled in the First-Year Seminar undergo particularly rigorous [assessment](#).

Results from the work with Noel Levitz were the implementation of a retention team who developed and presented a retention plan. Specific strategies implemented through the plan were:

- Purchase of and implementation of retention-management software, including early-alert flags that allow the retention staff to predict at-risk behaviors and provide early interventions by appropriate staff
- Increased participation in student activities and number of student clubs
- Increased participation in service learning, internships, and volunteer opportunities
- Increased participation in orientation due to shortening the programming and making it more relevant and vibrant
- Implemented a parent and family weekend to reconnect parents and students during a critical point in the academic year with approximately forty participants per year
- Established an agreement with Boulder Recreation Center for students to receive a group discount and have more intentional ways to participate in physical activities together
- Increased support for and activities around contemplative practice support

CRITERION 4:

REFLECTIONS ON THE PRESENT AND OPPORTUNITIES FOR THE FUTURE

Naropa University demonstrates responsibility for the quality of educational programs, learning environments, and support services through ongoing training, assessment, and program review.

Naropa conducts program reviews on an annual basis and conducts external reviews of each program on a seven-year cycle. The results of these reviews inform strategic planning, program development, and budgeting decisions.

Oversight of the curriculum and academic program development are the responsibility of the faculty. Naropa University provides resources necessary to support effective teaching and learning, such as libraries on each campus, the e-Learning platform that provides online support for all Naropa courses whether taught online or residential, smart classrooms, and meditation halls that support Naropa's focus on contemplative education.

Naropa is committed to educational achievement and improvement through ongoing assessment of student learning. Assessment activity is supported by a faculty Academic Assessment Committee, the Naropa University Curriculum and Assessment Committee, and the assistant dean for curriculum and assessment, who trains faculty on effective assessment practices and the use of the Weave assessment database. Naropa has clearly articulated student learning outcomes for every course taught. Course-level and program-level outcomes are listed on each course syllabus. Faculty use a variety of measures to determine whether program outcomes are being achieved. Results are input into Weave and then assessed to aid in developing action plans to maintain good performance or address outcomes that are not being met.

In 2012, Naropa faculty adopted a set of student learning outcomes to which all educational activities could be linked. Each one of the six broad curricular outcomes is further defined with more specificity and depth at the introductory, milestone, and capstone levels. Taken together, these set of outcomes comprise the curricular arc. Oversight and staff support for assessment of the curricular arc is the responsibility of Naropa College.

Naropa evaluates the success of its graduates and uses a variety of tools to ensure that the university is meeting its goal of preparing graduates for employment or advanced study.

Strong attention to student retention, persistence, and graduation rates has been a priority for the institution. Undergraduate first-year retention rates were recognized as a weakness beginning in 2006. To address student retention and completion, Naropa has implemented tools to better identify and serve at-risk students. Opportunities remain for increased retention of all groups of students. Retention has been improving incrementally over the past three years with gains in most cohorts of students. Overall, one-year retention has improved from a low of 64% for the 2007 cohort to

75% for the 2012 and 2013 cohorts. While rates are improving, the target goals have not yet been reached, and there are additional opportunities to intervene with students beyond the second year.

Graduation rates for first-time, first-year students remains low and somewhat volatile. Six-year graduation rates have ranged from 28% to 55% with national rates for private, nonprofit, nonselective institutions reflecting rates of 48%. While strides have been made to keep more students for one year, additional work is being focused on keeping students through to graduation. These include:

- Additional focus on career counseling early in students time at Naropa to help students draw correlations between what they are learning and skills they will need to be successful in the work world
- Additional opportunities to engage in internships
- Drawing connections with current students and alumni to explore career options
- Additional opportunities for faculty to engage in meaningful conversations with students around career goals and opportunities to see how they may apply skills learned through a Naropa education in the world
- Practica and internships as culminating experiences allowing students to gain valuable skills while also creating significant impact on the surrounding communities in areas such as teaching, counseling, and work in nonprofit and government agencies

While Naropa has made substantial progress with assessment and achieving an increased level of faculty ownership, efforts continue toward a commitment to build faculty capacity and expertise in best practices of assessment, including the reliance on data to make decisions about program and curricular changes to improve student learning outcomes.



CRITERION 5

RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

CRITERION 5:

THE INSTITUTION'S RESOURCES, STRUCTURES, AND PROCESSES ARE SUFFICIENT TO FULFILL ITS MISSION, IMPROVE THE QUALITY OF ITS EDUCATIONAL OFFERINGS, AND RESPOND TO FUTURE CHALLENGES AND OPPORTUNITIES. THE INSTITUTION PLANS FOR THE FUTURE.

5A. THE INSTITUTION'S RESOURCE BASE SUPPORTS ITS CURRENT EDUCATIONAL PROGRAMS AND ITS PLANS FOR MAINTAINING AND STRENGTHENING THEIR QUALITY IN THE FUTURE.

Over the five years since the last reaffirmation review, Naropa University has taken significant steps to strengthen its resource base and its processes and tools for budgeting, fiscal oversight, and tracking of financial performance. These steps ensure a strong resource base to support current educational programs and also enhance the university's ability to develop well-informed plans for maintaining and strengthening their quality in the future.

Recent initiatives have focused on strengthening every part of the university's resource base. Some examples, to be discussed more fully in the sections that follow, are:

- Adopting robust tools for measuring financial performance;
- Modifying budgeting and fiscal oversight procedures;
- Refinancing the university's tax-exempt bond in order to free up capital for facility enhancements;
- Completing major building improvements that not only expand the university's capacity to grow enrollment but also provide greatly improved classroom technology and environmental standards for current students;
- Renegotiating contracts in order to provide improved employee benefits without significant budget impact, and provide insurance coverage while controlling the cost to employees;
- Establishing benchmarks for faculty salaries and successfully completing a three-year plan to bring salaries up to the benchmarked levels;
- Initiating a process to establish benchmarks for staff salaries, bring salaries that are significantly below benchmarks into the benchmark range, and design a coherent compensation structure that allows for advancement;
- Initiating a process to review and benchmark staffing levels across all university functions to ensure appropriate staffing both within educational programs and across the entire institutional infrastructure that supports those programs;
- Completing significant upgrades to the technological infrastructure.

5A1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

As described in more detail below, Naropa manages its fiscal, human, and physical resources to support its operations. Since the review of the strategic plan in 2012, efforts have focused on additional ways to increase enrollments and diversify revenue streams. These efforts include a review of existing programs to determine which should be discontinued or revitalized. In addition, new academic programs designed to increase enrollments are in place or under development. In order to bring contemplative education to new audiences and markets, Naropa has also engaged in specific strategic initiatives such as the School of Professional Development and Extended Studies, the Naropa Authentic Leadership Center, and the Center for the Advancement of Contemplative Education. Robust marketing, communications, and development efforts accompany program development and launch. As these programs are administered, assessment plans will measure how well Naropa is meeting its academic, financial, and mission-related goals.

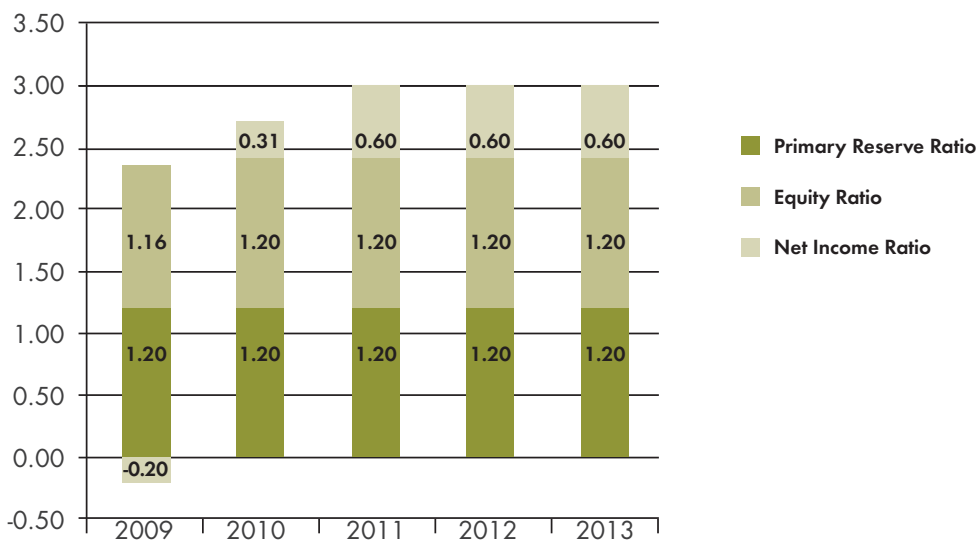
Fiscal Resources

The university has developed a number of financial processes to assure its long-term viability and success. These processes have also increased the university's transparency and created a culture of financial accountability to the board of trustees as well as the university as a whole.

Financial Indicators. The university has begun utilizing the Composite Financial Index (CFI) developed by KPMG to determine its financial health. The ratios within the CFI provide evidence that Naropa operates from a position of financial stability.

The Higher Learning Commission's Composite Financial Index is calculated from the university's audited financial statements. The data submitted through the Annual Institutional Data Update (AIDU) has fallen in the 1.5–3.0 "no review range" since 2010.

Figure 5.1
Naropa University Composite Financial Index, 2009–2013



In the fall of 2013, the university instituted a campus-wide budget tracking solution through [Adaptive Planning](#), which is designed to give university administrators and departmental budget managers the ability to plan and track budget expenditures more closely and look at multiyear budget scenarios. This budget software enables the accounting staff to track detail more closely, to catch variances quickly, and to correct the budget trajectory in the event that expenses begin to outpace income.

University Budgets. [Budgets for the last three years](#) demonstrate Naropa's ability to operate within its budget while building a 3% contingency annually to both bolster financial reserves and undertake capital projects that address deferred maintenance needs and expansion capacity. For the fiscal years 2011, 2012, and 2013, Naropa has seen a change in unrestricted net assets of \$1.492 million, \$1.584 million, and \$1.154 million, respectively. These [budget surpluses](#) have been reinvested in new program development and in uplifting our campuses and their infrastructure.

Tax-Exempt Bond Refinancing. In 2013, the university engaged the service of Piper Jaffrey, LLC as our representative to assist us in soliciting bids both locally and nationally in order to refinance our tax-exempt bonds. After reviewing a number of proposals and meeting with representatives of the banks, the university settled on BOKF, operating locally as Colorado State Bank. The bonds were refinanced in November of 2013, terminating current swap agreements and providing capital for the university to complete unfinished space in the Nalanda Building. This build-out, completed over the summer of 2014, has provides the university with approximately 12,000 square feet of additional classroom, gallery, library, and community space for that location as well as reconfiguration of an additional 8,000 square feet of existing space.

The refinance of the existing bonds and termination of the swaps allowed the university to reduce bond principal at a more aggressive pace while providing capital for this building expansion without significantly affecting the university's annual debt burden. The balance of the bonds payable as of June 30, 2014 was \$12,471,961.

Naropa acknowledges that recent success is not an absolute indicator of continued success in finance; therefore, the university established several policies and procedures to allow it to address any changes in the economic landscape:

- The institution now makes salary adjustments for faculty or staff effective on January 1. This allows the university to determine financial trends and enrollment patterns in the fall before determining the rate of salary increases, if any.
- The institution has instituted the preparation of [monthly financial reports](#), including a variance report, which are distributed to all members of the board of trustees and the President's Cabinet. These reports and monthly calls between the Finance and Sustainability Committee of the board of trustees and the chief financial officer and controller allow the university to address any concerns in timely fashion.
- As the budget is created, the administration is expected to put forward a budget with a 3% contingency to allow for unexpected expenses. This contingency may also be used to fund needed capital projects. For the 2014–2015 fiscal year, after several concurrent years of financial solvency, the board of trustees authorized a reduction in the contingency to 1.4% to allow for investment for growth in new academic programs and to strengthen existing programs as follows:
 - Additional core faculty positions in Music, Somatic Counseling Psychology and Environmental Studies/Peace Studies in response to enrollment demands and to maintain an appropriate core/adjunct faculty ratio;
 - Resources to assist faculty in the education department to develop an early childhood teacher licensure and preparation program;
 - Sections added to the Graduate School of Psychology to enable increased enrollment;
 - Investment in faculty development and the Center for the Advancement of Contemplative Education (CACE);
 - Investment in the Film and Media Studies minor for new classes and associated noncapital expenses;
 - The addition of a study-abroad administrator to promote interest and growth in these programs (this will be somewhat offset by the Bhutan initiative, which will produce \$17,424 in revenue);
 - A financial analyst position to develop business models and budget models for new programming, revenue generation, and resource allocation;
 - A restructure of the Safety and Security Department. Custodial services were brought in-house and both facilities and custodial crews were deployed at each campus and trained to perform frontline safety functions. The net increase in salaries is \$117,000;
 - Development of the School of Professional Development and Extended Studies, designed to generate income by offering extended-studies and noncredit programming to a broad, external audience;
 - Development of the Naropa Authentic Leadership Center, which will expand Naropa's ability to offer noncredit and credit leadership programs and engage a well-established community in annual conferences and other profit-making events.

Naropa has sought to slow its dependence on tuition and fee increases, which currently comprise approximately 89% of all revenue. Fundraising goals were increased by nearly 8% in the current fiscal year. Naropa acknowledges that the university must balance annual operational giving with more long-term endowment strategies in order to better engage donors while still keeping tuition in line with industry standards and affordable for a wide array of students.

Auxiliary income representing housing and the Alaya Preschool has increased (19% and 12%, respectively) in the current budget year. Diversification and identification of potential revenue sources outside of tuition and fees is a priority for the university. The LEAPNOW program, mentioned in 3B4, is one such new revenue stream, which is providing modest amounts of new revenue in its start-up year and which holds great promise as a pipeline for significant numbers of new undergraduate students.

Human Resources

The university is fortunate in attracting highly qualified faculty and staff members who bring not only skill and professionalism but also inspiration and a strong commitment to our contemplative educational mission. Naropa is committed to providing appropriate and equitable compensation, a strong benefits package, and training opportunities. Naropa monitors the sufficiency of staff resources to support all aspects of the educational mission.

Faculty and Staff Salaries. In 2010, the university convened the ad hoc [Faculty Executive Working Group \(FEWG 2.0\)](#) to work with the provost, and with the support of a consultant from Mountain States Employers Council (MSEC), to establish a set of benchmarks for faculty salaries in furtherance of the strategic plan goal to invest in faculty. Once those benchmarks were set, the university committed to a three-year plan to bring all faculty salaries up to the benchmarks established for each rank. This plan was successfully carried out over the period from fiscal year 2011–2012 through fiscal year 2013–2014. With these salary increases, the university made substantial progress on two goals: first, to address long-standing concerns regarding compensation of current faculty, and, second, to enhance the university's ability to recruit strong, highly qualified new faculty.

A Compensation Working Group, headed by the director of human resources and comprised of core and adjunct faculty and staff, was convened and began its work in spring 2013. This group is working to establish benchmarks for staff salaries and develop a coherent and equitable compensation structure that allows for advancement. Work is also under way to bring salaries that are significantly below benchmarks into the benchmark range and into alignment with other salaries within each job category.

Staffing Levels. Recognizing the need for a comprehensive review of staffing levels across the university, the vice president for business affairs and chief financial officer has assigned the director of human resources to establish a task force of staff and faculty to identify benchmarks and recommend staffing levels for each area based on best practices in higher education. This work will be aimed at ensuring that the university's human resources are sufficient, effectively, and efficiently utilized and appropriately allocated.

Benefits. In addition to addressing compensation issues, and in keeping with its strategic plan goal to offer a sustainable work environment, the university has greatly enhanced benefits for employees. New or reinstated benefits include:

- the re-establishment of a deferred compensation match up to 5% of an employee's salary
- short-term disability insurance provided by the university for all employees
- better health care options
- alternative therapy coverage
- optional, specialized coverage such as legal insurance and pet insurance

Physical Infrastructure

The university's physical infrastructure is sufficient to meet the needs of student, faculty, and staff. The university works steadily to maintain and improve facilities. Changes, improvements, and expansions of facilities address [deferred maintenance needs and issues identified](#) by consultants with Meeting the Challenge regarding the university's accessibility. Rather than waiting for the results of new, large-scale construction initiatives, the university has addressed needs through leveraging of current facilities, thereby receiving a return on investment immediately.

One example of this is the expansion of the Paramita Campus, where the Graduate School of Psychology is housed. The building was upgraded by adding and expanding offices, improving classroom spaces, and creating more attractive and comfortable gathering spaces for students to join in learning communities. A satellite library was added. These expansions and improvements created a better learning environment and allowed for modest, short-term expansion of the Graduate School of Psychology.

The Nalanda Campus was also renovated to make use of 12,000 square feet of undeveloped space and to repurpose about 8,000 square feet of existing space. The building was redesigned to create community and a better environment

for learning. The Nalanda renovation added technology-equipped classrooms that established a new standard for the classroom experience. Specialized learning spaces were added including individual art studios, gallery spaces, a 3D studio, and an acoustically designed music suite. These new spaces allow for expansion of the arts programs and were built so that they could accommodate multiple purposes. The renovation also added a small cafeteria, student meeting spaces, and a satellite library with a specialized collection dedicated to the arts.

The new library spaces are of particular note. The creation of satellite libraries at the Paramita Campus (for the Graduate School of Psychology) and at the Nalanda Campus (for the School of the Arts) has allowed the university to expand library services, upgrade the ability for students to gather together, and serve all three campuses.

One of the key responsibilities of the chief financial officer is to align the campus facilities plan with the academic plan and coordinate with the City of Boulder in order to truly understand the next steps for the university. The university is currently engaged in conversation with the city regarding the zoning of its main campus, which currently restricts certain usages. The dialogue touches on some of the smaller buildings (the “cottages”) on the western side of the Arapahoe Campus, which are quaint but not accessible and which require a high level of maintenance. The buildings inhibit the university’s ability to build a new, accessible structure that would better meet current and projected space needs and would be in keeping with our sustainability goals. Any decision about the removal of the cottages will require the support of the Landmark Board and the Planning Board of the City of Boulder.

The major flooding that occurred in the fall of 2013 reinforced the significance of the location of the Arapahoe Campus within the flood plain. Expansion considerations for that location, as well as long-term facilities planning, will have to factor in greater expense to mitigate potential flooding.

The administrative offices at Water Street, as well as a small off-campus office space that currently houses the archives, are under lease until August 2016, at which time the university plans to have an on-campus location for those offices. Coordination with the City of Boulder in developing a plan for the best strategy to accommodate those offices is underway.

Technological Infrastructure

In 2013, the university undertook a complete re-architecture of the wireless network at all campuses and in Snow Lion, the student residence. Snow Lion, in particular, had seen a dramatic increase in usage of the network since 2010. In 2014, the university installed Aerohive, a network solution, which allows the university to track usage and the kinds of devices utilizing the network, providing better support to users.

In 2014, the university invested in a re-architecture of the wired campus network to provide up-to-date fiber-optic cabling throughout all buildings. This allowed the university to invest in a Voice over Internet Protocol (VoIP) telephone solution, which was implemented in the fall of 2014. This upgrade allows Naropa to establish more effective emergency notifications and more sophisticated options for internal communication.

Naropa also shifted its platform for online classes to e-Learning, a product produced by Jenzabar, with whom Naropa contracts for its SIS and managed information services. This change in online platform allows for an enhancement of electronic reserves from the library and integrates the diversity of current options available to faculty for utilizing online resources in the classroom. This expanded institutional capacity supports all academic operations more effectively.

In 2011, the university contracted with Jenzabar to provide managed services for its information systems. Drawing on the expertise of the team at Jenzabar, Naropa has been able to have on-site staff who have direct ties with experts at Jenzabar, and are working to consolidate our information systems needs into a cohesive suite of software services. Through this contract, the institution has been able to move to better online products such as the Jenzabar e-Learning package and to move advancement records into the Jenzabar suite of services. The university has also begun the construction of a data warehouse and instituted document-imaging systems to help make work flows and processes more streamlined and effective.

5A2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Naropa University's budgeting and resource allocation processes are guided by the [strategic plan](#) and designed to serve the university's contemplative education mission. No revenue is disbursed to a superordinate entity outside of the university.

In fall 2013, the university redesigned the process by which the budget is developed, replacing the University Budget Committee, whose role had been largely to review and make recommendations regarding already-developed budget requests, with a newly configured [University Planning and Resource Committee \(UPARC\)](#). While the structure and membership of UPARC are being reviewed at this time and will be modified for the upcoming 2015–2016 budget process, the shift in focus that was the impetus for the transition from the University Budget Committee to the University Planning and Resource Committee will be maintained. The restructuring was aimed at establishing a forum for engaging in deeper discussions and setting strategic initiatives that would then drive multiyear planning, budgeting, and resource allocation. The stance of UPARC, as compared to the former University Budget Committee, is strategic and proactive rather than reactive, as evidenced in the committee's charge. Briefly stated, UPARC's purpose is to:

- Create a centralized committee to coordinate strategic efforts, inclusive of budgeting
- Develop a culture of strategy and analysis that drives budgeting
- Engage faculty and staff involvement at earlier phases of the budget-development process
- Establish a budget process that is set in context of resource allocation for strategic initiatives
- Allow more transparency and participation in the actual building of the budget

At the same time that UPARC was established, the Office of Academic Affairs formed a separate [Academic Affairs Planning and Resource Committee \(AAPARC\)](#). Members of this committee, which is led by the provost, include core and adjunct faculty from both graduate and undergraduate programs, the library director, undergraduate and graduate deans, and Academic Affairs division staff. Comparable to UPARC in its focus on strategic thinking and multiyear planning, AAPARC provides a forum for meaningful, division-based, grass-roots involvement in planning, budgeting, and resource allocation. In its first year, AAPARC studied data on current Academic Affairs division resource allocation, examining such data points as faculty to student ratios and core faculty to adjunct faculty ratios by program, as well as the allocation of the Academic Affairs budget across various budget categories. The committee articulated priorities for the division based on this data review, which informed subsequent budget decisions for fiscal year 2014–2015. One example of this was the conclusion, based on the data the committee reviewed, that the library was significantly under-resourced, which informed the subsequent decision to prioritize that unit's request for additional staffing in the current budget cycle. The AAPARC process also resulted in a multiyear faculty hiring plan. Having this plan in place has made it possible for the university to initiate the recruitment process in a timelier manner than in past years.

Inspired by the effectiveness of the AAPARC process, in the fall of 2014, the division of Business Affairs moved from a less formal structure and instituted the [BPARC](#), designed to elicit strategic thinking in the various business units of the university.

In all cases, these committees work from the context of the strategic plan in order to ensure that budgeting and resource allocation align with the educational mission of the university and the overriding strategic priorities set out in that plan, while constantly monitoring progress of the strategic plan.

5A3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

The Naropa University Board of Trustees formally adopted the current strategic plan, "Deliver Distinction with Excellence," in September 2008, following an extensive and broadly inclusive process that included review of the university's mission and the incorporation of the mission into the strategic plan. This plan has continued to guide strategic initiatives and planning over the past six years, with periodic reviews by the university leadership. The plan centered on the recognition that Naropa needed "to attain greater focus and sustainability in our activities and aspirations." Thus, from its inception, the strategic plan was grounded in a recognition of the university's strengths and challenges and the steps needed to move it toward greater sustainability and effectiveness in delivering its mission.

The plan sets out five broad goals, with proposed action steps under each of these, in order to achieve the overarching goal to "deliver distinction with excellence." It was accompanied by a detailed action plan that lay out specific activities, responsibilities, and accountability for implementation. The broad goals are:

- Strengthen the educational experience
- Create mechanisms to build community
- Invest in faculty and staff
- Grow the institution
- Pursue a balanced portfolio of measures to make the university financially sustainable.

These goals have proven to be both realistic and challenging in themselves, with further challenges arising in connection with the combined impact of the recession of 2008 and leadership changes at Naropa. Still, the university has risen to the challenges and can point to notable accomplishments in almost every area of the strategic plan. Many of these accomplishments are described in detail under other headings in this document. A few key successes, briefly noted here, demonstrate that the goals set forth in the strategic plan are realistic and within reach:

- With the support of a five-year U.S. Department of Education [Title III Strengthening Institutions grant](#), the university has made significant progress in strengthening the undergraduate educational experience. Following the development of a clearly articulated curricular arc, faculty across all of the undergraduate majors have worked with Title III staff and the assistant dean for curriculum and assessment to map their programs' learning outcomes to that arc in order to bring greater cohesion to the undergraduate academic journey. The grant also supported the development of a well-resourced First-Year Seminar class that includes enhanced faculty mentoring of first-year students. This class has now been institutionalized and moved into the university operating budget.
- Several major renovation and construction projects have been planned and carried out with considerable attention to the need for spaces that invite and support a greater sense of community. The earliest example of this was the development of The Learning Commons, which brought many of the student support services that had previously been scattered across the Arapahoe Campus together in one space that also includes a comfortable and uplifted gathering and study space for students. Besides providing better service to students, this co-location of various academic support functions is conducive to greater collaboration among the different university offices housed there.
- Building and renovation projects enhanced the opportunity to build community. During the summers of 2012 and 2013, the Paramita project included the creation of suites where faculty could gather with students in more informal spaces and where students could gather together for study and socializing. The Arapahoe Campus pavilion, built in the fall of 2013, created a friendlier and more inviting gathering space by the cafe and in front of the performing arts center to foster conversations and build community. In the summer of 2014, the Nalanda Campus was expanded. This major project included elements of remodeling older spaces as well as improvements to areas that were not occupied. Key highlights of the project include a library space designed specifically for the School of the Arts, a 3D (sculpture) studio, a Film and Media Arts classroom, a cafe, social gathering spaces, the White Cube and student galleries, and new faculty offices and smart classrooms.

- A notable achievement in the area of investing in faculty and staff has been the successful fulfillment of a three-year commitment to bring faculty salaries up to targets established for each rank, representing the 50th percentile of a selected group of peer institutions. This was funded in part out of savings generated by restructuring in order to achieve operational efficiencies. As noted elsewhere in this study, significant work is also under way in the area of staff compensation.
- The university has also made progress in the area of pursuing a balanced portfolio of measures to achieve financial sustainability, and is continuing work in this area. Notable recent steps include refinancing the tax-exempt bond (as described in full above) to free up capital to support the facility improvements noted here and restructure the university's debt; renegotiating other contracts to achieve enhanced services at a lower cost; increasing both faculty teaching loads and average class size; and entering into strategic partnerships, such as the one with LEAPNOW, that provide opportunities to grow the revenue base.

Naropa's strategic plan not only sets forth ambitious goals for institutional growth, but also recognizes the university's situation and resources, and points to specific key areas of improvement that will support that growth. The most challenging of the goals set forth is growing the institution. The university has not yet realized its enrollment growth targets, but achievements made toward other plan goals do address improved retention and new enrollments, which are key to increased growth. In addition, in order to diversify the growth potential and revenue streams, the university has invested in projects designed to attract non-degree-seeking students and other audiences to Naropa's unique educational experience. The School of Professional Development and Extended Studies and the Naropa Authentic Leadership Center are two initiatives designed to generate profits that can ultimately support Naropa's academic programs, thus reducing dependence on tuition income alone.

5A4. The institution's staff in all areas are appropriately qualified and trained.

The Human Resources department assures that the university staff are highly competent and given appropriate professional opportunities.

Focus on job descriptions. Since fall of 2011, Human Resources has been active in working with supervisors and departments to assure that all new employees have a clear and cohesive job description and that the compensation range for a position is appropriate. Working with the Mountain States Employers Council, IPEDS data, and CUPA-HR data, the Human Resources department has sought to assure that the job descriptions are realistic and that the supervisors and institution both have a clear and common understanding of the appropriate compensation for position requirements.

Applicant One. In 2012, Naropa implemented an applicant-tracking program called Applicant One. Its purpose is two-fold: First, Applicant One provides a consolidated system for tracking applications and collecting feedback from supervisors and search committees. It also allows any individual who is providing feedback on candidates to rank them according to the requirements of the job description.

Performance Appraisal. The university instituted and implemented a comprehensive model for annual performance appraisals. Supervisors are also given the option of initiating a performance appraisal at an employee's ninety-day milestone. The [performance appraisal](#) is designed to encourage supervisors and employees to discuss a professional-development plan, and assure that the employee is working within Naropa's contemplative culture in a skillful manner. Reminders are sent monthly to prompt supervisors to follow through on their employees' performance evaluations. Employees are encouraged to consider what skills may be needed to further their own professional skills and to incorporate those into the performance appraisal. The performance appraisal also serves as an annual opportunity for review of the job description for the position, providing continuity in the system so that job descriptions do not grow stale and outdated.

Human Resources also hosts [numerous training options](#) for employees. Aside from employee orientation, Title IX training, and other required institutional trainings, a wide array of both personal and professional trainings are offered, such as “Money Mondays” where employees can hear experts speak on financial topics. Microsoft Office brown bag events, lunches designed to help employees develop mastery on all areas of using Microsoft Office, are offered on a rotating basis.

5A5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Naropa’s University Planning and Resource Committee (UPARC) and the divisional planning and resource committees are designed to allow for transparency in the budgeting process and to bring representative voices to the table for discussion. The annual budget process is posted on MyNaropa, which is available to all internal stakeholders. The University Planning and Resource Committee is comprised of divisional vice presidents and the directors who sit on the President’s Cabinet. Members conduct a final review of the budget to ensure alignment with strategic plan priorities and decisions. The final budget recommendation from UPARC is submitted to the president for approval before being submitted to the board of trustees.

Prior to this final review by the university committee, divisional planning and resource committees engage their respective departments and units so that input is provided at all levels of the university. Each divisional PARC reviews the departmental budgets as a division, challenging each other and offering feedback in order to create a budget that is better aligned with each division and its strategic priorities. For example, the Business Planning and Resource Committee brings together representatives from Facilities, Finance, Information Technology/Services, Human Resources, and the Alaya Preschool. After departmental budgets are created, the committee works collaboratively to form a cohesive budget for the division that is aligned with the goals and priorities of the university. The Academic Affairs Planning and Resource Committee (AAPARC) engages faculty and Academic Affairs staff in a review of data related to number of majors, course enrollments, faculty FTE, assessment, and other indicators to create a budget designed to support and enhance academic programming and student success. All faculty are invited to observe AAPARC meetings and its [minutes](#) are posted on MyNaropa for all faculty to access.

Naropa’s budget process follows four steps in conjunction with ongoing evaluation of strategic priorities:

- 1. Analysis of prior year actuals compared to budgets.** On or before the start of each academic year, the university reviews the prior year actuals and determines where strategies may need to change or processes need to be addressed.
- 2. Monitoring of current budgets and adjustments as necessary.** By the first week of each month, after reviewing the monthly financial statements and variance reports, the CFO and controller reach out to those departments where variances of 10% or more exist. They may also reach out if something lesser calls for immediate attention. They then determine a strategy for addressing the variance.
- 3. Development of the following year’s budget and review of strategic alternatives.** UPARC forwards a list of strategic initiatives to budget managers who are tasked with the creation of budgets within given parameters. These budgets are proposals to be reviewed in the divisional PARCs as noted above.
- 4. Preparation of multiple-year budget forecasts.** The provost and the CFO bring to UPARC a list of key initiatives to be determined as part of a multiyear budget, such as potential new program initiatives, faculty requirements, program expansion, etc.

Budget Software. In fall 2013, Naropa contracted with Adaptive Planning to provide cloud-based software to better serve the budgeting needs of the institution. The system allows for better budget comparison, detailed budget planning by month, sufficient explanations to be able to observe financial variances, and clear reporting lines throughout the system. The software was intended to allow budget managers to consider multiple “what-if” scenarios and evaluate and understand multiyear budgeting processes.

Monthly Financial Statements. In fall 2011, the Accounting department began to prepare monthly financial statements for university leadership and the board of trustees. [Monthly statements](#) indicate the position of the endowment, give current balance sheet data, and most importantly include a variance report that allows the university to respond aggressively when there are issues that need to be addressed. The reports also hold the staff accountable for assuring accuracy and transparency in reporting to all constituents. Monthly calls with the Finance and Sustainability Committee of the board of trustees further build strong communication between the staff and members of the board, and since fall 2013, the committee has been taking [minutes](#) to record significant actions made.

In spring 2014, the chief financial officer and controller began developing a process whereby budget managers were approached when significant variances occur. This method of a verbal check-in was designed to both keep the financial staff apprised of concerns and questions and to provide a better level of oversight when budgets are exceeded. The financial staff is committed to understanding the intricacies of the budget and being aware of which variances may be the result of single instances, which variances may be the result of poor budget management, and which variances require the financial team to make long-term budgetary adjustments.

5B. THE INSTITUTION’S GOVERNANCE AND ADMINISTRATIVE STRUCTURES PROMOTE EFFECTIVE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE INSTITUTION TO FULFILL ITS MISSION.

Naropa University engages its board of trustees, the administration, faculty, staff, and students in planning, governance, policy making, and creation of processes in an appropriate manner for their respective roles within the university and in a manner that encourages collaboration. Naropa University’s structures and processes allow the board of trustees to stay informed about the university; thus, the board can provide oversight of the university and meet its legal and fiduciary responsibilities.

Structures and procedures allow for exchanges of information among constituency groups and for meaningful input. In addition, ad-hoc committees and task forces include members of the relevant university constituencies.

Board of Trustees

The board of trustees, described in greater detail below in 5B1, is structured and conducts itself in such ways as to ensure engagement with other Naropa constituents. The board includes a student trustee and a faculty trustee, each nominated by their constituent bodies. Both are voting board members, serve on board committees, and make reports at full board meetings. Key administrators also make reports at the full board meetings and participate in most of the board committees. Most of the three full board meetings are open to the wider Naropa community; the agenda is e-mailed to everyone ahead of time and there are always community members at the open sessions.

Faculty

Faculty governance has grown significantly stronger and more effective over the last five years. The executive faculty decision-making body, the faculty senate (Cauldron), whose purview includes such areas as academic policy, recommendations on institutional budget, campus organization, and the integrity of the faculty handbook, is [described in detail in the faculty handbook](#). The description outlines such aspects as the process for selecting members, voting procedures, charges for academic committees, scope of responsibilities, and the process for decision making. Cauldron’s work has spanned a range of issues, such as review and approval of new programs, the assessment of the Academic Affairs reorganization, and faculty salary increases. [The most recent faculty handbook](#) clarifies and formalizes numerous faculty governance bodies and procedures above the school level.

Academic Council, the gathering of all ranked faculty, meets monthly during the fall and spring semesters. Although this is not a decision-making body (except for the selection of members of Cauldron and the faculty trustee), it serves to engage the ranked faculty in important discussions that influence decisions made elsewhere (e.g., differentiation between undergraduate and graduate education, the creation of a continuing-education program, and the faculty annual review

process). It also provides a forum for sharing information, such as the use of new online processes at Naropa, current enrollment data, and the budget.

In the past five years, significant attention has been given to improving adjunct faculty involvement in university governance. The Adjunct Faculty Partners Committee is comprised of seven adjunct faculty. Their role is to provide “a voice for adjunct faculty within the Naropa community to support adjunct faculty and the university mission.” Adjunct faculty members serve, with a stipend, on important committees. For matters of importance to adjunct faculty, Cauldron includes adjunct faculty in its ten-day review process. Adjunct Partners facilitate communication in both directions between adjunct faculty and the rest of the university.

Faculty play an active role in university governance through a number of additional venues such as standing committees, task forces, ad-hoc committees, and significant searches. Academic committees, as defined in the faculty handbook, address such topics as undergraduate and graduate education, faculty affairs, diversity, planning and resources, study abroad, and contemplative education. Two faculty working groups were involved in planning for the 2010 restructuring of Academic Affairs and helping to determine the benchmark institutions used for establishing targets for core faculty salaries (raises reaching these targets were completed in the 2013–2014 academic year). Faculty (both core and adjunct) have been involved in the university-wide budget process through the Academic Affairs Planning and Resource Committee. Faculty members regularly serve on major search committees, including searches for the president, the provost, and the director of the Office of Diversity and Inclusion. The provost meets regularly with the five school deans and the deans of undergraduate and graduate education to work on issues that cross all academic programs.

In fall 2013, Cauldron, the graduate and undergraduate deans, and the five school deans came together for a retreat devoted to discussion of their respective roles and how to work most effectively together. Outcomes of this meeting included a revised academic calendar, the decision to create the Academic Affairs Planning and Resource Committee, revision of curriculum proposal forms, revision of faculty hiring forms, creation of a Faculty Professional Development Fund including criteria for disbursement, and a decision-making matrix to clarify how decisions are made across the faculty governance structure.

Students

Naropa engages students in the process of developing policies and procedures of the university in the following ways: 1) the Student Union of Naropa (SUN), 2) town halls, 3) the [student trustee to the board](#), and 4) student participation in university committees and important searches.

Naropa University has an active student government, the Student Union of Naropa. SUN is the representative student voice on campus and is currently composed of fifteen students representing a variety of programs of study as delegates (legislative branch) and an executive committee (executive branch). SUN also includes [an elected student trustee](#), who represents the needs of students on the board of trustees. In addition, SUN oversees campus events and programming as well as registered student organizations. SUN is responsible for managing and administering the student activity fees budget for both events and student organization activities, assessing each budget request for alignment with the goals and mission of the university as well as the impact the request will have on the university community.

Administration

The president meets regularly with his cabinet, which includes the provost and vice president for academic affairs, the vice president for business affairs and chief financial officer, the vice president for student affairs and enrollment management, the director of development, the director of university relations, the director of diversity and inclusion, and the special advisor to the president. This body is advisory and serves to facilitate communication and sharing of information among all the university divisions.

Staff

Staff has a voice in Naropa governance through several avenues. One is the Staff Executive Council (SEC), which is comprised of staff volunteers representing each division. Although not itself a decision-making body, SEC provides a structure for staff engagement and input into university decision making. Members work to provide leadership amongst staff in relation to issues of particular concern to staff and to general community building. Members also work to keep staff informed of university matters. Some [examples](#) of SEC's work are the [revitalization of SEC](#) under President Lief following a period of limited activity and the [Staff Council World Café](#), which has helped inform SEC initiatives and assessment of staff development needs. A second avenue for staff involvement in university governance is the inclusion of staff members on key, higher-level university searches and in the university budget committees (UPARC and AAPARC). In addition, Cauldron regularly works in collaboration with the relevant staff when considering new policies or procedures for which staff has either expertise or a vested interest. Although SEC has been strengthened in the last two years, there is still more work to do in order for staff to have a greater voice in university governance.

5B1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Governing Board Is Knowledgeable About the Institution

a) Composition: Continuity and Diversity

The board of trustees, pursuant to the articles of incorporation and the bylaws, is the governing body of the institution. The board of trustees, as it is now structured, was legally formed in 1985 to create an independent and diverse board. The board, pursuant to the bylaws, appoints or re-appoints its own members.

Four trustees are alumni. Four trustees serve, or have served, as adjunct faculty at Naropa. Five trustees have, or have had, children attend Naropa. The positions of student trustee and faculty trustee contribute greatly to the board's knowledge of current student and faculty life at the institution.

This group of trustees provides a continuity of in-depth knowledge of the history, mission, and current situation of the institution. In addition, the board constantly seeks to [diversify and attract trustees](#) with broad knowledge of and experience in academia and in business, plus those who can help provide monetary resources for the institution. The [plenary sessions of the board](#) regularly include presentations by faculty concerning new and existing programs, pedagogical developments, and diversity training, and other such important work for the trustees and the university.

b) Information Gathering and Agenda Setting

There are [seven standing committees](#), plus an executive committee. Each committee has the duties and responsibilities as set forth in the board of trustees manual (as amended 2012). Each committee meets at least one time between the meetings of the full board.

Most committees have a staff liaison to the committee with whom the committee chair constructs the agendas for committee meetings. Often committees will invite participation by other staff, other trustees, and/or outside consultants, depending on the issue and need for additional information and advice.

c) Transparency and Public Input

The board conducts most all of their business in public, except when discussing legal issues, sensitive budget matters, or trustee nominations. The board agendas are posted widely. Attendance at board meetings by students, faculty, and staff is welcomed, as are public comments and questions. The board retains consultants when needed to provide advice on board affairs and particular university-wide initiatives.

The Governing Board Provides Oversight for the Institution's Financial and Academic Policies and Practices

a) Financial Policies and Practices

The board has the [authority and responsibility](#) to approve the annual budget for the institution. The board reviews a proposed draft budget for the coming fiscal year at its February meeting primarily for the purpose of setting tuition and financial aid for the coming year. The final budget is approved at the May board meeting. Both actions are based on the recommendations of the Finance and Sustainability Committee, in collaboration with the university administration,

The board selects and appoints the university auditors. The board commissions an annual independent audit of the university finances, as well as the required financial-aid audits. The Finance and Sustainability Committee reviews the audit and the Management Letter in detail and makes recommendations to the board as to its approval and any action items as a result of this review.

The board responded directly to concerns related to university finances that were raised by the HLC following the Comprehensive Visit of 2010 and that resulted in a Focus Visit in 2012. During the time between the departure of President Coburn in 2009 and of President Lord in 2011, the board, through its officers, had greater involvement in the financial affairs of the university, retaining an interim vice president for finance and leading the university through a time of leadership transition, retrenchment, and re-organization. A need for increased financial vigilance, in part, resulted in the board's appointment of President Cobb for an interim term during the search process and in the appointment of President Lief, who, among other things, was a longtime member of the board's Finance and Sustainability Committee. As demonstrated by the report of the Focus Visit, the current financials, and recent audits, the university is now on a sound financial footing.

As mentioned above in 5A, the trustees on the Finance and Sustainability Committee of the board receive monthly [financial statements](#) from the division of Business Affairs. The packet consists of a statement of income and expenses, both year-to-date and as against the approved budget; a balance sheet; an [endowment report](#), including performance and [displaying individual endowed fund performance](#); and a [variance report](#), which presents an annotated line-by-line variance between actual revenues and expenses and budgeted amounts.

The board has the responsibility of managing the assets of the university, in particular the endowment, both restricted and board restricted, and the unrestricted net assets of the university. The Endowment Subcommittee of the board's Finance and Sustainability Committee meets regularly with the fund manager to review the reports and to make changes as necessary in the allocation of the portfolio. The board also takes the responsibility of adding assets to the university endowments by its own resolution, as distinct from donor-directed gifts, when segregating those assets is deemed in the best interest of the university and its strategic plan. The Endowment Subcommittee has, over the past years, been proactive in ensuring that the university's investments are aligned with the university's mission. In 2012, the board adopted a [Sustainability Statement](#) covering all aspects of university life. Recently, the board decided to divest from all fossil fuel and related investments, which added to Naropa's already existing "green" investment screen. Certain members of the board have worked collaboratively with students on this issue and have used the divestiture of fossil fuel investments as an opportunity to educate the university community.

The board also exercises its responsibility to monitor and to plan for the university debt financing. Any obligation of \$250,000 or greater undertaken by the university requires full board approval upon recommendation of the [Finance and Sustainability Committee](#). The university recently refinanced its debt, lowering its carrying costs and freeing up some additional funds for multiple construction projects at the Paramita, Arapahoe, and Nalanda campuses. The board has, on recommendation of the president, set aside retained earnings to sponsor certain growth-oriented projects of a one-time nature, such as program development, archives, and construction projects.

The board also takes a lead in funding the university through the Annual Fund. In recent years, the trustees have had 100% participation in Annual Fund giving. The board collectively contributes yearly at least half of the unrestricted Annual Fund goal for the university.

b) Academic Policies and Practices

The board [reviews and approves new programs](#) at various stages during their conception, formation, and final approval, upon the recommendation from or in consultation with the administration. It is board policy to substantively review and monitor any academic changes that are “material changes” within the meaning of the HLC regulations, such as new degree programs, levels, or sites. The board, through individual trustees, was actively involved in 2013 in the search process for the provost.

Over the past few years, the board has been actively involved in responding to the administration’s recommendations and implementing such initiatives as the re-initiation of the study-abroad program in 2012, the application for and implementation of the Title III grant in 2010, the development of the undergraduate curricular arc, the significant investment of retained earnings in academic program development in 2011, the Naropa Archive Project in 2011–2013, the re-development of the Paramita Campus to enhance the Graduate School of Psychology, the construction of the pavilion on the Arapahoe Campus, and the build-out of the Nalanda Campus.

The board, through several committees, was involved in the academic reorganization of 2009–2011 and receives regular reports on the ongoing assessment of that major structural change in academic program delivery and administration.

The Governing Board Meets Its Legal and Fiduciary Responsibilities

In addition to the foregoing, the board carries out its primary fiduciary responsibility of appointing the chief executive of the institution, the president. During periods of transition, the board has been actively and necessarily involved in this function, with the departure of President Lord, the appointment of President Cobb to an interim presidency, and the national search and appointment of President Lief. The recent search process, conducted with the assistance of a consulting firm, was carried out in an open and thorough manner involving all university constituencies.

The board establishes and revises the mission of the university pursuant to an open and accessible process. The board also articulates a broad ethical policy for the institution, on its own motion, including such topics as sustainability and the divestiture of fossil fuels mentioned above.

The board recruits and evaluates the trustees pursuant to [prudent standards](#) and evaluates itself collectively, on occasion using an outside consultant. Individual evaluations are completed upon the expiration and renewal of a trustee’s term. In 2013, all trustees were required to submit written self-evaluations to the Trusteeship Committee.

The board has a written, comprehensive [Conflict of Interest Policy](#), which it makes known to all trustees and enforces.

It is board policy to have the president inform the board of legal claims or matters that may have a material adverse impact on the university. The board will seek legal advice directly from university counsel, in executive session, in consultation with the administration, to review and approve the handling of the matter, as necessary and appropriate. In this manner, trustees are fully aware of legal matters that may reflect upon the university’s handling of specific matters, policies, and general reputation.

5B2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Content in 5B, above, provides an overview of the structures and mechanisms in place that allow the administration, faculty, staff, and students to collaborate and contribute to the functioning of the university. Below are descriptions of processes that support collaboration and contribution while also facilitating timely and well-informed decision making.

Communication and Transparency

In alignment with both Naropa's value to engage all constituents, and feedback from the HLC, the university has improved processes for sharing information and increasing transparency. The university's internal webpages (MyNaropa) include such items as [minutes from many academic and university committees](#) and [pages devoted to the reaffirmation of accreditation process](#). In response to requests from the Naropa community, in late 2013 the president began posting the [minutes from his cabinet meetings](#) on MyNaropa.

MyNaropa webpages support communication and transparency in several ways. One way is by providing information about the work of committees and various initiatives such as:

- Cabinet meeting minutes
- Cauldron meeting minutes
- Faculty Academic Committee meeting minutes, including Academic Council
- Staff Council meeting minutes
- Administrative reports submitted to the board of trustees for each meeting
- HLC self-study

Information availability on MyNaropa is role-specific so one must be given explicit permission to access any information that is not publicly available on the home page by role (for instance, student, faculty, advisor, employee, board member). Information must be made accessible to the various roles if all constituents should have access but it is not designated to be publicly accessible. Permission settings are designed to only restrict confidential information such as board information, or information that isn't necessary; for example, students don't have access to all employee information.

A second way is by providing a centralized location for key information about the different departments such as Human Resources, Accounting, or Academic Affairs in the "Administrative Departments" tab with information such as the following:

- Lists of key people within the department, their roles, and their contact information
- Forms from that department to which others in the university need access
- Information pertaining to that department that others in the university may want to know (e.g., the university budget)

A third way is by centralizing information about the various schools and academic departments (in the "Schools" tab). A fourth way is by centralizing information central to student needs and necessary forms (in the "Student" tab).

Naropa has set aside a weekly, university-wide, 1.5-hour block of time, during which classes are not scheduled, to be used for "town halls." These town halls range from information-sharing sessions focused on such topics as the budget, enrollment, and the HLC process, to talks by visiting lecturers (e.g., on Bhutan's Gross National Happiness project), to structured discussions to engage the community on important topics (e.g., diversity, sustainability), to meeting emergent needs such as supporting the community following the devastating flood of September 2013 (see Figure 5.2). These gatherings are usually well attended by students, staff, faculty, and local trustees.

Figure 5.2

Town Hall Topics

- Speaker, Geshe Thubten
- Reaffirmation of accreditation
- Career and community engagement
- 40th anniversary events
- National Campus Sustainability Day
- Faculty report on travel

- Community-wide celebration/ceremony for gratitude
- Annual ePortfolio Storytelling Festival
- Meet and greet with President Lief
- Speaker, Nina Simons
- Board of trustees endowment committee
- Graduate School Fair
- Invisible Children
- Interreligious dialogue
- Civic-engagement presentations
- United Naropa event
- Recycle Mania
- Nonprofit Career Fair
- Cobb Peace Lecture
- Earth Day celebration
- MFA Theater: Film/Action Together on the World Stage, members of the International Theater without Borders
- Staff Council
- HLC community kickoff
- Importance of engagement and service learning
- Diversity and inclusivity
- Media and democracy
- Shambhala Day
- Careers for a Cause
- Lenz Distinguished Lecturer
- President's State of the University Address
- School of the Arts performance event
- Jack Kerouac School event

The community is also engaged with important topics through other ad-hoc campus-wide meetings, for example, the 2013 two-day Future Search process on the proposed extended-studies program and the two meetings held in 2014 to share information and gather input on the HLC self-study report. Many groups meet regularly and involve others in their conversations as described below. The board of trustees holds three multiday meetings a year. Both the student and the faculty trustee present reports and are voting members of the board. Most of the board meetings are open to anyone from the Naropa community.

The president meets with the following groups on a regular basis: cabinet (weekly), individual members of cabinet (weekly), Cauldron (three times/month), Academic Council (monthly), the board chair (weekly), the trustee Executive Committee (monthly), president's office staff (weekly), Benefit Committee (monthly), Legal Committee (monthly), Academic Council (monthly), and Finance and Sustainability Committee (monthly). His meetings with Staff Council are not yet regular and this is an area currently under development. His meetings with SUN (the student government) are also not regular, although he has attended their meetings when invited.

Staff Council meets twice a month and meets regularly with the director of human resources. As they strengthen their role in university governance, their plan is to meet with the cabinet three times a year and hold all-staff meetings at least three times a year. The provost and vice president for academic affairs meets weekly with the school deans. Cauldron meets three times a month, with the remaining week being devoted to Academic Council. The president and the provost and

vice president for academic affairs are nonvoting members of Cauldron, so they attend both Cauldron and Academic Council. The deans usually attend both Cauldron and Academic Council. Cauldron usually meets with the cabinet once per semester. Individual cabinet members and other administrators meet with Cauldron as needed, based on the topics of Cauldron's agenda.

5B3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Decision Making

In the 2010 HLC visit, Naropa was encouraged to develop more effective decision-making processes. As a way to incorporate that feedback and also value inclusivity and engage a variety of perspectives in decision making, Cauldron has formalized a [voting procedure](#) that creates an efficient process for ensuring that dissenting voices are heard while also enabling Cauldron to reach a final vote in a timely manner. In order to include a broad faculty perspective, any major decisions by Cauldron are sent out to all core faculty and adjunct partners for a ten-day review process before a final decision is made. When relevant, the adjunct partners include the rest of the adjunct faculty in the review process.

Cauldron has made its decision-making process more efficient by recognizing many new initiatives as "works in progress." For example, in spring 2013, Cauldron prioritized the proposed changes to the faculty handbook, leaving some to be considered at a later date, in order to be able to finalize the new faculty handbook before the beginning of the 2013–2014 academic year. This approach allowed for timely updates to the handbook. A second example is the annual faculty-review process. After discussion amongst various faculty bodies, in spring 2014, Cauldron approved a pilot process for the annual faculty review to be used that year and then modified as needed following an assessment of the pilot.

The university makes use of community meetings to gather information and input from all relevant constituents for important decisions. Such events routinely involve multiple meetings, at least one on each campus, in order to encourage the involvement of people across the whole university. In order to gather input from as wide an audience as possible, Naropa has increased its use of online surveys, two examples being the 2013 survey on the Academic Affairs reorganization and the 2014 survey of faculty on classroom needs. Most recently, a survey was sent to all university constituents regarding the question of whether to make Naropa a smoke-free campus.

In the [process](#) surrounding the build-out of the Nalanda Campus, the university engaged a broad range of constituents in an inclusive and efficient planning and decision-making process. Individual members of this group carried information back to their respective constituencies and sought their input.

The [processes for developing new academic programs](#) ensure early input from many different departments. Before any proposal comes to Cauldron or before the board of trustees, the people developing the proposal must consult with such groups as other academic programs that might be impacted, Enrollment Management, and Business and Finance in order to ensure that possible obstacles or concerns are discovered early in the process.

Naropa uses data in making decisions. Examples of data-driven decisions are the use of benchmark institutions in determining the core faculty salary increases completed in 2013–2014 and the staff salary increases being determined at the time of this report writing, decisions on new core faculty positions based partially on the student/faculty data compiled by the Resource Analysis and Planning Committee, [rubrics](#) used in evaluating applicants for new core faculty hires, and key faculty being trained in and given access to IPEDS. In addition, the Title III efforts were informed and driven by data on key student indicators such as NSSE results and retention and graduation rates.

In 2011–2012, Academic Affairs underwent a significant reorganization into the current structure of five schools. In spring 2013, the assistant dean for curriculum and assessment worked in conjunction with Cauldron to develop a survey to assess the impact of the reorganization. The online survey was given to Academic Affairs faculty and staff, who also

received copies of the results. In order to delve deeper into the survey results, in 2013–2014, the provost consulted with Cauldron, met with members of the faculty working group who helped create the restructuring proposal, and had extensive discussions with the deans and individual faculty members. Based on this assessment, some adjustments will be made to the organizational structure effective fall 2015. These adjustments are designed to improve governance, faculty involvement, communication, and staff efficiencies.

Faculty members are empowered to make decisions regarding the use of faculty development funds. Academic Affairs provides each school with the amount to be awarded within a given year, and the school deans, in September, announce to their faculty the timeline and process for application. Each school creates a committee to evaluate the applications from its faculty members, based on the [criteria](#) spelled out in the application form. Beginning in fiscal year 2014–2015, a supplementary faculty development fund (SEED: Supporting Education Enhancement and Development) was created to provide additional support for research, contemplative pedagogy, and skills development for faculty (e.g., training in the use of ePortfolios). Faculty submit a request for SEED funds to the Faculty Affairs Committee on a rolling basis. This committee awards funds based on alignment with the fund goals.

5C. THE INSTITUTION ENGAGES IN SYSTEMATIC AND INTEGRATED PLANNING.

Naropa University engages in effective systematic and integrated planning in a manner that encompasses all functions of the university and brings together a broad array of stakeholders working to advance the mission through advancing priorities outlined in the [strategic plan](#). Naropa recognizes that the strategic plan is an agile, living document that represents the [mission](#) and core educational values and must reflect the realities of the current and future while being nimble enough to also adjust to an ever-changing internal and external landscape.

As described in Criterion 1 and various other sections of the report, Naropa has an active strategic plan that was developed in 2008 and has been reviewed for progress on a regular basis by the cabinet, the board of trustees, and various departments and constituents within the university. Two updates and comprehensive reviews have been taken in the last three years that have helped clarify, recommit, and prioritize goals for the near future. For example, specific strategies to grow enrollment through additional product development and strategic partnerships have been planned and initiated.

5C1. The institution allocates its resources in alignment with its mission and priorities.

University resource allocation is aligned with the strategic plan. The Naropa mission was considered during the formation of the strategic plan, is referenced within the document, and its message is pervasive throughout. The strategic priorities set forth in the plan drive the decisions of the governing board, departmental planning, and the multiyear budgeting process. The academic plan, the development case statement, the admissions strategic plan and corollary implementation schedule, and retention plan are all tied to the framework outlined within the university strategic plan.

The Academic Affairs Planning and Resource Committee (AAPARC) and the University Planning and Resource Committee (UPARC) work to align the budgeting process and resource allocation with institutional planning. AAPARC is made up of faculty and Academic Affairs office staff. This representational committee reviews the priorities of each of Naropa's five schools and assesses the broad needs of the university's academic offerings. The committee is charged with bringing the instructional budget forward in a manner that reflects the strategic goals and priorities of each academic department and the university.

UPARC is jointly chaired by the provost and the vice president for business affairs. The University Planning and Resource Committee is designed to "create a centralized committee to coordinate strategic efforts, inclusive of budgeting; develop a culture of strategy and analysis that drives budgeting; engage faculty and staff involvement at earlier phases of the budget development process; establish a budget process that is set in context of resource allocation for strategic

initiatives; and allow more transparency and participation in the actual building of the budget.” The work of AAPARC and the divisional budgeting and planning committees informs the work of UPARC, and the work of these committees together enables Naropa University to engage in a multiyear budgeting process that is guided by the goals enumerated within the strategic plan.

Goals within the 2008 strategic plan led to some very specific decisions around resource allocation. The following are examples of resource allocation based on strategic priorities:

- **Growing Faculty Salaries.** Significant research by the Faculty Executive Working Group (FEWG) indicated where faculty salaries lagged behind benchmarked institutions. The university has made a concerted effort to bring faculty salaries up to the 50th percentile of benchmarked institutions and allocated resources over three years to accomplish this objective. A Compensation Working Group has been formed to review and align staff salaries in a similar fashion.
- **Grow Enrollment.** In 2010, a decision was made to engage in a relationship with Noel Levitz, an enrollment management firm. Although this was at a challenging financial time in the life of the university, it was determined that growing enrollment was a key strategic objective of the university and one where outside consulting was necessitated.
- **Strengthen the Educational Experience.** Beginning in 2011, five new programs were targeted to expand Naropa’s programming in a desire to encourage growth in enrollment. Five programs—an MA low-residency degree in Buddhist Studies, a BA in Art Therapy, a minor in Film and Media Studies, a Contemplative Judaism concentration and certificate, and a study-abroad program in Bhutan—were selected. Further programming to grow the university has included a study-abroad program called Where There Be Dragons, accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and a teacher licensure program. These have continued the university’s direction of thinking strategically about possibilities for partnerships and the enhancement of current curriculum. Further, several facilities projects allowed for improvements in this area, such as the expansion of the Paramita Campus, the completion of the unused space at the Nalanda Campus, and the building of the pavilion, a small, yet significant structure designed to help students build community on the Arapahoe Campus.
- **Create Mechanisms to Build Community.** In the summer of 2011, the administration building was redesigned to provide space for an enhanced student experience. The Academic Counseling Center, now The Learning Commons, has provided a location for students to work together collaboratively in a space other than a dining location or the library. Resources were specifically allocated to create community spaces on the Arapahoe Campus. Further work done at Paramita and Nalanda also were designed to assist in creating both community spaces and library/study spaces.

These projects were clear and deliberate decisions to align resources with the priorities of the 2008 strategic plan. Simultaneously, these projects provided for exploration of diverse cultures through study-abroad programming, addressed ADA compliance needs through the building projects, increased the library capacity by providing library spaces on each campus, and assisted in the retention of employees by providing appropriate financial remuneration.

5C2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Naropa University has invested in the assessment platform known as WeaveOnline. Weave, while used by faculty in each of the five schools for the performance of academic assessments, has also become a tool for assessment of goals and priorities established by each university department in advancement of the strategic plan. Naropa’s use of Weave began in 2013 with a focus on using it primarily as an academic assessment tool. Staff in each administrative department, however, have also received training in its use and are working to establish a manner by which Weave will serve to effectively assess departmental decision making and overall university progress on reaching strategic priorities.

Such an assessment assists university administration in the overall review of actions taken to advance strategic goals and enables adjustments to be made in accordance with recorded data of effectiveness.

Through the use of Weave, academic and administrative departments are better able to identify areas of strategic importance. Through such assessment, resources needed to fulfill strategic priorities are more readily identifiable, and such needs are then taken to divisional resource and planning committees and the University Budget Committee for budgetary consideration and review as to how such needs fit with university strategic priorities. While the institution has only completed one year of collecting assessment data through Weave, assessment results have historically had a place in both curricular review and budget conversations. However, through the use of Weave, data collection will be more robust and broadly accessible. Assessment data for academic programs, as discussed in more detail in Criterion 4, result in action plans related to curriculum, hiring, assessment measures, and other uses. Assessment reports are submitted to the assistant dean for curriculum and assessment and must include information such as, “what are your program’s/department’s priorities and goals for the coming year and, to the extent that you have articulated them, for the next several years” and “how are those [priorities informed by assessment findings](#) and/or other program-specific or institutional data or review.” These reports tie assessment and action plans to budget creation, thus aligning assessment, strategic planning, and the budgeting process.

Two examples of alignment are the Master of Fine Arts programs in Theater and in Creative Writing and Poetics. Following external program review and a review of assessment results, curricular changes are planned and a decision was made to hire a full-time director for the MFA Theater program to implement recommendations from that review and increase enrollments to the program. Assessment results, external program review, and additional market research highlighted a need to more adequately resource the graduate assistant program in the MFA in Creative Writing and Poetics program. In order to remain competitive with other universities and to increase enrollments, the university budgeted funds and engaged in targeted fundraising to support three graduate fellowships that provide full tuition and a stipend for two years. In addition, assessment results showed a need to refine the curriculum, which faculty completed in 2013–2014.

5C3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Internal Constituencies

Shared governance and integrated planning involve a wide range of stakeholders in strategic university conversation and decision making. Cauldron and the President’s Cabinet have been engaged in conversation about how to restructure the university organizational chart to more clearly display current shared governance roles. Ongoing discussions are focused on how to incorporate student government, known as United Naropa, and the Staff Executive Council into the overall university structure.

The board of trustees is made up of alumni, parents of students, community members, and industry leaders. In accordance with the [Seventh Amended Bylaws](#), both faculty and student representatives are voting members of the board. The president and provost attend each meeting of Cauldron although they do not have voting rights. Each semester, Cauldron and the President’s Cabinet hold a joint meeting to discuss institutional priorities. Major administrative searches include time for community input, which was evident from the recent searches for the director of university relations and director of the Office of Diversity and Inclusion. The budget process is designed to garner as much input from faculty and staff as possible as the budget is built from the ground up.

Opportunities for input often arise at Naropa whenever a new initiative is undertaken. For example, approximately eighty people representing faculty, staff, students, trustees, alumni, and community members came together for a “Future Search” in an effort to gather robust buy-in from community members for Naropa’s continuing education arm, the School of Professional Development and Extended Studies. The Future Search occurred over two days and was facilitated by an adjunct faculty member who was hired to assess the feasibility and needs of this entrepreneurial project. The goals

and ideas developed at the [Future Search](#) were ultimately paired down as the School of Professional Development and Extended Studies' [business plan](#) was developed. The inclusive manner by which the School of Professional Development and Extended Studies was developed served to increase visibility and support for the endeavor.

External Constituencies

Naropa has made significant strides in working collaboratively with key stakeholders in the community and with our neighbors at large. Some of these initiatives include reaching out to coordinate efforts with the University of Colorado in two key areas: First, we have begun to engage the University of Colorado's planning department as we envision the future of both campuses. We have further worked with the University of Colorado planning office, both in meetings just with the universities and also with both institutions and the city planning department, to discuss their ten-year master plan and how that might impact transportation, housing needs, and food service potential for our campus. One outcome was the relocation of a multi-use bike path being built by the City of Boulder that better serves the needs of both campuses.

One key area of connection has been working with the University of Colorado police department to allow for senior officials on each campus to receive appropriate Clery warning notices and to stay connected during times of challenge. In September of 2013, for example, at a time when Boulder was faced with severe flooding, the deputy chief of police at CU was in continual contact with Naropa administrators, sharing information that was being provided by their engineering department on imminent areas of threat based on research provided to all emergency offices from their engineering department. The university also coordinated with the Boulder County Office of Emergency Management as it addressed the needs of the students and employees but also the concerns about the university's physical infrastructure.

Further, the university has engaged in talks with the Boulder Police Department, with a desire to coordinate training and emergency protocols so that parties are clear on what to expect in the event of an emergency. This has resulted in clearer understanding on the part of both offices as to how and when to interact with the police department and what information might be critical. Changes in the university Office of Safety and Security in April 2014 have resulted in improved communication with the Boulder Police Department and progress toward a memorandum of understanding.

Naropa University has also worked with the City of Boulder, meeting with various leaders in the City Manager's Office, the City Council, the Planning Office, the Transportation Office, and the Landmark Board to assure that we are working within the desired parameters of city regulations. The vice president for business affairs and chief financial officer also met regularly with the Naropa-assigned official from the Planning Office to coordinate efforts and projects. During a recent reconstruction of the street in front of the campus, communication with the Transportation Office resulted in the city redrafting the construction timeline so that construction did not occur in front of Naropa buildings during summer programming, minimizing the impact on the university.

The university stays connected with the Boulder Chamber of Commerce through its Development, University Relations, and Business Offices and also joined the Denver Chamber of Commerce in April of 2014. The university also connects with a variety of other business constituencies, from neighbors to small nonprofits to try to consider ways that Naropa can assist in meeting community needs. One way that Naropa has sought to engage in the community is through a special community undertaking for its 40th anniversary. Any number of campus departments, divisions, or groups may engage in a service project with the goal being to deliver forty service projects to the community in the year of the 40th anniversary.

5C4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

The Academic Affairs Planning and Resource Committee and the University Planning and Resource Committee enable the university to determine strategic and budgetary needs after review and assessment of departmental needs. When building the budget, each department is afforded the ability to seek additional resources based upon outlined priorities and its ability to meet them within its current capacity.

Revenue and enrollment projections are done conservatively so as to preserve a realistic balance between revenue and expenses. A 3% contingency is built into the [budget](#) each fiscal year, which would enable Naropa to cover expenses should a catastrophic financial event occur. We do not carry over reserves for operational costs but have used surpluses that include and exceed the reserve for capital improvements and to deal with deferred maintenance issues.

Continual increases in enrollment and tuition revenue are essential to meeting the future needs of the university. Enrollment and revenue projections are based on very conservative enrollment growth assumptions based on past performance. Much more aggressive enrollment goals are in place and are included in a [strategic enrollment plan](#), highlights of which are listed in Table 5.1 below.

**Table 5.1
Enrollment Plan 2020**

UNDERGRADUATE GROWTH GOALS										
Year	Inquiries	Apps		Complete	Accept	Deposit		Enroll	Return	Total
2014	1,841	309	17%	267	256	149	52%	132	271	403
2015	3,750	390	10%	335	292	175	51%	149	305	454
2016	4,250	450	11%	387	337	202	51%	172	352	524
2017	5,000	500	10%	430	374	224	51%	191	391	582
2018	5,500	550	10%	473	412	247	51%	210	430	640
2019	6,600	600	9%	516	449	269	51%	229	469	698
2020	7,500	660	9%	568	494	296	51%	252	516	768

GRADUATE GROWTH GOALS										
Year	Inquiries	Apps		Complete	Accept	Deposit		Enroll	Return	Total
2014	2,583	456	18%	426	313	214	64%	205	312	517
2015	4,200	714	17%	664	445	307	60%	267	406	673
2016	4,500	765	17%	711	477	329	60%	286	435	721
2017	4,700	799	17%	743	498	344	60%	299	454	753
2018	5,000	850	17%	791	530	365	60%	318	483	801
2019	5,250	893	17%	830	556	384	60%	334	507	841
2020	5,500	935	17%	870	583	402	60%	350	531	881

5C5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

The Naropa University strategic plan considers changes to the state of higher education, the economy, technology, and globalization. While UPARC serves to align the university budget to the strategic plan, the need for the strategic plan to remain agile is recognized. As such, the administration has undertaken a robust and thorough assessment of the plan bi-annually. Such assessments have enabled Naropa to determine the progress made under the plan, adjust to changing conditions, and identify emerging priorities. The 2008 plan was [assessed in 2010](#), [2011](#), and [2012](#). The President’s Cabinet assessed the plan during a half-day retreat in the fall of 2014. Current cabinet discussions are addressing steps for future planning initiatives.

The cabinet and board reassessed the plan in light of economic, regulatory, and demographic shifts and made appropriate adjustments to assumptions that tuition could be increased to significantly outpace inflation while simultaneously decreasing discount rates and increasing enrollment. Adjustments were made to accommodate the shifts by making more moderate tuition increases while slightly increasing discount rates, which Naropa was well-positioned to accomplish since tuition was competitively priced and discount rates had historically been kept quite low.

The 2012 plan review kick-started numerous initiatives that were slow to develop due to leadership changes. The 2012 plan review culminated in numerous action items that continue to be in progress or near completion. For example, Naropa has re-energized its study-abroad offerings, has updated facilities at the Paramita Campus, built the pavilion at the Arapahoe Campus, launched a 40th anniversary campaign, is set to launch the School of Professional Development and Extended Studies in fall 2014, and is in the process of completing the internal review process for new academic offerings. The university is currently developing a model for capital planning to include facilities and information technology needs. Information Technology has recently completed a re-architecture of the wireless and wired networks across all locations in order to allow for the implementation of a VoIP telephony solution, scheduled to be implemented in 2015. All work that has been done at the various campuses has had a component of new construction as well as a component of updating aging structures. Each project has addressed accessibility issues that were identified by the Meeting the Challenge consultants as a key component.

Naropa attracts a highly diverse student body, which makes recruitment more flexible than for many small private schools. Naropa attracts students from a very wide geographic market in areas that for the most part are continuing to grow—the southwest and west. Naropa also attracts a high percentage of adult learners and transfer students, which are also growing populations. A wide array of graduate programs tends to attract students even during tight economic times when adults often decide to return to school for additional credentials, retraining, or a new career. Low-residency programs and plans to increase the number and variety of programs also allows Naropa to attract students with other full-time commitments without the necessity of moving, leaving family or jobs, etc. Naropa continues to focus on a diverse array of offerings.

5D. THE INSTITUTION WORKS SYSTEMATICALLY TO IMPROVE ITS PERFORMANCE.

Throughout the self-study, information is provided that demonstrates how the university's contemplative approach to education empowers students, fosters their desire to contribute to the greater good, and prepares them to be educated citizens of the twenty-first century. Naropa's progress in all areas is the result of a dedication to continuous improvement. Much of that work is the result of significant amounts of planning and implementation assuring that Naropa is collecting, analyzing, and utilizing appropriate data in order to create better decision-making models based in objectivity.

Naropa University has invested significant resources, both financial and human, in creating a culture of data collection and evaluation. This data is collected to help inform the administration as it makes decisions on every level. Through initiatives such as the establishment of employee performance appraisals, refinement of budget processes and timelines, the work order and inventory systems in Facilities, and project-management plans, Naropa has been consciously seeking to inculcate the significance of using appropriate data in its various departments.

Following are specific examples of ways that Naropa has improved performance based on data collection:

- In the Building Bridges, Building Community feedback sessions, participant comments and suggestions were noted, situations were examined, and solutions developed. In one session, students mentioned the lack of way to schedule office hours with faculty. As a result, the department of Information Systems worked with faculty, created a pilot program, and instituted a software solution.
- Naropa uses data from regular performance appraisals to determine areas where employee training is needed.
- The Finance department self-evaluation processes revealed the need for a clear policy manual for all financial processes so they could be examined as a whole and adapted rather than creating new policies with no interdependence. The executive assistant to the chief financial officer was tasked in July 2014 with the development of such a manual.
- Information collected from the Student Satisfaction Surveys indicated a high degree of concern over lack of facilities for physical exercise and activity. As a result, the university reached an agreement with the Boulder Recreation Center to offer significantly reduced membership fees to Naropa students. The fees can be added to students' bills so they

may utilize financial aid to cover the costs. Students also have access to the city league recreation teams through this venue.

- NSSE surveys indicated a relatively low level of participation in co-curricular activities on campus by undergraduates. As a result, changes in personnel and job descriptions were undertaken to focus more time and resources on outreach to students to increase participation. Subsequent NSSE scores indicate a marked improvement in this area.
- Similarly, participation in study-abroad and community-engagement activities were relatively low as indicated by NSSE survey results. Additional resources were allocated in these areas, which again resulted in significant positive changes in the results in subsequent years.
- In the admissions area, results are analyzed on at least an annual basis to determine if various marketing and recruitment activities have a worthwhile return on investment. Examples of initiatives were marketing with online marketing/recruiting tools Zinch and Cappex. The initiatives returned an extremely high number of prospective student inquiries, appearing initially to be a good investment. Upon further investigation throughout the admissions funnel, though, it was determined that large numbers of the inquiries were invalid, and those that were valid were of very low quality, resulting in no or almost no enrollment. The initiatives were dropped in subsequent years.

One area that was identified as a need through the self-study process, and which has been discussed previously, is the creation of a clear and understandable dashboard that allows senior management to review data on an as-needed basis. Naropa purchased and is the process of implementing a data warehouse that will capture information from the live database at predetermined times. This database also contains a number of high-level, dashboard-reporting tools that will give senior management instant access to information about recruitment, enrollment, retention, graduation rates, finances, and the like. Many hours are being invested in Naropa and Jenzabar staff to meticulously clean historical data, refine reports, add additional functionality, and test the system. So far, significant progress has been made in cleaning, loading, and refining reports for the student area (registration and student and course information) and the enrollment-management area (primarily admissions through enrollment) as well as the retention-management area. The project has been very time intensive, but useful reporting is becoming available that will significantly improve the efficiency of producing helpful information and make it much more easily accessible to the constituents within the university.

Parallel to this process, in spring 2014, the provost and vice president for academic affairs, vice president for business affairs and chief financial officer, and vice president for student affairs and enrollment management divided the various institutional research functions among their divisions to best take advantage of the existing expertise in each area and to best meet their decision-making needs. All data and research produced by each area is kept in a centralized shared drive so it is easily accessible to all divisions. Pertinent information is also shared with each school dean on at least a semesterly basis as well.

As described in 5A, the university has established a University Resource and Planning Committee, which reviews the strategic priorities of the university and is designed to link resource allocation with the university's strategic-planning efforts. While it is recognized that the development of this culture is a work in progress, those decisions made from a better informed position have enabled the university to see demonstrable evidence of the value of data collection, assessment, and evaluation.

5D1. The institution develops and documents evidence of performance in its operations.

Overall, Naropa has made significant strides in the establishment of systems that provide better evidence for decision making. The means of data collection vary from those with a more technological slant to those that are the result of more personal contact. The university has been intentional about utilizing a number of means of collecting data from a wide array of sources. This data is used to document evidence of performance.

Within the division of Student Affairs and Enrollment Management, a number of performance measures are in place. Within the Admissions Office, clear annual enrollment goals are established for graduate and undergraduate programs

and by specific counselor. Targets are set for inquiries, applications, accepted students, deposits, and enrollees. Additional goals are set for number of completed phone calls per day and per week or, for the operations team, number of applications entered or visits arranged. Reports are monitored on at least a weekly basis to ensure each employee is hitting her or his targets. Toward the end of the recruitment cycle, reports are monitored on at least a daily basis. On an annual basis, various tactics are reviewed to determine effectiveness and the strategy is adjusted to jettison or modify tactics that were ineffective and to add new strategies.

For the Student Financial Services team, applications processed are monitored weekly and monthly. Loans processed are monitored weekly and reconciled with the Accounting Office on a monthly basis. The Student Satisfaction Survey, NSSE results, and specific surveys regarding entrance and exit counseling provide information on perception of level of customer service and ways to improve services. The area also undergoes an annual audit by an external auditor as well as periodic program reviews by the Department of Education. The office also complies with best practices as outlined by the National Association of Student Financial Aid Administrators (NASFAA) and undergoes periodic self-assessment using tools provided by NASFAA.

For the Student Affairs team, data from NSSE and the Student Satisfaction Survey are used to assess levels of student engagement in particular areas of focus related to student government, participation in student activities, participation in volunteer activities, service-learning initiatives, study abroad, spiritual life, and the like. Information from these surveys also helps inform future programming or changes to existing services such as health insurance programs or recreation needs. Student participation in various activities and satisfaction with such activities is also monitored via specific surveys. The team also has specific retention-initiative goals that are monitored on a semesterly basis.

As stated above and explained in more detail below, information and data are collected through surveys, reviews, internal feedback processes, a number of working groups, an internal budget and endowment review, feedback from performance appraisals and exits interviews, multiple online portals, and external feedback.

Surveys. Undergraduate students participate in the NSSE survey on entering and leaving university and also participate in other surveys such as the Student Satisfaction Survey, Campus Compact Survey, NCHA (National College Health Assessment) Academic Achievement Exit Survey, and Alumni Post-Graduation Activity Survey so that results can be compared with other universities around the country.

Reviews. Naropa conducts periodic external program reviews and engages consultants for specialized focused reviews. External reviewers and consultants bring their expertise and often a national perspective to their subject of focus, and they often use benchmark data to inform their analyses. Naropa undergoes review for specialized programmatic accreditations, for institutional accreditation by the Higher Learning Commission, and for federal reporting for financial-aid requirements.

Internal Feedback. In fall 2012, the Business Affairs division established an annual series of meetings at each university location called Building Bridges, Building Community. In 2012, the chief financial officer and representatives from Facilities, Information Technology, and Information Systems (Jenzabar) met with faculty and administrative staff for hour-long sessions to try to understand what worked well and what didn't, particularly for faculty and students. In fall 2013, the same process was offered with representatives from Human Resources and Finance/Accounting. Based on the success of these meetings, in fall 2014, the chief financial officer established times for yearly, ongoing conversations with Finance, Human Resources, Facilities, and IT. Focus group questions included:

1. What are some of the strengths of this area?
2. What are some areas where we could help you do your job more effectively?
3. What stories or information could help us understand those needs?

Results of the process were shared with the university community to gain further feedback. This information was then used to determine strategic direction and priorities for the coming year.

Compensation Working Group. In fall 2013, the vice president for business affairs and chief financial officer commissioned the director of human resources to establish a Compensation Working Group. This working group, comprised of core and adjunct faculty members as well as members from Student Affairs, Business Affairs, and Academic Affairs, was tasked with determining a set of benchmarks that the university could use for both faculty and staff in order to align with best practices in a recognized peer group. This working group reviewed information from the Mountain States Employers Council, IPEDS, CUPA-HR, and other data sets to determine the appropriate benchmarks so that the university could develop a multiyear plan to move all employee compensation to a uniform standard.

Staffing Levels Working Group. As the university reviewed this component in the self-study, one item that the vice president for business affairs and chief financial officer acknowledged was the lack of data supporting current and ideal staffing levels. Upon completion of the work of the Compensation Working Group, the director of human resources was tasked with developing key metrics to determine appropriate staffing levels and a plan for annual assessment of Naropa's overall employee structure based on those metrics. This working group's report is due to the vice president for business affairs and chief financial officer in 2015.

Internal Budget and Endowment Review. As noted in 5A, the Accounting and Finance department has spent a significant amount of its efforts over the last few years in improving the budgeting and reporting processes. New budget software allows them to provide evidence of financials performance and to plan based on the multiple what-if scenarios allowed within the software. This department has also been strenuous in tracking revenue and expenditures on a monthly basis and has been tracking the university endowment on a monthly basis as well. Bi-annual conference calls or in-face meetings are scheduled with Veris Wealth Partners, the university's investment advisors, and the [Endowment Committee of the board of trustees](#) to assure that the board is notified of any concerns about performance or adjustments that need to be made. A [monthly financial report](#) is provided to each member of the board of trustees and each member of the cabinet.

Individual Feedback: Performance Appraisals. The Annual Performance Appraisal, now in its second year, provides a mandatory annual opportunity for supervisors and their employees to have an in-depth conversation regarding the job description and any needs that may exist. While this process provides some data for the Human Resources department itself, primarily it allows supervisors to view consistent threads of concern that may exist within the department and provides an annual evaluation, not just of an employee's performance, but of the job description itself as it relates to the strategic direction of the university. Regular performance appraisals are documented in reports that provide the university with employee performance data. As a result of the self-study, it was noted that there is no clear way to collect and assess all data from the process other than manually. To improve this situation, in March 2015, the university will integrate the performance evaluation process into the ADP system to allow for better data collection and analysis. Beyond this performance measurement, the president of the university has an [annual assessment](#) that is initiated by the board of trustees.

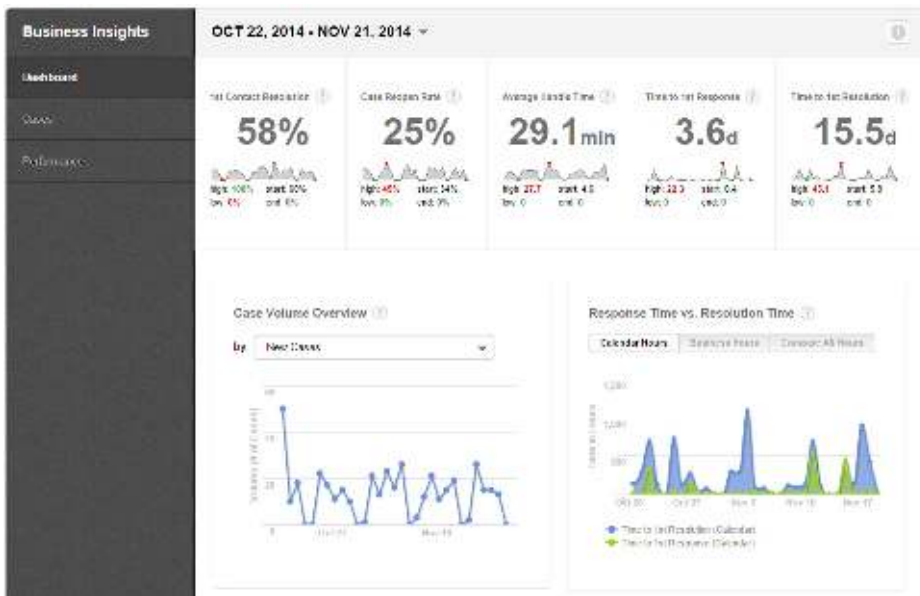
Individual Feedback: Exit Interviews. The establishment of exit interviews has been a key component of the work of Human Resources in the last two years. The [exit interviews provide data](#) that allow the university to determine any trends that cause employees to move to other kinds of employment, thus enabling the university to address any ways it may not be addressing employee's needs. Since 2013, our exit interviews are conducted through an online survey that is sent out to all terminated employees.

Online Portals. Naropa also documents evidence of its performance through the use of a number of online portals. Through Weave, all academic programs and administrative units report and analyze assessment results each year. Human Resources instituted an [online application portal](#) that allowed the university to track data, including Equal Employment Opportunity (EEO) information, concerning the body of applicants so that it may assess the methods used to recruit new employees and their effectiveness, the number of applicants for various positions, and the length of time it takes to hire the new employees. Although this was a significant improvement over paper processes, feedback on the system indicated that it was too onerous for effective management. In March 2015, the university will add a module from ADP, its payroll system, to create a better unified application, employee-assessment, and human resources work flow. The

process with ADP will be very similar once the implementation process is coordinated with them. The university is able to access EEO reports that are not associated with applicant names, but there is not currently an ad hoc reporting tool available. Once the ADP module is implemented, the university will have access to such a tool.

Work Order Systems. Both Naropa’s internal Information Technology department and its outsourced Information Systems through Jenzabar had established a work order system through School Dude. This allowed each department, through an online database, to track the location, source, and nature of various requests. While this system proved to be helpful internally, it was not always user friendly and was replaced in April 2014 with desk.com, a system that allows users to input work requests through a number of media including an online interface, Facebook, Twitter, and e-mail. Evidence of performance is documented by desk.com through an online dashboard (see Figure 5.3).

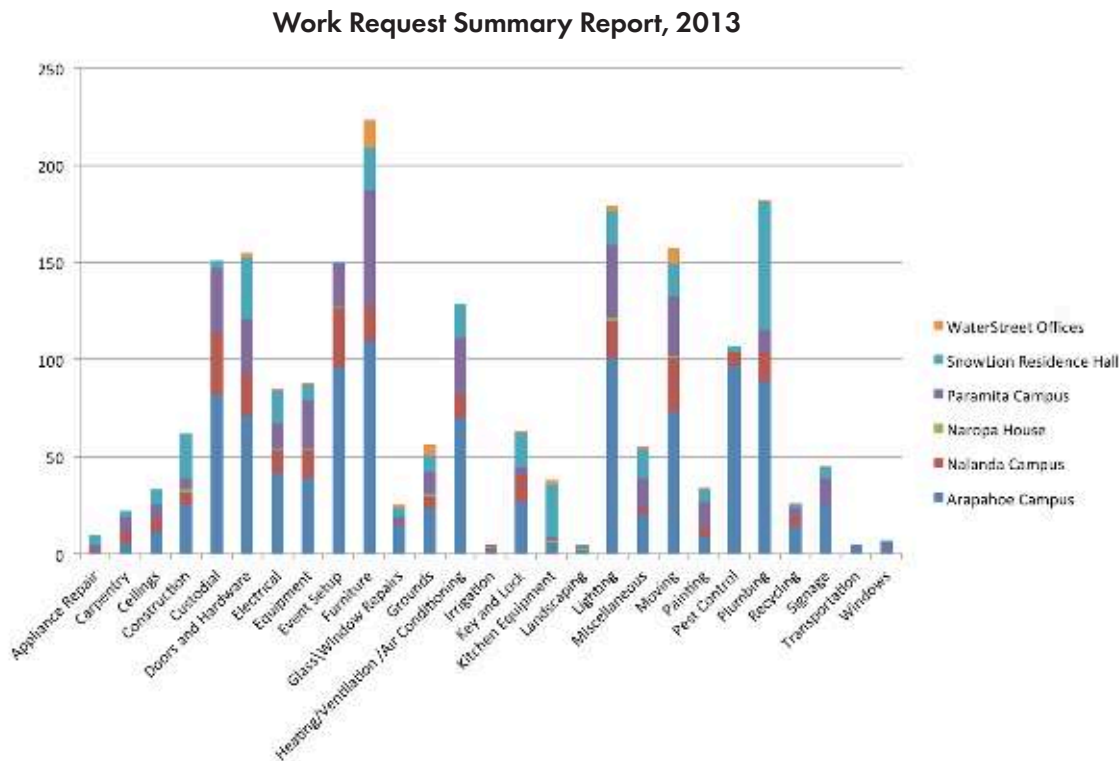
Figure 5.3
Dashboard for desk.com



This screenshots represents one of the possible reports that can be generated within desk.com.

Naropa’s internal Information Technology department has also developed a number of systems of data collection through the internal IT structures of the campus. The [IT data collection samples list](#) lists the monitoring and data tracking that is occurring within IT. The information in these areas is continually saved and held within the software so the institution can make resource-allocation decisions based on key needs and data collected. The Facilities department has also used School Dude for the purposes of data collection. A sample of the charting is noted below. This allows the department to track the needs that exist on campus and the data can be searched by location as well. Facilities prepares a monthly report of the types and locations of work orders placed into the system.

Figure 5.4
School Dude Work Order Summary Report



External Feedback. Naropa also collects evidence through [external reports](#). For example, the annual audit of our 403(b) deferred compensation plan provides the university with a tool to review institutional processes and align with best practices among higher education institutions. One such discussion involved the funds in which employees could invest. The default fund was changed to LifeCycle from Money Market to provide better returns for participants who do not make changes to their default election. Based on data analysis, the university’s benefits committee is reviewing a recommendation that the roster of investment options be shortened in order to improve efficiency and also allow for better information to be shared with employee investors.

5D2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Naropa has spent significant amounts of time since the last self-study implementing the various processes noted above, investing time and effort to develop a culture of decision making based on data collection and analysis. What Naropa has learned from its operational experience has been applied to increase Naropa’s effectiveness, efficiency, capacity, and sustainability. Key examples of these initiatives are described below.

Initiatives Supporting Effectiveness

As noted above, usage of the School Dude product has allowed the director of facilities and operations to have significantly more clarity concerning the many campus needs that exist. By being able to break down the requests and understand not only the type of work orders but their location, the division has been able to consider how to deploy staff more effectively and what skill sets are needed in the facilities/operations/landscaping staff. Analysis also suggested that the places where deferred maintenance could best be leveraged were on the Arapahoe Campus. By continuing to

invest on the main campus, the potential for offering a variety of educational options is expanded, ensuring that facilities upgrades become a wise investment in overall system improvement.

As [new performance evaluations](#) were implemented, each evaluation was designed to promote discussion between the employee and his or her supervisor in order to evaluate the employee's productivity. In addition, these evaluations provide a means of assessing what training, tools, or education might be necessary to assist an employee in success. Inclusion of an annual review of the details of the job description has been key to assessing expectations and appropriate alignment with Human Resources standards.

Initiatives Supporting Efficiency

In aligning business practices with mission, caring for the community through safety oversight is a key expression of Naropa's value of sustainability. On that basis, significant investment was made in seeking outside counsel on needs related to institutional safety and security. Based on feedback from the National Center for Higher Education Risk Management (NCHERM) and feedback from the numerous stakeholders regarding the level of custodial services that were outsourced, the university began considering ways to improve its effectiveness in maintaining security, while simultaneously better utilizing staff in facilities and bringing custodial services in-house. Concurrently, the university began conversations with the University of Colorado chief of police and a commander within the Boulder Police Department to strengthen relationships and begin the process of creating a memorandum of understanding to formalize these key partnerships. These conversations would lead to a clearer understanding of what policies and structure were needed to enhance the university's security processes.

The result was the hiring of a safety manager who would deploy facilities staff at each campus during the day and train them on frontline security issues so that they could serve a dual purpose. In the evening, custodial services staff would also serve as the first line of security. The new staff members, currently called "caretakers," will be focused on providing a safe environment at every location under Naropa's control. This plan, which was initiated on July 1, 2014, accomplished the following objectives:

1. It provided a security presence at each campus when the doors are open;
2. It strengthened accountability for custodial and maintenance issues on campus;
3. It created a sustainable model for providing staffing without adding exceptionally large increases in budget; and
4. It has begun to create a culture of awareness regarding security across the various campuses.

This new unified department, the Department of Safety and Facilities, will add a safety component to each job description in the department. By March 2015, the safety manager will assess the effectiveness of the new program. There is a new [organizational structure](#) for this department.

Naropa's library director is trained in disaster preparedness and recovery. Working with a comprehensive building-assessment tool, the library building has been analyzed and is being examined as a model for a disaster-preparedness and recovery assessment of the entire campus.

Initiatives Expanding Capacity

Information Technology. As noted earlier in the document, the IT department has been tasked with tracking where there are breakdowns in IT processes and correcting them with a view to the long-term benefit of the university. The motto has been that "We desire to be architects, not mechanics,"—that is, "builders" rather than "repairers." Data are reviewed to prioritize areas of greatest need. Snow Lion, the student resident apartments, emerged as a priority based on electronic traffic, which tripled between 2010 and 2013.

Efficiencies in staffing have also been achieved. Through the proposed implementation of a VoIP phone system, the university will be able to have greater capacity and functionality within the telephone system and to reallocate staff hours to other IT needs such as network support.

While engaging in the self-study process, the university has evaluated the strategic effectiveness of the managed services relationship with Jenzabar. While the university can track the effectiveness of projects completed via work requests, the institution noted the need for expanded goals around the university's business intelligence needs. The vice presidents of student affairs and business affairs established a plan to assess the value of the managed services contract no later than June of 2015 to determine if the current relationship with Jenzabar really meets the business intelligence needs of the university regarding information systems process and products.

Insurance. In January 2014, the university also undertook a review of its insurance policies as part of an ongoing desire to review all brokers/vendors on a three-year cycle. The university changed insurance brokers, contracting with Arthur J. Gallagher in order to better review insurance based on current best practices in higher education, including the level of cyber coverage the university needed. Gallagher brought a level of expertise to the table that more effectively met the needs of the university, in part because of its team's exclusive focus on higher education. Through thorough assessment of coverage, the university was able to better leverage its financial resources and create a more comprehensive insurance plan.

Initiatives Furthering Environmental Sustainability

In 2007, Naropa University signed the American College & University Presidents' Climate Commitment (ACUPCC) along with more than four hundred other academic institutions across the country committing to sharply reduce and eventually eliminate all emissions contributing to climate change. All ACUPCC institutions have agreed to complete an emissions inventory; set a target date and interim milestones for becoming climate neutral; take immediate steps to reduce greenhouse gas emissions by choosing from a list of short-term actions; integrate sustainability into the curriculum and make it part of the educational experience; and make the action plan, inventory, and progress reports publicly available. The university created a [Sustainability Statement](#), and in fall 2013, President Charles Lief signed a [Climate Action Plan](#), which established a method to identify and work on projects focused toward climate neutrality. The [Naropa Sustainability Council](#) was created and charged with fulfilling the objectives of these plans. Naropa University's commitment to sustainability-in-action employs strategic initiatives to move the community toward specific goals, such as zero waste, climate neutrality, and 100% renewable energy. In April 2014, *U.S. News & World Report* recognized Naropa University as one of the eight premier colleges and universities in the United States for its commitment to sustainability and renewable energy. Naropa's designation was based in part on the fact that 100% of its electricity needs derive from renewable energy sources, the presence and availability of sustainability-focused degrees, the percentage of the university's new construction as built to LEED standards, and the percentage of the university's total food expenditures toward local and/or organic food purchases.

Naropa is a participant in the Sustainability Tracking, Rating, and Assessment System (STARS), a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. Among other related objectives, STARS is designed to provide a guide for advancing sustainability in all sectors of higher education, from education and research to operations and administration, enabling meaningful comparisons over time and across institutions by establishing a common standard of measurement for sustainability in higher education.

Based on an understanding of better models of providing alternative transportation, the university entered into agreement with B-Cycles, a bike-sharing program, to place stations in front of all three campuses. These stations allow students to use a bicycle for an hour at a time at significantly reduced cost. This also allowed the university to disband its bike fleet, which was aging and required greater expense and liability to maintain. For students who want their own bicycle, there is a build-a-bike program on campus, funded by a grant from Kaiser Permanente, where students can learn how to build and maintain their own bicycle.

Initiatives Furthering Operational Sustainability

Recognizing the need to meet the demands of a changing higher education environment and to work within a revenue base primarily driven by tuition, Naropa has embarked on several initiatives to ensure operational sustainability. New

academic programs that show significant enrollment potential are under development, notably a teacher preparation program in the Early Childhood Education department, a bachelor's degree in Art Therapy, and low-residency programs in Religious Studies and Creative Writing and Poetics. In addition, Naropa has affiliated with the LEAPNOW first-year gap program to provide additional opportunities for students and potentially increase enrollment as these students matriculate to Naropa. A business plan for a School of Professional Development and Extended Studies will enable Naropa to reach non-degree-seeking students interested in unique educational opportunities. The Center for the Advancement of Contemplative Education, study abroad in Bhutan, and the newly acquired Leadership Center provide additional opportunities for Naropa to serve its own students and faculty as well as provide outreach and service to other institutions and countries. Through these initiatives, Naropa furthers its reputation as a leader in contemplative education and increases its viability.

In addition to academic program development and the establishment of strategic outreach centers, Naropa has embarked on a capital campaign to increase exposure and revenue among donors. This campaign is in addition to aggressive fundraising efforts that have surpassed previous fundraising goals by over 25%.

Naropa has also evaluated its own internal structure to realize efficiencies and improve operational sustainability. Streamlining operations and consolidating small departments into schools was one initiative that resulted in improved efficiencies. A recent project examined staffing levels throughout the university to determine appropriate staffing and a plan for annual assessment of the overall employee structure.

Finally, to assist with new program development and evaluation of key initiatives, the Division of Business Affairs hired a financial analyst in fall 2014 to assist in collecting and assessing data, particularly around financial key performance indicators. Some of the areas for focused financial analysis include:

- Return on investment analysis for all programming, particularly proposed new initiatives
- Net tuition revenue for each academic program and developing a path to resource allocation aligned with that data
- Discount rate impact and benchmarking Naropa to other competitors. The university currently uses data to set goals around discount rate and tuition; additional analysis will improve the process
- Template creation for new programming proposals and how to evaluate market research, facilities needs, and other aspects of program delivery and viability

CRITERION 5: REFLECTIONS ON THE PRESENT AND OPPORTUNITIES FOR THE FUTURE

Naropa University has been guided by its strategic plan. Plan goals have proven to be both realistic and challenging, with further challenges arising in connection with the combined impact of the recession of 2008 and leadership changes at Naropa. Strategic priorities set forth in the plan drive the decisions of the governing board, departmental planning, and the multiyear budgeting process. The Academic Affairs Planning and Resource Committee (AAPARC) and the University Planning and Resource Committee (UPARC) work to align the budgeting process and resource allocation with institutional planning.

Naropa University's resources, structures, and processes are sufficient to fulfill the mission, improve the quality of educational offerings, and respond to future challenges and opportunities. Recent initiatives have focused on strengthening every part of the university's resource base. The university has developed a number of financial processes to assure its long-term viability and success. These processes have also increased the university's transparency and created a culture of financial accountability to the board as well as the university as a whole. One challenge is to slow the university dependence on tuition and fee increases, which currently comprise approximately 89% of all revenue. To accomplish this, fundraising goals were increased by nearly 8% in the current fiscal year. Another challenge is to better engage donors while still keeping tuition in line with industry standards and affordable for a wide array of students.

The university attracts highly qualified faculty and staff members, and the university is committed to providing appropriate and equitable compensation and benefits to them. A notable achievement has been the successful fulfillment of a three-year commitment to bring faculty salaries up to targets established for each rank. A Compensation Working Group is working to establish benchmarks for staff salaries and develop a coherent and equitable compensation structure that allows for advancement. Work is also under way to bring salaries that are significantly below benchmarks into the benchmark range and into alignment with other salaries within each job category.

The university's physical infrastructure is sufficient to meet the needs of student, faculty, and staff, and the university is working steadily to maintain and improve facilities. In the summer of 2013, the university undertook a complete re-architecture of the wireless network at all campuses and in Snow Lion, the student residence. The university created satellite libraries at the Paramita Campus (for the Graduate School of Psychology) and at the Nalanda Campus (for the School of the Arts). Several major renovation and construction projects were planned and carried out with considerable attention to the need for spaces that invite and support a greater sense of community. While much work has been done, the university acknowledges that much more work is needed, and it continues to assess specific needs and develop plans to address them.

Through the use of Weave, academic and administrative departments are better able to identify areas of strategic importance. Naropa University has invested significant resources, both financial and human, in creating a culture of data collection and evaluation, but opportunities exist in this area. Under development is a dashboard to allow senior management to review data on an as-needed basis. Naropa purchased and is in the process of implementing a data warehouse to capture information from the live database at predetermined times. The Division of Business Affairs hired a financial analyst to assist in collecting and assessing data around financial key performance indicators so that the university can make the best decisions possible. Naropa must continually refine the collection of data so that the most useful information is available for university decision making.

Finally, the process of writing this self-study report has illuminated the need to develop and more clearly articulate university policies and procedures. A university policy manual is needed to clarify and codify expectations for staff members, particularly in the financial arena. As a result, this project is scheduled for completion in June 2015.

The background is a solid red color. It is decorated with a repeating pattern of white gear-like shapes. Each gear consists of a central spiral that winds outwards, surrounded by a ring of small circles that form the gear's teeth. The gears are of various sizes and are scattered across the page, creating a mechanical and dynamic feel.

SUMMARY AND FUTURE DIRECTIONS

This self-study report describes a university that continues to fulfill its mission, vision, and strategic priorities. New leadership, investment of Title III funding, initiatives to deepen current program offerings and to expand in designated new areas, and strengthened oversight of various policies and procedures have strengthened Naropa University in significant ways. The university intends to use this self-study, the collaborative process leading to the final document, and the report of the visiting team to examine progress and to inform future strategic planning in order to make improvements and ensure Naropa's long-term sustainability. Beginning in 2015, the current leadership team, including faculty, staff, and the board of trustees, will create a new strategic plan with clear objectives, metrics, and tactics designed to address areas of weakness but also to build on strengths and current opportunities. To that end, throughout this process, Naropa has identified areas where it has made progress as well as areas that deserve additional attention. The president and cabinet have discussed the findings and challenges reported in this self-study and have identified some areas for future action, listed below.

Data-driven decision making is evident throughout the university. Assessment of student learning outcomes, budgeting, admissions, enrollment management, development, and student achievement are examples of some areas that benefit from data collection, analysis, and use. Naropa is committed to expanding this into more sophisticated usage. Even though various divisions have data indicators that are used relevant to their goals and action plans, the goal is to use a dashboard of indicators that can be used across divisions and that consolidates academic, financial, enrollment-management, and development information into a powerful tool for planning and action.

As described in this self-study report, Naropa uses resources wisely and in service of the university mission. As the university engages in strategic initiatives to further grow the institution and make continual improvements, it will be necessary to engage in more sophisticated multiyear planning and budgeting, especially as it is connected to development and fundraising efforts. The university has embarked on a number of initiatives designed to generate revenue, meet the needs of emerging markets, and further the Naropa mission. This level of growth requires long-range forecasting with continual adjustments to ensure that target goals are met. The university has made significant strides in setting and adhering to a sustainable budget model, and has built processes to assure that the appropriate controls are in place.

From its founding days, Naropa University has embraced and valued diversity, but ongoing challenges remain. As described in this report, Naropa has various diversity efforts in place and has recently hired a director of the Office of Diversity and Inclusion with more than three decades of relevant experience. Naropa needs to further strengthen its efforts in creating an environment of inclusion and belonging, especially in extracurricular ways. Student support structures, staff training, and faculty development and training are just some of the ways the university intends to strengthen and enact its commitment to diversity and a sense of belonging for all members of the Naropa community.

The Title III funding Naropa received was transformational for all aspects of undergraduate education: curriculum, expanded student support systems, outcomes assessment, and faculty training and development. Building on the success of these developments, the university will look at ways to maintain excellence and make continual improvements. While retention rates have improved as a result of the grant, Naropa is still challenged by low graduation rates. Naropa is committed to improving graduation rates and better preparing students for future career or educational goals. For example, the dean of Naropa College and the Naropa College Curriculum and Assessment Committee are looking at ways to expand the curriculum to include more robust math and science offerings. In addition, a regular program of external and internal program reviews will enable Naropa to gauge continually where resources should be invested or reallocated depending on key indicators of program viability.

Recognizing the need to diversify revenue streams and find additional ways to grow the institution, Naropa has embarked on a number of strategic initiatives, described in this report. A new School of Professional Development and Extended Studies, an expanded study-abroad program, an Authentic Leadership Center, and the Center for Advancement of Contemplative Education are examples of initiatives designed to expand Naropa's reach, generate profits, and enable the university to more fully realize its mission and vision. In many ways, Naropa has responded to changes in the broader

higher education landscape and taken strategic steps in planning and visioning to better serve its students and stay vibrant and competitive in a changing world. The university's mission and values remain true to the founding vision, and the challenge is to continue to find ways to adapt to broader societal and institutional changes while delivering Naropa's unique contemplative education.

INDEX

A

AACRAO, 88
Academic Achievement Survey, 126
Academic advising, 88, 90, 92
Academic Affairs, Office of, 20, 26, 65, 71, 84, 85, 114, 158–159
Academic Affairs Planning and Resource Committee (AAPARC), 18, 20, 36, 56, 147, 150, 152, 153, 159–160, 163, 173
Academic Assessment Committee, 121, 139
Academic Coaching Program, 23, 26, 91
Academic Council, 18, 83, 151–152, 157–158
Academic Enrichment Committee, 63, 64
Academic freedom, 64
Academic honesty and integrity, 67–68
Academic Plan, 42, 64, 74–75, 159
Academic practices, 58–59, 61, 155
Access to Learning Resources, 115
Accounting Office, 167
Accreditation, 61, 115–116
ACT COMPASS, 91
Action plans, 123
Action Plan Tracking Weave report, 126
Active listening, 12
ADA Committee, 58
Adaptive planning, 143
Adjunct Faculty Partners Committee, 152
Administration, 152
Admission data, 42
Admissions, Office of, 20, 113–114
Admissions criteria, 61
Admissions strategic plan, 159
Advanced Placement and International Baccalaureate, 113
Aerohive, 146
Alaya Preschool, 53, 60, 144
Alcohol and Other Drug (AOD) counselor, 89
Allies in Action, 80
Alternative Transportation, 40
Alumni Post-Graduation Activity Survey, 167

Alumni Relations Office, 116, 119
 American Art Therapy Association, 116, 124
 American Association of University Professors, 64
 American College & University Presidents' Climate Commitment (ACUPCC), 172
 American Council on Education, 113
 American Dance Therapy Association, 116, 124
 Annual Academic Program Reviews, 108–110
 Annual Assessment Report, 109
 Annual Fund, 20
 Annual Institutional Data Update (AIDU), 143
 Annual Performance Appraisal, 168
 Applicant One, 149
 Applicants educated outside the United States, 113–114
 Applied learning, 32
 Arapahoe Campus, 14, 35, 50, 53, 146, 148, 155, 160, 165, 170
 Pavilion, 35, 62
 Area requirements, 74, 75
 Art and performance space, 94
 Art and Wilderness Therapy, 13
 Artistic Process, 75
 Arts-based research, 95
 Art Therapy, 35, 65, 115, 116, 160
 Assessment, 71, 121–128
 co-curricular, 124–125
 instruction and, 22–23
 workshops on, 121
 Assessment Committee, 83, 109
 Assessment Day, 83, 109, 121
 Assessment Status Spreadsheet, 127
 Assistive technology specialist, 45
 Association for Authentic, Experiential, Evidence-Based Learning (AAEEBL), 85
 Association for Contemplative Mind in Higher Education, 52
 Association of American Colleges, 64
 Association of Writers and Writing Professional annual conference, 86
 Audit process, 57
 Auguiste, Andrea, 15
 Authentic Leadership Center, 52, 142, 144, 149
Awakening the Heart's Wisdom to Guide the Future Conference: Protecting and Caring for Earth's Community of Life, 51

B

Bachelor of Arts degree, 70
 Bateson, Gregory, 13
 B-Cycles, 172
 Benefit Committee, 157
 Benefits, 145
 Bhutan's Gross National Happiness project, 156
 Block scheduling, 19
 Board Development Committee, 21

Board of Trustees, 30, 37, 59, 68, 148, 151
 manual for, 62
Board operating rules, 62
Body-Mind Practice, 75
Bombay Gin, 51
Book Arts, 13
Boulder, 14
Boulder Chamber of Commerce, 53, 162
Boulder County Office of Emergency Management, 162
Boulder County Population by Race/Ethnicity, 49
Boulder Landmark Board, 146
Boulder Planning Board, 146
Boulder Police Department, 162, 171
Boulder Recreation Center, 90, 137, 165
Boulder Veterans Outreach Center, 90
Breeze of Simplicity, 52
"Brown bag" working lunches, 121, 150
Buddhism, 12
Buddhist Studies, 13, 77–78, 160
Budgeting, 150–151
Building Bridges, 165, 167
Business Affairs, Office of, 17, 19, 20
Business and Finance, 158
Business Planning and Resource Committee (BPARC), 147, 150
Bylaws, 59, 62, 63, 161

C

CAFAA, 88
Cage, John, 13
Campaign Readiness Group (CRG), 21–22
Campus Compact Survey, 101, 167
Cappex, 166
Capstone courses, 81, 95
"Capture," 17
Career and Community Engagement, Office of, 44, 89, 98
Career Services, 23, 32, 101, 116, 119
Caretakers, 171
Cauldron, 17, 18, 59, 63, 71, 83, 84, 114, 151, 152, 157, 158, 159, 161
Center for the Advancement of Contemplative Education (CACE), 26, 37, 40, 53, 54, 142, 144, 173, 176
Chödrön, Pema, 52
CIRP, 17
City Council, 162
City Manager's Office, 162
Civil Rights, Office of, 56
Clayton, Patti, 85, 95, 101
Climate Action Plan, 37, 41, 172
Cobb, John, President, 15, 34, 154, 155
Coburn, Tom, President, 154

Co-curricular activities, 88
Co-curricular assessment, 124–125
Co-curricular programs, 95–97
Code of Ethics, 66
Cognos reporting tools, 19
College Curriculum and Assessment Committee, 176
College Level Examination Program, 113
College Student Inventory (CSI), 132
Colonna, Jerry, 52
Colorado, University of, 51
Colorado Health Exchange, 90
Colorado State Bank, 143
Common Reading events, 86
Communication, 156–158
Community, 90
Community Art Studio, 51
Community-based learning, 40
Community-Based Learning and Action Seminar, 75, 77, 101, 122, 124
Community Code of Conduct, 67
Community Counseling Center, 44
Community Engagement, 23, 32, 44, 97–99
Community Practice Day, 97
Compact Service Corps/AmeriCorps members, 44, 97
Compensation Working Group, 145, 160, 168, 174
Compliance Committee, 58
Compliance matrix, 58
Composite Financial Index (CPI), 143
Comprehensive Visit, 154
Conferences and collaborations, 52
Conflict disclosure form, 63
Conflict of Interest Policy, 59, 60, 62, 63, 68, 155
Consciousness Laboratory, 94
Consortium agreement, 73, 137
Consumer Right-to-Know information, 58
Contemplative Counseling Psychology, 14, 64, 74, 94, 129
Contemplative Education, 14, 20, 30–31, 126, 127, 129
Contemplative Journey, 110
Contemplative Judaism, 160
Contemplative Practices Coordinator, 80–81, 82, 90
Contemplative processes, 31
Contemplative Psychology, 13, 20, 24, 53, 70, 81, 94, 126
Contemplative Seminar, 75
ContentDM, 94
Continuing education, 50
Copyrights laws, 68
COR150, 43, 78, 124
Core Candidate Contracts, 59

Core curriculum, 24, 73–74, 75, 105
 assessment, 123–124
 use of results, 125–126
Core faculty, 26, 36, 82, 83, 85
Corollary implementation schedule, 159
Cost and financial aid information, 61
Council for Accreditation of Counseling and Related Educational Programs (CACREP), 160
Council for the Advancement and Support of Education (CASE), 57
Counseling Center, 38, 80, 89
Course catalog, 28, 37, 59, 70
Course schedule, 59
Course syllabi, 72, 73
Cramer, Janet, 9, 15
Creative Manuscript, 127
Creative Writing, 14
Creative Writing and Literature, 13, 81
Creative Writing and Poetics, 13, 14, 20, 111, 120, 126, 127, 161, 173
Credit hour policy, 111–112
Critical Reflection workshop, 95
Cultural and Historical Studies, 43, 75
Cultural Appropriation Statement, 45
Cultural/Historical Area, 78–79
CUPA-HR, 168
Curricular Arc, 22, 23, 24, 29, 64, 76–77, 99
 assessment, 122–123
 essential learning outcomes of, 39
 maps, 122
Curricular change, 71
Curricular improvements, 137
Curricular oversight, 70–71, 114–115
Curriculum and Assessment Committee, 92, 115, 121, 139
Curriculum Committee, 29, 71
Custodial services, 144

D

Dance, 93
Dance Ensemble Project, 51
Dance/Movement Therapy, 115, 116, 124
Dance Therapy, 13
Dass, Ram, 13
Decision making, 158–159
Deferred maintenance, 19, 145
Degree programs, 70–73
De Jesus, Kebrina, 51
“Deliver Distinction with Excellence,” 28, 34–36, 62, 148
Denver Chamber of Commerce, 53, 162
Departmental planning, 159

Department Systemic Reviews (DSRs), 109
The Devas, 51
Developing an Integrated Expression, 110
Development, Office of, 20, 21, 65
Development case statement, 159
Dharma Can't Wait, 51
Digication ePortfolio system, 22
Digital storytelling, 95
Dilley, Barbara, 51
Disability Resources Coordinator, 45, 89
Disability Resources, 22
Distance learning, 22, 50, 72–73, 93
Distance Learning, Office of, 50
Diversity, Office of, 36
Diversity and Inclusion, Office of, 161
Diversity and Inclusivity Committee, 44
Diversity coordinator, 81
Diversity Seminar, 75, 124
Donor Bill of Rights, 57
Driscoll, Kelly, 85
DSST/DANTES exams, 113

E

Early Alert System, 26
Early Childhood Education, 13, 53, 60, 70, 77, 81, 94, 125, 173
Eco Events, 40
Eco-Landscaping, 40
Ecological Impact, 40
Education, Department of, 88
Education, U.S. Department of, 114
Educational events, 51–52
Educational programs, quality of, 108–120
Educational Vision Statement, 38–39, 49, 64
Ehrhardt, Keefe, Steiner & Hoffman, P.C. (EKS&H), 56, 57
El Centro, 80
e-Learning, 22, 26, 93, 146
Electronic process, 84
Electronic Reservations Submission Form (ERES), 68
The Embodied Mind (Varela), 12
Employee handbook, 28, 56, 59
Endowment Committee, 41, 168
Endowment report, 154
Endowment Subcommittee, 154
Enriched educational environment, 95–106
Enrollment Management, 19, 158
Enrollment profile, 33, 42
Environmental Leadership, 14, 20, 30, 120

Environmental Studies, 13, 24, 53, 81, 144
Environmental sustainability, 172
ePortfolios, 23, 77, 85, 93, 137
Ethical and responsible conduct, 55–68
Evaluation and improvement, 108–140
Executive Committee, 157
Exit interviews, 168
Expanded student services, 137
Experiential education, 30
Experiential learning, 32
Extended studies, 52
External constituencies, 162
External feedback, 170
External program reviews, 110–111
Eyes, Tim, 50

F

Facilities and technology, 19
Faculty, 26, 151–152
Faculty Affairs Committee, 18, 159
Faculty continuity, 82
Faculty contract, 64
Faculty demographic data, 47
Faculty Executive Working Group (FEWG), 145, 160
Faculty Grievance Committee, 57, 59
Faculty handbook, 26, 56, 59, 83, 84, 151
Faculty load, 83
Faculty qualifications, 84, 115
Faculty Qualifications Policy, 83
Faculty Research and Scholarship Committee, 65
Faculty responsibilities, 82
Faculty salaries, 145
Faculty senate. *See* Cauldron
Faculty tutorials, 93
Fava, Antonio, 50, 51
Film and Media Studies, 144, 148, 160
Finance and Sustainability Committee, 57, 63, 144, 151, 154, 157
Finance Office, 56
Financial aid advising, 88
Financial indicators, 143
Financial practices, 56
Financial Services, Office of, 90
Financial statements, 151, 154
Fine Arts, 93
First-person inquiry, 30–31
First-Year Seminar course, 75, 123, 124, 130, 137, 138, 148
Fiscal resources, 143–144
Fiscal stability and long-term financial sustainability, 57

Food service contract, 60
Foothills United Ways Day of Caring, 53
40th Anniversary Plan and Fund for Growth, 35, 36, 38
Frederick P. Lenz Foundation Residential Fellowship for Buddhist Studies and American Culture and Values, 52
Frequently Asked Questions (FAQ), 58
Friend, Ethie, 51
Fundraising, 57, 144
Future, opportunities for the, 54, 68, 105–106, 139–140, 173–174
“Future Search,” 157, 161–162

G

Gallagher, Arthur J., 172
Gender Equity, Sexual Misconduct, and Relationship Violence Policy and Procedure, 45, 58, 60
Gender statistics, 48
General education, 23–25, 73–74
Ginsberg, Allen, 13
Ginsberg, Allen, Library, 14, 50, 67, 94, 95, 105
Glassman, Bernie, 51
Goals, plans, and priorities, 37
Google Docs, 62
Governance and administrative structures, 151–159
Governance and decision making, 17–19
Governing board, 62–64, 68, 153–155, 159
Graduate career path, 119
Graduate Curriculum Committee, 70–71, 83, 114–115, 122
Graduate programs, 13, 14, 43–44, 77–78, 97
Graduate School of Psychology, 9, 14, 44, 51, 67, 94, 97, 119, 144, 145, 146, 155, 174
Green, Patrick, 85, 128
Griffin, Susan, 52
Gross National Happiness Center, 52
Grunde, Gary, 51
Gurley, Kat, 51

H

Hatfield, Susan, 85, 128
Hayward, Jeremy, 13
Health and well-being, 90
Health and wellness, 51
Heaven Can Wait, 51
Hickenlooper, John, 50
Higher Learning Commission, 9, 84, 143, 167
 Assessment Workshop, 85
Housing Resources, 90
Human Resources, 57, 145
Human Resources and Payroll, 56

I

Information resources, 66–67
Information technology, 22, 93, 169, 171
Initiatives expanding capacity, 171
Initiatives supporting effectiveness, 170–171
Institutional actions, 41
Institutional planning, 164–165
Institutional Review Board (IRB), 65
Instructions for Creating a Syllabus, 67
Instructors
 accessibility of for student inquiry, 85–88
 evaluation of, 84–85
Insurance, 172
Integrity, 55–68
Interdisciplinary Studies, 13, 77, 81, 112
Internal budget and endowment review, 168
Internal feedback, 167
International Somatic Movement Education and Therapy Association, 116, 124
International Student Group, 80
International students, 81
 advising, 89–90
International Symposium of Contemplative Studies, 52
Internships, 23, 94
IPEDS, 138, 168

J

Jackson Kelly, 57
Jacobs, Carolyn, 15
Jaffrey, Piper, 143
Jenzabar system, 19, 146
Jones, William D., Community Greenhouse, 40, 94

K

Kaufman, Katharine, 51
Kerouac, Jack, School of Disembodied Poetics, 13, 51, 86

L

Laboratories, 94
Landmark Board, 162
Loy, David, 52
Leadership and Multicultural Resource Center, 45
Leadership and staff, 61
Leadership Center, 176
LEAPNOW, 9, 13, 35, 79, 80, 144, 149, 173
Learning Commons, 9, 14, 19, 45, 89–90, 92, 93, 115, 130, 137, 148, 160
Learning Management System, 26
Learning Management System-e-racer (LMS), 137

LEED standards, 172
Legal and fiduciary responsibilities, 155
Legal Committee Academic Council, 157
Legal compliance and risk management, 57–58
Lenz Foundation Distinguished Lecturer program, 51
Levitz, Noel, 131, 139, 160
LGBTQIA, 80
Lief, Charles, 9, 15, 22, 155, 172
LifeCycle, 170
Lincoln Gallery, 50
Litwaki, Jessica, 51

M

Maitri Space Awareness Rooms, 94
Makinen, Mari, 51
Managed services, 19
Marcario, Rose, 52
Master of Arts degrees, 70
Master of Divinity degree, 14, 20, 70
Maus, Quddaus, 50
Meditation, 31
Meditation halls, 94
Meeting the Challenge, 145
Methods in Non-Violent Communication or Strengths Inventory, 88
MFA Musical Theatre, 51
Military transcripts, 113
A Mindful Nations, 12
Mindfulness, 12, 74
Minutes, 62, 151, 156
Mission, 28–54
Mission engagement, 81
Mission Engagement Consortium of Independent Colleges, 87
Mission Statement, 28–30, 42–43, 49, 56, 64, 78, 148–149
Moku, Cynthia, 50
“Money Mondays,” 150, 170
Monk, Meredith, 51
Montalvo-Maldonado, Leslie, 50
Moons of Jupiter, 51
Mountain States Employers Council (MSEC), 145, 149, 168
Movement Studies, 13
Mudra Space Awareness, 31
Multicultural Resource Center Committee, 80
Multicultural society, role in, 43–44
Multiyear budgeting, 159
Multi-Year Core Faculty Contracts, 59
Music, 13, 70, 81, 82, 93, 120, 144
“My First Class at Naropa,” 86
MyNaropa, 18, 19, 26, 56, 58, 59, 60, 61, 65, 67, 68, 92, 150, 156

N

Nalanda Campus, 14, 19, 35, 50, 93, 94, 145–146, 148, 155, 158, 174
Nalanda Event Center, 50
Nalanda Renovation, 93
Naropa Archive Project, 155
Naropa Archives, 67
Naropa Cafe, 9, 40
Naropa Chaplaincy Project, 90
Naropa Code of Conduct, 59
Naropa Community Art Studio International, 51
Naropa Counseling Center, 90
Naropa Magazine, 61
Naropa Performing Arts Center, 50
Naropa Student Satisfaction Survey, 14
Naropa Sustainability Statement, 37
Naropa Transfer Credit Primer, 70
Naropa University, history of, 12–14
Naropa University Rubric Library, 22
Naropa website, 18–19, 41, 58, 59
National Association of College and University Attorneys (NACUA), 58
National Association of Student Financial Aid Administrators (NASFAA), 88, 167
National Board for Certified Counselors (NBCC), 124
National Center for Atmospheric Research, 51
National Center for Higher Education Risk Management (NCHERM), 171
National Certified Counselor, 124
National College Health Assessment Academic Achievement Exit Survey, 167
National Counselor Exam (NCC), 124
National Student Clearinghouse, 119, 120
National Survey for Student Engagement (NSSE), 14, 15, 18, 29, 32, 98, 99, 123, 127, 166
 Mission Engagement Consortium Survey, 46, 102
Non-Discrimination Policies, 60
Norlin Library, 67
North Central Association of Colleges and Schools, 13
not enough night, 51
Notley, Alice, 52

O

Office Scheduler software, 22
Online Council, 73
Online portals, 168–169
Opening the Heart, 52
Operational sustainability, 172–173
Orientation, 93
Orr, David, 52

P

Paramita Campus, 14, 19, 35, 50, 62, 94, 145, 146, 155, 165, 174
Paramita Gallery, 50

Parker, Anne, 15
Participatory Action Research, 95
Peace Studies, 13, 40, 53, 77, 81, 144
Performance, 13
Performance appraisals, 149, 168
Performance improvement, 165–173
Performing arts, 50–51
Performing Arts Center (PAC), 94
Perry, Kendall, 51
Personnel practices, 59
Philosophy and Strategic Plan Framework, 74–75
Physical infrastructure, 145–146
Pierotti, Greg, 51
Plagiarism policy, 67
Planning office, 162
Poetry readings, 51
Policies and procedures, 60
Post, Cleo, 51
Post-graduation activities, 116–118
Present, reflections on the, 54, 68, 105–106, 139–140, 173–174
President’s Cabinet, 17, 18, 34, 63, 71, 144, 150, 161, 164
President’s Climate Commitment, 40
Printed collateral, 61
Professional Development Fund, 152
Program and unit missions and outcomes, 37–38
Program assessment, 124
Program-level use of results, 126–127
Provost, Office of the, 18, 109

R

“Radical Compassion” symposium, 37, 51
Recycling and Zero Waste, 40
Regis University, 101
Religious Studies, 13, 14, 35, 70, 81, 94, 102–105, 110, 173
Religious Studies with Language, 14
Research and information resources, 95
Research Methods, 65
Residency requirements, 112
Residential housing lease, 58
Residential learning, 72
Residential modes of delivery, 72–73
Resource allocation, 147
Resource Analysis and Planning Committee, 158
Resource and Planning Committee, 82
Resource base, 142–151
Resource management, 20–22
Resources, planning, and institutional effectiveness, 142–174
Respect for Other Cultures, 110

Retaliation prohibition, 60
Retention Committee, 130–131
Retention plan, 159
Retention rates, 129
Retreat practice, 12
Review and procedure, 59
RMACRAO, 88
RMAFAA, 88
Rocky Mountain Regional Dialogue on Mindfulness in Higher Education, 52
Roving Professor program, 85
Royal University of Bhutan (RUB), 13, 35, 72, 73, 79, 80
Ryan, Tim, 12, 52

S

Sabbatical leaves, 85
Sadhana of Mahamudra, 80
SafeTalk and ASIST training, 88
Safety and Security Department, 144, 162
Safety manager, 56
Salzberg, Sharon, 51
Satellite library, 145
Schaeewe, Lisa Gakyo, 50
School Dude, 169, 170
School of Fine Arts, 9
School of Professional Development and Extended Studies, 36, 40, 41, 52, 54, 144, 149, 161–162, 165, 173, 176
School of the Arts, 42, 85, 146, 148, 174
Science and Sustainability, 75
Seagall, Harry, 51
Second-person inquiry, 30
SEED: Supporting Education Enhancement and Development, 159
Self-awareness, 12
Self-study process, 166, 176
Self-Study Report, 14–15, 110–111
Self-Study Steering Committee, 15–16
Senior Seminar, 126
Service and extracurricular opportunities, 39–40
Service learning, 9, 13, 23, 32, 81, 99–102
Shambhala community, 21
Shared governance duties, 83
Shea, Mary Ann, 85, 95
“Sixth Hour,” 89
Snow Lion (residence hall), 14, 19, 58, 60, 146, 171, 174
Snow Lion Handbook, 58, 60
Snyder, Gary, 51
Social engagement, 32
Somatic Counseling Psychology, 13, 14, 115, 116, 144
Something on Paper, 51
Sophomore Shadow program, 138

Special certifications, 124
 Staff, 153
 qualifications and training, 149–150
 Staff Council, 157–158
 Staff Council Work Café, 153
 Staff demographic data, 48
 Staff Executive Council (SEC), 153, 161
 Staffing levels, 145
 Staffing Levels Working Group, 168
 Staff salaries, 145
 Step-down retirement, 82
 Strategic plan, 34–36, 44, 49, 56, 62, 74, 147, 148, 149, 159, 163
 Student Affairs, Office of, 17, 80, 81, 89, 90, 109
 Student Affairs and Enrollment Management, 166
 Student demographic data, 47
 Student Financial Services, Office of, 90, 167
 Student handbook, 28, 37, 58, 59, 67
 Student health insurance, 90
 Student interventions/outreach, 137–138
 Student Journey and Enrollment Management Committee, 63
 Student learning and effective teaching, 88–95
 Student learning outcomes, 121
 Student Life, Office of, 95
 Student life programming, 80–81
 Student organizations, 96
 Student portal, 93
 Student retention, persistence, and graduation, 128–139
 Student Satisfaction Survey, 17, 90, 119–120, 132, 165, 167
 Student Support Services, 33, 88
 Students with Disabilities, 26
 Student-to-faculty ratio, 82
 Student Tracker, 119
 Student Union of Naropa (SUN), 45, 97, 152
 Study Abroad, 9, 13, 32, 57, 72, 73, 80, 176
 Suicide prevention, 88
 Summer Writing Program, 51
 Sustainability Council, 41, 172
 Sustainability Statement, 41, 154, 172
 Sustainability Tracking, Rating, and Assessment System (STARS), 172
 Syllabi guidelines, 43
 Systematic and integrated planning, 159–165

T

T'ai-chi Ch'uan program, 109
 Tan, Chade-Meng, 52
 Tax-exempt bond refinancing, 143
 Teaching and learning, 70–106
 Technological infrastructure, 146

Technological literacy, 77
Tectonic Theatre Project, 51
Telluride Stanford Compassion Conference, 52
Theater, 20, 93, 161
Theater: Contemporary Performance, 14
Third-person inquiry, 30
Tho, Ha Vinh, 52
3D (sculpture) studio, 148
Three Way Stop Dance, 51
Title III Strengthening Institutions grant, 18, 85, 95, 99, 101, 131, 148, 176
Title IX coordinator, 45, 57, 88
Title IX policy, 56
Town halls, 18, 156–157
Traditional Eastern Arts, 13, 20, 70, 77, 81, 109
Transfer credits, 70, 112–113, 114
Transparency, 156–158
Transpersonal Counseling Psychology, 14, 72, 124
Transpersonal Counseling Psychology, Art Therapy, 14, 115, 116
Transpersonal Counseling Psychology, Wilderness Therapy, 14
Transpersonal Ecopsychology, 14, 20, 53, 109–110, 111
Transportation Office, 162
Trungpa Rinpoche, Chögyam, 12, 13, 80
Trusteeship Committee, 155
Tutoring, 88

U

Undergraduate Academic Advising Program, 91
Undergraduate career path, 118
Undergraduate Curriculum Committee, 70–71, 73, 83, 114
Undergraduate program, 22–23, 43, 77
“Understanding by Design,” 127
United Naropa, 161
University Budget Committee, 147
University budgets, 56–57, 143
University employees, 59
University Legal Committee, 58
University of Colorado at Boulder, 24, 25, 73, 94
 Norlin Library, 94
University Planning and Resource Committee (UPARC), 20, 57, 147, 150, 153, 159–160, 163, 164, 166, 173
University Relations, Department of, 15, 19, 61, 62, 68
University resource allocation, 159
Unravel, 51

V

VALUE (Valid Assessment of Learning in Undergraduate Education), 92
Varela, Francisco, 12, 13
Variance report, 154

Veterans Services, 90
View of Right Action, 58, 59, 60, 63
Violence Against Women Reauthorization Act, 58, 60
Visiting Instructor Contracts, 59
Visual arts, 13, 50, 70, 81
Voice over Internet Protocol (VoIP), 146, 165
Volunteer initiative, 81

W

Warrior Exams, 31, 86
Watts, Alan, 13
Weave, 18, 22, 71, 83, 109, 121, 123, 124, 139, 168, 174
WeaveOnline, 160–161
Welcome Week programs, 96
Where There Be Dragons, 32, 35, 73, 80
Whistle Blower Protection Policy, 60
White Cube, 50, 148
Wisdom 2.0, Legacy of Wisdom, 52
Wolcott, Colin, 13
Work Order systems, 169–170
Works on the Edge, 51
World Wisdom Traditions, 75, 76
Writing Center, 26, 67, 91, 137
Writing Fellows, 67
Writing seminars, 67, 75, 91, 123–124

Y

Yellow Ribbon Program, 90
Yoga Teacher Training, 70

Z

Zinch, 166