

naropa!

MAGAZINE

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an education
for the
21st
century



naropa!

MAGAZINE

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Naropa University is a private, nonprofit, nonsectarian liberal arts institution dedicated to advancing contemplative education. This approach to learning integrates the best of Eastern and Western educational traditions, helping students know themselves more deeply and engage constructively with others. The university comprises a four-year undergraduate college and graduate programs in the arts, education, environmental leadership, psychology, and religious studies.

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Learning Taken to Heart

*“If you want to build a ship, don’t drum up the [people] to gather wood, divide the work, and give orders. Instead, teach them to yearn for the vast and endless sea.”—Antoine de Saint-Exupéry, *The Wisdom of the Sands**

Since I began my tenure as president of Naropa University, I have been reflecting on the meaning of an “education for the 21st century,” a phrase prominently featured in Naropa’s heart statement. I believe that at its core, such an education is about instilling curiosity and a desire to learn that will carry students through a lifetime of learning experiences.

More than that, an education in this new century needs to be holistic; it must be a multifaceted approach that engages students’ hearts, minds, and spirits. It must be an education that is relevant and meaningful and one that addresses the needs of our interconnected world. No longer can we merely accept the fact that an intellectual thought process will prepare students to interact in a global marketplace. An education for the 21st century means that the classroom is no longer separate from the world—students must learn how to be present in the world and discover where the world resides within themselves.

As the writer Antoine de Saint-Exupéry so eloquently stated, education is truly about instilling a yearning for what is to be found on life’s horizons. Naropa University takes this one step further and invites students to approach the “vast and endless sea” within themselves through contemplative practice. In this way, students discover their gifts and have more clarity about how they’d like to change the world.

At Naropa, our mission of contemplative education challenges students to take their learning to heart and truly investigate themselves, so they understand the actual impact of the many social issues of our day. My hope is to continue to develop a strong service-learning component in our classes so Naropa students are encouraged to apply their learning in a genuine way.

This kind of community-based learning has become more prominent in today’s higher education, yet contemplative education takes experiential learning to a new height. It not only bridges the gap between intellectual attainment and real-world experience, but it also engages the heart through practice and encourages students to discover the wisdom and courage to work for social justice.

Today’s students face incredible challenges. While the world has become more globalized, we have become increasingly disconnected from our neighbors. We spend more time communicating over the internet than we do over the backyard fence. Contemplative education dares to ask the question, “What have I done for others?” For example, do we know more about the people in our lives through actual conversation or through Facebook?

This sense of being truly connected—not in a technological sense, but in an interpersonal sense—is pivotal in understanding and embracing an education for the 21st century. This educational model involves discovering not just how we interact with the challenges of our day, but how to successfully interact with the people that face those challenges.

This is an education for the 21st century—one in which students’ intellect, heart, and their very essence harmonize for the purpose of reaching into the world, meeting it as it is, and changing it for the better.

In the Spirit of Service,

Stuart C. Lord, President



Naropa to Receive Full Five-Year Accreditation

Naropa University has been undergoing a review for its continued accreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Members of the HLC made several visits to campus to meet with constituents from every part of the Naropa community and evaluate how the university is functioning. In an oral report issued by the HLC Review Committee in September, the Review Committee has sustained the recommendation of the Visiting Team for Naropa to receive full accreditation for a five-year period and to undergo a focused visit in March 2012.

Todd Kilburn, Naropa's chief administrative officer, says the HLC report was based on the fact that the university has begun the work of restructuring and reorganization, and that work will continue. "It is not *carte blanche* to let up," Kilburn says.

In a letter to the community, Dr. Stuart C. Lord wrote, "This is good news, and it reflects favorably on the hard work, dedication to our mission, and difficult decisions and actions that have been taken by the institution since March. There is more work to be done, but we can be proud of our most recent accomplishments."

The accreditation process started in 2008 with a self-study. A team of Naropa faculty and staff members, senior leaders, students, and trustees began a collaborative effort to evaluate how well the university has been accomplishing its mission. The team produced a 235-page self-study report. The self-study report followed the implementation of the university's strategic plan, "Deliver Distinction with Excellence," which calls for an increase in student support, more course offerings, and additional facilities to better serve a growing student population.

Founded in 1974, Naropa University (then the Naropa Institute) began as a ten-week summer program. The university received its first accreditation in 1986 and a renewal in 2000. Naropa University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

Agreement Seals Partnership Between Naropa University and the Royal University of Bhutan

A Memorandum of Understanding recently signed between Naropa University and the Royal University of Bhutan (RUB) formalizes the collaboration between the institutions. Since 2008, Naropa has been working with RUB, which serves as the umbrella university for Bhutanese public higher education, to

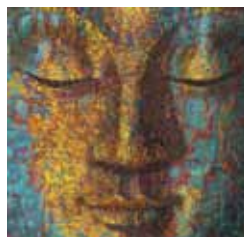
design a contemplative psychotherapy program and a teacher training in mindfulness-awareness practices.

Bhutan, located in southern Asia between China and India, has frequently made headlines for its emphasis on Gross National Happiness. Since the Bhutanese government lifted a ban on television and the Internet in 1999, the Bhutanese have been inundated with the consumer culture. The country's leaders are concerned about its citizens, particularly its youth.

Associate Professor MacAndrew Jack (Contemplative Counseling Psychology) and Associate Professor Jane Carpenter (BA Contemplative Psychology) spent their sabbaticals last year working to help bring Buddhist traditions into school counselor training. They also developed postgraduate and master's-level study programs in contemplative psychotherapy based on Naropa University's model. The curriculum will include mindfulness, meditation, and a contemplative Buddhist approach.

"This is a service opportunity for Naropa to meet the needs of the world and a great opportunity to demonstrate for the world what Naropa has been doing for the last thirty years," says Jack.

Starting this winter, three Naropa professors will co-teach with four Bhutanese counselors in a RUB postgraduate course. RUB will pay for the visiting professors' airfare, and room and board.



Inaugural Boulder Institute on Mindfulness Held in July

Naropa University partnered with FACES Conferences to present the inaugural Boulder Institute on Mindfulness entitled "Buddhism & Psychology: The Art of Counseling" in July. The event attracted more than four hundred psychologists, social workers, and counselors of all types from around the world to Boulder. The conference highlighted emerging and relevant issues in the fields of mental health and Buddhist psychology.

Speakers included Jack Kornfield, the founder and director of Spirit Rock Meditation Center and author of *The Wise Heart* (Bantam, 2008); Karen Kissel Wegela, Contemplative Counseling Psychology professor and author of *The Courage to Be Present* (Shambhala, 2009) and *How to Be a Help Instead of a Nuisance* (Shambhala, 1996); Daniel J. Siegel, associate clinical professor of psychiatry at UCLA School of Medicine and author of *Mindsight* (Bantam, 2009); Ronald D. Siegel, assistant clinical professor of psychiatry at Harvard Medical School and author of *The Mindfulness Solution* (Guildford Press, 2009); and a number of Naropa University Contemplative Counseling Psychology faculty including MacAndrew Jack, Lauren Casalino, and Susan Nimmanheminda.

Jack is the Contemplative Counseling Psychology department chair and a contributing author to and co-editor with Nimmanheminda of *Brilliant Sanity: Buddhist Approaches to Psychotherapy* (Universities of the Rockies Press, 2008). Casalino, Wegela, and Nimmanheminda are also contributors to the book.

“This conference really highlighted the curiosity and hunger for the contemplative approach to psychotherapy that we offer at Naropa. I’ve received many thanks from attendees who found the program personally and professionally valuable,” says Jack.

The event took place at the St. Julien Hotel & Spa in Boulder with a post-conference workshop led by Naropa’s Department of Contemplative Counseling Psychology at the Arapahoe Campus. The program was sponsored by Naropa’s School of Extended Studies, which offered discounted tickets to Naropa community members.

Naropa Named in *Princeton Review’s Guide to 286 Green Colleges*

Naropa’s commitment to sustainability earned the university a spot in a unique resource for college applicants, *The Princeton Review’s Guide to 286 Green Colleges*. Based on a survey of hundreds of colleges nationwide, the list included the country’s most environmentally responsible colleges.

A number of sustainability efforts earned Naropa inclusion in the prestigious guide:

Waste reduction—paper towels from bathrooms around campus and food scraps from Naropa Café are composted.

Transportation—every student is provided with a bus pass for local and regional travel, and bicycles are available for community use.

Fuel—maintenance crews use biodiesel fuel instead of gasoline in spring and summer.



Green landscaping—a parking lot on the Paramita Campus was transformed into a green space with an on-site weather station that waters the lawn only when necessary and delivers water directly to the plant roots, preventing almost all evaporation.

Wind power—Naropa University generates 100 percent of its electricity through wind power.

Greenhouse—The William D. Jones Community Greenhouse serves as a center for ecological learning, provides food to Naropa Café, and supplies plants for campus landscaping.

Sustainability Day—Naropa hosts an annual celebration with music and organic food from local farms.

Environmental studies curricula—Naropa offers a BA in Environmental Studies as well as minors in subjects ranging from Horticulture to Sacred Ecology. Naropa also offers three environment-related graduate programs: an MA in Environmental Leadership, an MA in Transpersonal Counseling Psychology with a concentration in Wilderness Therapy, and a low-residency MA in Transpersonal Psychology with a concentration in Ecopsychology.

Developed by The Princeton Review in partnership with the U.S. Green Building Council, the *Guide to 286 Green Colleges* is the first free comprehensive guidebook focused solely on institutions of higher education that have demonstrated an above-average commitment to sustainability in terms of campus infrastructure, activities, and initiatives.

“Students and their parents are becoming more and more interested in learning about and attending colleges and universities that practice, teach, and support environmental responsibility,” says Robert Franek, senior vice president and publisher, The Princeton Review. “According to our recent College Hope & Worries Survey, 64 percent of college applicants and their parents said having information about a school’s commitment to the environment would impact their decision to apply to or attend it.”

President Stuart C. Lord and Susan Skjei Participate in International Management Panel in Montréal

Naropa University President Stuart C. Lord and Susan Skjei, director of Naropa’s Authentic Leadership program, participated on a panel of management leaders at the 2010 annual meeting of the Academy of Management in Montréal in August. Approximately eight thousand attendees from more than eighty countries attended the conference.

Peter Senge, a consultant and author of *The Fifth Discipline: The Art and Practice of the Learning Organization* (Doubleday, 1990),

was also on the panel. Other presenters included a corporate executive, a director of a university center for leadership development, and several management consultants.

The conference theme, “Dare to Care: Passion and Compassion in Management Practice and Research,” encouraged managers to care more deeply about their roles in family, workplace, and society.

Lord and Skjei joined a panel of international colleagues for a thought-provoking all-academy forum on the question, “Can Compassion Be Taught?” The session on compassion brought together executives, educators, and consultants from several spiritual traditions (Christianity, Advaita Vedanta, and Buddhism) who aim to cultivate compassion and apply it in business, academia, and advocacy groups.

“Compassion is at the core of courageous leadership,” says Lord. “To examine the cultivation of compassion is paramount to creating the leaders the world needs now.”

Skjei says leaders can strengthen their compassion through practices such as meditation, dialogue, and embodied learning.

The Academy of Management is a nearly twenty-thousand-member professional association for scholars dedicated to creating and disseminating knowledge about management and organizations.

A Time for Community and Support

The Naropa University community always celebrates National Coming Out Day, but this year’s event took on an even greater sense of urgency due to the tragic news of six gay youth suicides during the month of September. The Naropa student group People Like Us organized several on-campus events, including a listening circle at Naropa’s counseling center to support LGBTQ students around the recent suicides. A queer auction and ball was held on Friday, October 8. On National Coming Out Day, Monday, October 11, students, staff, and faculty gathered under the Sycamore tree on the Naropa Green for breakfast and to share their stories. This event was followed by the pride flag-raising near the Arapahoe Campus student lounge. The keynote speaker was Jayme Peta, registrar and adjunct faculty in the Religious Studies and Contemplative Psychology departments. Jayme shared that “The amazing thing about National Coming Out Day is the potential for community and support. At a time when we’ve seen the suicides of six young people in the last month, and violence against many more, it is more important than ever for LGBTQ people and their allies to make themselves known. To be out and stay out.”



A community breakfast kicked off the celebration of Coming Out Day.



Members of the student group People Like Us.



Keynote speaker Jayme Peta giving the address titled “Young, Queer, and Terrorized.”

SNAPSHOTS

Lorenzo Gonzalez

Assistant Professor,
Performing Arts



n!: *What attracted you to Naropa University?*

As an educational institution, Naropa is able to rock the boat of habit. It's a place where someone can come to reinvent themselves. Naropa also reinvestigates what it is to learn, what it is to teach, and there is a consciousness about it. Naropa gives you the tools to be a continual learner, to reinvent what you are learning. Above all the university is a place where you go to encounter a new universe.

n!: *You recently lived in New Orleans. How are you adjusting to Boulder?*

The spirit of Boulder is one of openness and discovery, whereas New Orleans is a place of tradition, where you are constantly met with the roots of the country. In New Orleans, it feels almost as if the Louisiana Purchase happened two days ago. Of course, you find diversity there: French, Spanish, English, African, Creole, the mixture of all of these. The cliché in New Orleans is that the city is gumbo. Boulder is about creating a new relationship to our environment, one that is very much felt and lived. Boulder offers a pioneer way of looking at ourselves.

n!: *You've been active in using theater for social change. As an actor and teacher, what is your role as an agent for social change?*

The performance space is not only where the performer comes to display something for the audience, but it's also a place where the performer and the spectator participate in an exercise of the spirit. Sometimes we are there to celebrate or to forgive what we have done as human beings. We explore the possibility of what it is to be a human being in its greatness and also in its meaner moments. In that sense, theater is a great agent for social change because it immediately generates empathy. It lets you walk that mile in somebody else's shoes, and you immediately relate to a plight or to someone else's oppression.

n!: *Do you have any plans for community work here similar to the after-school programs you led in Los Angeles?*

I am currently working with Hispanic students at Boulder High School to produce a radio show. They are English learners and some of them are also taking English as a second language. Theater and performance offer a

great way for them to claim a new language, claim a new space, and claim themselves.

n!: *How does karate inform your work as an actor?*

Usually, one goes into karate to gain stamina, to gain control of the body. But as you move along, you realize that it's not just about your body; it's also about your mind, instinct, and emotion. Karate is about finding integrity in what you are doing, having respect for others, seeking perfection in your actions, and being faithful to what you believe in. One of the big precepts is controlling your violent behavior—my friend once translated it from the Japanese as controlling "the bloody spirit"—not giving yourself in to hate. As a performer, you continually have to seek to perfect your skills and presence on stage. You also must have integrity about what you are presenting. Is it something that you believe in? What is the diamond that you are revealing when you are performing? Through performance, we learn to communicate and we get in touch with our generative and creative energies.

n!: *Fitzmaurice Voicework has been called vocal yoga. How does this training help young performers?*

After seven years of studying with Catherine Fitzmaurice, I became an associate teacher of Fitzmaurice Voicework. The foundation of this work is the breath, how you relate to your breathing, and what happens when you breathe. As we go through life, we acquire certain postures or attitudes, which are sometimes imposed on us and which we acquire in order to survive. They have helped us move through the world, but sometimes they constrict us. We learn to live with attitudes as if they were our most organic state, and they create tensions that prevent us from using our voices fully. In that sense, Fitzmaurice Voicework helps young performers face their own blocks. It allows them to vibrate fully from the entire body.

What Is Contemplative Education?

by President Stuart C. Lord, DMin

Many people ask me, “What is contemplative education?” How we, as a university and community, endeavor to teach, apply, and practice this academic approach is part of the exploration that is Naropa University. Put simply, contemplative education brings intellect and intuition together. Integrating the thinking mind and the feeling heart allows one to reflect internally, connecting and dialoging with inner wisdom sources. In contemplation, rigor of the heart and mind work together within the body. Those so inclined, may also draw inspiration and insight from spiritual practices.

One of the reasons I was eager to lead Naropa University at this time is because so many of the world’s problems will require new approaches to find innovative solutions. Albert Einstein said, “We can’t solve problems by using the same kind of thinking we used when we created them.” The focus on immediate results and the bottom line, at the expense of future generations, has created calamitous effects in nearly every sector of human society across the globe. More of that kind of thinking won’t solve complex, multifaceted issues, but those whose higher education includes a contemplative component will have greater capacities for turning a problem upside down, looking at it from inside out, holding it quietly within, and working collaboratively with others to find novel approaches to solving it—providing not just a quick fix, but a true change that benefits everyone.

Contemplative practice unlocks the power of deep inward observation, enabling the learner to tap into a wellspring of understanding that has been largely overlooked by traditional Western educational systems. Self-reflection is an important first step in contemplative education; however, it is not the act of contemplation alone that makes contemplative education so unique. Informed by ancient Eastern educational philosophies, contemplative education at Naropa joins a rigorous Western liberal arts training and a disciplined training of the heart, forming a contemplative education grounded in academic excellence and spiritual insight. It is this blending of academic excellence and deep reflection that makes contemplative education so distinctive.

Contemplative practice, when understood from an academic perspective, can be seen as a method of discovery attentive to the mind itself and grounded in the immediacy of direct experience. Distinct from personal discovery based on analytical reasoning that explains why something is the way it is, contemplative inquiry is rooted in experience, personal knowledge, and discovery.

The inclusion of the contemplative in higher education enables students to shine the light of contemplative experience in their investigations of life’s big existential questions: Who am I?



What does freedom mean? How do I lead a life worth living? How can I be of service to others? Such questions, when unified with contemplative inquiry, can be a profound inspiration to the academic pursuit, breathing life and meaning into the higher educational career. These big life questions are difficult to even approach in a traditional educational curriculum, much less delve into in a deep manner. Most traditional studies overemphasize intellectual regurgitation without teaching the value of, or giving students an opportunity to, experience the subject matter intuitively as well as intellectually.

At Naropa, we invite students to embrace the immediacy of their interior lives as a means of fully integrating what they learn. And while these important topics may be void in traditional education, their deep mystery remains at the foundation of our very lives. When I was a college student, I came to learn in a similar manner when I studied Spanish in Guatemala. I didn't just learn the language intellectually. Living with a family in the rural mountains, I absorbed the language when I sat down to dinner with my host family, when I spoke with their neighbors, and when I traveled through the countryside. This immersion was a very powerful experience for me, but in a contemplative educational environment, students don't have to go abroad to learn how to tap into their heart. The deeper essence and desires of the whole person are available anywhere at any time. It just takes discipline and practice to learn how to hear them.

I believe that an education must tap into the power of this yearning or it renders academic pursuits hollow, empty of personal passion. Walt Whitman speaks to this in a poem from *Song of Myself*, saying:

*"Have you practiced so long to learn to read?
Have you felt so proud to get at the meaning of poems?
Stop this day and night with me and you shall possess the origin of all poems,
You shall possess the good of the earth and sun.... there are millions of suns left,
You shall no longer take things at second or third hand....
nor look through the eyes of the dead, nor feed on the specters in books,
You shall not look through my eyes either, nor take things from me,
You shall listen to all sides and filter them from yourself."*



Whitman points to an inner knowing and the fruits of contemplative education: creativity, empathy, motivation, and insight.

Mindfulness awareness practices cultivate the ability to be present in the moment, which ultimately deepens students' academic study and educational experience. Woven into the fabric of the Naropa curriculum are practices that include sitting and walking meditation, t'ai- chi, aikido, yoga, prayer, chanting, dance, bodywork, Chinese brushstroke, and ikebana. These practices alter the very landscape of learning and teaching and help to nurture our contemplative environment. However, the goal is not just to nurture the solitary contemplative, but also to prepare students to meet the world as it is and to change it for the better. Students do this by putting their wisdom and insight into practice through creative, helpful, and effective action.

Gandhi said, "The best way to find yourself is to lose yourself in the service of others." Service, when used in a contemplative education framework, is a form of meditation leading to profound insight and positive transformation, both personally and globally. This form of compassionate service allows insight and heart wisdom to flow through all one's deeds and actions, imbuing everyone and everything he or she touches with the benefits of such service. Students trained in contemplative education are serving the world in a variety of ways. Amber Gray, a Somatic Counseling Psychology graduate, offers psychotherapy, training, and program development throughout the world, particularly to survivors of extreme trauma. She's spent much of this year working with community and mental health organizations in Haiti who are helping citizens through the aftermath of the earthquake that devastated the country in January. Danny Sprague-Chaffin, enrolled in Peace Studies, has formed a nonprofit organization, raised funds, and led the effort to build a school in a remote region of Nepal. Others are changing their worlds in small and large ways every day.

A rigorous academic education, combined with a disciplined contemplative meditative practice, produces graduates who are able to develop their internal wisdom, and upon graduation shine that inner light out into the world in which they work.

Peace Studies Innovations

Strengthening local partnerships and offering global perspectives

One of Naropa University's newest programs, Peace Studies, celebrates its fourth year this fall. The 36-credit major in Peace Studies offers an interdisciplinary approach to the study of peace and conflict that takes students into the community and brings the community into the classroom. The program approaches the study of peace and conflict holistically—with attention to personal and social transformation, to the needs of individuals, communities, and the global commons.

"The mission of the program is to cultivate compassion and develop the knowledge and skills to address complex, real-world issues," says Candace Walworth, PhD, associate professor and Peace Studies program chair. "To that end, faculty design and promote active learning environments, encouraging independent and collaborative projects that reflect students' personal passions and commitments."

Currently, the program is home to twenty-seven students, including sixteen majoring and four minoring in Peace Studies as well as seven Interdisciplinary Studies students who have selected Peace Studies as one of their core disciplines.

While some students are drawn to international peacebuilding initiatives, others focus on local civic engagement projects. Recently the Peace Studies Department revised its curriculum to provide more opportunities for students to experience community-based learning and to gain global perspectives on issues related to peace, conflict, and social justice.

Among the new courses is an international affairs course that focuses on the history of globalization and the influence of geography on U.S. foreign policy and contemporary U.S. geopolitics. A cross-cultural seminar, "Border Studies: The Lower Rio Grande Border Witness Immersion," will take students to the Texas-Mexico border where they will be introduced to key concepts in the field of border studies, to regional economic and environmental issues, and to the philosophy and practice of bearing witness.

Additionally, the revised Peace Studies curriculum strengthens campus-community partnerships. This year, an introductory course that covers refugee resettlement will partner with a

refugee youth group at Mercy Housing in Denver. Students in a course on leadership and peacebuilding will serve on local restorative justice panels. Walworth says whenever students do internships or field studies, they come back energized, revitalized, and with new perspectives to share with their peers.

Junior Danny Sprague-Chaffin has formed a nonprofit, raised funds, and led the effort to build a school in a remote region of Nepal.



Senior Johanna Reimer worked for six months in rural Nicaragua.

"The Peace Studies program re-oriented my view on working abroad. In my Intro to Peace class, I got my first taste of what NGO workers in war-torn and unstable countries have to deal with. In a class on Conflict and Peacebuilding, I learned about mediation and conflict resolution in similar risky environments. This background study of literally building peace...in the most extreme conditions set me up to deal with the minor difficulties I faced while in Nepal," Sprague-Chaffin says.

After working for six months in rural Nicaragua on community development, senior Johannah Reimer returned to campus this fall. She's interning with Women News Network (WNN), an award-winning international news network that brings global human rights news about women to more than four hundred eighty United Nations agencies, affiliates, and the public. As a social media intern, Reimer hopes to deepen her understanding of women's human rights and to develop skills as a humanitarian journalist.

"The Peace Studies program at Naropa initiated my deep inquiry into peace, violence, human rights, and conflict resolution. I was challenged to discover my own theories and put them into practice—transforming the world through living my truth," Reimer says.

The core 18 credits in Peace Studies provide students with theory and practice in a variety of leadership skills—mediation and negotiation, dialogue and deliberation, and Nonviolent Communication. Peace Studies students also take courses in four interrelated areas: History and Politics of Social Change, International Perspectives, Themes in Peace and Conflict, and Interdisciplinary Explorations.

One of the goals in revising the curriculum, says Walworth, was to strengthen the program's interdisciplinary dimensions. Now, students may select courses from a menu of relevant courses in other departments, such as "Environmental Justice," "Environmental Economics," "Social Psychology," "Spiritual Models of Social Action," and "Queer Theory, Feminism and Religion."

The program's first online course, "Nonviolence: The Global Citizen and Contemplative Life," designed and taught by Naropa President Emeritus Thomas B. Coburn, made its debut this fall. Walworth says that as global citizens, Naropa students need the confidence and skills to communicate effectively in an online learning community. Another new course, "Law, Human Rights, and Social Change," will be launched in the spring, taught by former Naropa President John W. Cobb.

Walworth anticipates that many of Naropa's Peace Studies graduates will pursue advanced degrees in peace and justice studies, conflict transformation, and related fields such as environmental leadership, gender and women's studies, journalism, education, public health, and the arts.

Peace Studies' first graduate, Jenna Corbin (BA '08), recently began a master's program in community psychology at Pacifica Graduate Institute in California.



Nobel Peace Laureate Shirin Ebadi gives the keynote address entitled "Human Rights and Women's Rights in Islam" at a symposium organized by the Peace Studies Department.

"I feel that Peace Studies incorporates and integrates the values of contemplative education, the personal practice, and the social practice," Corbin says. "We were pulling from current academics in the field, grappling with very deep questions and then making it real and relevant."

While the Peace Studies program does its part to send well-informed, engaged citizens into the world, it also endeavors to host thought-provoking forums and events on campus focused on peace, conflict, and human rights in the contemporary world. The department organized last year's symposium "Women's Leadership and Activism in the Muslim World," which featured a keynote address by the 2003 Nobel Peace Laureate Shirin Ebadi. This fall the department celebrates the United Nations' "International Day of Peace" with a seminar on "Lawyers as Peacemakers" and will raise awareness about the death penalty by bringing two Death Row exonerees to campus.

"The Peace Studies program attracts students committed to personal and social transformation," says Walworth. "Education for the twenty-first century requires both. Students come to Peace Studies with a deep ethical commitment to nonviolent social change; they are seeking an intellectually challenging, caring, and creative learning community in which to develop the knowledge, skills, and artistry needed for 'the work' of the next half-century."

CELEBRATING THE RETURN

Rinpoche visits Naropa, offers blessings

Dilgo Khyentse Yangsi Rinpoche, the seventeen-year-old incarnation of Dilgo Khyentse Rinpoche (1910–91), visited Naropa University on August 13 as part of the centennial celebration of Khyentse Rinpoche’s birth. Yangsi Rinpoche toured the Arapahoe Campus, heard about his predecessor’s connection to Naropa, and offered a blessing for the university.

Naropa President Stuart C. Lord welcomed Yangsi Rinpoche at an assembly in Shambhala Hall, where approximately one hundred students, faculty, staff, and friends of Naropa were gathered.

“We are grateful and honored and blessed that you are here on your first visit to America. May this be the first of many visits,” said Lord. “Khyentse Rinpoche was considered a master of masters and a teacher of teachers. Naropa University’s community is grateful for the profound influence that he has had on this institution.”

Lord went on to describe Dilgo Khyentse’s connection to Naropa University founder Chögyam Trungpa Rinpoche. In Trungpa’s

(Far left) Naropa President Stuart C. Lord and Religious Studies Professor Judith Simmer-Brown show Yangsi Rinpoche historical photographs of Naropa and its leaders during a tour of campus.

younger years, Dilgo Khyentse was his close teacher, advisor, and confidant. Trungpa’s eldest son and Naropa’s lineage holder, the Sakyong Jamgön Mipham Rinpoche, also regarded Dilgo Khyentse Rinpoche as one of his most important teachers.

The previous incarnation had a more direct influence on Naropa as well. He visited the university in 1987 and gave a series of teachings and empowerments on the south lawn on behalf of Naropa and the local Buddhist community. Because he visited in the same year that the founder passed away, it made his presence especially comforting and inspiring.

Yangsi Rinpoche was born in Nepal in 1993. At a very young age, he passed numerous tests that established his identity as the reincarnation of Dilgo Khyentse, which was confirmed by His Holiness the Dalai Lama. His enthronement took place in 1996 in Nepal. Rabjam Rinpoche, Dilgo Khyentse Rinpoche’s grandson and spiritual heir, is educating him in Bhutan.

“Whatever you are doing in this school I really respect it. I think it is very good,” Yangsi Rinpoche said.

For Dilgo Khyentse Rinpoche’s students, there is no virtually difference between Yangsi Rinpoche and the master they lost. Dilgo Khyentse had a powerful effect on the generation of contemporary Tibetan Buddhists teaching today, so naturally these teachers are very interested in making a connection to the young incarnation.

Judith Simmer-Brown, a Religious Studies faculty member since 1978, recalled her studies with Dilgo Khyentse and offered gratitude for his return.

“You represent the incredibly bright and promising future of the continuation of sanity and meditation practice and the continuation of the Buddhist teachings as a beacon in the future as well. So thank you so much for returning and coming to see us at Naropa,” said Simmer-Brown.



(Right) Yangsi Rinpoche offers blessings and says prayers throughout the tour. Dzigar Rinpoche is on left.

Dzigar Kongtrul Rinpoche, who taught at Naropa from 1990–95 and served as a former World Wisdom Chair holder, spoke about his belief that Naropa is unique in the way it teaches wisdom, critical thinking, and self-reflection. “I used to say to Naropa students that what you get from here is a mind you can use in a most excellent way,” he said. “And with this you will actually go through your life and be a lawyer, be a doctor, be anything you want to, and you will be set for the rest of your life. I believed those words then, and I believe those words still. Naropa is a very unique place because of the contemplative meditation practices students use as a base.”

Ingrid Ladden, a junior who is majoring in Interdisciplinary Studies, explained how excited Naropa students were to meet a Rinpoche who is so close to their own age.

“We will be looking to you and following you, and I hope you can look upon us as resources. Many of us have the same aspiration... to be of benefit, to learn how to open our hearts, and walk into the world. I hope our futures are intertwined,” said Ladden.

Yangsi Rinpoche toured the Allen Ginsberg Library, meditation hall, community greenhouse, and shrine room and offered rice blessings along the way. He left with a number of gifts from Naropa, including a crystal vase engraved with the Naropa insignia, a baseball cap, and T-shirts.

The U.S. tour took place August 5–15 and included events in New York, Vermont, and Colorado.

Also accompanying Yangsi Rinpoche to Naropa was Rabjam Rinpoche.

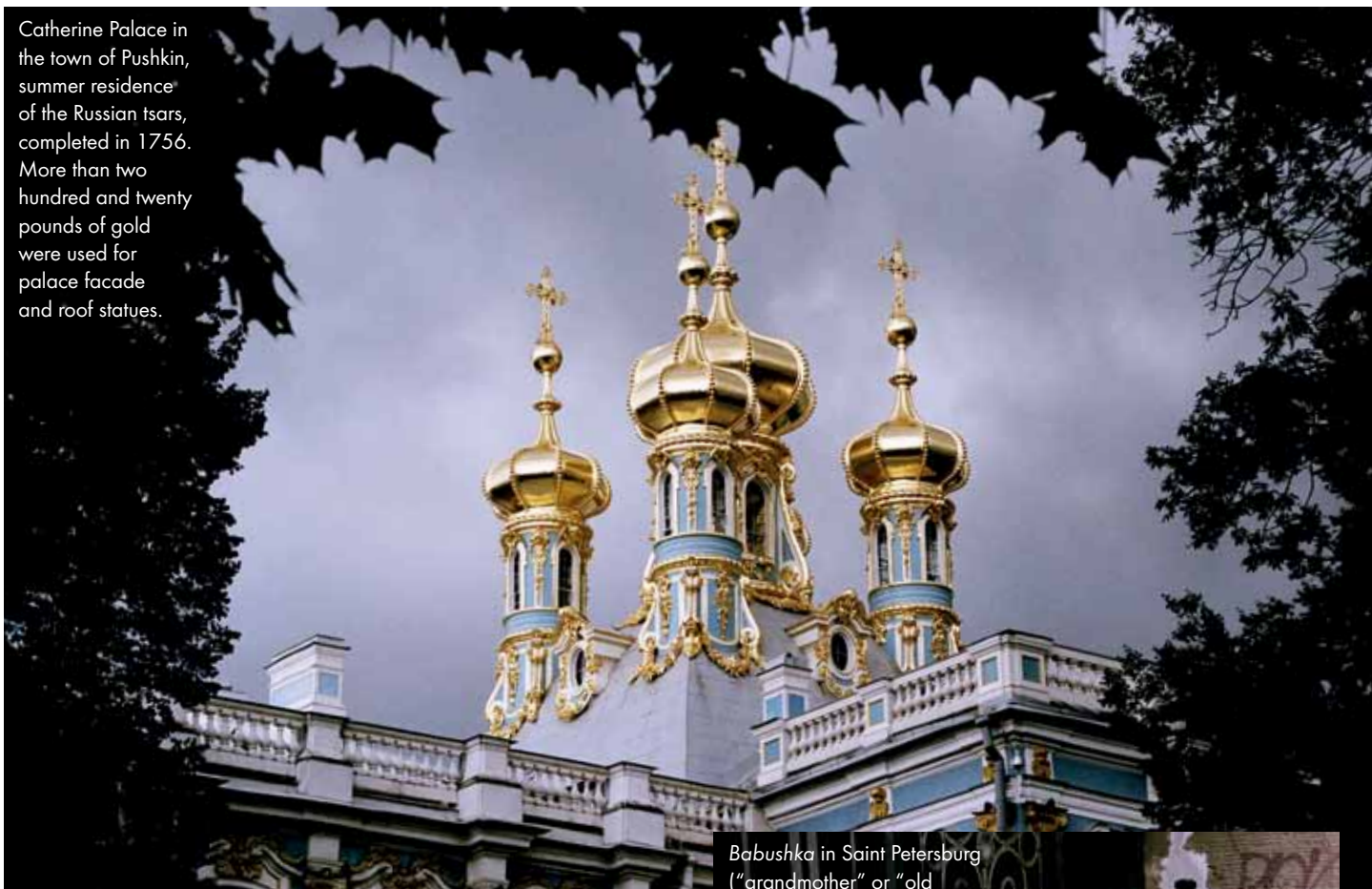


Dr. Lord leads the tour with Yangsi Rinpoche at his side.



(Left) Provost Stuart Sigman offers Yangsi Rinpoche a gift of brochures about Naropa while Dzigar Rinpoche looks on.

Catherine Palace in the town of Pushkin, summer residence of the Russian tsars, completed in 1756. More than two hundred and twenty pounds of gold were used for palace facade and roof statues.



Babushka in Saint Petersburg ("grandmother" or "old woman" in Russian).

Travel with a Purpose

Passion for environment and travel merge in Russian Visions



When Leila Loder started thinking about establishing a travel company, she knew she wanted to offer something more than a passing experience. She founded Russian Visions in 2009 with a deeper purpose in mind. The Portland, Oregon-based company's mission is to offer ecological adventures, which Loder says is about creating authentic connections with wild

nature, one's self, and other cultures, and providing a lifelong enriching experience.

Loder earned an MA in Environmental Leadership from Naropa University in 2005. She grew up in Moscow and



Photos by Leila Loder

Fontanka river at sunset. This famous river flows through central Saint Petersburg and is one of city's ninety-three rivers and canals.



Residents and travelers share an evening meal made from local garden vegetables in Grishino ecological community, 300 kilometers northeast of Saint Petersburg.



After this photograph was taken, a grandmother came out of the house, saying with a smile: "What is the use in photographing a titanic?!" Podporozhsky rayon, Leningradskaya oblast, Russia.



earned a bachelor's degree in public relations and photography from Saint Petersburg State University in Russia. Her bicultural

experiences have provided her with an extensive understanding of both American and Russian cultures, enabling her to craft tours that are sensitive to the needs of travelers and the local villagers in whose daily routines the travelers immerse themselves.

"The Naropa program taught me how to lead people into integrating nature even more deeply into their own lives. You could say that is when it became my passion to integrate ecology and multicultural perspectives, and to bring these experiences to others in life-changing ways," Loder says.

This summer, Russian Visions hosted its first tour entitled "The Vibrant Culture & Ecology of Northern Russia." Highlights included tours of Saint Petersburg, remote ecological communities around Lake Ladoga, an eighth-century capital, and pristine forests in Karelia. Beyond seeing these places, Loder says the journey involved sharing and interacting with the local communities. Travelers helped carry water, work in gardens, and prepare meals from locally harvested produce.

"These people deeply touched our minds and hearts. We really felt their warmth and hospitality. Being a part of their authentic life was very meaningful for the participants, who fully supported the paradigm shift away from the notion of being catered to and entertained by the locals toward a mutually beneficial and respectful relationship," Loder says.

For information about upcoming tours, please visit RussianVisions.org.

FACULTY & STAFF NOTES

THE LATEST ON THE PUBLICATIONS, RESEARCH, ART WORK, AND PERFORMANCES BY NAROPA UNIVERSITY FACULTY.

Keith Kumasen Abbott's (Associate Professor, Writing & Poetics) interviews about his Richard Brautigan memoir *Downstream from Trout Fishing in America* will appear in *Beat Scene*, Winter 2010 issue, and on Rob McLennan's website of American-Canadian writers, *Rob's index*, www.robmclennansindex.blogspot.com. "Touch and Go: the Art of the Memoir," for the Buddhism and Life Writing panel with scholar John Whalen-Bridge, featured Abbott with novelists Maxine Hong Kingston and Charles Johnson at American



Open Heart by Keith Abbott. "Heart" translates also as spirit and mind.

Literature Association. Abbott was filmed for a Brautigan documentary produced by award-winning Don Ranvaud (*Farewell My Concubine*, *City of God*, *The Constant Gardener*), co-directed by Anthony Lucero and Paul Swensen. *Downstream* selections are published in an art exhibition catalogue *Richard Prince: American Prayer* from The Bibliotheque Nationale de France. Abbott's painting "Full Face Daruma" appeared in September *Shambhala Sun* for "Zazen: Just Wake Up." He is currently writing an essay for anthology editor Dianne Donnelly (*Does the Writing Workshop Still Work*, 2010) on how blended genres structure writing courses.

Bryan Bowen (Adjunct Faculty, Environmental Studies) and *Marco Lam (Adjunct Faculty, Environmental Studies)* conducted a workshop at the 2010 National Cohousing Conference June

16-20, 2010, in Boulder, entitled "Sustainability: Environmental + Economic + Cultural." They addressed planning, design, permaculture, re-localization, edible landscapes, alternative currency, aging in place, community building, and how we might envision human habitation of the planet as a part of the regional ecology. The workshop featured a mix of interaction and presentations from a wide array of visionaries. At the same time, workshops on senior cohousing, community building, developing cohousing, and a track for researchers, academics, and writers were held. There were shared lunches and larger presentations with the other workshops to create a vibrant dialogue. Visit www.cohousing.org.

Deborah Bowman (Professor, Transpersonal Counseling Psychology) presented a paper on "Dispelling the Enemy Image with Clear and Compassionate Speech" at the May 2010 United Nations Day of Vesak International Conference in Thailand. Her study investigates how many common language "pictures" create an inaccurate conceptual frame for perceived phenomena and compound difficulty in communication when states of fear underlie distorted expressions of speech.

Susan Burggraf, Associate Dean for Undergraduate Education, graduated from the HERS Institute in Denver during 2009-10. HERS is a leadership development program for women in administrative positions in public and private colleges and universities. The intensive residential format provided many opportunities to learn from experts and colleagues in areas such as university budgets, academic affairs, leadership strategies, student affairs, risk management, strategic planning, meeting facilitation, diversity awareness, career development, information technology, and many others. As a HERS alumna, Susan continues to participate in the extended HERS community.

Christine Caldwell (Professor, Somatic Counseling Psychology) was appointed this spring to be on the International Advisory Panel of the journal *Body, Movement and Dance in Psychotherapy*. In June, she and *Tara Topper (Adjunct Faculty, Somatic Counseling Psychology)* presented at the American Psychological Association Ethnic Minorities Conference in Michigan. Their

presentation was entitled: "Diversity, Oppression, and the Body in Psychotherapy." In July Christine presented at the *Moving from Within* Conference in Munich, Germany, on the topic of diversity issues in movement observation and assessment. She also published a chapter of the same title in the book *Movement Analysis of Interaction*. In September she co-presented with *Jeanine Canty (Chair and Associate Professor, Environmental Studies)* at our own Wilderness Therapy Symposium, on the intersection of the well-being of our physical bodies with the well-being of the earth body. In October she will be presenting at the United States Association for Body Psychotherapy conference in Berkeley, CA. Christine is also a board member of this association. Christine is writing a chapter for a book on research, titled "Diversity Competency in Dance Therapy Research."

In May 2010, *Jeanine M. Canty (Chair and Associate Professor, Environmental Studies)*, presented at Prescott College's PhD Symposium in Sustainability Education. In June 2010, Jeanine M. Canty, *Suzanne Benally (Associate Provost for Institutional Planning and Assessment and Special Advisor to the President for Diversity)*, and *Barbara Catbagan (Diversity Seminar Coordinator)* presented at the National Conference on Race and Ethnicity in Higher Education (NCORE). The conference was held outside of Washington, D.C., and their presentation was entitled *Reframing Pedagogy: Race, Environment, and Contemplative Education*.

This summer *Lauren Casalino (Associate Professor, Contemplative Counseling Psychology)*, along with *Susan Nimanheminda (Visiting Instructor, Contemplative Counseling Psychology)*, presented on Brilliant Sanity and its clinical implications at the Buddhism and Psychology conference this summer. Lauren and *Karen Wegela (Professor, Contemplative Counseling Psychology)* also offered a post-conference workshop on Contemplative Clinical Group Supervision.

Patrick D'Silva (Adjunct Faculty, Religious Studies) will be presenting a paper at the upcoming American Translators Association conference in Denver, CO, in October. It is titled "Translating Religion: Pitfalls and Perils," and will focus on

specific examples where religious texts such as the New Testament and the Qur'an have been translated to fit the worldview of sub-communities within a global religious tradition. Before we can render the source text into the target language, we must understand the intended audience. Religious texts offer an added layer of complexity that goes beyond the usual rubric where texts are classified as technical, legal, general, academic, etc. Here we must understand the theology of the intended audience in order to provide a translation that fits their needs.

John Davis (Professor, Transpersonal Psychology) gave an invited address for the Lyceum series at Rocky Mountain National Park in April 2010. As part of this series exploring wilderness in America, Dr. Davis's talk and slideshow focused on ecotherapy, research findings, applications, and the value of ecopsychology for public land management. Also, John has had an article accepted in the journal *ReVision: A Journal of Consciousness and Transformation*. His article in the special issue on Ecopsychology explores an integration of nature-based spiritual practice and the Diamond Approach of A. H. Almaas.

Barbara Dille (Professor, Theater: Contemporary Performance) participated in the first public event of Naropa MFA Theater alumni group CDP/NYC on May 14-16 in New York City. She co-taught a two-part workshop, *This Very Moment*, which was produced by Damaris Webb ('08 graduate), and coached a practice session with the Core Group: Damaris, Eliza Ladd (graduate), Jeremy Williams (graduate), Deb Disbrow (graduate), Taavo Smith (graduate), Teana David (graduate). Ben Stuber is part of the Core but was not in attendance. This was followed by a free and open studio sharing of the practice form and a lively discussion with the members of the audience.

An excerpt from **Gaylon Ferguson's (Associate Professor, Interdisciplinary Studies)** book *Natural Wakefulness* was selected for inclusion in *The Best Buddhist Writing 2010*.

Naropa Chorus instructor, **Paul Fowler (Adjunct Faculty, Music)**, premiered a piece which he composed for chamber orchestra and overtone singer with the cutting-edge new music outfit, *Sympho*, at the Church for All Nations in New York City on May 22, 2010. The concert was conducted by Paul Haas and featured Fowler's singing and his work as a computer musician, in a piece composed by Haas. More information can be found at www.symphoconcerts.org or www.paulfowler.net. On July 17, 2010, *The Crossing*

choir, conducted by Donald Nally, premiered a new work by Fowler on the poetry of Philip Levine. The piece was commissioned by the ensemble as a part of a celebration of Levine's work. The other composers commissioned for this project included recent Pulitzer Prize winner David Lang. The premiere will take place at the Presbyterian Church of Chestnut Hill in Philadelphia. More information can be found at www.crossingchoir.com or www.paulfowler.net.

Father Alan Hartway (Chair and Instructor, Interdisciplinary Studies) will be a presenter of a break-out session at a Catholic leadership conference attended by more than three hundred Catholic missionaries from around the world in St. Louis, MO, entitled "Who will send a word to rouse them?" His talk will be on East-West interreligious dialogue, especially Catholic and Buddhist dialogue and encounters.

Bhanu Kapil's (Assistant Professor, Writing & Poetics) fourth book of experimental prose/poetry, *Schizophrene*, was accepted for publication by Nightboat Books in 2011. She has been invited, this year, to read her work and give talks/performances at Wesleyan College, The University of Chicago, Walker College of Art and Design (Tennessee), Segue Reading Series (New York City), Temple University, and multiple venues in the Bay Area and Louisiana. She will present on two panels at the forthcoming AWP conference in Washington, D.C., and is a co-organizer for a symposium, *Movement, Somatics, and Writing*, at the Duderstadt Video Performance Studio, University of Michigan. Her most recent book, *humanimal*, was recently the number one best-selling cross-genre/poetry book at Small Press Distribution.

Marco Lam (Adjunct Faculty, Environmental Studies) participated in the *Liberation Economics Boulder Launch* in June 2010 at Boulder Integral. This was an opportunity to engage with leading social entrepreneurs in a deep inquiry into what new models are emerging for how we make a living. This workshop offered an opportunity to explore the vision of Liberation Economics and dive into the essential elements of the curriculum—what we call the four P's of Purpose, Practice, Partners & Plan. More information at www.liberationeconomics.com.

Brigitte Mars (Adjunct Faculty, Contemplative Psychology) is currently teaching Herbal Medicine in Iceland at an herb school called Heilsumeistaraskolinn that offers a three-year program. She teaches in English, but is happy to say that she knows the Icelandic names of many plants. In the next year, she plans to teach

at Omega Institute, Kripalu, and Esalen. Her new book out this fall, the fifteenth of be published, is called *The Almanac of Country Home Remedies*.

Mark Miller (Chair and Professor, Music) performed at the Ceraso Gallery with master Japanese musician Yoko Hiraoka (koto, shamisen, and voice) in a concert of improvisation and contemporary composition featuring the work of Ned Rothenberg and Teizo Matsamura. Mark continues to perform on flute, saxophone, and shakuhachi with the jazz trio Primal Mates, featuring Chris Lee on vibraphone and Colleen O'Brien on cello and voice.

Gloria Nouel (Assistant Professor, Transpersonal Psychology) led an open session focusing on issues of workplace spirituality at the 6th Biennial International Meaning Conference on August 5-8, 2010, in Vancouver, Canada, titled "A Dialogue on Work as Spiritual Practice." The main conference theme this year was "Creating a psychologically healthy workplace: Meaning, spirituality and engagement." She spoke of her experience mindfully engaging difficulties in the workplace. She also facilitated an in-depth discussion addressing how different individuals and organizations approach spirituality in the workplace.

Andrew Rose ('08 graduate, Adjunct Faculty, Transpersonal Counseling Psychology and HealingQuest Program Director) will present at the Wilderness Therapy Symposium September 25, 2010, on *Programming Family Trips in Wilderness Settings*. Heather Menzie ('08 graduate) will also present on this panel.

Leeny Sack (Adjunct Faculty, Theater: Contemporary Performance) Guest Artist, Certified Master Teacher Kinetic Awareness, announces the opening of her studio *Physika Arts* in Lafayette, CO. Beginning in October 2010, Ms. Sack, who has performed and taught throughout the U.S., Europe, and in Asia for more than thirty years, will offer "From Inner Experience to Outer Expression," an intensive process of self-research designed to access often unavailable performative content by inviting the unconscious into creative consciousness. For more information on individual sessions and small group workshops, contact physikaarts@gmail.com.

Deryk Sanchez Stranding (Adjunct Faculty, Somatic Counseling Psychology) has been appointed to the City and County of Denver's Gay, Lesbian, Bisexual and Transgender Commission.

Andrew Schelling (Professor, Writing & Poetics) is now the editor-in-chief of *Bombay Gin*, working closely with a student editorial group. The upcoming winter issue will be titled "Anthology of



Faculty Spotlight

Amy Catanzano (Administrative Director and Lecturer, Writing & Poetics) was awarded the 2010 PEN USA Literary Award for Poetry for her book *Multiversal* (Fordham University Press, 2009). The PEN awards were announced in September 2010 and will be presented at LitFest in November in Beverly Hills, California. Established in 1982, the annual PEN awards program is a unique regional competition that recognizes outstanding literary works in ten categories: fiction, creative nonfiction, research nonfiction, poetry, children's literature, translation, journalism, drama, teleplay, and screenplay. Past PEN Literary Award winners include Maxine Hong Kingston, T.C. Boyle, Alice Walker, and Paul Thomas Anderson.

"We are so proud of Amy Catanzano and her luminous work and that she has received and been acknowledged by this prestigious PEN award. She is an invaluable part of Naropa University's Jack Kerouac School poetics community," said poet and Naropa professor Anne Waldman. In praise of *Multiversal*, Waldman wrote, "The mind/poetry of this book is wondrous, strange, a polyvalent stimulant. I didn't think poetry could ever again be so beautiful."

Catanzano was the winner of Fordham University's 2007-08 Poets Out Loud (POL) book prize. In judging Catanzano's book for the POL book prize, poet Michael Palmer wrote, "In a time of displacement such as ours, she seems to say, in place of 'universals' we must imagine 'multiversals,' in place of the fixed, the metamorphic."

In addition to her role as administrative director, Catanzano is a lecturer, teaching graduate and undergraduate courses in creative writing and literature in Naropa's Department of Writing & Poetics. She is also managing editor of *Bombay Gin*, the literary journal of the Kerouac School.

Catanzano also authored *iEpiphany* (Erudite Fangs, 2008) and the electronic chapbook, *the heartbeat is a fractal* (Ahadada Books, 2009). Her poetry, creative nonfiction, and fiction appear in literary journals such as *Denver Quarterly*, *Tarpaulin Sky*, *La Petite Zine*, *Conjunctions*, *Volt*, and *Colorado Review* and in *A Best of Fence* anthology. Her essay, "Quantum Poetics: Writing the Speed of Light," appears on Jerome Rothenberg's website, *Poems and Poetics*. She has an MFA from the Iowa Writers' Workshop.

"The PEN Prize for poetry is a major national award so I am deeply gratified to see Amy's brilliant book recognized in this way," said Elisabeth Frost, associate professor of English at Fordham University and the POL Prize series editor. "It is wonderful to have attention drawn to the POL Prize and the superb books issued by the press in the series."

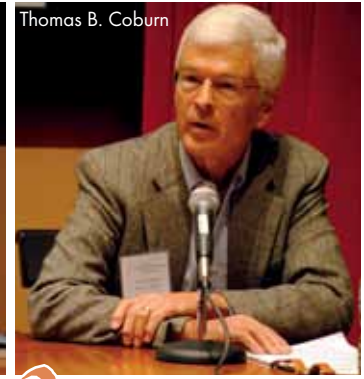
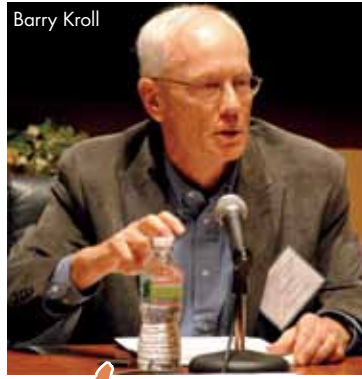


American Folk Music," a tribute to and parody of Harry Smith's 1950s Smithsonian recordings. (Smith lived his final four years in what is now the music building on the Arapahoe Campus, and received a Grammy for his anthology when it was re-released on CD.) Andrew has recent interviews in *The Bloomsbury Review* (on the translation of India's poetry) and the *Pacific Rim Review of Books*. He took part in the "Rethinking Poetry" panel at Columbia University in June, and gave a poetry reading in Philadelphia. He also was a featured reader October 1 for the "Lowell Celebrates Kerouac" festival. New poetry in *Tricycle: The Buddhist Journal*, *Mandorla* (bilingual English-Spanish journal), *Bombay Gin*, *High Country Press*, and on Jerome Rothenberg's "Poems & Poetics" blog site. Translations in *Manoa*, the transpacific journal from Hawai'i.

Judith Simmer-Brown (Professor, Religious Studies) has submitted her co-edited volume, *Meditation and the Classroom: Contemplative Pedagogy for Religious Studies* to State University of New York Press, which will publish it this fall. The volume has twenty-five contributors, among them Naropa faculty members *Dale Asrael* (Associate Professor, Transpersonal Counseling Psychology), *Richard Brown* (Associate Professor, Contemplative Education), and *President Emeritus Thomas Coburn* (Adjunct Faculty, Peace Studies).

Susan Skjei (Adjunct Faculty, Environmental Studies) was a keynote speaker on *Mindful Community* at the Applied Mindfulness conference at Karmê Chöling in July and offered a series of experiential workshops that explore how mindfulness and conscious communication can contribute to creating healthy communities.

Anne Waldman (Professor, Writing & Poetics) participated in the "Howl in The City" festival this past July in Washington, D.C., performing Allen Ginsberg's "Howl" with a string quartet in addition to her own set (three performances). This festival was in conjunction with a show of Ginsberg's photographs at The National Gallery of Art. Anne was also a keynote speaker at the Symposium for Socially Engaged Buddhism at Bernie Glassman's Peacemakers center in Montague, Massachusetts. She also chaired a panel that included the novelist Peter Mattheissen and actor Jeff Bridges. Anne and her son, musician Ambrose Bye, were also the opening act for the "Howl" festival in New York. She also has performances coming up at the New Museum, Old Dominion University, and the Zebra festival in Berlin where her husband Ed Bowes's movie "Entanglement" will also be shown (co-written with AW), which features Naropa alumna and former NU faculty member Eleni Sikelianos.



Leading the Way

Naropa faculty and former president take part in contemplative education conference

On September 24–26, several representatives of Naropa University participated in the Association for Contemplative Mind in Higher Education’s (ACMHE) annual conference entitled “The Contemplative Academy” at Amherst College in Massachusetts. Approximately 165 people attended the conference. Professors Judith Simmer-Brown (Religious Studies) and Susan Burggraf (Undergraduate Education) were panelists along with Barry Kroll from Lehigh University. Thomas B. Coburn, Naropa University President Emeritus, moderated a Q&A session, and other Naropa faculty members presented.

Panelists representing four different academic disciplines—English, art history, religious studies, and psychology—took conference attendees into a deep exploration into the intersections of contemplative and academic modes of inquiry in teaching and scholarly work. Contributed papers, poster sessions, and artistic presentations as well as plenary talks and contemplative practice sessions examined the ways in which contemplative practice serves higher education. For example, as educators integrate these practices into classrooms, studios, and co-curricular initiatives, are they learning how to develop greater mindfulness, open heartedness, and insights?

Naropa faculty presentations included “Sacred World: Presence in the Classroom” by Jane Carpenter, associate professor in contemplative psychology; “Practices in Sensing, Perceiving and Doing” by Wendell Beavers, associate professor of theater and performance, and Erika Berland, instructor in theater and performance; and “Integrating Pedagogies: Somatics, Mindful Awareness Technique, Expressive Arts and Experiential Learning” also by Beavers and Berland.

Susan Burggraf, associate professor in contemplative psychology, says ACMHE conferences have been great opportunities to cultivate relationships with collegiate colleagues and to participate in the burgeoning contemplative education movement. “The holistic contemplative approach to higher

education that the founding faculty at Naropa began more than thirty years ago is very much alive today and spreading rapidly as faculty—some individually and some whole departments or groups—are inspired by the power and sense of possibility that come from incorporating contemplative modes of inquiry into syllabi and curricula,” Burggraf says.

Naropa’s experience and authority in contemplative education was noted at the conference by respected members in the field. In her paper “Contemplative higher education in contemporary life,” Mirabai Bush, the founding director of the Center on Contemplative Mind in Society, calls Naropa “an early leader and an important center for this work.”

Kroll, the Rodale Professor in Writing and chair of English at Lehigh University, says, “My sense is that the contemplative education community has much to learn from Naropa, where there is a repository of experience and wisdom to be tapped. Because contemplative practice is woven into the curriculum as well as student life at Naropa, it is the premier experiment in contemplative pedagogy, from which those of us who teach in other (especially secular institutions) can learn a great deal.”

Several conference attendees who have visited Naropa reflected on their experiences. Erin McCarthy, an associate professor in St. Lawrence University’s Asian studies philosophy department, was a Lenz Scholar at Naropa last year. McCarthy says, “At Naropa, I was impressed in the classes I visited at how effortless and natural these teachers made it look. I also saw how deeply transformative and fruitful this kind of education is for students.”

David Lee Keiser, associate professor of education at Montclair State University, recently spent two weeks of his sabbatical at Naropa. “The rapt attention and insightful questions at the conference represented an engaged and responsive crowd—one strengthened in visible and invisible ways by the Naropa model,” Keiser says.

BECOMING A WORLD-CLASS UNIVERSITY

Title III Grant Helps Naropa Transform the Undergraduate Learning Experience

This fall, Naropa University received a five-year \$1.9 million commitment from the U.S. Department of Education's (DOE) Title III program, including \$386,000 for the current fiscal year. The grant will be used to implement the undergraduate academic plan and to help expand Naropa's capacity to serve low-income students. It is the largest single grant in Naropa's thirty-six-year history.

"Naropa is honored to receive this grant, which will help our effort to become a world-class university by enhancing our curriculum and student services and expanding our outreach to low-income students," said President Stuart C. Lord. "We are grateful to the Department of Education for recognizing Naropa's leadership in contemplative education and our strong commitment to building a diverse student body."

Naropa is one of forty-eight higher education institutions nationally and one of only two in Colorado to receive the grant under the Office of Postsecondary Education's "Strengthening Institutions" program. Under the grant program, colleges and universities may use the money for a variety of purposes, including faculty development, establishing an endowment, and improving academic programs.

"The President has set a goal that America will once again lead the world in college completion by the end of this decade," said U.S. Secretary of Education Arne Duncan in a DOE press release. "These grants will support institutions serving low-income students as they work to increase college completion rates to help our country meet the President's goal."

The grant is aimed at improving Naropa's undergraduate curriculum, helping students move rapidly into core courses, and boosting retention rates. Naropa's project, "Transforming the Undergraduate Learning Experience," incorporates many aspects of the academic plan, including creating a clear



curricular arc with well-defined, meaningful learning outcomes, establishing a robust system of faculty mentors called "journey guides," and strengthening academic support services.

In the academic plan, an educational vision statement describes a student journey that interweaves contemplative development with liberal arts training for undergraduates and professional training for graduates. A way to gauge success on that journey is the achievement of six outcomes embedded in all degree programs. At three points during their college experience, students may demonstrate beginning, intermediate, or advanced mastery of the six learning outcomes:

- Competency in contemplative theory and practice
- Explore diversity and ecological sustainability
- Critical thinking, research, writing, and artistic expression
- Build intra and interpersonal capacities
- Demonstrate knowledge and skill in a discipline or area of study
- Apply learning in real-world settings

Elements of the new curriculum include the creation of a comprehensive interdisciplinary first-year learning community seminar and the development of senior project-based capstone seminars. In alignment with the curricular transformation, support services will be reformed to approach the student as a whole being with timely, targeted support. IT systems will be improved to provide better tracking, reporting, and information-sharing capabilities. Linking these elements together will be a unique and rich faculty mentoring "journey guide" program.

Provost Stuart Sigman and Associate Dean for Undergraduate Education Susan Burggraf worked on the grant proposal for more than a year.

Why We Give

Alumni Contribute Time, Talent, and Resources to Naropa

Having experienced a Naropa education, our alumni know firsthand the university's unique quality of education. They are among the university's most valued donors.

Robert Cooper, who earned a BA in Religious Studies from Naropa University in 2006, finds satisfaction in knowing that his gifts create a positive impact. He began donating to Naropa on a monthly basis when he graduated. He also attends Naropa events whenever he can; recently he participated in student orientation and graduation. As owner of Command-A Consulting, a technology business, Cooper says he's often called upon when someone is experiencing a computer or technology disaster. He credits the university with preparing him to handle those delicate situations.



"Without the training and practice I did at Naropa, it would be nearly impossible for me to be successful in my business. The skill of witnessing my own mind when the ego rears its ugly head is absolutely fundamental to what I do both personally and professionally," Cooper says. "I see myself being involved with Naropa for the remainder of my life. No financial gifts can really 'pay back' the experience I had at Naropa. But it is a way for me to help ensure that the school is able to continue providing an amazing space for personal exploration and transformation."

For Holly Gayley, an assistant professor in the department of religious studies at the University of Colorado at Boulder, supporting Naropa University is the neighborly thing to do. The universities are in close proximity and they have a consortium agreement. Gayley does her part to foster scholarly exchange by giving presentations at Naropa, sending her CU master's students to Naropa for Sanskrit and Tibetan language training, and inviting Naropa faculty and graduate students to CU's public religious studies lectures.



Gayley earned a master's in Buddhist Studies from Naropa University in 2000 and a PhD in Tibetan and Himalayan studies from Harvard University in 2009. She believes strongly in supporting Naropa's mission of contemplative education by making annual donations as part of the Founder's Society and by volunteering on alumni committees.

"I think Naropa has a unique niche within Buddhist studies nationally. It holds an important place for conversations between scholars and masters within the tradition. That's actually quite rare to find," Gayley says. "I got to take Tibetan with Ringu Tulku, a Tibetan lama. There were only three of us in the class, and we actually acted as a little translation committee. This was something you could get nowhere else."

She says she's carried forward not only her experiences at Naropa, but also her connections with faculty such as Sarah Harding, Judith Simmer-Brown, and others into her professional academic life.

"I have wanted to help give others the opportunity to be similarly touched, inspired, and changed." —Ryan Harrison

Ryan Harrison describes his Naropa experience as a "life-shift." He lives near Los Angeles where he's a certified health and wellness practitioner consultant and adjunct faculty at the University of La Verne. Although physically distant, he remains connected to Naropa University. He attends alumni events in southern California, and he has donated to the university since he graduated in 2003 with a MA in Transpersonal Psychology.

"My studies at Naropa opened me up to a completely different way of thinking and feeling in the world. The emergence of a 'new self'...paved the way for me to develop an entirely different worldview that has significantly impacted and blessed my life," Harrison says. "I have wanted to help give others the opportunity to be similarly touched, inspired, and changed."



ALUMNI NOTES

WOULD YOU LIKE TO BE IN THE SPRING '11 ALUMNI NOTES? TO SHARE YOUR NEWS, VISIT NAROPA.EDU/ALUMNINOTE.

1970s

Glenn Edwards (non-degree '74) shares that he has figured out, with a 90% chance of accuracy, who was really behind 9/11. He is living in Middleton, WI, and often meditates on the Dharma in the Dalai Lama's new temple, built in Oregon, WI.

1980s

Christine E. Fisher (MA '89) created The Cat Door, an organization dedicated to cat rescue and TNR (trap, neuter, and return), sharing humane solutions for the feral cats of Door County, WI, through education, awareness, and resource development (thecatdoor.com). She is also dedicated to holistic healing through her practice: doorpeninsulapathways.com. She had a recent essay accepted by *The Gettysburg Review*.

1990s

Juan Carlos Rojas Ortiz (MA '94) returned to Acapulco, Mexico, and opened a company that sold wastewater plants. After fifteen years, he decided to venture into real estate. After the economic recession became a challenge, he went back to his learning at Naropa and did what he felt was best: adapt joyfully. He embarked on what he sees as a promising future, balanced by work, love, and meditation practice as a priority. He believes that one is able to make a difference by being present when doing the simple things, such as loving one's family and friends wholeheartedly.

Joyanna Laughlin (MFA '97) announces the publication of *The Body, and Its Mansions* (Finishing Line Press), described by Molly Peacock as "a memoir-in-verse that demonstrates on every page how the sober life has become sacred." Order at www.finishinglinepress.com; click on "New Releases and Forthcoming Titles."

Jimmy Gleacher (MFA '99) recently sold his third novel, *Paradise Rules*, to Gallery Books (Simon & Schuster). Also, his independent film, *He's Such a Girl*, is being distributed in dozens of countries, most notably by Lionsgate in the United Kingdom. He writes: "This would never have been possible if it weren't for Bobbi Louise Hawkins and Keith Abbott at Naropa." For more info: www.jimmygleacher.net.

Chaplain Mikel Ryuho Monnett, BCC, (MA '99) had his article "Developing a Buddhist Approach

to Chaplaincy: A Peacemaker's View" published in the anthology *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care* by Kujawa-Holbrook and Montagno. He also appears in the book *The Spirit Doll Hat: A Story of Cancer, Resilience and Enlightenment* by Ann Willis.

2000s

Adena Shoshan (MA '04) completed her doctoral degree in clinical psychology. She moved to Rochester, NY, in July for her postdoctoral residency at the University of Rochester School of Medicine and Dentistry. She was awarded a two-year residency in primary care family psychology, specializing in women's health and family therapy.

Robert Wood (MA '04) is a business consultant, has his JD and MBA degrees, and completed his PhD at the Institute of Transpersonal Psychology. He has thirty years of business experience, which he uses to help start-up companies with their financial and operational challenges. He is also employed by the Institute of Transpersonal Psychology as a mentor for master's degree students, and he leads wilderness rites of passage quests in southeast Utah. In addition, he is president of the board of the ACLU's Utah affiliate.

Soma Feldmar (MFA '05) completed her first year as a PhD candidate in the Poetics program at SUNY Buffalo and was offered a fully funded, with TA, position. Her first book of poetry, *Other*, was published in November 2009 by CUE (Capilano University Editions) Books, which was launched in Vancouver, BC. The evening included readings and performances by The Institute for Domestic Research, Christine LeClerc, Lisa Robertson, and Christian Bök.

Bill Michalides (BA '05) shares "one thing I've learned in life, there is no middle way without a well-defined extreme."

Salek (Keith) Walker (BA '05) graduated from the University of Iowa with an MSN (Master of Science in Nursing) on July 30, 2010. He plans to enter the field of psychiatric nursing. He will continue to utilize what he learned at Naropa toward a contemplative practice.

Brian Bradley (BA '06), aka Frank Kwiatkowski, had an art opening at Newspeak, in May, in

Denver, CO, which featured cone cuts from the Kwiatkowski Press.

Rev. Danny Fisher (MDiv '06) is a professor and coordinator of the Buddhist Chaplaincy Program at University of the West in Rosemead, CA. Danny also recently became a regular columnist for the Shambhala Sun blog, and appeared on an episode of "E! True Hollywood Story" to discuss Tiger Woods and Buddhism. His website is www.dannyfisher.org.

Daniel Ingoglia (MA '06) is currently head of administration for the San Francisco Waldorf School (K-12) in San Francisco, CA.

Li Shi (now Xin Li) (MA '06) changed his name from Li Shi to Xin Li in 2006 (after graduation). Currently, he is working in Singapore serving children and the elderly and also doing couples work.

Tristan Stark (BA '06) moved to Montreal and expanded his linguistic boundaries to include French. In spring, he worked as the editor for an internationally known animal communications specialist, Carol Devereux, and together they put the finishing touches on her book, titled *Spirit of the Horse*, about the possibilities of telepathic relationships with animals.

Daniel Pinedo (BA '09) recently graduated from the BA TRA Yoga program. He was accepted into the Institute of Transpersonal Psychology's PsyD program and began this fall in Palo Alto, CA.

In Memoriam

Sally McVey (MA '92) passed away in April; her obituary in the online *Daily Camera* shared "she had great integrity. She was not fun to argue with. We will miss her gentle, loving heart, her razor sharp wit, and her limitless understanding and support. Bye Bye Sally—we love you so, quack quack." Sally is held in our hearts.

Alison Kellagher (MA '06) passed away in a bike accident in May; a Naropa classmate wrote "she was one of those alumni who really went out and made a difference in other people's lives in a way that was truly in keeping with Naropa's mission and values." She will be deeply missed.

Meet Naropa's Alumni Relations Team

The Alumni Relations Team includes three Naropa staff members who serve five thousand alumni:

Melissa A. Holland, Alumni Relations Officer
mholland@naropa.edu/303-546-3597

Melissa Holland, MS, has served as the alumni relations officer at Naropa University since January 2009. With more than fifteen years of experience in higher education administration, including alumni affairs, she received her BA from University of Wisconsin–Eau Claire, and her MA in Counseling and Higher Education Administration from Minnesota State University–Mankato. After three years as the director of alumni engagement with a nonprofit educational organization dedicated to study abroad, Semester at Sea, at the University of Virginia, Melissa moved to Boulder in January 2009. She provides meaningful opportunities for Naropa alumni to remain in relationship with Naropa University through the alumni listserv, alumni e-newsletter, events, and receptions. Melissa is currently developing a Naropa regional volunteer network, recruiting alumni leaders to serve as alumni contacts in their area. If you would like more information about this volunteer opportunity, please contact Melissa.

Krista Stuchlik, Senior Graduate Admissions Counselor and Alumni Volunteer Coordinator
kstuchlik@naropa.edu/303-546-3528.

Krista Stuchlik moved to Boulder from Kansas City to pursue an MA in Religious Studies degree at Naropa University. She graduated in May of 2010 and is thrilled to continue her career in admissions at her alma mater. In addition to working with prospective students, Krista is the alumni volunteer coordinator. As such she works with alumni volunteers for various admission



Left to right: Melissa Holland, Krista Stuchlik, Sarah Steward

events, such as Desserts & Discussions and Open Houses. Contact with alumni offers prospective and new students greater insight into the Naropa experience and Krista is excited to be a liaison between past, present, and future Naropa. Any alum interested in talking with prospective students and/or volunteering for alumni events can contact Krista directly.

Sarah Steward, Career Services Coordinator
ssteward@naropa.edu/303-245-4863

Originally from the great state of North Dakota, Sarah Steward most recently studied and worked in Iowa and Ohio. In May 2008, she graduated with a master's in College Student Personnel from Miami University, transitioned to Colorado, and is honored to be a part of the Naropa University community. As the career services coordinator, she helps students and alumni explore their unique values, interests, skills, and talents as they relate to their career and academic pursuits. If you are interested in an individual career advising session, in recruiting students and alumni for jobs or internships, or in volunteering as a career connector—alumni who serve as contacts for current students who are interested in speaking with people in particular industries—please contact Sarah.

Online Resources for Naropa Alumni

NEW! We are excited to announce the plans for a new online Naropa alumni community, which is expected to launch in late spring. Alumni will be able to log in and enjoy an alumni directory, groups (by regions and by majors/programs), professional networking, news and events, and more. Stay tuned and update your email address with Naropa today!

www.naropa.edu/alumni

- Learn about alumni news and events
- Read past issues of the alumni e-newsletters
- Update your contact information
- Submit an Alumni Note to let us know what you're up to
- Join the Alumni Listserv to stay in the loop

www.facebook.com

Search "Naropa University Alumni" – and become a fan of this page. Discover the many other Facebook groups related to Naropa University.

www.linkedin.com

Search "Naropa University Alumni" and request to join this group.

With Gratitude

Naropa University thanks the countless parents, alumni, grandparents, trustees, faculty, staff, and friends who have shared their time, talents, and financial resources during the 2009–10 year to help make a Naropa University educational experience truly remarkable. Through your unwavering and generous commitment, you have proven once again that by working together we can continue to build a better world. On the following pages, we recognize the people and institutions who made financial contributions during the fiscal year July 1, 2009–June 30, 2010. *Thank you all.*

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Naropa Fire Relief Fund

On behalf of the Naropa community, we send a great big thank-you to the nearly fifty donors who contributed \$6,200 toward Naropa's Fire Relief Fund to support faculty, students, and staff who were displaced by the Fourmile Canyon fire. The community demonstrated a high level of care and compassion. So far your donations have helped with replacement costs for text books and relocation assistance for students.

According to the *Daily Camera*, "The Sept. 6 blaze was the state's most destructive in history, destroying 169 homes and forcing 3,500 people to evacuate. It cost nearly \$10 million to fight the fire."

Because we were responding to an emergency, we couldn't predict the exact needs. Any funds left over after the final requests are met will be rolled over into the Student Emergency Fund. The fund was begun to assist students who were facing unforeseen financial burdens during their journey at Naropa. Some examples of life issues where these monies have been used have been medical and

dental emergencies, auto repairs, and travel to and from family funerals. The small grants from this fund are usually around \$250 and because it is a grant, students don't have the added worry of repaying the money during a financial crisis.

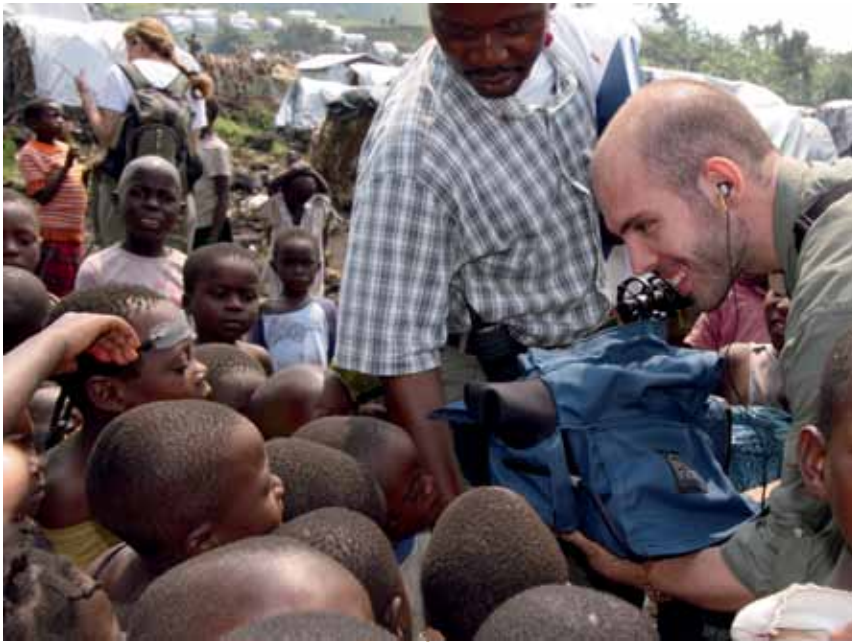
It's a Small World After All

Writing & Literature graduate helps others tell their stories

• This week he might be in Afghanistan, and next week he could be in Somalia...or Haiti. Rob Baker earned a BA in Writing & Literature with a minor in Traditional Eastern Arts in 2002. As technical director for Small World News, Baker helps empower global citizens to share their stories with the world. Recently he was in Somalia, where he helped give community groups the tools to collaborate and promote their efforts. Before that, he was in Kabul participating in an election-monitoring campaign.

• His home base is in Somerville, Massachusetts, right outside of Boston, but “the world” is where Small World News goes to help citizens and journalists tell their stories. The documentary and new media company has produced video documentaries and audio interviews from Afghanistan, Iraq, Kenya, Mexico, Honduras, Liberia, Syria, China, Gaza, and Nigeria. As technical director, Baker oversees projects and handles much of the technical implementation.

• “I consult with our clients, figure out what their needs are, set up the timeline, logistics, and decide if we need additional help in getting the work done. As I’m usually the one writing the code or editing the videos as well, there are certainly some long days,” he says.



This year he’s been to Uganda, Haiti, and Iraq. Next year, he anticipates visiting cities in the Middle East and Africa. Baker says finding local partners is key to the project’s success and to his team’s safety. It isn’t easy, but he says it’s always inspiring.

“Working in dangerous conditions is very difficult, but that’s not what you take with you,” he says. “When I first visited the Democratic Republic of Congo years ago, we met a community group that was standing up against extortion from soldiers in their village while those armed soldiers were in the room in with us. That kind of bravery, that determination, that hope—that’s what remains.”

In his senior year at Naropa, Baker got into web development as a hobby. He realized he didn’t want to teach or go back into journalism, so after he graduated, he immersed himself in web development, teaching himself web design and development, and video editing and production.

• He further honed his skills during four years as a senior developer for web and new media at Oxfam America. When he started the job, Baker was the only technical person on staff and was responsible for every aspect of the international NGO’s online portfolio. He left that position last year, eager to travel more and to explore what some of the newer, more mobile technologies could mean for the nonprofit industry.

• While he taught himself web development, Baker credits Naropa University with helping him find his path.

• “The Naropa student body opened my eyes to a lot of national and international political issues while Naropa’s contemplative approach to the curriculum and daily practice got me thinking about the world in a broader sense and the role I could play in it. I’d like to think I’d have eventually found the path I’m on now, but Naropa got me there sooner.”

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