

# **Assurance Argument**

# Naropa University

2/10/2019

## 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.  
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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### 1A-1

Led by the Board of Trustees, the current iteration of the university's [mission statement](#) was developed 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's approval of the current mission statement in 2007. It has successfully functioned to provide a foundation for other mission and planning documents. The mission statement was reviewed and reaffirmed during the strategic planning process in 2017 concerning the overarching values of student-centeredness, contemplative education and administration, diversity and inclusion, eco-sustainability and Naropa's relevance and contribution to the broader world. The 2017 strategic planning process involved a planning committee consisting of members of all constituents of the university, and broad public input was gathered regarding the planning process and [resulting plan](#).

The community is well informed about the mission statement and values through specific orientation programming and documents designed for [faculty](#), [staff](#), and the [Board of Trustees](#). Information collected through the National Survey of Student Engagement ([NSSE](#)) reflects that undergraduate students are aware of the mission statement, the founding vision, and the values embedded within the mission statement

### 1A-2

Naropa University offers ten bachelor's degree majors and thirteen 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 values, goals, and student learning outcomes in concert with the university's overall mission. Naropa's

undergraduate curriculum contains [requirements](#) that highlight aspects of the university's mission with emphasis on Contemplative Learning, Diversity, Writing, and Sustainability, as well as area requirements in Artistic Process, Body/Mind Practice, Science & Sustainability, and Cultural and Historical Studies.

Naropa's academic programs reflect its stated mission through the learning outcomes and pedagogy of contemplative education. This education emphasizes the cultivation of mindfulness and 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 present moment awareness and compassion 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.

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 writing exercises, taking moments for quiet attention to the breath, contemplative dialogue, 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.

Mindfulness and compassion meditation as content areas of study and practice are required in the undergraduate core curriculum and in all but two of the graduate programs. All faculty teaching the practice of meditation at the university have met a high standard for training in meditation instruction set by each department. Students are taught secular meditation methods derived from traditional forms of Buddhist practice. Each student has access to both classroom and individual meditation instruction. In several programs, students are exposed to contemplative practices from a variety of world wisdom traditions. Naropa is notable for the presence of a meditation hall on every campus.

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 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 gain exposure to expert practitioners from academic disciplines. Students then apply the insights cultivated in the classroom and their lives to real-world challenges. Graduate students pursue professional training as counselors, artists, chaplains, educators, environmental leaders, therapists, scholars, and writers and engage in appropriate internships and service-learning opportunities.

Student support services strive 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 at helping students achieve success both in and out of the classroom. For additional information about the connection of student support services to the mission, please refer to Criteria 3D-1. 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. The [Office of Undergraduate Academic Advising](#), [Academic Coaching Program](#) and [Office for Inclusive Community](#) all have similarly well-connected mission statements.

Naropa University's enrollment profile is consistent with its mission. Because Naropa programs emphasize personal, social, and academic development, prospective students are encouraged to explore mission fit, personal readiness, academic preparation, and writing skills, along with the desire to study in a contemplative setting.

Student surveys (demographics combined from [various surveys](#), undergraduate demographics from the [2017 student satisfaction survey](#), graduate demographics from the [2017 student satisfaction survey](#), undergraduate demographics from the spring and fall 2018 [incoming student inventory](#), and low residency demographics from the 2017 [student satisfaction survey](#)) reflect that our alternative approach to education has drawn students from many spiritual orientations and interests. The university's current [graduate](#) enrollment and [undergraduate](#) enrollment profiles demonstrate that the university enrolls students from a broad range of backgrounds, varying in level of study, major, degree sought, age, ethnicity, and origin.

### 1A-3

Naropa's current [strategic plan](#), Create 2022, was adopted by the Board of Trustees in 2017. The goals and objectives of the plan derive directly from the mission, which is the basis for all strategic planning and decision-making at the university.

The plan's 5 goals are:

- We will advance Naropa's reputation as a leader in contemplative and socially transformative practices through meaningful contributions and community partnerships, increasing our influence locally and in the world.
- We will optimize our use of space in a way that advances our mission and values, including inclusivity, accessibility, affordability, sustainability and growth.
- We will create a smooth functioning university that embodies contemplative administration and supports collaboration and inclusion.
- We will create and enhance a vibrant culture of student support.
- We will educate our students to meet the world's needs with a relevant and socially transformative curriculum delivered residually, online, and in other hybrid formats to make the curriculum broadly accessible.

The University Leadership Group (ULG), which consists of senior administration along with administrative and academic leadership across the university, is responsible for implementing the strategic plan. The ULG has created sub-groups to focus on each aspect of the strategic plan. Each sub-group has added broader membership across the administration and faculty to create inclusive input and implementation of the plan.

Budgeting processes emphasize teaching and learning as well as creating access and affordability for students. Resources are prioritized based on progress toward the implementation of the strategic plan. For additional information please see Criteria 5C-1.

## Sources

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- 1A\_1C\_IR\_Cheryl\_MECIC Mission Related Questions 2010 through 2018
- 1A\_4A\_AA\_Smith\_Faculty Orientation course syllabus From Susan Ms 2015 files
- 1A\_IR\_Barbour\_Demographics of Naropa students from various surveys
- 1A\_IR\_Dark\_Graduate Demographics from 2017 Naropa Student Satisfaction Survey
- 1A\_IR\_Dark\_Low Residency Demographics from 2017 Naropa Student Satisfaction Survey
- 1A\_IR\_Dark\_Undergraduate Demographics from 2017 Naropa Student Satisfaction Survey
- 1A\_IR\_Dark\_Undergraduate Demographics from SP18 and FA18 Naropa Incoming Student Inventory
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- 1A-1\_AA\_Brant\_Naropa Mission Statement webpage
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- 1B-2\_OIC\_my.naropa page
- 1C-2\_1D-1\_5D-2\_OIC\_Smith\_Create2022strategicplan
- 5B-1\_5B-2\_2C-4\_Solum\_BoardManual1.3 - 2013

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. 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.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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#### 1B-1

Naropa has not only relied upon, but proclaimed, its unique 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. It guides the entire community: trustees, prospective and matriculating students, faculty, administrative staff, and alumni. From orientation to graduation, students are urged in both curricular and extracurricular ways to engage collectively and individually in the mission and to cultivate and train in contemplative ways of knowing and compassionate engagement.

The Naropa University [Mission Statement and Values](#) are published on the Naropa website and in the publicly available [course catalog](#) and [Student Handbook](#). This information is also available in the [Staff Handbook](#), [Faculty Handbook](#), and [Trustee Manual](#).

A set of core values expressed in the mission have been further articulated and are also widely publicized.

We are fundamentally a **contemplative education** institution. This core mission inspires everything we do and asks all community members to engage with awareness, compassionate presence, and respect for one another and the world.

- In keeping with this mission, Naropa University holds the following values: We are Buddhist-inspired, ecumenical, and nonsectarian, welcoming faculty, staff, and students of all faiths as well as those who don't ascribe to any religion.
- We fiercely embrace **diversity and inclusivity**. Through admissions, hiring, and our curriculum we strive to foster an environment of "belonging with differences," working consciously to include persons of different races, ethnicities, gender identities, sexual

orientations, veteran status, perspectives, socioeconomic backgrounds, ages, disabilities, national origins, and, of course, religions.

- We respect the world as our home and are committed to its **sustainability**. To that end, we are moving toward zero waste, climate neutrality, and 100 percent renewable energy, recognizing that the “practice” of sustainability connects us more deeply to ourselves, other beings, and the natural world.

As mentioned previously, Naropa’s recent strategic plan, Create 2022, links directly to the mission statement by creating clear goals to further the mission of the institution.

## **1B-2**

Naropa’s mission documents are current and vital. The mission statement informs university planning at the academic and administrative levels as well as at the broader university level. Program learning outcomes are clearly tied to Naropa's mission, and these outcomes connect the mission to the purpose of the curriculum or services offered in each area.

In addition to program-specific learning outcomes, there are six essential learning outcomes written and adopted by the faculty university-wide. They serve as the educational ground Naropa envisions for its students. Successful graduates of Naropa University demonstrate the six essential [learning outcomes](#), reflecting Naropa’s goals for skills, capacities, and contemplative qualities possessed by all students. These outcomes are, in particular, advanced within the curricular arc of Naropa College.

These six outcomes have been 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 with introductory, intermediate and capstone milestones for each.

Academic Affairs staff have received feedback from new faculty and students that these university wide program learning outcomes are not always easily accessible or understood. The faculty worked to refine these outcomes in 2018 and a simplified proposal is under consideration. These revised outcomes are currently being used as a way to assess the core curriculum within Naropa College.

Naropa also reflects clear alignment with mission in its marketing and recruiting [materials](#).

## **1B-3**

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, [diversity programming](#), Center for the Advancement of Contemplative Education [programming](#), 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.

## Sources

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- 1B-1\_1B-3\_ADM\_Watt\_UndergradViewbook
- 1B-1\_AA\_Brant\_The Six Essential Learning Outcomes word doc
- 1B-1\_MKT\_Watt\_Mission and Values
- 1C-2\_3E-1\_STU\_Duggan\_Full Diversity Events Listing 2015-Feb2017
- 2018-2019 Faculty Handbook - FINAL REVISED.pdf
- 2018-2019 Faculty Handbook - FINAL REVISED.pdf (page number 7)
- 2A\_AA\_Smith\_2018-19 catalog Policy Section
- 3B\_AA\_Brant\_CACE events 1
- Board Manual 2.4.2019 (Updated Bylaws).pdf
- Board Manual 2.4.2019 (Updated Bylaws).pdf (page number 2)
- Employee Handbook Updated 7-6-2018
- Employee Handbook Updated 7-6-2018 (page number 8)
- Student\_handbook\_2018-19\_final
- Student\_handbook\_2018-19\_final (page number 7)



## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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#### 1C-1

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 of Naropa's role in a multicultural world. While all Naropa students are required to take specific courses explicitly about 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 instructors to identify how each course addresses diversity, and [departments discuss this in program meetings](#) as well. Co-curricular programs and invited speakers throughout the academic year lend diverse perspectives and cultural experiences. Examples of trainings and programming include Office for Inclusive Community [offerings](#), diversity [events](#), and [trainings](#).

Naropa University's mission statement includes an explicit acknowledgement of Naropa's diverse roots and the 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. This understanding 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.

#### 1C-2

#### Curriculum

Please see Criteria 3B-4 for additional detail on how the curriculum has deeply seated values ensuring its students are appropriately trained to have a positive impact on a multicultural society.

These requirements in the undergraduate curriculum support the mission of the institution as well as the strategic plan sub-goal:

*Objective 5-B: Develop a transformative curriculum which integrates inclusivity capacities and skills, awareness and skills related to eco-sustainability, and applied competencies within each respective field.*

In addition, 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. Students are encouraged to apply their learning and engage in real-world challenges. They are asked to work ethically and effectively across diverse communities through a wide range of internship and study-abroad opportunities.

### **Alumnae**

As evidenced in both [undergraduate](#) and [graduate](#) alumni survey, Naropa graduates maintain a close connection to Naropa's core values and mission. The 2016 surveys of all alums reflect that alums maintain strong or very strong connections to Contemplative Practice (75% grad and 78% of undergrad alums), Diversity and Inclusivity (87% of grad and 88% of undergrad alums), Environmental Sustainability (76% grad and 79% undergrad alums) and Compassion (97% grad and 92% undergraduate alums).

### **Community Engagement**

To support and guide students in putting knowledge into practice, the university developed the Office of Community-Based Learning & Career Development, which centralizes service learning, practica, and internships. 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.

### **Hiring and Training**

On Tuesday, April 21st, 2015 a number of Naropa students and concerned community members took a stand for racial justice. This movement, later known as Decolonized Commons (DC), was grounded in 6 initiatives that were aimed at transforming the culture of Naropa to one which not only tolerates difference, but recognizes the need for active disruption of systemic and cultural oppression. Since that time, the Office for Inclusive Community has led the university to make significant progress in this cultural transformation.

One of the primary accomplishments has been a commitment to the recruitment and retention of a more diverse and culturally competent workforce. Toward this aim, all job postings now

include [inclusivity-related minimum qualifications and corresponding assessment](#) and applicants are advised to review [Fostering Inclusion Learning Bytes](#). In addition, Human Resources training for search committees now include an implicit bias module, and all staff are required to complete the [Fostering an Inclusive Community](#) training. The OIC offers the following additional trainings open to students, staff, and faculty: *The Four I's of Oppression*, *Gender Diversity 101*, *Shadows of Gender*, *Being the Change I & II*, *Right Use of Power*, and *Right Use of Status Power*.

In addition to our trainings, the Diversity and Inclusion Faculty committee, in collaboration with the OIC, created a [developmental model](#) for faculty to assess their cultural competency, offered various trainings around the model, and also created faculty [promotion criteria](#) along these lines. These efforts are in support of creating a more inclusive community for our students.

## Student Support

Another accomplishment which has had significant impact on student life is the presence of the [Center for Culture, Identity, and Social Justice](#). In an effort to create a warm, supportive and vibrant home for community members from marginalized locations and their allies, the center is designated for anti-oppression-oriented activities and critical consciousness-raising. Initially the center was the home of our critical consciousness library, a carefully curated collection of social-justice oriented resources; this collection has since moved to a central location in the Allen Ginsberg Library with new titles added regularly.

6 years of NSSE [survey results](#) demonstrate that the university ranks significantly higher than comparison institutions, including mission engaged institutions, on diversity issues. Of note, especially seniors report stronger answers to questions such as:

“The faculty and staff here are respectful of people of different religions.”

“The students here are respectful of people of different religions.”

“The faculty and staff here are respectful of people of different races and cultures.”

“The students here are respectful of people of different races and cultures.”

“People of different sexual orientations are accepted socially here.”

“The environment here encourages students to develop an appreciation of diversity.”

“As a result of my experience here, I am more aware of social justice (fairness and equality) issues in the world.”

A number of [student groups](#) are specifically dedicated to providing support for diversity and inclusion.

Naropa University has processes and documents that address the university's commitment to issues of diversity. Naropa has held forums on topics such as cultural appropriation, 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](#) include the following statement: "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."

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.

## Sources

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- 1A-2\_1C-1\_Social Justice.Diversity Inclusion in Course Curricula - Jeanine Canty
- 1C\_3A\_AA\_Smith\_Syllabus Instructions SP 18
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- 3E\_OIC\_Smith\_Academic Council Packet -Developmental model
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- 4a-3\_IR\_Dark\_Graduate Alumni Survey Analysis
- 4a-4\_IR\_Dark\_Undergraduate Alumni Survey Analysis

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. 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.
2. 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.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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#### 1D-1

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 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.*

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 [Create 2020 Strategic Plan](#) contains a specific related objective:

Objective 1-C: Make Naropa a leader in social transformation – Front Range and beyond (partnerships, sustained community engagement, educational hub)

There are three important steps towards implementing the goal:

1. Build deeper community networks so that diverse Naropa constituents feel safe and welcome within larger community;

2. Develop strategic partnerships with and service to underrepresented diverse organizations and community groups;
3. Offer trainings to the outward community showcasing our unique transformative development models, including online course offerings and micro-credentials.

According to NSSE [survey](#) findings, nearly all Naropa 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. Students also report significant opportunities for volunteer projects, internships, and other community engagement activities.

### **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. Master of Divinity internship sites include Boulder County Hospice, Boulder Community Hospital, and other medical facilities along the Front Range.

Naropa Graduate School of Psychology runs the Naropa Community Art Studio, which welcomes people from the community to engage in therapeutic art projects. Naropa launched a [Community Counseling Center](#) in Fall 2015 to serve the Boulder area and provide low-cost counseling services to diverse populations. The Community Counseling Center gained approval to accept Medicaid as payment for service in 2018 and has dramatically increased the number of local, low-income [clients](#) it serves.

Naropa University also established a partnership with Bridge House, a local non-profit dedicated to training and housing homeless individuals. Bridge House currently has a [contract](#) to deliver food service to all three Naropa campuses.

### **Sustainability and Environmental Impact**

Naropa has made a commitment to reduce and mitigate its impact on the local as well as global environment through specific commitments and activities. A main goal within the [Office for Sustainability](#) is to establish [partnerships](#) to create and promote more community outreach. Introductions and conversations about best practices and areas of partnership, as well as overlap with local, regional and national sustainability leaders include City of Boulder, Governor's Energy Office, University of Colorado, Earth's Table, Growing Gardens, Community Food Share, Resource Central, Northwest Ecological Institute, Meadows Institute, Mitchell Thomashaw (Unity College, Antioch College), Colorado Carbon Fund, Metro Caring, Feeding America, UpRoot Colorado, and Grid Alternatives. Collaborations with these and other organizations have resulted in multiple sustainability improvements on campus and have helped develop an ongoing relationship with critical community partners.

For example, in partnership with Eco Cycle and Boulder County, we were able to begin tracking and monitoring our waste to improve our collection systems and reach zero waste goals. [Sustainability events at Naropa](#) provided community-building and awareness of sustainability issues for the entire university. Annual events such as Bike to Work Days, Earth Justice Day, and Community Resilience Day (formerly Sustainability Day) provide opportunities for the Naropa community to be more involved in university sustainability efforts. In addition, there are other events each semester that provide co-curricular learning opportunities such as the Boulder Creek Clean-up, which resulted in the removal of 1,100 pounds of trash from the local creek, and the hosting of world-renowned leader in sustainable development, Hunter Lovins, to speak on Regenerative Economics for all.

Naropa University aspires to be a leader in the practice of sustainability, promoting the individual and collective integration of ecological, economic, and spiritual well-being. The Office for Sustainability is well-positioned to provide this leadership and has taken significant steps, particularly in the last year, to reach its goals.

### **Educational Events**

Naropa hosts a variety of conferences, performances, art exhibits and speaker series that are [open to the community](#). In addition, certain [courses](#) are available for the public to take for credit or non-credit and the Allen Ginsberg Library is open to the [public](#).

### **Conferences and Collaborations**

The Naropa faculty and the president regularly speak about contemplative education around the country. Naropa faculty participate in conferences, presenting papers and talks on contemplative education. 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.

### **1D-2**

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, aid in student retention and allow Naropa to provide better learning environments.

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.

### 1D-3

The purpose of the [Center for the Advancement of Contemplative Education \(CACE\)](#) is to expand Naropa's contributions to contemplative education within North American higher education and culture. One of its goals is to further train educators across the country, as well as 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. 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 consider ways that Naropa can assist in meeting community needs.

## Sources

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## **1.S - Criterion 1 - Summary**

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Summary**

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*There is no argument.*

### **Sources**

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*There are no sources.*

## **2 - Integrity: Ethical and Responsible Conduct**

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The institution acts with integrity; its conduct is ethical and responsible.

### **2.A - Core Component 2.A**

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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.

#### **Argument**

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##### **2A**

##### **Financial Practices**

Naropa University financial practices and processes are inclusive and transparent. General policies and practices ensure integrity. For example, the Finance Office has clear separation of duties that support integrity around the handling of university finances. The Controller, Senior Accountant, Accounts Payable and Purchasing Coordinator all have access to information limited to their specific roles. Therefore the staff members who create monthly reporting are different from those preparing checks. Due to Naropa's small size, if a member of the team should be ill and someone must step in, the Vice President for Operations must approve the beginning and ending date for all such transactions before the staff member may access the system. Signatories on all accounts are outside of the accounting office staff and Controller. 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 are also in place in Student Accounts, Financial Aid, and Human Resources and Payroll. Employees who enter new employee information cannot set payroll information and vice versa. The Controller and VPO now perform routine audits of all vendor payments 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) was designed to bring 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." AAPARC 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. In the past year the work of AAPARC was delegated to Cauldron (faculty senate).

Staff work with vice presidents or directors to determine budgetary needs for their areas. The divisional budget requests and the decisions of AAPARC inform the work of the Cabinet, which consists of vice presidents and senior employees who report directly to the President. Cabinet 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." A final budget is submitted for approval to the Board of Trustees each May or June.

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 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 and a state audit every two years. In May they meet 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, and provides an annual report to the board at the September meeting. The auditors make a report presenting the outcome of the audit ([2016](#), [2017](#), [2018](#)) to the board during an open meeting session, which community members can 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 has developed gift acceptance policies and naming policies that align with the CASE Reporting Standards & Management Guidelines.

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 given 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 ensure 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, as general counsel. Additionally, the Special Advisor to the President is a trained attorney who consults with the President, vice presidents and others 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, International Education Administrator, Faculty Grievance Committee, Human Resources Director, and the 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. The Special Advisor 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 ensure institutional compliance with a myriad of regulations.

The University Legal Committee also meets monthly. This committee, comprised of the President, Vice President of Operations, Special Advisor, and Human Resources Director, discusses ongoing or potential legal claims which 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 ensures that the President is briefed on legal matters affecting the institution and can, in turn, inform the board as necessary.

The Special Advisor regularly meets with the Disabilities Resources Coordinator, the Assistant Provost, the HR Director, and the Director of Operations to facilitate communication and institutional response for issues that arise under applicable disabilities acts. This cross-functional work allows for institution-wide support for addressing concerns.

### **Academic Practices**

**Prospective Students.** Procedures for admission for [undergraduate](#), [graduate](#), [transfer](#), and [international](#) students are outlined on the university's website. 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, is found on the [Cost and Aid](#) section of the Admissions page and the [Consumer Right-to-Know information](#) is centrally located on the Naropa website.

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 prohibited behaviors such as plagiarism, [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 residence halls are provided with a [Residence Hall Terms and Conditions](#), policies and procedures specific to residence life. The 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](#) which was adopted in February 2012.

**University Employees.** The primary source of information for all university personnel is the [employee handbook](#). The employee handbook outlines university policies as they relate to the employment relationship, such as terms of employment, evaluation, compensation, benefits, 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 HR 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 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 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.

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. 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 administration. The [role of faculty](#) in managing the academic affairs of the university is clearly defined within the manual. Additionally, the board 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. The board engages in a self-review process on an annual basis. During the most recent review 76% of board members completed the process. The [unattributed](#) results are available.

### **Auxiliary Functions**

Naropa University operates few auxiliary services. These services include the university’s self-operation of the Snow Lion and 2333 Residence Halls 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 residence halls are guided by the terms of individual tenant leases and the terms and conditions, which serves to supplement the student handbook. All Snow Lion, 2333 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 website. 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 are easily found within the body of the policy. Additionally, faculty, staff and students 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 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 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 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. Community members can access an online portal through MyNaropa entitled "Report an Employment Problem." The reporting system permits reporters to report using their name or anonymously. Reports are routed to Human Resources.

## Sources

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- 2A\_AA\_Brant\_Course Schedule pg 1
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- 2A\_IR\_Barbour\_Evaluations with no Attribution
- 2A\_Solum\_September 2017 BOT Minutes.pdf
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- 2B\_ADM\_Watt\_InternationalAdmission
- 2B\_ADM\_Watt\_Transfer Admission policies
- 2B\_ADM\_Watt\_TransferFAQs
- 2B\_ADM\_Watt\_Ugrad Costs and Aid cab
- 2B\_ADM\_Watt\_UndergradAdmissionsGeneral2
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- Naropa University 0618 - 2018 Audited Financial Statements Final (with UGG).pdf
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## 2.B - Core Component 2.B

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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.

### Argument

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#### 2B

The primary manner by which Naropa presents itself to prospective students and their families, the public, and other external constituents is online. The [website](#) (Naropa.edu) is organized in a manner that allows particular constituents easy access to information and provides information regarding Naropa's [mission and values](#), [academic programs](#), [undergraduate](#) and [graduate](#) admissions criteria, [undergraduate](#) and [graduate](#) cost and financial aid information, and [accreditation status](#). Faculty are listed in the [course catalog](#) as well as within each degree program and on a searchable Faculty webpage. Staff are listed on the website as part of the division in which they work.

The internal portal, [my.naropa.edu](#), 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.

### Sources

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- 1B-1\_MKT\_Watt\_Mission and Values
- 2B\_AA\_Smith\_Faculty Roster -18-19 catalog
- 2B\_ADM\_Watt\_GradAdmissions
- 2B\_ADM\_Watt\_HLCAccreditation
- 2B\_ADM\_Watt\_Ugrad Costs and Aid cab
- 2B\_ADM\_Watt\_UndergradAdmissionsGeneral2
- 2B\_Brant\_Grad costs and aid
- 2B\_Brant\_my.naropa.edu homepage
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- 2B\_Faculty List from online catalogue

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. 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.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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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.

#### 2C-1

The Board of Trustee 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." The trustees generally review and approve the university's audit and vote upon the [tuition and discount rate](#) during each September meeting, and review and [approve the university operating budget](#) each June.

The Finance and Sustainability Committee of the board meets monthly to review financial and enrollment reports and to ask in depth questions and provide assistance when targets are not met. An example of the committee meeting agenda, reflecting review of financial benchmarks for general operations as well as for auxiliary enterprises, provides evidence and can be viewed [here](#).

The Finance and Sustainability Committee, in collaboration with the President, Vice President for Operations and Provost, created a set of [parameters](#) to address concerns raised around

financial sustainability. This is a good example of appropriate board deliberations as well as a healthy and balanced delegation of day to day duties, while also holding the administration accountable for the ongoing sustainability of the organization.

## 2C-2

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 eighteen 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. At each meeting, faculty and student trustees present 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 Academic Enrichment and Student Journey Committee.

The full board meets in person three times per year with meetings held each February, June, 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 meetings of the full board. The 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.

The board currently consists of four committees with each trustee serving on one to two committees at a time. Committees can change according to the needs of the university and currently are: the Executive Committee (which includes Governance and Trusteeship), the newly combined Academic Enrichment and Student Journey Committees, the Outreach and Development Committee, and the Finance and Sustainability Committee (which includes the Audit Committee). Each committee has an appointed chair(s), and a member of the President's Cabinet serves as a liaison between a relevant board committee and the administration. For example, the Vice President for Operations serves as the administrative liaison to the Finance and Sustainability Committee while the Director of Development is the liaison to the board's Outreach and Development Committee. This structure allows for open channels of communication between the administration and the board, and ensures 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. Lunches with stakeholder groups are held during the 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.

## 2C-3

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

The board 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, 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 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.

## 2C-4

The [Seventh Amended Bylaws](#) reserves the general powers of oversight of the corporation to the Board of Trustees. In accordance with the Board of Trustee 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 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 and Student Journey 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.

## Sources

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## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

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#### 2D

The faculty handbook includes two sections on issues pertaining to academic freedom. The [first section](#) 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.

### Sources

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## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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#### 2E-1

Naropa is committed to supporting faculty and student research in substantive ways. Because research is one of the hallmarks of how all universities 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 among faculty and students, pairing with the Development Office to find funding for research studies, sponsoring multiple graduate and undergraduate research presentations where students describe capstone projects, and hosting faculty salons where research is read and discussed. Please also see Criteria 3D-5 for information about research activities at Naropa.

Naropa University has an Institutional Review Board (IRB), comprising a rotating group of four faculty and staff members. The IRB reviews all research proposals at Naropa involving human subjects. Its policies and procedures are outlined on [MyNaropa](#). The IRB page of MyNaropa provides general information about human subjects research, when the IRB is needed, and how to engage in the process. All researchers, including faculty, staff, and students applying for review to the IRB must first complete an online training module linked on MyNaropa and take an online quiz as proof that they understand the fundamentals of IRB project proposals. The training and additional documentation provided on MyNaropa serve to guide Naropa researchers effectively through the IRB process.

The [IRB](#) proposals received by the committee come mostly from faculty conducting research projects, as well as graduate students doing thesis research. 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.

#### 2E-2 Students are offered guidance in the ethical use of information resources.

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. Library staff also offer 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 and graduate 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. There is a [sign-up portal](#) available online. 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. They typically assist students with citation techniques, when to use citations, and general research practices. Low-residency students are also able to make use of the Writing Center via an online interactive application.

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 and how to utilize 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 Counselling 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.



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 provided that such statements do not differ from university policy.

Faculty and instructors at Naropa are encouraged to apply section 107 of U.S. copyright code, specifically the 4 factors of fair use, when determining what materials to use for their Online Sourcebooks. Librarians at Naropa are available to consult when there are questions in regard to applying section 107 (fair use) in the faculty decision making process. Additionally, [tools are linked on the library website](#) to help faculty navigate and make informed decisions about copyright.

## Sources

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- 2A\_IRB Resources my.naropa
- 2E\_3\_AA\_Academic Dishonesty Policy - Student Handbook
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- 2E-3\_RybinKoob\_WritingCenterSignup
- 3D\_SUS\_Writing Center

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Summary**

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*There is no argument.*

### **Sources**

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*There are no sources.*

## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. 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).

### **Argument**

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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.

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 six Bachelor of Arts major areas requiring 36 credit hours, a Contemplative Psychology major requiring 41 credits, a Contemplative Art Therapy major requiring 51 credits, an Interdisciplinary Studies major requiring 60 credit hours, and an Elementary Education major requiring 93 credits. In addition,

the university offers a 33-credit undergraduate certificate in Traditional Eastern Arts: Yoga Teacher Training.

Naropa's policy for establishing transfer credits requires that prior course work be completed at a regionally accredited institution of higher education, or a university with national accreditation by an organization recognized by the Department of Education with a grade of C or better. Additional details, including the procedure for analyzing transfer credits are published in the [2018-2019 Course Catalog](#) and on the Naropa [website](#).

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

### **3A-1**

Programs stay relevant and up to date through internal curriculum review and external program reviews. Naropa's procedure for external program review is described in more detail in Criteria 4A. In addition to external program review, Naropa faculty annually conduct internal curriculum reviews that focus on new and existing courses and programs. Internal Annual Program Reviews begins in the fall semester along with the annual catalog review. Naropa's institutional research division sends faculty [survey results](#) for the program's to utilize in their [reviews](#) which are submitted to Academic Affairs. As returning students preregister for fall semester in April and incoming new students preregister in May, the deadline for the online catalog to go live is March 31.

### **Curricular Oversight**

A standardized syllabus [template](#) has been developed with [instructions](#) outlined to faculty each semester. In addition to annual catalog review, course syllabi are reviewed each semester by staff in Academic Affairs. Syllabi are reviewed to check for appropriate course learning outcomes, content, assignments, and compulsory elements and (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 re-submission to Academic Affairs for approval.

### **Curricular Change**

The curricular change process has been refined over the past year. Curricular changes are identified at [four levels](#), depending on the extent of the changes proposed. Curricular changes are [proposed](#) by faculty within a program, reviewed and approved by the school dean, department chair and forwarded to Academic Affairs.

[Course revisions](#) are reviewed in Academic Affairs and, depending on the extent of the revision are either approved in Academic Affairs or forwarded to the Undergraduate or Graduate Curriculum Committee.

[New course proposals](#) are reviewed by the Administrative Specialist and Associate Provost for Assessment and Curriculum prior to submission to the respective 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 re-submission.
- If a course is approved, the proposal is sent to the provost for [final approval](#).
- The Administrative Specialist assigns a course number, scans the proposal and disposition for Academic Affairs electronic files, and notifies the program and the registrar's office.

New program proposals begin with a [pre-proposal process](#) and significant program changes that require a substantive review begin with a [program change proposal](#). These substantive changes are reviewed by Academic Affairs, Faculty and Cabinet. New program approvals initiate a full [new program review](#), which may include a full university level review and approval. The procedures are designed to assess program viability, need, duplication, and resources.

### 3A-2

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. 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. Each [undergraduate degree program](#) including the [core curriculum](#) have established program learning outcomes which are articulated on the website for each course.

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 featured on each program's website and outlined in the [syllabi](#).

### 3A-3

Naropa University uses two modes of delivery: residential and distance. Naropa also has a consortium agreement with the [University of Colorado at Boulder](#) and a contractual agreement with the [Royal University of Bhutan](#) and [Where There Be Dragons](#) (undergraduate study-abroad programs). 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.

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. 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. Creative Writing and Ecopsychology are low residency programs and the Mindfulness Based Transpersonal Counseling Hybrid is a low residency program that [mirrors](#) the Mindfulness Based Transpersonal Counseling residential program. Each requires online fall and spring semesters plus residential face-to-face components. There is also one low residency, noncredit extended studies program, [Authentic Leadership](#), that is similarly structured, requiring ten-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, 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 by control mechanisms in the instructional design process. The Director of Online Curriculum Development 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 also 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 the University of Colorado Boulder that enables Naropa students to take [selected CU courses](#). Since fall 2012, [twenty six](#) Naropa students have taken CU 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, South America, 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 outcomes 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 one 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 program learning outcomes. 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. These two programs are more fully outlined in Criteria 3B-4.

### **Sources**

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- 3A\_PLO\_COMBINED BA PLO from website
- 3A-1\_EDU\_Brant\_SUBMITTED New Program Proposal BA CE with TLP 10.25.16
- 3A-3\_AA\_Brant\_COMBINED COR130 syllabi
- 3A-3\_COMBINED MBTC
- 3B-2\_AA\_Davis\_COMBINED BA.MA APR
- 3B-5\_AA\_Brant\_Where there be dragons
- 3D-1\_IR\_Dark\_Snippet of all files submitted as part of Program Review each fall
- 4B-3\_AA\_Smith\_Proposal for Program Change Form 9-20-18



## 3.B - Core Component 3.B

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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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution 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.
3. 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.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. 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.

## Argument

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### 3B-1

Naropa undergraduate core curriculum is appropriate to the university's mission, educational offerings, and degree. Consisting of 30 credits that include both core seminars and area requirements (for details, see Criteria 3B-2), the [core curriculum](#) supports the university's mission to be the leading institution of contemplative education in North America. As cited in Criteria 1A, Naropa's education prepares its graduates both to meet the world as it is and to change it for the better. The Three Pillars of a Naropa education – contemplative inquiry, diversity and inclusion, and sustainability – guide curriculum development with the artistic process emerging as the fourth pillar.

### 3B-2

Naropa University's undergraduate general education requirements are delivered through its core curriculum, consisting of core seminars and core area requirements, and are meant to establish both depth and breadth of learning. The purpose, content, and intended learning outcomes of the core curriculum reflect the distinctiveness and priorities of contemplative education, imparting the broad-based knowledge, skills, and attitudes that Naropa graduates ideally embody.

### Core Seminars

The following five 3-credit courses are the required core seminars for Naropa College core curriculum. The core seminars focus on a *depth* of engagement and align with Naropa's mission by incorporating three key values (commonly referred to as "pillars") of contemplative education, including: contemplative practice, diversity and inclusion, and sustainability. Undergraduate faculty have identified artistic process as another key value, given that the arts have been central to contemplative education at Naropa since its inception in 1974.

Course descriptions for each of our current core learning seminars are as follows:

- **COR 110: Writing Seminar I**

This course is designed to meet students where they are as writers and stretch their thinking and writing in new directions. Students focus on the creative alongside the critical, the imaginative next to the academic. Conducted in workshop format, the course helps students develop skills in both first-person inquiry and formally constructed essays. Students explore a number of generative and probative writing experiments to locate, identify, and develop ideas, employing different registers of critical thinking and reasoning about the topics. Finally, each written piece goes through multiple drafts as students become objective workshop readers who critique in a supportive manner.

- **COR 115: Writing Seminar II**

In Writing Seminar I, students focused their writing on "starting where you are," what Chogyam Trungpa Rinpoche calls "having to meet yourself," and then developed critical thinking and writing skills. In Writing Seminar II, students meet themselves not only as writers, but also as burgeoning scholars and as engaged learners to explore the richness of our humanity. They practice the art of scholarly investigation that will support their undergraduate education. We'll begin with personal inquiry 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 culminates in a seven to eight-page research paper, the topic of which is suggested through class discussions. Students enrolling in Writing Seminar II must have taken and passed Writing Seminar I or the equivalent.

- **COR 130: Contemplative Learning Seminar**

The Contemplative Learning Seminar introduces the tradition of contemplative education as it has been developed at Naropa University, with an emphasis on its vision, purpose, and application to the academic, artistic, and psychological disciplines taught in the various majors. Students are introduced to contemplative practices that have shaped these disciplines, emphasizing mindfulness-awareness and sitting meditation practice. This course is designed to integrate the personal journey of entering students with the rest of their Naropa educational experience.

- **COR 150: Diversity Seminar**

The Diversity Seminar 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. Students engage in inquiry and analysis of the complexities of multiple and competing theories of race, class, gender, ethnicity, disability, age, sexuality, nationality, and religion, and how they shape and are shaped by social and cultural life in the United States. Through diversity and contemplative education, students can awaken a greater understanding of others, and develop self-understanding and understanding of self in relation to others, in order to promote ethical behaviors and values that support a diverse world.

- **COR 220: Community-based Learning and Action**

The purpose of this course is to engage "big questions" and issues through community-based learning. The course is designed as a laboratory for students to identify and articulate their own values, commitments, and gifts, and to deepen their understanding of local and global initiatives that foster social justice, innovation, and environmental sustainability. Joining theory and practice, we explore practices that range from bearing witness and loving-kindness to social entrepreneurship, storytelling, service learning, and political participation. 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. Assignments are designed to cultivate inner resources such as curiosity, courage, and resilience, and to enhance knowledge and skills to address real-world challenges. While the topics may vary by semester, class projects aim for reciprocity, maximizing the potential for student learning and benefiting local communities.

NOTE: The undergraduate faculty have decided to replace COR 220 with a Sustainability Seminar that will incorporate civic engagement learning outcomes with an ecological sustainability focus:

- **COR 2xx: Sustainability Seminar**

The Core Sustainability Seminar invites students to apply their vision and creativity toward a flourishing future and away from crisis. This course introduces students to principles, perspectives, and practices of regenerative community, resilience and sustainability, and analyzes current environmental, economic, and social trends. With the aim of developing skills and lasting commitment to create vibrant and equitable systems, the course draws upon sustainability studies, contemplative education, ecological thinking, citizen engagement, and other innovative approaches.

The Contemplative Learning Seminar focuses on the pillar of contemplative practice, incorporating elements of artistic process throughout. The Diversity Seminar focuses on the pillar of diversity and inclusion. The Sustainability Seminar is due to be offered (as a replacement for COR 220) in Fall Semester 2020. Faculty teaching in the undergraduate degree program discussed this proposal at Academic Council on [December 5, 2018](#) and supported moving forward. At this meeting faculty also requested future discussions about more robust incorporation of the arts into the core curriculum. Dean Clements agreed to initiate a series of conversations, beginning in Spring Semester 2019, focusing on this. These faculty conversations

are currently being scheduled within Naropa College to address a more robust incorporation of artistic process into the core seminars, so that Naropa's *four* core values, or pillars, including the arts, are clearly represented.

### **Core Area Requirements**

Whereas core seminars focus on delivering a depth of experience, core area requirements impart a *breadth* of knowledge across five key content areas, namely: Artistic Process, Body-Mind Practice, Cultural and Historical Studies, Science and Sustainability, and World Wisdom Traditions. Students choose from a menu of courses within each core area. Most of these courses are required by one of the majors and therefore are assessed within their respective programs.

- 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.
- Courses in [Cultural and Historical Studies](#) 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.
- Courses in [World Wisdom Traditions](#) enable students to 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.

### **Program Learning Outcomes:**

The three levels (introductory, milestone, and capstone) of the undergraduate Curricular Arc for the Six Essential Learning Outcomes were too complicated to adequately assess. This prompted a Board of Trustees mandate to more clearly represent the distinctiveness of a Naropa education and its contemplative focus. Therefore, Naropa College began an extensive process of engaging undergraduate faculty in the re-articulation of the program learning outcomes of the core curriculum. The following revised Six Essential Learning Outcomes were adopted for the core curriculum to better align with Naropa's distinctive contemplative pedagogical approach:

In late fall 2015, undergraduate program chairs began discussing the process for re-evaluating the Six Essential Learning Outcomes. Naropa College then developed a design framework

titled [“The 3 Cs” \(Content, Competency and Capacity\)](#). This 3 Cs curricular frame for undergraduate education was presented and discussed at [Academic Council](#) on February 3, 2016. Using feedback from that meeting and further deliberation by the Naropa College Curriculum and Assessment Committee (NCCAC), Dean Clements hosted a series of Common Table Conversations with undergraduate faculty in April 2016 continuing through fall 2016. Building on these conversations, faculty engaged in a design activity, titled [World Café: “Dice Play”](#) at [Academic Council](#) in order to evoke the wisdom and lineage of oxymorons, or unlikely pairings (e.g. basic goodness, brilliant sanity, crazy wisdom) that have been influential since Naropa’s inception in 1974. As a result, faculty determined that the following Program Learning Outcomes (or unlikely pairings) exemplify a Naropa education:

## **Revised Six Essential Learning Outcomes**

### **i. Critical Thinking (Disruptive Scholarship)**

Students demonstrate reflexive and discourse community analysis, incorporating diverse perspectives, toward critiquing (and disrupting) normative thinking, theories or praxis.

### **ii. Non-conceptual Knowing (Embodied Presence)**

Students access and embody direct experience.

### **iii. Complexity (Radical Interdependence)**

Students identify the interdependent nature of experience.

### **iv. Resilience (Rigorous Flexibility)**

Students generate flexibility in response to challenge or change.

### **v. Compassion (Spiritual Warriorship)**

Students apply emotional literacy in the cultivation of compassionate action.

### **vi. Innovation (Creative Action)**

Students apply creativity to problem-solving.

For three assessment cycles (Academic Years 2016-17, 2017-18, and now in 2018-19), Naropa College has used these Six Program Learning Outcomes to assess the core curriculum. Specifically, the faculty responsible for the Core Seminars have developed and refined [rubrics](#) including elaborated performance indicators to reliably assess these new learning outcomes.

The revised Six Essential Learning Outcomes are germane to undergraduate curriculum more broadly; specifically, the [rubrics](#) that faculty have developed to assess them have allowed us to accurately capture the distinctiveness of contemplative education at Naropa. For example, the academic skills that are taught in Writing Seminar II are captured in the Critical Thinking learning outcomes. These skills are articulated in the key performance indicators found in the assessment rubric.

Additionally, regarding contemplative content and pedagogy, in 2017 community-wide conversations with the intent to develop a strategic vision and plan (Create 2022) “revealed a very strong desire for more clarity around Naropa’s ‘contemplative’ nature. There was an expressed desire for Naropa to have a leading role in transforming Western education to have a contemplative approach, redefining rigor to include introspection, self-reflection, and meditative practices. To do this, there was a desire to pass on and strengthen our inherited approach to contemplative practices and learning...innovating and applying these to new programs, while avoiding the loss of depth that is occurring in the modern ‘mindfulness movement.’” A re-articulation of the program learning outcomes for the core curriculum is an example of this.

### **3B-3**

As mentioned in Criteria 3B-2, the recently revised 6 Essential Learning Outcomes for the undergraduate core curriculum introduce a broad range of skills related to collecting, analyzing, discovering and communicating information, modes of inquiry or creative work, and developing skills needed to adapt to changing environments. For example, all six relate to creativity, adaptability and resilience in changing environments. Critical Thinking, Complexity, Compassion, and Innovation are key capacities that relate to collecting, analyzing, and communicating information. The cultivation of technological literacy helps students develop skills that are adaptable for changing environments.

### **Capstone Festival**

As a strategic retention initiative and culminating undergraduate degree experience, the [Capstone Festival](#) showcases mastery in scholarly and creative work. It engages the collection, analysis, and synthesis of original work throughout the students’ last semester while also drawing on earlier work. Participation in the Capstone Festival develops adaptability in changing environments by offering preparatory and on-the-spot skills-development. Students deliver their thesis research, senior projects, culminating manuscripts, and gallery presentations from all senior level capstone courses. Students enlist the qualities and competencies of their Naropa education to deliver a public presentation. This may include a reading, performance, workshop, or business-plan pitch to an audience of students, faculty, staff, alumni, family members, and community leaders. As an aspect of the capstone course, the Capstone Festival is incorporated into the annual assessment process.

### **Methods Courses**

Naropa has several undergraduate [methods courses](#) that meet this criterion. Similarly, there are masters level courses that meet this criterion in each program. For example, all graduate

counseling students and the MDiv degree students do pre-professional internships and thesis courses. The MA Transpersonal Art Therapy program, as in other graduate counseling programs, culminates in a [year-long internship](#). In the MA Ecopsychology program, there are two [Masters Project courses](#) in the final year and the MDiv program requires a [capstone project course](#).

Naropa also has two faculty-led contemplative psychology and neuroscience [laboratories](#) that offer students the opportunity to collect, analyze, and communicate information in the context of original research.

### **3B-4**

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: "Students demonstrate reflexive and discourse community analysis, incorporating diverse perspectives, toward critiquing (and disrupting) normative thinking, theories or praxis." 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."

Each course in the Cultural and Historical Studies area requirement is reviewed to ensure it adequately meets [specific learning goals](#).

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 counseling 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 [MA Resilient Leadership](#) programs. [Religious Studies](#) programs focus on religious pluralism. 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 [internships](#).

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. Naropa provides a number of opportunities for undergraduate students with unique international experiences—a semester-long program at the Royal University of Bhutan and Leap Year, which is an alternative first year Naropa program whereby students gain college credit through coursework involving a semester of international travel and a semester of internship completed either domestically or internationally. The Leap Year 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 Leap Year earn the equivalent of 30 credits.

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. This 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 US colleges.

Naropa students who have completed at least 27 credits may study in South America, China, Nepal, Bolivia 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.

### **3B-5**

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 students and faculty are prolific producers in their fields and bring a substantial body of work to the university, including books or book chapters, articles, contributions to anthologies, exhibits, interviews, presentations, lectures, and performances.

Faculty ranks and promotion include a [determination](#) of level of mastery that include evidence of professional recognition by professional peers, including scholarship and creative work relevant to their disciplines at increasingly higher levels at the assistant, associate, and full professor ranks. The promotion review process requires multiple levels of evaluation of research and creative work by Deans, Chairs, and peers (internal and external) and evidence that is documented in faculty member's promotion dossier. Evidence of scholarly work is evaluated based upon distinctions related to authorship, type of publication and refereed standards. Similar standards are used to evaluate creative accomplishments in the arts and professional fields.

The level of scholarship demonstrated by faculty who were [promoted](#) in 2017-2018, [recent core faculty hires](#), and a sampling of senior faculty across the disciplines underscores Naropa's commitment to the value of research and relevant professional accomplishment.

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.

In spring 2018, Naropa College Curriculum and Assessment Committee (NCCAC) approved the [Capstone Festival](#) as an undergraduate initiative for all BA capstone courses for the completion of the undergraduate curricular arch. The Capstone Festival is a strategic retention initiative and curricular opportunity that offers real world skills development and integrity across the curriculum. A primary objective of the Capstone Festival is to raise the expectations of how students show-up and present in front of an authentic audience in preparation for career development. It is optimal to have students see the end goal of capstone from the beginning of their undergraduate journey, so as to create a through-line from orientation to graduation. Many of the Naropa College core classes attend the festival as audience members, an expectation of their final class of the term, and to give students a sample of what the culmination of a Naropa degree requires. Capstones are considered a high impact practice (joining ePortfolios, Living and Learning Communities, common intellectual experiences, and community-based research) meant to inspire and reconnect with the larger undergraduate degree and general education experience.

As part of the festival, students [deliver](#) their thesis research, senior projects, culminating manuscripts, and gallery presentations from all senior level capstone courses. Students enlist the skills and qualities of their Naropa education to deliver a 10-40 minute presentation, reading, performance, workshop, or business pitch to an audience of Naropa community members ranging from students and teachers, to alumni and community leaders. The Festival is a part of annual assessment review in addition to a percentage of students final grade in the Capstone course.

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## 3.C - Core Component 3.C

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

1. 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.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. 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.

## Argument

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### 3C-1

Naropa University's faculty body includes 71 ranked faculty, who are highly qualified to fulfill their academic and contemplative, pedagogical roles. As of fall 2018, 63 Core Faculty and eight Instructors comprise our ranked faculty. This includes 59 full-time and 12 half-time faculty. The respective [roles and responsibilities](#) of faculty are addressed in the Faculty Handbook.

[Core Faculty](#) ranks are somewhat evenly distributed, with 8 Core Candidate Assistant Professors, 10 Core Assistant Professors, 18 Core Associate Professors, and 15 Core Full Professors. Seven of the eight Core Candidate Assistant Professors are currently applying for promotion to Core status, indicating a steady and balanced trajectory of faculty movement through the ranks.

Among ranked faculty teaching across graduate and undergraduate degree programs, 31 hold doctoral degrees, 28 are credentialed with PhDs, and one each holds EdD and PsyD degrees.

Twenty-five hold master's degrees, including six MFAs, two MEds, and 18 MAs. Five of these faculty members are currently completing their PhDs. Three of these faculty members have been supported with release time and/or stipends through our [PhD incentive program](#). Five faculty members with BAs are alternatively credentialed, including two who teach in the Jack Kerouac School of Disembodied Poetics, based on significant and extensive records of creative and scholarly accomplishments. One is an Acharya, the highest equivalent credential for faculty

teaching advanced meditation instruction. Another MFA Theater faculty member has a BPA and is alternatively credentialed with significant theatrical professional experience. A temporary Instructor in our newly acquired LEAP Now program also holds a BA; credentialing and hiring for this program is under review.

Our unranked, affiliate faculty includes nine half-time Visiting Instructors hired to fill specific, temporary programmatic needs. Two of these hold PhDs and six have MAs (and professional licensure). One Visiting Instructor in MFA Theater has a BA and is alternatively credentialed with significant professional training and experience in theater and dance performance. Naropa employs approximately 80 Adjunct Faculty each semester. In the Graduate School of Counseling and Psychology, approximately 80 Academic Support professionals, who provide clinical support and meditation instruction on a part-time basis, are employed each semester. Eight part-time Instructors deliver Private Music lessons in our BA Music program each semester.

Currently, Naropa maintains a 9:1 [student-to-faculty ratio](#), enhancing our ability to meet student needs in the classroom as well as advising and one-on-one meetings outside the classroom. All faculty-of-record are required to prepare a [syllabus](#) that is reviewed by the Office of Academic Affairs, ensuring alignment with program learning outcomes and university standards for equity and access, academic integrity, and best practices in grading and pedagogy. Faculty are responsible for and supported by School Deans, Program Chairs, and Academic Affairs (Associate Provost for Curriculum and Assessment) in on-going program [assessment](#). Faculty are supported in curricular innovation, e.g. hybrid and low-residential delivery modalities, through release time and additional compensation.

### 3C-2

In compliance with HLC's revised Criteria for Assumed Practice for Faculty Credentialing (extended deadline September 1, 2017), Naropa faculty have collaborated in an extensive review of faculty qualifications on a course-by-course basis with the Associate Provost for Faculty. [Credentialing policies](#) for individual programs at the undergraduate and graduate levels and, specifically for the [Graduate School of Counseling and Psychology](#), have been established and published on MyNaropa. These policies refined and expanded [existing credentialing](#) policies included in the Faculty Handbook. To date, an audit of all [faculty credentialing](#) has been conducted for the 2017-18 academic year. Prior to hire, an official transcript for highest degree is required of all faculty members. The Office of Academic Affairs maintains updated curriculum vitae and transcripts for all faculty, which are filed in the Employee Information Database as evidence for credentialing.

Developing credentialing policies has helped faculty to clarify alternative credentialing for nontraditional courses (e.g. Herbal Medicine) and areas needing clearer evidentiary documentation (e.g. Meditation Instruction). We have started the process of documenting Naropa Meditation Instructor training certification and the equivalent across program areas. The credentialing audit indicates that virtually all faculty meet or exceed course-specific credentialing requirements. For this academic year, 16 faculty (one ranked faculty who is completing a PhD and 15 adjunct faculty) did not meet credentialing requirements. These faculty were hired before we established HLC credentialing policies and instituted a hiring policy

aligned with HLC credentialing. Several of these 16 were faculty for courses in the MA Contemplative Education program (since discontinued), and the majority will be required to update clinical licensure to be rehired. Naropa has three contractual agreements; with LEAP Now, the Royal University of Bhutan, and Where There Be Dragons. LEAP Now was brought in-house in fall 2018; curriculum and staffing are currently under review.

In the Graduate School of Counseling and Psychology, which includes five professional and clinical mental health counseling master's degree programs, credentialing is aligned with the respective accrediting bodies for these areas, e.g. Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Accreditation Council for Art Therapy (ACATE), and the International Somatic Movement Education and Therapy Association (ISMETA), certification standards. Faculty who do not possess a terminal degree are credentialed with an MA in Counseling or related field, licensure as a professional counselor or related mental health professional, and a minimum of two years full-time employment in a clinical capacity in a mental health related setting in the last five years. Additional credentialing requirements for specific courses, e.g. Clinical Supervision, include certification as an Approved Clinical Supervisor (ACS) and six credits of post-graduate coursework.

Consistent and transparent Core Faculty search procedures have been established to ensure the selection of highly qualified, diverse faculty candidates. The Office of Academic Affairs oversees this three-part process which includes Form A (Request to Hire), Form B (Screening Matrix), and Form C (Permission to Hire). The Core Faculty Hiring [process](#) document and related forms are posted on MyNaropa. A similar, but abbreviated process is used to hire Instructors. [Proposals](#) to hire an Instructor require faculty to provide a rationale including curricular needs, staffing structure, and budgetary implications and to align [screening criteria](#) with HLC credentialing standards and Naropa policy. The Adjunct Faculty [hiring process](#) also ensures compliance with HLC and Naropa credentialing policies.

### 3C-3

Faculty are evaluated annually through the [Annual Faculty Review](#) process. Multiple levels of review (peer, Deans, Chairs) and monitoring of yearly goals and outcomes provide the basis for critical feedback and development toward promotion through the ranks. Program Chairs are responsible for [mentoring](#) and [evaluating](#) Adjunct Faculty. At the conclusion of each semester, instructor course evaluations are distributed electronically to students for each class through MyNaropa. This past year, the Office of Academic Affairs initiated strategies designed to [increase response rates](#). As a result, student course evaluation response rates have increased significantly. In fall 2017 undergraduate response rate was 24% and graduate response rate was 18%. These rates increased to 46% and 35%, respectively, in fall 2018. In spring 2018, undergraduate response rates were at 31% and graduate response rates were at 42%. Faculty are required to review and receive feedback on student course evaluations with their Program Chair annually and to reflect upon and address areas of concern during the promotion review process.

Naropa has clearly-defined processes for [faculty promotion](#). This past year, the faculty added a set of guidelines for Contemplative and Socially Transformative Development and Pedagogy for use in faculty self-evaluation and peer review. The Center for the Advancement of

Contemplative Education ([CACE](#)) and the Office for Inclusive Community ([OIC](#)) deliver on-going faculty development programming in these areas. Since fall 2016, Academic Council and Cauldron (Faculty Senate) have addressed the need to align workload, faculty expectations for scholarly and creative work, and service in the preliminary development of a tenure system. The Faculty Affairs Committee drafted a [Tenure and Promotion Policy in spring 2018](#). Efforts to build upon this work, specifically on the development of disciplinary-specific criteria for scholarly and creative work, are currently underway.

### 3C-4

All Core and Core Candidate faculty may submit [proposals](#) each year to receive [development grants](#). Faculty [development grant priorities](#) include presentations at professional conferences, leadership in national organizations, creative and scholarly work leading to publication or performance, or advanced training leading to certification or degrees. An annual, day-long [New Faculty Orientation](#) provides information about a range of cultural, technological, pedagogical/academic, student support service, and employee resources for all new ranked and part-time faculty. Core Faculty members have the opportunity to take [sabbatical](#) leave to devote their attention to current developments in their disciplines, renew and refresh their education, training, and contemplative practice, and pursue creative and scholarly activities.

### 3C-5

Naropa emphasizes the role of faculty in academic [advising](#) for individual programs, setting educational and career goals, and coordinating with the university's Advising and Student Retention Services, Writing Center, and Academic Support services. Full-time and part-time faculty are required to establish regular and adequate [office hours](#) organized to accommodate student schedules; Core Faculty are required to offer five hours per week and Adjunct Faculty are required to offer one hour per week per course.

The 2010-2018 National Survey of Student Engagement (NSSE) [data](#) indicates overall positive student engagement with faculty relative to comparison seniors and first year students from other institutions. In response to the prompt "discussed course topics, ideas, or concepts with a faculty member outside of class often or very often," Naropa seniors' responses exceeded comparison seniors' responses by roughly 10% in 2017 and 2018. Over the past five years, responses have varied from 30% in 2013 to a high of 55% in 2017, but in the past three years seniors' responses have exceeded comparison group responses. For first year students, responses generally exceeded comparison groups, most significantly in 2015, 2016, and 2018. In response to the prompt "have worked, or plan to work, with a faculty member on a research project," both first year students and seniors far exceeded (by 40% in 2015 for first year students; by between 10-30% for seniors in 2015-2018) or approximated comparison group responses. In terms of "quality of interactions with faculty as excellent or extremely good," Naropa first year students' responses exceeded comparison group responses in all years except 2017; for seniors, responses to this prompt exceeded comparison group responses in all years except 2015. According to the 2017 Naropa University [Low-Residency Student Survey](#), students rated "faculty accessibility and responsiveness" at 4.55 on a scale of 1-5 (5=excellent), n(20). For resident [graduate students](#), responses for this same indicator was 4.26, n(193) and for [undergraduates](#) 4.28, n(100).

### 3C-6

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. Each office in Mission Integration and Student Affairs 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 their particular areas. Participation by employees in managerial positions within these areas takes place on a quarterly basis. Staff have the opportunity to set their career goals and conference offerings as a requirement of their [individual professional development](#).

Student Affairs also has a [weekly practice](#) whereby they cross-train each other in employee specific areas of interest in order to build functionality across the entire team while honing their own content delivery [skillset](#).

A series of new training modules was developed to enhance the Naropa community's understanding of diversity, inclusion, and oppression and its relationship to social justice action. The following HR training modules are now required for all new staff in addition to the standard orientation process:

- [Creating a Culture of Respect](#)
- [Fostering an Inclusive Community](#)
- Four I's of Oppression
- Right Use of Power

Undergraduate Academic Advising has overhauled their view of professional advising to elevate the work to be more retention focused. Recently the Advising team overhauled the [job descriptions](#) to change titles to Retention Specialist and to require a master's degree of all advisors. This [team](#) belongs to NACADA and relies on cross-training within the department, as each member serves the community at large but also represents specific modalities of retention including Enrollment & Degree Completion, Student Engagement, and Teacher Licensure and the Arts.

The Director of Advising also trains and manages the Graduate Assistant staff of Academic Coaches. They have developed a comprehensive training manual made available in ePortfolio and updated annually by the Coaching Program team and Supervisor.

The 5-member team of Financial Aid staff have a combined 106 years of experience and [train](#) annually in the following professional communities: SCO VA, Department of Education/CAFAA, Jenzabar Annual Meeting, Online Webinars, FSA Coach Trainings, and Annual FSA Security Training.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. 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.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. 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).
5. The institution provides to students guidance in the effective use of research and information resources.

## Argument

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### 3D-1

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 through a wide array of student support services suited to the needs of Naropa's various student populations.

Naropa is cognizant that it serves a diversity of student populations with varying needs, including traditional and nontraditional undergraduate students, transfer students, and graduate students.

**Office of Accessibility:** In compliance with the Americans with Disabilities Act and Section #504 of the Rehabilitation Act, the [Office of Accessibility](#) coordinates the university's efforts to provide full access to educational, cultural and other programs sponsored by the university for [qualified](#) students with disabilities.

The [Office of Career Development](#) 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 for graduate school or other educational application processes; education regarding writing effective cover letters and resumes; and preparation for interview processes.

**The Office for Inclusive Community (OIC)** is Naropa's home for social justice work—celebrating diverse identities and creating a culture that is radically inclusive. OIC supports students, staff, faculty, and the institution at large to grow their awareness of the dynamics of privilege, power and oppression, and to take social action. Offering a number of educational [opportunities](#), community building [events](#), and [support groups](#), the OIC is dedicated to bringing contemplative practice into alignment with compassionate action, one person at a time.

**Contemplative Practice:** Naropa offers meditation instruction and contemplative practice [opportunities](#) to any student, staff, or faculty member who requests it.

**The Student Counseling Center** offers initial assessments, evaluations, individual counseling, couples counseling, and group therapy for students and conducts consultations with faculty, staff, and families. The Naropa [Student Counseling Center](#) can make referrals to off campus resources including additional psychological services and provides mental health outreach, screenings, and educational workshops in the larger university community.

**The [International Student Advisor](#)** is available to help with arrival questions, troubleshoot problems, and assist with visas, legal documents, housing. They also connect international students with student support groups to nurture the sense of academic and international community within campus life.

**The Registrar's Office** maintains the permanent academic records of all students. In addition, the office is responsible for course registration, classroom scheduling, transcripts, transfer credit, verification of enrollment, issuing diplomas, and producing the course schedule.

**Resident Life & Student Housing** is dedicated to assisting students find and enjoy housing that provides healthy sustainable living, whether in the residence halls or off campus. Our two residence halls deliver support and programming designed to enhance the academic experience and build community.

**Transportation:** Naropa works to be an example of good stewardship of the earth by modeling ways to contribute to a cleaner and healthier future. To that end, we've created multiple alternative and sustainable transportation options for the growing Naropa community including the Naropa Bike Shack, RTD city bus passes for all students, staff and faculty, Boulder B-Cycle Station access, eGo Carshare spots and on-campus parking permits for private vehicles.

**The Office of Veteran Success** is proud to support veterans and military-connected students with [programs and initiatives](#) designed to help them achieve their most fulfilling and successful Naropa experience. Naropa is fully approved by the Colorado Office of Veterans Education and Training (COVET) for Veterans Education Benefits, including Chapter 31 Vocational Rehabilitation & Employment Programs. The Office of Veteran Success operates in collaboration with the Americorps Vista Program. The goal of this project is to identify and expand support resources on- and off-campus for our veteran and active military students to assist our community in becoming a more welcoming place for veterans.

**Student Health Insurance:** Naropa offers affordable health insurance for all students with reasonably easy access. Additionally, we offer resources and support for students applying for Medicaid or insurance through the Colorado Health Exchange.

**Boulder Recreation Center:** Naropa formed a partnership with the Boulder Recreation Center 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.

**The Office of Financial Aid** offers both group and individualized counseling for students regarding financial aid, personal financial management, payment plans, and post-graduation loan repayment planning.

**Student Satisfaction Survey:** Naropa reviews the effectiveness of student 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 in addition to other data points are used to determine if improvements, modifications, or additions are needed to adequately meet the needs of various student populations. The survey results are also available on the [MyNaropa](#) website.

### 3D-2

**Admissions Counselors** work closely with prospective students to identify any areas where they may need additional support or guidance.

**Undergraduate Academic Advising:** Naropa has highly individualized academic advising services that match incoming (and matriculated) students to appropriate courses, instructors, and support services. While Naropa does not offer any remedial course work, advising staff offer individual in-person or phone meetings with each student in order to make recommendations to best fit the students' needs. Students are referred to the Academic Coaching Program, Writing Center, and other support resources as appropriate.

**[The Academic Coaching Program](#)** (ACP) offers personalized [academic coaching](#) to students who want extra support to meet their academic goals. Staffed by trained and experienced graduate students, the ACP 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. Skype and email appointments are available to extend the reach to students in our distance learning programs.

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

### 3D-3

Naropa has adopted a professional academic advising model in order to ensure a robust and tailored advising experience to honor the uniqueness of each student. All students are assigned an Academic Advisor who is responsible for guiding students through their academic journey from early access registration, to new student orientation, and through to graduation. Advisors assist students in navigating academic policies and procedures, tracking degree requirements, and creating course schedules each semester. Advisors also monitor students' academic performance and intervene when needed. Students must meet with their Academic Advisor each semester to go over plans for the upcoming semester and to track progress toward degree completion before being given registration clearance. Our Undergraduate Academic Advising team also facilitates student transition and learning communities by teaching a 1-credit course titled [Living and Learning Communities](#) (LLC), which is required for all first-time first year students. The LLC courses focus on content specific to each residential hall.

The Faculty Program Leads (in the programs they serve) train Graduate Academic Advisors. Within the Graduate School of Psychology, advisors meet as a group to discuss student issues, problems, and situations that might warrant additional attention or where an advisor might need additional guidance or advice.

Faculty also serve in an academic advising capacity, which may include serving as program advisor in a student's major, identifying research directives for degree completion, or ensuring that academic requirements coincide with a student's personal and professional objectives.

### 3D-4

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' technological literacy skills through both direct and indirect initiatives.

**MyNaropa** is a student portal system that allows students to register, drop and add courses, access academic records electronically, and review progress toward degree completion. The eLearning platform (learning-management system, LMS) was added to the MyNaropa portal to allow students and faculty to share electronic resources, submit papers and projects electronically, facilitate student-faculty feedback, and share attendance and grading in a live format.

**Office of Accessibility:** All readings in the eLearning portal for students with a reading disability (low vision, dyslexia, etc.) are reviewed for ADA accessibility. This service supports faculty and ensures that all students have access to course reading materials. Additional training opportunities have been created and offered, both online and in-person, for Naropa faculty and staff. Contact information for the [Office of Accessibility](#) is listed on all class [syllabi](#).

**eLearning:** All residential and distance learning Naropa courses have the option to include an online source book and web-based ecosystem through the university's eLearning LMS. All students and faculty are given support in the use of the eLearning technology through tutorials

and demos. Accessible from any web-based device, the eLearning platform allows faculty and students to complete essential functions of academic success, such as facilitated classroom discussion forums, assignment submission, attendance, and grades.

**ePortfolio:** All undergraduate students are required to use ePortfolio in their Core Seminar courses, which gives students a framework to collaborate, complete assignments, track goals and accomplishments, and capitalize on a wide array of web-based tools in the classroom. ePortfolio also gives faculty a way to deliver course content while simultaneously gathering evidence for course and program based assessment.

**The Office of Information Technology:** Naropa has undertaken a network redesign, which represents a significant improvement in student experience with regard to Internet access speeds, particularly at the student residence halls. We are also in the process of updating the Nalanda Campus' technology-equipped classrooms with more capable projector solutions to better support future media casting technology for mobile devices used by faculty and students in the classroom. Naropa maintains student computer labs on each of its campuses and provides students with printing capability at all university locations via a fleet of copiers that students can utilize.

**Laboratories:** The [William D. Jones Community Greenhouse](#) supports curricula in Environmental Studies and Permaculture. The [Consciousness Laboratory](#) is a research facility that fosters a contemplative approach to psychological science in order to gain greater understanding of human capacities for engaging with awareness, conceptions of experience, and related teaching and learning processes; contributes new methods for accessing the depth and variety of conscious experience; and trains students at both the graduate and undergraduate levels. 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.

The [Allen Ginsberg Library](#) on the Arapahoe campus serves as the home library for Naropa students, faculty, and staff. Library staff continue to improve services and resources through continuous evaluation and development of purchased and licensed collections. The current inventory of all campus libraries includes over 40,000 physical volumes, 32,000 digital academic journal subscriptions, and over 190,000 licensed eBooks. Naropa's total physical and virtual library collections comprise over 262,000 titles. All digital collections are accessible to students both on- and off-campus; likewise, we circulate our physical collections via mail to students in [low-residency](#) programs.

Naropa continues to maintain an [agreement](#) with the University of Colorado (CU) at Boulder's Norlin Research Library, allowing local Naropa students full and free access to those library resources. We also offer full Interlibrary Loan [services](#) to any Naropa affiliate needing resources outside the scope of our collections.

In addition to Naropa's physical and virtual research collections, the entirety of Naropa's audio-video archive has been digitized following several successful grant awards beginning in 2010. The collection comprises recordings of Naropa events since 1974, including public lectures and performances. Library staff continue to catalog the recordings and make them available for

educational use to faculty, staff, students, researchers, and the public. Digitized items can be accessed through an online [repository](#) via the library's website. As of January 2019, approximately 3,200 audio recordings were available on the site and there are thousands more in progress.

Students on each of Naropa's three campuses have access to a library with collections tailored to the academic focus of that campus. The Paramita Library holds just over 3,000 volumes directly related to psychotherapy, including collections specific to Naropa's strong curriculum in Art Therapy and Transpersonal Psychology. The library also incorporates a computer lab. The Nalanda Arts Library is tailored toward student needs in visual arts, music, theater, dance, and media studies on that campus and holds approximately 4,500 volumes in addition to just under 1,000 vinyl records. The Nalanda library has audio and video stations to accommodate the collection as well as a computer lab.

Naropa employs three full-time credentialed Librarians in addition to several other Library Support Staff and Work-Study students. Each librarian holds a Master's Degree in Library and Information Science and frequently visit Naropa classes to introduce graduate and undergraduate students to the research resources available to them, as well as to support critical information literacy skills. These sessions include visits to CU's Norlin Research Library for all Writing Seminar II undergraduate students.

The Allen Ginsberg Library also offers community borrowing cards to the [public](#) in accordance with our commitment to the local community and broader world.

**Meditation Halls:** 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 in addition to being open to students and community members for individual and group practice sessions throughout the day. Naropa also maintains unique Maitri practice spaces, primarily used by the MA Contemplative Counseling Psychology, BA Contemplative Psychology, Elementary Education, and Religious Studies programs to deepen students' practice with contemplative loving kindness exercises.

**Art and Performance Space:** Naropa maintains a number of performance spaces to support the School of the Arts programs. The Performing Art Center supports a large number of student performances throughout the year. There are also adequate number of lab practice spaces designed to support our music, visual arts, performance, and theater programs.

**Internship Sites:** Naropa maintains relationships with dozens of practicum and internship [sites](#) that support the programs contained within the Graduate School of Counseling and Psychology. The Office of Career Development is actively developing a website to host the growing database of current internship sites so students can build career networks while earning their degree.

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, including graduate theses and undergraduate capstones. 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:

**Naropa Library Instruction and Resources**: Naropa's library staff provide information literacy instruction to students at all levels. Undergraduates are given a 2.5-hour instruction session by credentialed Librarians in their first year at the University of Colorado Boulder's Norlin Research Library, which provides a general overview of research resources available both at Naropa and at CU. In addition, professors can arrange shorter, subject-specific sessions with Naropa Librarians. These shorter sessions are offered in the capstone course for most undergraduate majors as well as thesis and/or research courses for graduate students. Librarians are always happy to meet with students individually as well.

**Research Databases**: Naropa's library resources include online research databases comprising over 32,000 academic journal titles available on- or off-campus. Examples of these databases include: Academic Search Premier, ArticleFirst, JSTOR, MasterFile Premier, PsychArticles, PsychInfo, Science Reference Center, SOCIndex, and more. Additionally, students may visit CU's Norlin Research Library to access additional research databases and book collections.

Additionally, Naropa's Allen Ginsberg Library offers one-on-one reference and research services to support skill development in the following areas:

- How to construct a database search utilizing a variety of strategies
- Refining and broadening topics
- Evaluating resources
- Finding peer-reviewed scholarship

The **Institutional Review Board** (IRB) at Naropa University comprises a rotating group of 4-5 faculty and staff with backgrounds in a variety of research modalities. The IRB is a federally mandated panel that reviews research conducted at Naropa in order to assure compliance with regulations designed to protect study participants (human subjects). Comprehensive resources are available on the MyNaropa portal to assist students, faculty, and staff who are interested in conducting research that would fall under the IRB's purview. These resources include training, quizzes, cover sheets, detailed study examples, consent form examples, checklists, and more.

**Mindfulness Training**: Naropa's diverse mindfulness trainings offer a pathway for students, faculty, and staff to foster mindfulness with additional emphasis on loving-kindness for oneself, loved ones, and even one's most difficult relationships. Drawing on scientific research findings from neuroscience and psychology, as well as practices and teachings from Buddhism, mindfulness training provides a multifaceted experience of the power and potential of compassion.

Each semester, students enrolled at Naropa University in research practica work collaboratively in the ongoing field of consciousness research. These courses provide graduate and undergraduate students training and experience at the cutting-edge of consciousness research.

**Research Laboratories and Programs:** The [Cognitive and Affective Science Lab](#) (CASL) at Naropa University conducts psychological and neuroscientific research on meditation, emotion regulation, and social life. Using a variety of cutting-edge research methods, from neuroscientific measures to smartphone-based surveys, CASL provides unique research and training opportunities to Naropa students and community members. As part of Naropa's contemplative learning objective, CASL takes a contemplative approach to the research process itself, leveraging research activities to promote self-awareness, personal growth, and contemplative development. Accordingly, CASL members train in skills that may support a variety of career paths, cultivating the hybridized skill sets needed for the next generation of contemplative science and its application throughout society.

With an aim to advance the science of mental, emotional, and social well-being, CASL research directly interfaces with and contributes to fields of contemplative psychology and neuroscience. CASL's research aims to address questions at the intersections of consciousness and brain; meditation and action; mindfulness and compassion; and self and other.

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## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. 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.

### Argument

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#### 3E

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

#### 3E-1

##### Student Affairs

The primary offices responsible for the creation of co-curricular programming are the Office of Student Affairs and the Office for Inclusive Community.

The vision of the Office of Student Affairs is to cultivate a thriving, responsible, and student-centered community of engaged global citizens. They do this by nurturing:

- Well-being and healing
- Integration and inclusion
- Spirituality and mindfulness
- Empowerment and success

Student Affairs consists of the following student services: Student and Campus Life, Residence Life and Student Housing, Student Counseling Center, Accessibility Resources, International Students and Scholar Services, and Veterans Success Services.

##### *Student and Campus Life (SCL)*

From the moment a student steps on campus for [New Student Orientation](#) the Office of Student Affairs begins to orient students to the co-curricular opportunities available to them at Naropa. We make it clear that their educational journey is not limited to lessons learned inside of the classroom and we make services available to ensure their co-curricular experience is equally meaningful and valuable. Beginning in spring 2017, SCL, in collaboration with the Office for

Inclusive Community, began hosting *Welcome Back Gatherings* to both build community and to introduce students to the myriad of student organizations at the university. As of spring 2019, there are 28 registered [student organizations](#). 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. In addition, SLC began offering a [Student Group Orientation](#) to support students in understanding how to create and sustain student organizations.

Critical to student engagement is Naropa's student government, [Student Union of Naropa](#) (SUN). SUN is a student-run organization that operates within Naropa University for the benefit of the student body. With approximately nine officers, SUN aspires to make sure the student voice is influential in the creation of university policy, serving as a liaison between students and the university regarding advocacy, inclusivity, budget decisions, curricular decisions, and more. SUN [meets weekly](#) and all community members are invited to attend. SUN will also host a Town Hall/Community Gathering in March 2019.

One of the most impactful programs has been the revitalization of the [Student Engagement Awards](#), Spring 2018. The intention of the Student Engagement Awards Celebration (SEAC) is to recognize and honor students and student groups who significantly contribute to a vibrant student life culture. The SEAC also acknowledges outstanding student group advisors, faculty, and staff who encourage and support students in co-curricular activities and leadership development. This event generates energy and excitement, and hopefully incentive, around engagement in student groups, student government, events, and other opportunities for development and community-building beyond the classroom.

We recognize that student engagement is the heartbeat of Naropa and integral to the transformative educational experience. Through involvement in student groups, student government, and Naropa events, students find their voices, create experiences, and develop real life skills for the benefit of not only themselves, but society. This year we received approximately 80 nominations presented [awards](#) in 6 categories.

Another new direction for SCL was the creation of a [Community Leadership Series](#) which focused on offering the community, particularly students, critical skills needed to be an effective leader. In fall 2018, the offerings in this series were: Bringing Ideas into Fruition, Presence and Body-Mind Synchronization, and Restorative Conversations and Conflict. This approach continues this semester with a student-focused skill building series on the theme of accessing personal power through the following workshops: Translating Your Naropa Degree to the World, Working with Conflict in the Classroom, The Art of Giving and Receiving Feedback, Trauma and Response in the Classroom, Accessing Personal Power, and Public Speaking.

As of summer 2018, Student Affairs adopted co-curricular learning outcomes to better [assess](#) its goals and outcomes moving forward. In this report, we've retroactively mapped program data for both the Office of Student Affairs and the Office for Inclusive Community according to the outcomes.

### ***Residence Life and Student Housing (RLSH)***

Fall 2017 welcomed an additional residence hall to Naropa, 2333 Arapahoe Avenue. Research clearly shows that participating in community or cooperative type housing teaches people skills that enable them to be better decision-makers, effective political participants, and increases their civic and leadership engagement.

This uniquely communal living space for first-year students focuses on social sustainability: sharing common space, making collective decisions, sharing household responsibilities, and cooking together to create a sense of family and to build relationships. These factors allow for more [programming](#) rooted in communal living.

One of the most impactful programmatic developments in RLSH has been the creation of [Living and Learning Communities](#) (LLC), launched in fall 2017. LLCs group our incoming first-year students (who are required to live on campus) according to expressed interest (Arts Initiative, Contemplative Psychology, Sustainable Wellness, and Spiritual and Contemplative Practice). Each LLC is guided by a Core Faculty member specializing in that discipline. LLC members work together as a team, hold joint events, and work on projects with neighboring constituents, organizations, and individuals beyond the boundaries of their particular community. By using a Restorative Practices model of connection, circles members are able to settle and discuss any community issues as well as create communities of inclusion, respect, acceptance and fun.

### ***Student Counseling Center***

Naropa's Student Counseling Center (SCC) offers some of the most impactful student-centered [events](#): the Drop-in Art Studio Group (weekly), a 12-week Emotional Alchemy Group that focuses on interpersonal effectiveness, post-election drop-in support, Courageous Living Group (drug and alcohol recovery), Sexual Assault Survivors Group, self-care and stress management workshops and events, drug and alcohol abuse assessment and prevention events, aids awareness and testing, and eating disorder awareness events.

### ***International Students and Scholars Services***

Since 2015, Naropa has made significant strides in supporting our international students and creating more awareness of international student needs in the broader community. Efforts include a more robust [International Student Orientation](#) which, in addition to information about the importance of maintaining and staying in compliance with their F-1 student visa status, also covers other topics from navigating the US healthcare system and utilizing on campus resources to dealing with culture shock and US diversity and inclusion issues. In addition, for the past two years we have hosted [International Education Week](#) which showcases presentations done by international students on topics of their interest to help build intercultural awareness and build community on campus. Lastly, the International Community Support Group continues to thrive with monthly dinners facilitated by staff and faculty.

### ***Veterans Success***

In 2015, Naropa also made a concerted effort to support our veteran students and creating more awareness of veteran student needs in the broader community. Efforts include inaugural [Veterans](#)

[Day events](#) creating a [Veterans Student Support Group](#), launching the [AmeriCorps VISTA Veteran Success Coordinator position](#), and offering [faculty/staff trainings](#) on Veteran Student Needs.

### **Office for Inclusive Community (OIC)**

The mission of the [Office for Inclusive Community](#) is to create beloved community through critical consciousness-raising and cultural transformation. Although initially the OIC focused exclusively on diversity and inclusion efforts, it is now the hub for social justice, sustainability, contemplative practices and traditions, and conflict resolution.

#### ***Diversity and Inclusion***

Another accomplishment which has had significant impact on student life is the presence of the [Center for Culture, Identity, and Social Justice](#). In an effort to create a warm, supportive and vibrant home for community members from marginalized locations and their allies, the center is designated for anti-oppression-oriented activities and critical consciousness-raising. Initially the center was the home of our critical consciousness library, a carefully curated collection of social justice oriented resources.

In the last few years, the OIC began intensive critical consciousness-raising and community-building programs for the community, particularly students, resulting in robust [semester events calendars](#). Staff of the OIC observed that identity-related student groups require more skillful facilitation and continuity from semester to semester in order to support marginalized students. To aid that development, the following groups are now co-held by the OIC and require staff/faculty facilitation: Students of Color and Allies, Community of Color and Allies, Queer Naropa, International Community, and Anti-racist Whites and Allies.

#### ***Sustainability***

[Sustainability events](#) at Naropa provided community-building and awareness of sustainability issues for the entire university. Annual events such as Bike to Work Days, Earth Justice Day, and Community Resilience Day (formerly Sustainability Day) provide opportunities for the Naropa community to be more involved in university sustainability efforts. In addition, there are other events each semester that provide co-curricular learning opportunities such as the Boulder Creek Clean-up, which resulted in the removal of 1,100 pounds of trash from the local creek, and the hosting of world-renowned leader in sustainable development, Hunter Lovins, to speak on Regenerative Economics for all.

#### ***Contemplative Practices and Traditions***

The Contemplative Practices and Traditions office aims to create an atmosphere that enriches the quality of contemplative and spiritual life for Naropa students, faculty and staff. Each semester, this office coordinates [offerings](#) such as regularly scheduled meditation on all three campuses, Contemplative Dance Movement, T'ai Chi Ch'uan, Centering Prayer, Ikebana, Tea Ceremony, and many others.

In addition, this office ensures that all university events include a contemplative aspect. One of the most impactful offerings sponsored by this office is [Community Practice Day](#). This all-day event, offered every semester, is dedicated to contemplative practice and experiential education. On this day we do not hold classes and close our offices so that everyone can participate

### **3E-2**

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, field-placement experiences, 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, counselors, 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, our students from the Graduate School of Counseling and Psychology dedicate thousands of hours volunteering their time during practicum and internship to promote healthy futures for underserved populations through work in nonprofit and community agencies.

2018 [NSSE findings](#) also show that 95% of first-year students said that during the school year they connected their learning to societal problems and issues. Results were similar for seniors with 79% reporting that during the school year they connected their learning to societal problems and issues.

### **Service Learning**

In 2018, Naropa placed even more significance on student's career development and the necessity of students doing some form of internship or service learning in the community. As a result the Career Services and Community Engagement Office expanded into the [Office of Community-Based Learning and Career Development](#). With the expansion of this office, the institution opened a new Career Center for students and the team of staff increased to four full-time employees, in addition to one graduate assistant.

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## **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **Summary**

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*There is no argument.*

### **Sources**

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*There are no sources.*



## 4 - Teaching and Learning: Evaluation and Improvement

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

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. 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.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. 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.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. 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).

### Argument

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#### 4A-1

In addition to annual assessment plans and reports (see Core Component 4B), Naropa University conducts annual program reviews and periodic external reviews of each program. These reviews provide an overview of a program's mission and goals, program priorities, faculty development, and curriculum changes especially as they related to the institutional priority of creating an inclusive community. The expectation is that these are explicitly informed by assessment of student learning outcomes. The [instructions](#) which are sent along with the forms, clearly indicate a focus on ways to increase enrollments or to reduce operational or instructional expenses while placing a primary focus on enhancing student learning outcomes.

For each program, the annual program review process culminates in a meeting with program faculty, the chief enrollment or admissions staff, the academic affairs budget manager, and provost to set enrollment targets and discuss budget needed to match the enrollment targets.

The following items are analyzed in the annual program review process:

- Credits generated, including an analysis of total revenue generated, compared to direct expenses
- Admissions and retention information
- Alumni information
- Post-graduate survey
- NSSE/FSSE data where applicable
- Student satisfaction survey data
- Leave of absence/voluntary withdrawal data

After reviewing these program data, the faculty complete the [Annual Program Review Response Form](#) which collects information about program priorities and goals, as they relate to student learning outcomes assessment, and strategies the faculty will use to achieve their goals.

Faculty also submit budget narrative requests as reflected in 5C-3 and in the examples below. Unless the requests for increase in budget tie directly and clearly to viable enrollment increases, improved retention, or to enhance program quality, these requests are typically denied.

In their fall [2015 Annual Program Review](#), the Environmental Studies Department listed one goal as revising the MA curriculum and name and to submit these revisions through the curriculum review process to have ready for a 2017-2018 launch. Data from Enrollment Management, Marketing, Academic Affairs, and their last Program Review supported this. The faculty developed this curriculum change proposal and consulted with senior leadership and the marketing department throughout that process. By fall 2016 the department proposed the [program change](#) to Academic Affairs. This change was approved and implemented beginning fall 2017. While the impact of the changes was not evident in increases in enrollment for Fall 2017, additional adjustments were made due to student feedback. Enrollment for Fall 2018 improved significantly. The program had historically been enrolling 5-7 students annually and retention was highly erratic. In Fall 2018, they exceeded their enrollment goal of 10 and enrolled 12 students who are all still enrolled. As of January, the program has a 400% increase in inquiries over prior years for the Fall 2019 incoming class.

At a “visioning assembly” of the entire faculty in early Fall 2017, the **Academic Plan** was reviewed, debated and discussed. It was determined that energy should be focused on increasing enrollment and effectiveness of our strong existing programs, while requiring the under-performing programs to undergo a more rigorous review. In a [letter](#) from the office of the provost, dated October 9, 2017 faculty from the MFA Theater, MFA Creative Writing, BA Creative Writing, BA Religious Studies, MDivinity, and MA Ecopsychology were asked to “complete a review to justify growth, change, or continuance addressing the criteria adopted at the August Visioning Assembly”. MFA Theater did not complete the process, but it was determined to suspend enrolling an incoming class for Fall 2019 until a more thorough review

could be completed to find ways to resolve low enrollment and high cost to deliver. The [MFA Creative Writing](#), [BA Creative Writing](#), [BA Religious Studies](#), and [MDivinity](#) all completed responses to the request. Budget decisions were tied to deeper conversations around these responses and ongoing conversations are continuing to take place with MFA Theater, MDivinity and BA Religious Studies. [MA Ecopsychology](#), while not responding directly to the request, did respond with suggested modifications to the program. These requests led to a number of informed decisions, including dramatic changes to the application process for MFA Creative Writing which generated a significant increase in applications for the last two years. A price restructure for MDivinity for fall 2019 is currently in the process of implementation and the MA Eco-Psychology program experienced a significant enrollment increase for 2018. BA Religious Studies had the highest number of majors in over 10 years. Attention will continue to be focused on ways to continue to enhance well performing programs while also holding accountable under-performing programs, or suspending or cancelling programs that are no longer meeting market needs.

External reviews involve the program conducting an extensive [self-study](#) followed by three experts from the field coming on campus for several day to examine the program. The external reviewers submit a written report which the program used to inform future curricular changes. Recent external reviews have been conducted as follows: [MA Religious Studies](#): Contemplative Religions and Indo-Tibetan Buddhism concentrations (Spring 2017); [Interdisciplinary Studies](#), and [Music](#) undergraduate majors (Spring 2016).

#### 4A-2

### **Evaluating Transfer Credits**

Naropa welcomes a high number of transfer students each year and wishes to demonstrate our value of the time and energy that students have spent at previous academic institutions. Our transfer guidelines are designed to help students transfer in as much credit as possible, while still allowing them to engage in the full Naropa experience. More details regarding [transfer evaluations](#) such as: Accepted Transfer Credits from other Colorado Institutions and a [Primer](#) of Establishing Transfer Credit can be found at (see Federal Compliance Form - Appendix F).

Currently Naropa does not award credit for experiential or prior learning, but the categories below describe ways of earning transfer credit for learning completed outside the traditional college classroom.

### **Third Party Recommendations/ Evaluations**

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.

For international applicants, all records of secondary and post-secondary education at non-U.S. institutions must be translated into English and professionally evaluated by one of the following professional evaluation services or any evaluation service recognized by NACES ([www.naces.org](http://www.naces.org)), and forwarded to the Naropa Office of Admissions for evaluation with other application materials.

1. Global Academic Evaluators ([aevaluators.com](http://aevaluators.com), 720-298-9564)
2. AACRAO International Education Services ([ies.aacrao.org](http://ies.aacrao.org), 202-296-3359)
3. Josef Silny & Associates, Inc. ([jsilny.com](http://jsilny.com), 305-273-1616)
4. World Education Services ([wes.org](http://wes.org), 212-966-6311)
5. Other NACES Accredited Evaluation Service ([naces.org/members.htm](http://naces.org/members.htm))

## 4A-3

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

**Residency Requirements (Undergraduate Program)** 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 through Naropa University. Residency is required in the first semester. Students enrolled in the Leap Year program are considered to be "in residence".

**Establishing Transfer Credits (Undergraduate Program)** College-level courses completed at regionally accredited colleges and institutions accredited by agencies recognized by the U.S. Department of 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. Any transferred course on a Naropa student transcript will denote the institution/s where the credit was earned with a final grade of TR.

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.

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

### **Conversion of Quarter Credits to Semester Credits**

<b>Quarter Credits</b>	<b>Semester Credits</b>
1	.5
2	1
3	2
4	2.5
5	3

### **Transfer into Major Requirements (Undergraduate Program)**

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 additional transfer credits that may be applied towards BA major requirements beginning in the 2018-2019 academic

year. This policy assists students who choose to pursue high credit majors who enter Naropa with a large number of transfer credits.

University policy permits that a maximum of 18 transfer credits can be applied toward BA Major requirements, with the specific allotment varying by major. Where relevant transfer equivalencies exist, up to 6 transfer credits may be allocated toward each 12-credit minor. Each academic department has established a maximum number of credits that can be applied to respective majors and minors, as well as a list of courses pre-approved for transfer (see Federal Compliance Form - Appendix F).

### **Seeking a Second Undergraduate Degree**

Given the unique nature of Naropa's curriculum, some students who have earned a bachelor's degree elsewhere wish to pursue a second undergraduate degree here. Historically Naropa policy has not allowed transfer credits from this population and any university exceptions that might have been granted around this would have delayed the admissions process. In order to better serve this student group, policy was created in the 2018-2019 academic year in order to allow students to seek a second undergraduate degree at Naropa in accordance with practices at other universities.

Per the 2018-2019 academic catalog, to apply for a second undergraduate degree, the student will be subject to the following transfer admission guidelines: 1) A maximum of 60 undergraduate transfer credits may be applied toward your second undergraduate degree; 2) You must apply to a specific major, and it cannot be the same major in which you received your first undergraduate degree; applications for undeclared majors cannot be considered; and 3) The standard major/minor transfer credit policy applies (see Federal Compliance Form - Appendix F).

### **Transcript Evaluations (Undergraduate)**

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 colleges and institutions accredited by agencies recognized by the U.S. Department of Education. 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.

### **Establishing Transfer Credits (Graduate Program)**

Naropa University's graduate programs may accept up to 6 semester units of transfer credit from other regionally accredited universities and institutions accredited by agencies recognized by the U.S. Department of Education per specific program approval (international on a case-by-case basis). Transfer credits used to fulfill a previous graduate degree will not be accepted toward a degree at Naropa. Approval of transfer credits is at the discretion of each program.

Decisions will be made on a case-by-case basis. Credits must have been earned within 5 years of application to Naropa and must carry the grade of “B” or better. Pass (P), Credit (CR), or Satisfactory (S) work will not be accepted. No credit will be awarded for contemplative practice courses. Any transferred course on a Naropa student transcript will denote the institution/s where the credit was earned with a final grade of TR.

### **Applicants Educated Outside the United States (Undergraduate and Graduate)**

Applicants (including U.S. citizens and permanent residents educated outside the United States) must have all non-U.S. records of secondary and post-secondary 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.

#### **4A-4**

### **Curricular Oversight**

Oversight of both the curriculum and academic program development is the responsibility of the faculty. Authority over course prerequisites, academic standards, and expectations for student learning reside within the university curriculum and assessment committees.

For new course proposals at the program level, the proposing faculty must provide a new course proposal, as well as a completed syllabus for the proposed class. The new course proposal form asks faculty to answer questions around issues such as: curricular need for the new course, data used to identify the need (assessment data, student evaluations, etc.), relationship of the new course’s student learning outcomes to the program learning outcomes, if the course will have pre-requisites, impact on faculty loads and budgeting, and learning resources or equipment / facilities that will be needed for the new course's successful delivery.

If the course is being proposed at the undergraduate level, the faculty have the option to propose the course be included in the Core Area Requirements. Clear [guidelines](#) have been established and the proposed syllabi must meet those guidelines in order to qualify as a Core Area Requirement class. If the course is at the graduate level, programs are asked to articulate the standards for graduate level education held by their program and how this course meets those standards.

The completed proposals are received and initially reviewed by the staff in the Office of Academic Affairs. If approved, the proposals are then sent to the [Graduate Curriculum and Assessment Committee](#) (graduate level course proposals) or the [Naropa College Curriculum and Assessment Committee](#) (undergraduate proposals). These committees are comprised of faculty across programs and disciplines who review the course proposals and submitted syllabi to ensure quality, rigor, and programmatic curricular fit. Proposals may be approved, denied, or additional requests for information may be made by the committee.

All Naropa courses have course level learning outcomes and program learning outcomes and both are articulated on all course syllabi. As described in Criteria 4B, faculty use a variety of direct and indirect measures to determine whether the program outcomes are being achieved by students.

### **Access to Learning Resources**

As described in Criteria 3D-4, Naropa University provides a wide array of resources to support effective teaching and learning, such as: an e-learning platform used for online and residential courses, libraries on all three campuses with collections tailored to the academic focus of the campus, meditation halls on each campus available for the entire community as well as visitors, Maitri Space Awareness rooms critical to the successful curricular delivery of multiple degree programs and to supporting the continuance of a Naropa contemplative education [heritage practice](#), art and performance spaces to support the School of the Arts programs, increased Smart classrooms to deliver an integrated technological curriculum, and a growing database of current internship sites.

Additionally, as described in Criteria 3D-2, Naropa University provides highly individualized advising, an academic coaching program, and a writing center.

### **Faculty Qualifications**

As described in Criteria 3C-2, all Naropa faculty members are credentialed and in compliance with Naropa's [Faculty Qualifications Policy](#).

Naropa does not have any dual credit programs.

### **4A-5**

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) BA in Elementary Education.

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 Elementary Education program is [approved](#) by the Colorado Department of Education. All programs are in good standing with their specialized accreditation agencies.

### **4A-6**

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 6 months of graduation. For students who graduated in 2015, 74% of undergraduate alumni were employed at the time of the survey and 7% reported attending graduate school. Of the remaining



students, all 19% reported engaging in intentional activities such as travel or volunteering. None reported seeking employment. In 2016, 65% reported being employed, while 23% reported attending graduate school and 3% reported seeking employment. For 2015, of graduate alumni 76% were employed and 4% reported pursuing an advanced degree. 7% reported seeking employment. For 2016, 75% reported being employed and 6% reporting pursuing an advanced degree, with 8% seeking employment. The percentage of graduate students seeking employment was of concern since the Bureau of Labor Statistics Unemployment rates published were 5% during those time frames.

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. 63% of undergraduate respondents who were employed indicated their positions were “related” or “somewhat related” to their majors. 72% of graduate alumni were working in a field “related” or “somewhat related” to their Naropa program, which reflects a significant increase from 67% in 2010.

Surveys of students who graduated in 2017 have been completed, and will be analyzed and reviewed when 2018 data has been collected.

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 2015 and 2016 revealed that the most common career path for undergraduates was in “Food Service and Grocery” (17%), followed by “Education and Training” (15%) and Office and Administrative Services” (10%). 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, followed by “Education and Training” (14%).

The 2015 and 2016 data sets revealed that 20% and 19% of respondents were either self-employed or independently contracted. These are nearly double the rates from 2009 and 2010. These numbers primarily consist of those who were pursuing private practice, but also includes people in performing and visual arts, writing, landscaping, business, and care-taking.

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. Student Tracker information for both [graduate](#) and [undergraduate](#) alumni, which tracks students for 10 years from the time of graduation, shows that 37% of undergraduate alums go on for further study with 16% completing a certificate program, 13% completing a Master's degree and 1% completing a doctorate degree. 9% of undergraduate alums return to Naropa for a Master's degree. 14% of graduate program alums go on for further study, with 3% completing certificate programs, 1.5% obtaining an additional Master's degree and 1% completing a doctorate degree.

[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. Unfortunately the state of Colorado does not make data available on pass rates on the licensing exam so it is not possible to determine success rates, but the high numbers of alumni with licensure provides some evidence of success in relation to the number of graduates during a time frame. Lists from 2018 are currently being reviewed for any updates.

The Student Satisfaction Survey as well as the post-graduation survey is organized 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 which shows where lost admitted students end up attending school 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. These data sets are distributed to each academic department as part of their annual program review, where academic affairs staff and program faculty meet to review the data and determine if changes are needed to make improvements in student outcomes. The data are also reviewed by student support staff responsible for providing support for internship placement and career development.

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, and 66% in 2017. Of those who completed internships, 85% reported that the internship provided essential skills and professional training. Unfortunately only 10.5% of students reported completing an internship. The undergraduate curriculum committee and the newly formed Office of Community Based Learning and Career Development are actively working to create additional opportunities and greater participation in meaningful internships. Graduate students had historically reported between 60% and 61% satisfied with the emphasis on career preparation; in 2016 and 2017 these

rates of satisfaction rose to 79% and 76%. Approximately one third (the satisfaction survey is administered to all current and graduating students, and only students in the third year of their program would have completed an internship) of Naropa graduate students indicated participating in an internship. Of those students who participated, 97% reported that the internship provided essential skills and professional training. 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.

## Sources

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- 4A-6\_IR\_Barbour\_Summary of ST Data for Naropa Undergraduate Alumni 2008 through July 2018
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## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

## Argument

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### 4B1

All of Naropa's graduate degree programs and undergraduate majors as well as the undergraduate core curriculum have articulated [program level learning outcomes](#) that are listed on the Naropa.edu website. All [syllabi](#) for the graduate degree programs and undergraduate majors and core curriculum list program level learning outcomes that are clearly distinguished from course-level goals. The Graduate School of Psychology has similar [syllabi](#) requirements that are tailored to the needs of the school.

Over the past three years, several programs have revised their program learning outcomes as a result of faculty deliberation about assessment results. For example, the [2015-16](#) undergraduate Core Curriculum assessment of the Six Essential Learning Outcomes revealed that these outcomes were overly complicated and needed revision. Therefore, the Dean of Naropa College conducted a series of focus groups of undergraduate faculty that yielded revised learning outcomes. These include Critical Thinking, Nonconceptual Knowing, Complexity, Resilience, Compassion, and Innovation that are articulated and elaborated in [rubrics](#) that have been used for annual Core Curriculum assessment for the Core Seminars in 2016-17 and 2017-18 as well as currently in 2018-19. Through this process faculty learned that while our [program learning outcomes](#) may seem ineffable, we can reliably assess them. In using the revised rubrics that reflect this clarity, faculty assessment deliberations have yielded generative insights about student learning and clear follow-up action items.

Increasingly over the past 3-4 years, Naropa has integrated assessment into the annual cycle of faculty work and deepened the faculty's engagement with the assessment process. [Assessment plans](#) are submitted in fall and include the student artifact (e.g., paper, exam, performance) that will be assessed and the associated rubric along with follow-up on action items from the previous year's assessment report. In 2016-17, to increase faculty engagement with assessment, we asked programs to assess all Program Learning Outcomes. Most programs did so with full faculty

engagement. We asked them to do this again in 2017-18 and the process became easier and more meaningful. However, at the Higher Learning Commission Assessment Workshops in June 2018, a team of Naropa faculty learned that we should build on this success by deepening our deliberation and use of assessment results by implementing a [three-year cycle](#) for most programs but a shorter cycle for particular Program Learning Outcomes that are of concern to faculty. For example, the 2018-19 Assessment Plan form reflects this change. For example, the MA Transpersonal Art Therapy [plan](#) is to assess their diversity learning outcome (#6) and clinical application (#7) because these are areas of concern. Similarly, the MA in Contemplative Psychotherapy and Buddhist Psychology plan for 2018-19 is to assess PLO's 1-3 that focus on general counseling skills using the Professional Counseling Competency Evaluation protocol in addition to psychodynamic learning outcomes (PLO #8) using a [faculty-designed rubric](#). In contrast, the BA Music major plans to [assess all PLOs](#) because they revised their assessment plan last year.

In May, each graduate and undergraduate program submits an [annual assessment report](#) that is reviewed by the Associate Provost for Curriculum and Assessment. Early in the Fall, either the Graduate Curriculum and Assessment Committee or the Naropa College Curriculum and Assessment Committee also review assessment reports and provide feedback to the program faculty. Follow-up may involve changes in such areas as curriculum, pedagogy, personnel, assessment plan (i.e., rubrics, artifacts), academic support services, faculty development, or facilities. These recommended follow-up action items are summarized in a table at the end of the [annual assessment report](#).

Since August 2016, a core professor has served as the [Associate Provost for Curriculum and Assessment](#) who oversees the annual cycle of assessment replacing the previous Assistant Dean for Academic Programming & Accreditation staff position. Graduate and undergraduate [curriculum and assessment faculty committees](#) support program faculty in the assessment process via annual [Assessment Days](#) and [Academic Council](#) (all core faculty) meetings where faculty share assessment results and learn about assessment methods.

Assessment is the responsibility of all core faculty and ranked instructors. The Faculty Handbook specifically outlines this responsibility for the ranks of [Assistant, Associate and Professor](#) as well as [Deans and Chairs](#). All graduate and undergraduate programs devote regular program faculty meetings to deliberating about assessment results and designing program revisions.

In Fall 2016, when it became clear that faculty found the technology we used at that time (WEAVE) to be a barrier, we decided to implement a more faculty-friendly approach – namely a Microsoft Word form that faculty could simply edit. This idea came from our colleagues at Regis University whose faculty assessment committee and Director of Assessment were helpful to us in 2016-17 and 2017-18 when we met with them on several occasions to learn more effective processes for faculty engagement with assessment. This resulted in our [Assessment Plan & Annual Report](#) that captures a program's assessment work in one document with rubrics as appendices. Since implementing that form, we have heard no complaints from faculty about difficulties in reporting on assessment. Similarly, we needed to adapt the assessment reporting process so that results from several of our programs with low enrollments (or low numbers of

majors in otherwise full course sections) by asking faculty to report actual numbers rather than percentages.

#### **4B-2**

The Naropa faculty has made dramatic progress on engagement in assessment over the past 3.5 years. This can be seen in the progression from the 2015-16 assessment reports when the programs that did complete assessment reports did so out of compliance albeit while struggling with WEAVE to 2016-17 when all graduate degree programs and undergraduate core and majors completed assessment reports. This pattern has continued in 2017-18 and 2018-19. Organizing three years of assessment reports by program allows us to see that programs have begun to take a longitudinal view in developing their PLOs and rubrics which have begun to stabilize over the past two years. These reports are gathered by campus, by program, by year and submitted here (Nalanda [undergraduate](#) and [graduate](#) arts and education programs, Arapahoe [undergraduate](#) and [graduate](#) programs, and Paramita [graduate](#) psychology programs). Our current goal is to continue this approach so that we can analyze student learning outcomes within programs across years.

Beginning in 2016-17, we made some changes in annual program learning outcomes assessment procedures. In response to faculty viewing WEAVE as a barrier and inspired by our colleagues at Regis University, we moved to a faculty-friendly Word form. Since then faculty participation in and use of assessment has increased. Because we have low numbers in many of our programs, we moved away from percentages and targets towards using actual numbers of students scoring at different levels of a rubric. Assessment reports now focus on direct measures and separate direct and indirect measures. For indirect measures, programs have used student course evaluations, surveys, reports from advisors and student representatives as well as student comments and complaints. This is contained in section C of each assessment report.

All programs use rubrics to assess each Program Learning Outcome via a set of specific performance indicators for each outcome. Some of these rubrics have been used and refined for three years or longer, such as those in [BA Creative Writing and Literature](#), [MFA Creative Writing](#) and [BA Environmental Studies](#). All programs have used rubrics for the last two years (2016-17, 2017-18) in addition to the current academic year (2018-19). As they use the rubrics, faculty have refined and clarified them.

While each program has developed its own approach to assessment (i.e. assignments, rubrics, ways that faculty deliberate), the graduate and undergraduate curriculum and assessment committees harvest Naropa's best practices so that programs learn from each other. Overall, program faculty have become more confident and invested in assessment in large part due to the committees. This was evident in the enthusiasm of faculty to attend the June 2018 assessment workshops offered by the Higher Learning Commission. There we were able to get expert feedback about our assessment practices especially how we might approach the annual cycle.

Using its established co-curricular learning outcomes, Student Affairs assesses co-curricular learning outcomes indirectly in terms of attendance and student feedback. These results have been organized into a [co-curricular assessment report](#) summarizing the past three years. For

many years, Student Affairs regularly gathered student feedback about its programs including new student orientations and Practice Day. Engagement in an annual assessment process has encouraged Student Affairs to further reflect on co-curricular learning outcomes to inform the programming that it offers.

#### **4B-3**

To close the loop on assessment, we developed an Action Item Chart that is included in most of the 2017-18 Assessment Plan & Annual Reports and in the upcoming 2018-19 reports. This allows us to track progress on follow-up plans. For example, the undergraduate Core Curriculum Assessment Report from [2017-18](#) includes follow-up on recommendations for all five of the core seminars.

Assessment results inform the curriculum revision process for courses, new course proposals and program-level revisions as fully outlined in Criteria 3A-1. We require assessment results as the basis for program-level curriculum changes. For example, in Spring 2017, in response to assessment results and an external review, the MA Ecopsychology program made [several curriculum revisions](#) including a re-design of their wilderness intensives, condensing service learning course into one semester and expanding their Masters Paper. Their [2017-18](#) Assessment process “affirm(s) the decisions we made with regard to curriculum” but it will take three years for a cohort to travel through all of the changes and to fully assess the curriculum changes.

Last year, we replaced the faculty assessment committee with graduate and undergraduate curriculum and assessment committees so that faculty could have a strategic view of the cycle of assessment and curriculum change including the consequential use of assessment findings.

#### **4B-4**

Assessment of student learning at Naropa is informed by widely accepted good practices (e.g. rubrics, Assessment Day, faculty committees) as well as locally developed Naropa good practice (e.g. the use of the [Warrior Exam](#), qualitative methods). As our faculty gain confidence in and experience with assessment, we expect to further develop and refine our Naropa-developed assessment practices in line with our curricular commitment to [Contemplative Education](#). In addition to contemplative program learning outcomes that are found in most Naropa programs, the faculty has endorsed across-the-curriculum commitments to the following areas: [sustainability, diversity and inclusion, and the arts](#). These commitments are reflected in the undergraduate core seminars in contemplative learning, diversity and inclusion, and the new sustainability core seminar. Each of these is a required 3-credit course for all undergraduates.

Faculty participation in assessment and its consequential use in curriculum development is integral to the core faculty’s role in teaching and stewardship of the curriculum. [Faculty Annual Reviews](#) ask each core faculty member to reflect on their participation in assessment and the participation in assessment as an important [criterion for promotion](#) at all levels.



Over the past three years, we have moved more and more in the direction of a faculty-led and faculty-driven assessment process, which we see as appropriate and optimal for our small size and our teaching intensive mission-oriented culture.

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## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. 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.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. 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.)

### Argument

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#### 4C-1

Current ambitious, but obtainable, goals for undergraduate retention have been defined. These goals were defined through the process of applying for a [Title III grant](#) and a related retention plan and have been reconfirmed since [progress](#) has been made toward these goals, but they have not yet been achieved. The last two goals were added in response to some erratic retention and graduation rate performance in specific graduate programs.

1. Improve first-year retention to 80%
2. Improve transfer student retention to 85%
3. Improve graduation rate of first-year students to 67%
4. Improve graduation rate of transfer students to 77%
5. Improve and/or maintain retention and graduation rates for students of color that are at least as, if not more aggressive than the overall goals.
6. Maintain graduate graduation rates at levels of 80-85% for each program.
7. Address graduation rates for graduate programs which fall below the target range by performing internal and external reviews of the programs to determine viability.

#### 4C-2

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, results of the custom designed Naropa Incoming Student Inventory ([NISI](#)), which assesses perceived preparation or readiness as well as receptivity to support interventions, and performance of new initiatives such as faculty mentorships, Living and Learning Communities, and [curricular](#) redesign, 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 and areas of concern are addressed through annual program reviews within each academic program where they are asked to address issues.

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, which are helpful indicators of students' levels of satisfaction and in identifying factors that 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](#), [graduate](#), and [low-residency](#) 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 and graduate from Naropa. This information is captured each spring as students are about to re-enroll for the fall semester, or make decisions not to return.

A [survey](#) of students who withdraw or take a leave of absence is also conducted to capture information about factors influencing those decisions.

#### **4C-3**

The data mentioned in 4C-2 are disseminated as part of annual program reviews on a disaggregated basis by major and program. Departments are required to review and respond to any issues or concerns highlighted in the data.

In addition, a team of staff from the Office of Student Affairs, the Office for Inclusive Community, Academic Advising, and the faculty of Naropa College review retention data at least annually to determine progress toward goals and to evaluate curriculum, co-curricular activities, new retention initiatives, and determine additional strategies which should be implemented.

As can be seen in the data listed above, a number of correlations were drawn, either positive or negative, with our First Year Seminars, on-campus housing, Living and Learning Communities, and the amount of outreach to students who identified concerns upon arriving, especially related to mental health. As a result of the review process, a number of revisions have been made to curricula and co-curricular support and outreach.

**First Year Seminar** - The [correlation](#) between our First Year Seminar and retention had been erratic since the course was added in 2010 to address retention concerns. The decision to eliminate the First Year Seminar was piloted in conjunction with the establishment of a new Living and Learning Communities (LLC) curricula for our first-time, first-year population. The First Year Seminar, each section being co-taught by two Core Faculty, was instructionally expensive and did not yield the anticipated retention rates for first-time, first-year students. To support a curricular change in the interest of improving retention, specific sections of *COR130: Contemplative Learning Seminar* and *COR150: Diversity Seminar* were created to serve first-year students and were taught by faculty who had been teaching the First Year Seminar (the First Year Seminar was a 6-credit course that incorporated both of these seminars). For the first two years of the pilot, faculty were compensated 4.5 credits (for the 3-credit course) to appropriately mentor first-year students. Given the resulting increased [retention rates](#) (and the effectiveness of the LLCs), we eliminated the additional 1.5 credit compensation in the fall 2018.

**Living Learning Communities** - One of the most impactful programmatic developments has been the creation of a [Living and Learning Communities](#) (LLC) curricula, launched in fall 2017. LLCs group our incoming first-year students (who are required to live on campus) according to expressed interest (Arts Initiative, Contemplative Psychology, Sustainable Wellness, and Spiritual & Contemplative Practice), and each LLC was guided by a [Core Faculty member\(s\)](#) specializing in that discipline. Living and Learning Community members work collaboratively to hold joint events and work on projects with neighboring constituents, organizations and individuals beyond the boundaries of their particular community. By using a Restorative Practices model of connection circles, members are able to settle and discuss community issues as well as create communities of inclusion, respect, acceptance, and fun.

The LLCs have had a positive impact on retention. In 2017, student housing (just our Snow Lion residence at the time) was operating at 20% below its occupancy break-even point. At the end of spring 2017 only 53 residents remained in University Housing, with 46 vacancies. Of those 53 residents only 9 residents opted to return for the following fall semester (16.98%). After our first year of the LLCs, our housing retention rates increased. Of spring 2018's 80 residents, 19 have already applied and deposited to live in University Housing for the fall 2018 semester (23.75%). Since implementing the LLC program, our retention rate has increased by 6.77%. Additional housing staff were added to accommodate additional housing capacity (the addition of our 2333 residence) and to address student concerns. As a result of increased staffing, as well as other initiatives already discussed, [retention rates](#) have steadily risen bringing this year's student return-to-housing rate up to 26.25%, a 2.5% increase from last year. By fall 2018 [residency](#) nearly doubled with 94 residents living in student housing. In fall 2018, the coordination of LLCs shifted from Core Faculty to Undergraduate Academic Advising. The themes (self-selected by students at the time of their application for housing) of this semester were: Health

and Healing at the Snow Lion residence (20 students) and Movement and the Arts at the 2333 residence (16 students).

In annual reviews of retention initiatives, evaluation reflected that the CSI (College Student Inventory) was not as useful a tool as anticipated in predicting at-risk students, nor for focusing outreach efforts. It was determined that developing a customized tool for Naropa's particular needs would be worthwhile. A collaborative process with the Office of Institutional Research, Undergraduate Academic Advising, and Naropa College resulted in the development of the Naropa Incoming Student Inventory ([NISI](#)), which has proven to be particularly useful for improving targeted outreach to students. Results show that students who receive the most outreach from support staff retain at higher rates than their peers.

One area of concern that arose in reviewing results was the number of students requesting support around mental health needs, but a lack of staffing capacity to commit to adequate outreach. Naropa's Student Counseling Center (SCC) provides vital support to both students and staff around mental health and wellness. Since 2015, there has been a 140% increase in overall individual counseling sessions provided to students. Due to this dramatic increase in services provided, and to increase capacity for adequate outreach of students indicating a desire for such outreach, the student counseling center has enhanced their training program for interns, added additional interns, and changed the role of its part-time Crisis Counselor to a full-time Crisis and Substance Abuse Prevention Counselor and Clinical Supervisor.

**Capstone Festival** - Please also refer to 3B-5 for information about the Capstone Festival which was initiated as a retention initiative to engage the entire community in better understanding how a Naropa education teaches applied skills to engage with the world. The idea was that students early in their Naropa journey who might not see clear career connections could have visible on-campus peer-to-peer demonstrations of learning outcomes and applied skills.

**Undergraduate Advising** - While students tend to view advising staff favorably, it was recognized that the academic advisors could be more directly and pro-actively responsible for retention activities. In fall 2018 Academic Advisor job descriptions were revised to include additional responsibilities. The changes are evident by comparing the [previous](#) job descriptions with the [current](#) ones.

#### 4C-4

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 and graduate students, so it also tracks those populations. In addition to IPEDS one-year retention and graduation rates, Naropa tracks retention, attrition, transfer-out, and graduation rates for a variety of cohorts, including incoming transfer students by classification. So in addition to full-time, first-time, first-year students, we also track the 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 add/drop period. One-year [retention rates](#)

are captured at census the following fall, and graduation and attrition rates are captured until all students are no longer enrolled.

Transfer [tracking](#) is analyzed 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 focused on first-year retention. Semester-to-semester retention is tracked for first-time, first-year students as well as for first-year transfer students, and the cohorts that were enrolled in the First Year Seminar undergo particularly rigorous assessment.

## Sources

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- 1C-COMBINED\_Ethnicity and Intl grad rates
- 3E\_IR\_Dark\_Housing Dashboard FA18
- 3E\_STU\_Jackson\_Living and Learning communities webpage
- 3E\_STU\_Jackson\_Types of LLCs at Naropa and Faculty
- 4C\_2017 Graduate Overall - student satisfaction survey
- 4C\_2017 Low Residency Survey Results Overall - student satisfaction survey
- 4C\_2017 Undergraduate Overall - student satisfaction survey
- 4C\_COMBINED\_Incoming Student Surveys
- 4C\_FINAL Title III COR113 ASSESSMENT REPORT FA13 - SP14 v8 CAF 8-8-14
- 4C\_FINAL Title III COR113 ASSESSMENT REPORT FA13 - SP14 v8 CAF 8-8-14 (page number 24)
- 4C\_IR\_Barbour\_SP18 NISI Correlations with Curriculum
- 4C\_IR\_Barbour\_Undergraduate One Year Retention by Classification 2010 through 2017
- 4C\_IR\_Barbour\_UNDG Retention Impact of LLCs and First Year Seminar
- 4C-1\_Complete Title III application-FINAL2010
- 4c-1\_IR\_Dark\_UNDG Completions and Retention by Year
- 4c-2\_IR\_Dark\_GRAD Retention and Completions by program and year
- 4C-3\_COMBINED Answers to VW and ALOA surveys
- 4C-3\_JD Retention Specialist-Student Engagement Academic Advising 8-2018 FINAL
- 4C-3\_JD UG Academic Advisor June 2017
- 4C-4\_IR\_Barbour\_Summary of Student Tracker data for students who left prior to degree completion 2012-2017

## **4.S - Criterion 4 - Summary**

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

### **Summary**

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*There is no argument.*

### **Sources**

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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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.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. 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.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

## Argument

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### 5A-1

Summarized here and detailed in the subsequent arguments, Naropa manages its fiscal, human, and physical resources to support its operations. Naropa utilizes and shares the [results](#) of the Composite Financial Index (CFI) developed by KPMG to determine its fiscal health. The variation of the ratio over time has been a key barometer in assessing Naropa's fiscal success as well the current need to re-engineer areas of the institution. Faced with this reality, the administration in coordination with the board of trustees developed a framework for a [fiscal sustainability plan](#) to assure institutional long-term viability and success. Embedded in the framework are requirements to engage with community constituencies, which has 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. The key objectives from the framework are:

- A detailed outline of new and existing academic (degree and non-degree) program development, together with program reductions, new programs targeting current and emerging markets, and changes, needed to achieve and maintain sustainability and an analysis of the consequences of each.



- An analysis of university staffing levels and organization sufficient and effective to produce a sustainable delivery of University programs in both the current, traditional form and through new delivery models.
- An analysis of, and response to, the factors that will have an impact on enrollments during the Fiscal Sustainability Plan, such as discount rate, tuition, marketing, and retention;
- An analysis of campus restructuring and consolidation necessary to create an efficient infrastructure and improve the sense of community.

Beginning with the 2012 review of the then current strategic plan, efforts have continued to be 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.

Since the 2015 self-study, Naropa has engaged in specific strategic initiatives including the implementation of programs of study in: [Undergraduate Contemplative Art Therapy](#) and [Elementary Education](#) and hybrid delivery of its Masters in Mindfulness-based Transpersonal Counseling. **Robust market research, marketing, communications, development efforts accompany program development and launch.** In addition the HLC staff has recommended approval of a request to change the total credits required in order to offer a BA in Interdisciplinary Studies which would accept more transfer credits and therefore more transfer students. As these programs are offered, assessment plans will measure how well Naropa is meeting its academic, financial, and mission-related goals. In addition to revenue growth initiatives, the framework for assessing [programmatic contributions to overhead](#) has been developed. This, coupled with the program assessment and planning tools, establish the framework for strategic planning analysis to achieve and maintain institutional sustainability of its programs.

## **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**

Naropa uses the College and University Professional Association-Human Resources (CUPA-HR) salary survey to benchmark faculty and staff salaries. Our practice is to benchmark our salaries at the 25th percentile of CUPA-HR with a 15% variance to establish min/max. Because of our unique mission, we are fortunate to continue to attract new faculty who would be able to obtain higher paying positions elsewhere and elect to be at Naropa. We do not however take for granted the need to continue to increase faculty compensation as we are able.

## **Benefits**

In 2018, the Human Resources Department established a [Benefits Advisory Group](#). With advice of the Benefits Advisory Group, Naropa changed benefits brokers in 2018, commissioned a comprehensive review of carriers and benefit options, and was able to secure greater variety of benefits at significant cost savings to both employees and Naropa for the 2019 year.

## **Physical Resources**

The university's physical infrastructure is sufficient to meet the needs of students, faculty, and staff. Since the 2015 self-study, Naropa has continued to leverage current facilities to meet the evolving needs of the institution. An example includes the consolidation of the marketing and admissions functions together in Wulsin Hall on the Arapahoe Campus. This allowed the vacated space at the Nalanda Campus to be repurposed to support the faculty offices and student gathering spaces for the BA Elementary Education program. This also allowed these faculty to be in close proximity to their scheduled classrooms at Nalanda, further utilizing the existing classroom spaces. The administrative offices formerly located at the disconnected Water Street building as well as the archives, have been successfully moved to leased space adjacent to the Nalanda Campus on 63<sup>rd</sup> Street.

Aligned with the Create 2022 Strategic Plan goal of a unified campus and as part of the fiscal sustainability program, Naropa has undertaken work to develop and implement a campus consolidation plan. The current initiative is to relocate the academic programs currently located at the Paramita campus, housing the Graduate School of Counseling Psychology, into the Nalanda campus. The initial planning steps were started in November 2018 with the preliminary results to be shared with the staff, faculty and students of the affected programs in February 2019. The university has also secured multiyear leases for additional space at the 63<sup>rd</sup> Street property to support the consolidation. The consolidation will allow us to improve facilities and services for students, and realize operating cost savings of about \$300,000 annually. We seek to sell the Paramita Campus building in the robust Boulder market and use the proceeds for capital improvements to the other campuses, in keeping with our bond covenants and/or to partially pay down the bond debt.

Naropa continues to fund scheduled and deferred maintenance projects across the facilities. The most recent project was a set of upgrades to the historic Lincoln Building that replaced classroom furnishing, carpet, blinds, exterior entrance doors, and new interior paint. The project was funded through a private donation at a cost of approximately \$85,000.

## **Technology Infrastructure**

Naropa has undertaken a network redesign and redeployment project as of January 2019. This project will result in an all new "core" network deployment with all Naropa sites back-hauling to the new network core on 1 Gigabit Per Second (1 Gbps) fiber optic data runs, and will also include two separate 1 Gbps internet trunks, provisioning all Naropa locations with the capability of increased throughput on the deployed fiber (up to 100 Gbps speeds if needed & contracted). This project represents a significant improvement in student experience with regards to internet

access speeds, particularly at the student residence halls. Additionally this project relocates the network operations center to the Nalanda campus, removing it from the flood zone at the Arapahoe campus. This project brings the new Naropa network core up to current operational best practices for power distribution, power backup & fail-over, HVAC/cooling in the network core, data replication & disaster recovery capability, as well as the deployment of best-in-class network firewalls. The project is scheduled to go into service over the summer of 2019.

In July 2018, Naropa opened a request for proposal for the replacement of its enterprise resource planning and student information systems. This resulted in the recommendation to replace the current technology with the proposed [solution](#) from Ellucian. The administration is expected to receive board approval of the purchase at the February 2019 meeting.

Naropa has engaged Ellucian managed services to support the development of a Title III Strengthening Institutions Grant [proposal](#) for the development of a teaching and learning with technology center. Included in the proposal will be the implementation of a new learning management system and related training and program development services.

## 5A-2

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.

The university continues to use the redesigned budgeting [process](#) outlined in the 2015 self-study and further described in the following section 5A-5.

## 5A-3

The heart of the Naropa Mission is the integration of academic excellence and contemplative insight. That goal is accomplished in large part by the faculty as they create the academic, contemplative, and experiential aspect of each course syllabus. They are supported in that work by our Center for the Advancement of Contemplative Education (CACE), offering pragmatic tools directly relevant to each individual course. CACE is known internationally for its pioneering work in contemplative pedagogy, and compassion training. In addition to contemplative education, the other two Naropa Values arising from the mission statement include Diversity and Inclusivity and Sustainability. Naropa merged the Office of Student Affairs with the Office for Inclusive Community which held the diversity portfolio. The new division is led by an Executive Director for Mission Integration and Student Affairs. Included in that division is the work typically done by a Dean of Students, the Director of Conduct and Community Standards and Title IX Director, Associate Director of Conflict Resolution and Restorative Justice, Disability Services, Veteran Support Services, Student Counseling Center, and a director for contemplative practices. The Sustainability value is held by a Director of Sustainability, funded initially by a lead gift from a Trustee and by the Joanna Macy Center, named for the iconic Buddhist environmental activist and teacher and directed by Naropa faculty from Environmental Studies and Resilient Leadership.

#### **5A-4**

The Human Resources department assures that the university staff are highly competent and given appropriate professional development opportunities.

#### **Focus on job descriptions**

Human Resources continues working with supervisors and departments to assure that all employees have a clear and cohesive job description and that the compensation range for positions are 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 accurately reflect the position, and that job requirements are appropriately stated.

#### **ADP**

In 2015 Naropa implemented an applicant-tracking program with ADP as part of our payroll/HRIS service agreement with them. ADP provides a consolidated system for posting available positions on job boards, collecting and tracking applications from candidates, collecting feedback from supervisors and search committees, and making job offers to selected candidates. The system also allows for screening pre-qualification questions to be asked of applicants and “kill questions” that eliminate candidates who do not have the requisite education and/or experience specific to the position being applied for.

#### **Performance Appraisal**

The university maintains 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, around such issues as retirement planning and making college affordable. 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.

#### **5A-5**

Naropa's University Planning and Resource Committee (UPARC), Academic Affairs Planning and Resource Committee (AAPARC), and departmental planning groups 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 the MyNaropa intranet platform, which is available to all internal stakeholders. The members of President's Cabinet function as the University Planning and Resource Committee. Cauldron (Faculty Senate) functions as AAPARC. 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 UPARC, the various 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, Student Administrative/Financial Services, and the various auxiliary enterprises. 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. 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.

### **Monthly Financial Statements.**

The Accounting department prepares 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 builds 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.

## Sources

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- 5A\_1 Naropa SAE Analysis ULG Presentation February 2018
- 5A\_COMBINED Art Therapy
- 5A\_COMBINED Elementary Education
- 5A-1 2018-08-03 Budget Status Memo
- 5A-1 Benefits Advisory Group
- 5A-1 FA17 SP18 SU18 CTO with GRAD Discounting
- 5A-1 Naropa ERP Technology Refresh Project
- 5A-1 Naropa University Grants Services
- 5A-2 2013 Budget Process

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. 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.
2. 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.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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#### 5B-1

##### **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, elects or re-elects its own members. Criteria 2C-1 and 2C-2 further describe the functioning of the board in meeting its responsibilities and obligations.

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, as well as those who can help provide monetary resources for the institution. The board was directly responsible for donating \$2,108,311 toward Naropa's \$10 million Now and Next Campaign which, to date, has raised \$6,651,129. The plenary sessions of the board regularly include presentations by faculty concerning new and existing programs, pedagogical developments, diversity training, progress toward strategic plan goals, and other such important work for the trustees and the university.

##### **Information Gathering and Agenda Setting**

There are four standing committees: the Executive Committee (which includes Governance and Trusteeship), the newly combined Academic Enrichment and Student Journey Committees, the Outreach and Development Committee, and the Finance and Sustainability Committee (which includes the Audit 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.

All 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.

### **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 university-wide initiatives.

### **The Governing Board Provides Oversight for the Institution's Financial and Academic Policies and Practices**

The board has the authority and responsibility to approve the annual budget for the institution. Tuition and fee rates are approved at the September board meeting for the following academic year. The board reviews a proposed draft budget for the coming fiscal year at its February meeting and the final budget is approved at the June 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.

## **5B-2**

### **Board of Trustees**

The board of trustees is structured and conducts itself so 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.



## **Faculty**

The executive faculty decision-making body, the faculty senate (Cauldron), whose purview includes such areas as academic policy, recommendations on institutional budget (formerly held by a separate committee referred to as AAPARC), campus organization, and the integrity of the faculty, is described in detail in the [faculty handbook](#). The description outlines the process for selecting members, voting procedures, charges for academic committees, scope of responsibilities, and the process for decision-making. Cauldron's work covers 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 program level.

Academic Council, the gathering of all ranked faculty, meets monthly during the fall and spring semesters. Although not a decision-making body (except for the election of Cauldron members and the faculty trustee), it engages 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 student learning outcomes assessment results across programs, the use of new online processes at Naropa, current enrollment data, and the budget. Cauldron has formal processes to elicit input and feedback as part of its decision-making authority

## **Interim Academic Affairs Leadership Group**

The Provost and Vice President for Academic Affairs resigned effective December 31, 2018. The President, Vice Presidents and the Faculty Senate (Cauldron), agreed that Naropa take time to consider the best approach to establishing new academic leadership, as we evolve into a university which offers a variety of ways to access our offerings including more online, professional development, and personal enrichment gateways, in addition to the degree granting, for-credit heart of the University. Given the need for immediate leadership clarity, several steps have been taken. The Associate Provost for Curriculum and Assessment and the Associate Provost for Faculty are covering many of the duties of the Provost. The Deans of Naropa College (the undergraduate college) and the School of the Arts and Education have had additional authority delegated to them. The Chairs of the Graduate School of Counseling Psychology operate as a leadership group for that school while the faculty and senior administrative staff are working to create a long-term leadership structure in the absence of a single Dean. We have created an Interim Leadership Team for Academic Affairs to address the bigger strategic and operational issues. The team is comprised of the President, the two Associate Provosts, the two Deans, and three faculty members elected by the Faculty Senate (one of whom represents the Graduate School of Counseling Psychology). The team meets weekly, not substituting for the operational duties and authorities for the Academic Affairs staff, but ensuring effective engagement and communication between Academic Affairs, Cauldron and the non-academic functions, notably business and finance.

Across administrative departments, especially within Academic Affairs, we are adopting the principles of "working out loud" to collaborate effectively, build trust, and reduce inefficiencies

in communication. Whereas previously communication between Academic Affairs staff and the Cabinet and other groups was managed by the Provost, now there is more direct communication, closer collaboration, and improved morale. This was evident in the beginning of the Spring 2019 semester. We are using Smartsheet for open communication among the Registrar, Academic Affairs, Financial Aid, and others. A [Data Governance Group](#) has formed to ensure the ethical use and quality of data that we gather and to help university-wide stakeholders gain access to evidence.

## **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) community gatherings, 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). It 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 (with the Provost vacancy the Associate Provost for Curriculum and Assessment along with an elected faculty member sit in), the Vice President for Operations and Chief Financial Officer, the Director of Development, the Executive Director for Mission Integration and Student Affairs, the Senior Advisor for Institutional Effectiveness and Strategic Initiatives, 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.

In 2017, the Provost and Vice President for Operations began holding joint senior staff meetings. The meetings evolved into a more formal [University Leadership Group](#) (ULG). In January 2019, the group engaged in an integrated decision-making chartering process to clarify and codify its role within the larger university.

## **Staff**

Staff has a voice in Naropa governance through several avenues. One is the [Staff Executive Council](#) (SEC), which is comprised of elected 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.

## **President**

The President meets with the following groups on a regular basis: Cabinet (bi-weekly), individual members of Cabinet (weekly), Cauldron (three times/month), Academic Council (monthly), the board chair (weekly), president's office staff (weekly), Benefit Committee (quarterly), Legal Committee (monthly), Academic Council (monthly), and the Board of Trustees Executive Committee, Finance and Sustainability Committee, and Development Committee (monthly). The president meets with the Staff Executive Council and SUN (the student government) at least once per semester and more often as needed and/or requested.

## **5B-3**

Structures for contribution and collaborative effort include the process of developing and reviewing curriculum changes. [New program proposals](#) and [program revisions](#) from program faculty are reviewed and developed in collaboration with the Academic Affairs office, especially the Associate Provost for Curriculum and Assessment. Then, the two Cauldron faculty [curriculum and assessment committees](#) review the proposals and give feedback, after which, when relevant, proposals are sent to Academic Council for 10-day review.

## **Academic Programs and Curriculum Sub-Group of the University Leadership Group**

In Fall 2017, the Academic Programs and Curriculum Sub-Group of the University Leadership Group [Academic Programs and Curriculum Subgroup](#) was established. This group is a cross-functional team of faculty and staff that brings together the curriculum design work of academic programs with the faculty curriculum and assessment committees, the Associate Provost for Curriculum and Assessment as well as the Registrar, Financial Aid, International Students, Advising, Admissions, Student Affairs, and Development. The Vice President for Operations, a regular member of this group, brings the perspectives of budget and facilities to the discussion of new academic program development and curriculum changes.

The regular activities of the of Academic Programs and Curriculum Sub-Group of the University Leadership Group include:

1. Developing and implementing a communication plan to inform stakeholders of substantive curricular changes. For example, in Spring 2017 the group hosted a Catalog Showcase in which academic program managers and staff from Registration, Financial Aid, Admissions and Marketing, Advising, Naropa College, and Academic Affairs met to review and coordinate changes to the catalog.
2. Developing a [process](#) by which University Review is conducted. For example, since Fall 2017, this group hosts University Review sessions for all [Level 2 curriculum proposals](#). University Review meetings are attended by representatives from Financial Aid, Registration, Development, Marketing and Admissions, Authentic Leadership, and the International Students & Scholar Services Coordinator.

3. Developing a more thorough pre-proposal process to facilitate early collaboration and information sharing. For example, this sub-group is developing a catalog production and curriculum change timeline to account for necessary pre-proposal development needs, and to align with the multiplicity of needs of the administrative department stakeholders impacted by curriculum changes.

The faculty curriculum and assessment committees have openings for student representatives and are underway with filling those positions. Some academic programs have student representatives who join their faculty meetings when they focus on curriculum. For example, the MA Contemplative Psychotherapy and Buddhist Psychology program has a [student advisory committee](#) that serves as a forum for student feedback. A university-wide student group that focuses on curriculum was formed in Fall 2018, called SHIFT (Students Hereby Initiating Forward Thinking). This group has brought faculty and students together to advocate about issues of classroom structure and academic rigor within a contemplative classroom. Their stated intent is to “Meet the community as it is and change it for the better.” SHIFT has recently hosted a World Café discussion with faculty, staff and students about classroom culture, curriculum, and student readiness for professional employment.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. 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.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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#### 5C-1

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 strategic plan](#), [campaign priorities for development committee](#), the admissions strategic plan, and retention plan are all tied to the framework outlined within the university strategic plan.

The Academic Affairs Planning and Resource Committee (AAPARC) reviews the priorities of each of Naropa's 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 University Planning and Resource Committee (UPARC) is jointly chaired by the provost and the vice president for operations. UPARC 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 departmental budgeting and planning groups 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.

#### 5C-2

The Annual Program Learning Outcomes Assessment [process](#) and the Annual Program Review [process](#) ask faculty to connect assessment results with budget requests in the areas of personnel, equipment and software, academic support services and facilities in addition to program changes in the areas of curriculum, course revision, faculty development, and assessment plan changes. The [letter of instruction](#) to the faculty regarding the annual Program Review clearly indicates that faculty should consider goals, priorities, and strategies for the coming academic year and longer term. It goes on to indicate that the budget requests and conversations should focus on ways to increase enrollment or reduce operational or instructional expenses while determining how to best serve students. As outlined in 4.A.1, meetings are conducted on an annual basis with the faculty, provost, chief enrollment or admissions director and the budget manager to conduct a comprehensive review of the data to determine enrollment goals tied to budget.

As also outlined in 4.A.1, at-risk programs were asked to undergo a more rigorous review process to justify growth, change or continuance. This more in depth process requested that programs justify market demand, quality of program, revenue versus expenses, impact, history and opportunity analysis. The first round of this process was begun in Fall 2017. Ongoing discussions have continued with these programs and outcomes have driven programmatic changes and resource allocation.

The undergraduate and graduate faculty committees that are concerned with student learning outcomes assessment report to Cauldron, which is also the faculty committee that serves as [AAPARC](#). In this role, Cauldron connects assessment of student learning with planning and budgeting by giving feedback and advice concerning priorities for academic affairs expenditures within the overall university budget. See Criteria 4.A for more information.

An example of the completed assessment, planning and budgeting process for the BA in Art Therapy is presented [here](#). This example shows how these processes are fully integrated and focused on enrollment growth.

### **5C-3**

#### **Internal Constituencies**

Shared governance and integrated planning involve a wide range of stakeholders in strategic university conversations 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. The President continually engages the student government, known as [Student Union of Naropa \(SUN\)](#), and the [Staff Executive Council \(SEC\)](#), and encourages continued engagement with the various other stakeholder groups and committees within the University.

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 search for a [Director of Community Standards and Student Conduct Officer](#). 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.

### External Constituencies

Naropa continues the relationships as identified in the prior self-study [report](#). These led to additional collaborations with the Boulder City Manager, City Council, more than 25 regional mental health care providers (which use at least 100 Naropa graduate interns annually), the Prairie Dog Coalition (the upcoming expansion on the Nalanda Campus will require relocating a prairie dog colony, which is an issue in this region), and the Arapahoe Corridor Planning Commission in addressing the long-term strategies within the City of Boulder and especially focused on the area surrounding the Nalanda Campus.

In 2018, the [Office of Community-Based Learning and Career Development](#) was created to support a fully aligned organization promoting inspiring and professional learning experiences for all students, while at the same time enhancing Naropa's reputation. The office is responsible for establishing and maintaining Naropa's link to outside agencies, organizations, and business to provide programmatically-aligned learning experiences.

### 5C-4

Naropa has instituted integrated planning tools to support sound academic, fiscal, and operational planning within the confines of its current capacities. These include: [Curriculum and Program Approval Process](#), the [Annual Program Review Process](#), as well as the AAPARC and UPARC processes outlined in Criteria 5A-1. Using these practices along with making degree program decisions in part based on clear links to career opportunities Naropa has initiated the following:

- **BA Elementary Education and Teacher Licensure**-The President obtained a lead gift of \$800,000 to launch a BA in Elementary Education and Teacher Licensure, with endorsements in Cultural and Linguistic Diversity. Enthusiastically supported by the Colorado Department of Education in light of a growing teacher shortage, this program is the first degree program in the United States to fully integrate academic preparation with specific tools to incorporate mindfulness and compassion training in the classroom. The alternatives are several short professional development programs that address teacher burn out or the desire to include mindfulness in the classroom as studies (most notably by the University of Virginia) are showing significant benefits from such training. The prior Early Childhood Education major had historically been enrolling 4-5 new students annually. The new major enrolled 9 students in its inaugural year and already has 9 applications for Fall 2019.
- **MA in Yoga Therapy**- Planned for Fall 2020 this fast-growing training in the integrative health practice of Yoga Therapy is built upon Naropa's foundational BA in Yoga Studies and 1000 hour Yoga Teacher Training certificate. We expect this program will be certified by the International Yoga Therapy Association and the second in the country

offered by an accredited university (the Middle States accredited Maryland University of Integrative Health). The existing undergraduate Yoga Studies major has been showing increasing market demand with 23 applications and 12 enrolled students in 2018 and 13 applications so far for Fall 2019. Existing students along with market research shows a strong interest in a combination of Yoga with the ability to seek certification as a licensed professional counselor.

- **Proposed change in the BA in Interdisciplinary Studies** from 60 credits to 42 credits. The proposal was recommended for approval by the HLC staff and will be considered by the IAC in their next meeting. This change will create a flexible option for prospective students, especially transfer students. This major has been one of the most popular, with new student enrollment increasing from 15 to 18 in one year which is why the initiative to attract more students through programmatic change was initiated.
- **Hybrid MA in Mindfulness Based Transpersonal Counseling Psychology** First offered in 2017, this combined on-line and on-campus intensive program brings this well-enrolled program to a wider audience. We did not enroll a 2018 entering class so that the faculty could address challenges experienced with the first cohort, especially to make curricular adjustments and improve the student services for online learners. We hired a core faculty member with deep online teaching and curriculum development experience and a program director who is a long-time Naropa instructor with a professional career in online higher education delivery. We are seeing strong interest for admissions for 2019. The on campus version of this program has been the most popular of all programs, quite often exceeding physical and resource capacity. We have historically enrolled 45-50 students annually, but turning away additional qualified students. To address this issue, the hybrid version was created to allow additional capacity without strain on the physical facilities. 55 applications were received in 2017, with 21 students enrolling. We currently have more applications than ever in history for the on campus version. We have 9 applications for the hybrid program, with applications only having been available for 2 weeks.
- We are in the process of developing a low-residency version of our 72 credit MDivinity in order to serve a population not able to spend 3-4 years in Boulder. We are also well underway in developing a low residency option for both the Contemplative Religions and the Indo-Tibetan Buddhism concentrations of our MA in Religious Studies. These changes were there the result of significant [analysis](#) led by the Department Chair.

As discussed elsewhere we are working with Ellucian to improve our Learning Management System, and on a Title III grant proposal to support this work and to create a Teaching and Learning Center for faculty growth in online teaching skills. Regardless of whether we receive the grant (it would be our third), the work to submit the grant proposal is bringing together IT, Marketing, Enrollment, and Faculty to create a more robust online teaching platform.

## 5C-5

In addition to what is discussed in Criteria 5C-4 above, we are actively expanding our noncredit offerings. Under the umbrella of Naropa's [Authentic Leadership Center](#), we have created online offerings to complement the 15 week hybrid Certificate in Authentic Leadership. The first such offering, [Mindful At Work](#), has been available for about a year. This 5 week online program,



comprised of video presentation and live call in sessions, has been purchased by students around the world. A version of this program was offered to the Government of Jamaica Finance Ministry, funded by the World Bank, to IBM Canada as a test for greater roll out and by Naturally Boulder, a national platform supporting the natural foods sector.

Two faculty in the Wisdom Traditions department are now offering a free online course, The Heart of Mindfulness Meditation, which launched in mid-January to an enrolled audience of 3000 from around the world. That will be followed by 4, fee-based courses under the Buddhist Literacy label that have been produced and are being jointly offered by Naropa and the world's largest English language Buddhist media platform, Lion's Roar. These courses all are seen as feeders to our degree programs.

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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. 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.

### Argument

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#### 5D-1

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 Admissions Office, clear annual recruitment goals are established for graduate and undergraduate programs and by specific counselor. [Targets](#) are set for inquiries, applications, accepted students, deposited students, and enrollees and monitored through an enrollment and housing [dashboard](#). 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 targets. Toward the end of the recruitment cycle, reports are monitored on 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 Administrative Services (SAS) team, financial aid applications processed are [monitored](#) weekly and monthly. Loans processed are monitored weekly and reconciled with the Accounting Office on a monthly basis. Annual trend data on [tuition discounting](#) is used to adjust annual packaging matrices. The Student Satisfaction Survey, NSSE results, and specific surveys regarding entrance and exit counseling provide information on level of customer service and ways to improve services. The office also undergoes an annual audit by an external auditor as well as periodic program reviews by the Department of Education. SAS 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 and 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 semester 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 the university and also participate in other surveys such as the Student Satisfaction Survey, the custom designed Naropa Incoming Student Inventory, NCHA (National College Health Assessment), and the Alumni Post-Graduation Activity Survey so that results can be benchmarked internally as well as 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 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.

## 5D-2

Naropa continues to foster and cultivate a culture of assessment and planning to improve its stewardship of the institution. As noted in previous sections, Naropa has used its experiences in implementing the many initiatives detailed in the 2015 report to make course corrections and improvements to policies, processes, and procedures. This is evident in the UPARC and AAPARC in planning and budget, the evolution of a joint staff meeting into a new University Leadership Group, as well as the Interim Academic Affairs Leadership Group.

Most importantly, the Annual Program Review process, outlined in Criteria 5C-2, effectively supports an institutional focus on the academic programs and their delivery. Additional examples include the following:

After the departure of our Dean of Students at the end of the spring 2018 semester, the staff of Student Affairs and the Office for Inclusive Community held a number of generative circles designed to think through how to increase effectiveness and enhance the student experience. As a result, [new roles and strategies emerged](#). In recognition that the majority of the former Dean of Student's time was dedicated to student conduct issues, a new role was created: [The Director of Community Standards and Student Conduct](#). Serving as the University's primary student conduct officer, this role is responsible for enforcing university policy and coordinating the response to student-related judicial concerns and incident reports. This role will help ensure that our community is safe, inclusive, and reflects the university mission and values by promoting self-reflection, personal responsibility, and integrity in our conduct processes. In addition, this role works with the [Associate Director of Conflict Resolution & Title IX Coordinator](#) to ensure

restorative processes are utilized whenever possible and to employ the [Community Repair and Support Team](#) (CReST). In addition, both roles will work to create and support the University in becoming a conflict-positive culture.

During this transition, it was also determined that the existing organizational structure separating the Office for Inclusive Community and the Office of Student Affairs created unnecessary division and role confusion. As a result, we envisioned a more collaborative partnership that would support the integration of Naropa's core values, particularly inclusivity, throughout the university. As a result, the Office of Student Affairs and the Office for Inclusive Community were moved to an integrated umbrella of leadership—the [Executive Director for Mission Integration and Student Affairs](#). This role provides supportive and strategic leadership to both offices and aims to create a radically collaborative collective which supports the integration of social justice, sustainability and the contemplative view into all aspects of the university and places the student experience at the center of a vibrant, supportive community.

Prior to January 2018, Naropa employed a [Sustainability Director](#) to oversee Naropa's sustainability projects and initiatives including a Climate Action Plan, sustainability tracking system, the Naropa Bike Shack, and sustainability commitments. This position was overseen by the Facilities Office. Due to concern about the progress on the Climate Action Plan (created in 2012), the lack of sustainability experience among staff, and an increase in Naropa's carbon emissions, students presented a proposal to Naropa's Board of Trustees in February 2017 requesting an experienced Director of Sustainability to refocus efforts. They also requested the creation of a core curriculum course that would focus on improving competency in the area of sustainability. Both of these requests were realized in 2018, and the Office for Sustainability was created in January 2018 as a result of a lead gift from a Trustee. We brought in leadership from a new, experienced Director of Sustainability, which is seated under the Office for Inclusive Community instead of the Facilities Office. One of the Director's first actions was to redesign, finalize, and approve the [Sustainability Core Seminar](#) for Naropa's undergraduate students. These changes have not only revitalized sustainability efforts, but have put Naropa on the path to being a leader in sustainability efforts. An example of this is a framework that was just drafted by Naropa's Ecopsychology Chair and the University of Colorado at Boulder's Environmental Center to make Naropa a United Nations Center for expertise in sustainability.

Additionally, sustainability efforts at Naropa were focused on creating a regenerative and sustainable learning environment. This is being accomplished in a variety of ongoing ways including on-campus partnerships, campus-wide sustainability events, and integration of sustainability education within the core curriculum and co-curricular learning opportunities. On-campus sustainability partnerships have empowered various offices and departments to start creating changes toward a more sustainable Naropa. Examples of this include: 1) collaboration with the Naropa Business Service Center and Finance Office to create a framework for purchasing compostable catering supplies, which saves time and money, and eliminates emissions; 2) sustainability integration with our Leap Year gap-year program and the Environmental Studies Department for sustainability orientations and guest lecturing; 3) partnership with the Graduate School of Counseling and Psychology, Office for Inclusive Community, and the City of Boulder for "The Future of Naropa" planning, in order to design a holistic education for the 21st Century; 4) a proposal to the Vice President for Operations to

collaborate with Bridge House Kitchen (a homeless housing and job training nonprofit that operates Naropa's cafes) to offer more re-usable flatware for catered events; and 5) partnership with the Development Office to draft two grant proposals to help fund sustainability efforts.

As noted in Criteria 5C-3, the Office of Community-Based Learning and Career Development was established as a direct outcome of Naropa's experience in managing its practicums, internships, and career services as separate units across various departments. From this, the office has developed a set of [visions and strategic goals](#) to guide its operating activities into the future with a more unified approach.

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## **5.S - Criterion 5 - Summary**

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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.

### **Summary**

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*There is no argument.*

### **Sources**

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*There are no sources.*