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naropa!

MAGAZINE



Dr. Stuart C. Lord



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

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The **Constancy** of **Learning**

“There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.”
—Jiddu Krishnamurti

In my first semester as president of Naropa University, I take Krishnamurti’s words to heart. Settling into our new lives, my wife, Adderly, my daughter, and I are aware that our journey of learning has just begun.

I find myself enthralled by the learning process. One lesson which I relearn every day on the job, is that Naropa owes a great debt to its former president Thomas Coburn. His numerous contributions have advanced the university greatly. Further, it is because of his steady hand at the helm of Naropa that I have transitioned into the office of the president with relative calm. Although as an institution, many challenges await us, I find myself fortunate to have a capable, willing and passionate team by my side.

I have also learned that Naropa is an inspired community! In the tradition of the vision of our founder—Chögyam Trungpa Rinpoche—our ambitions are bold and unique. From expanding the size and stature of our faculty to enhancing our ties with the greater community through service and conscious engagement, our goals are audacious. But it is because of the enthusiasm and commitment of our students, faculty, staff and alumni that I know that our ambitions will be realized.

The Road Ahead: I recognize the breadth of challenges we face as a community. Be it the successful implementation of our strategic plan or stewarding our institution through this difficult economic climate, our challenges are great, but they are easily matched by our strength. Marshalling that collective strength is a responsibility that I hold humbly. And so it is with that thought,

I challenge each of you to help us identify more students who are interested in furthering the mission of Naropa in creating a more just world.

One important lesson that I have learned is that we are a community composed of a wonderfully diverse orchestra of individuals who have a beautiful song to express to the world. Our shared sense of love is what binds us together. But we must become active participants in our community. We are all ambassadors of Naropa.

Take time to reflect on what makes Naropa special to you. What Naropa experiences would you like to share with others? Can you think of someone who might benefit from our distinct educational experience? Tell them about it. Refer such individuals to our Admissions Office. Join them on a campus tour. Each of you has the power to shape Naropa’s future. Help us find students who are passionate about service; students who believe in the value of a contemplative education; students who can benefit from what Naropa has to offer. I ask that you work with us to build a better, stronger Naropa.

I recognize I have many opportunities to learn and grow in the days ahead. But the journey is so much more pleasant when it is shared. So I ask each of you to share your experiences with me. Together, I know we can build a university that is unparalleled in the educational experience it provides.

In the Spirit of Service,

Stuart Lord



Beats at Naropa

On July 12, Naropa hosted a book signing for *Beats at Naropa* (Coffee House Press, 2009), an anthology of never before-collected essays, talks and interviews with some of the most intriguing and important figures of Beat literature.

Anne Waldman and Laura Wright edited the book, which draws on Naropa's extensive collection of audio recordings, and features

accounts from and about writers who have taught at Naropa's renowned Jack Kerouac School of Disembodied Poetics. *Beats at Naropa* includes Allen Ginsberg (*Howl and Other Poems*), Anne Waldman (*Fast Speaking Woman*), William S. Burroughs (*Naked Lunch*), Diane di Prima (*Revolutionary Letters*), Amiri Baraka (*Transbluesency*), Gary Snyder (*Turtle Island*) and others.

Distinguished Professor of Poetics Anne Waldman is a Kerouac School co-founder, Summer Writing Program chair and artistic director; and Wright is a poet and a graduate of the Jack Kerouac School of Disembodied Poetics at Naropa.

In the book's introduction, Waldman recalls Naropa's founder, Chögyam Trungpa Rinpoche, inviting her, Ginsberg and di Prima to attend a 1974 summer festival in Boulder. "Among us, we felt a commonality of spirit, a spirit that morphed into a chrysalis from which emerged the Jack Kerouac School of Disembodied Poetics," writes Waldman.

More than sixty people attended the event at the Boulder Book Store on the Pearl Street Mall. Waldman and Wright were on hand to sign books, discuss the process of editing the book and read some of their favorite highlights. Joining them were Junior Burke, chair of the Writing and Poetics Department, and Steven Taylor, a long-time teacher at Naropa and Allen Ginsberg's musical accompanist for more than twenty years. Burke spoke about his interview with poet and musician Edward Sanders, and Taylor read from his piece entitled "Remember the Future: Archival Poetics and the War on Memory." Coffee House Press Founding Editor Allan Kornblum spoke about his enthusiasm for the book and the Beats.

In a June 26 Boulder *Daily Camera* review, Clay Evans called *Beats at Naropa* . . . "a fascinating opportunity to eavesdrop for the curious and the besotted alike."

Beats at Naropa is available at the Naropa Bookstore, Boulder Book Store and from the Coffee House Press website at www.coffeehousepress.org.

Visit www.naropa.edu/swp for video of Naropa's 2009 Summer Writing Program.

Contemplative Pedagogy Seminar

The third annual Contemplative Pedagogy Seminar drew fifteen college and university faculty members to Naropa July 28–August 1. Attendees came from eleven U.S. states, Canada and the United Kingdom to learn how to infuse the academic experience with mindfulness, compassion and creativity.

Richard Brown, seminar director and founder of Naropa's Contemplative Education Department, says contemplative pedagogy is attractive to educators in a wide variety of disciplines. This year attendees came from backgrounds such as law, philosophy, history, psychology, business, religion, English, drama and art.

"Real education is more than an intellectual exchange," says Brown. "When the teacher is communicating with their whole being, in a genuine manner, it engages the student more effectively. At this seminar, we try to bring a sense of presence into the instructor."

Participants interacted with members of Naropa's core faculty, including Brown; Susan Burggraf, PhD, associate dean for undergraduate education; Zoë Avstreich, professor in Somatic Counseling Psychology; Mark Miller, chair of the Music Department; and Judith Simmer-Brown, PhD, professor in Religious Studies.

Simmer-Brown is one of the seminar's original four faculty planners and each year she's been one of its leaders. She explains the contemplative approach is different because it adds a first-person outlook. For example, in bringing a contemplative approach to a poem by Rumi, Simmer-Brown says the first step is for participants to read the poem and then contemplate it for a while. Next, they discuss it with a partner and contemplate it again. The final step is writing a short poem responding to Rumi and reading it to the group.

"The largest percentage of faculty (participants) are contemplative practitioners already, but they're trying to figure out how to use their practice as the basis of their teaching. Some are hesitant—how can they honor their own academic training and yet include a contemplative dimension?" says Simmer-Brown.

Cyndi Nienhaus came to the seminar from Marian University in Fond du Lac, Wisconsin, where she's an assistant professor of theology. She wanted to find ways to help her students "listen to the quiet within their minds and hearts" before making decisions.

"During the seminar, I discovered how contemplative education can be foundational to any course and even to the entire university atmosphere," says Nienhaus.

When she explains Marian University's mission and values to incoming resident assistants this fall, instead of lecturing she'll invite them to experience the mission and values through

a loving kindness contemplation practice she learned at the seminar. And she'll encourage her students to take moments for quiet contemplation, especially before discussions and writing assignments, "so that their thoughts are reflective of their innermost being and not just off the tops of their heads."

Nienhaus says she took away something that could help students, not only in the classroom, but also in how they live their values.

"I think there is something very holy going on when people put aside their computers, text messages and iPods to take time out to meditate in silence together. It is where we can discover our innermost selves, thoughts and feelings so that we can just be in the world in a different way, one that is peaceful, harmonious and in balance," says Nienhaus.

This seminar was funded in part by a grant from the Frederick P. Lenz Foundation For American Buddhism.

Gender and Women's Studies Minor

This fall, Naropa University is offering its first diversity-themed undergraduate minor with the addition of the Gender and Women's Studies minor. It is believed to be the first contemplative Gender and Women's Studies program in the nation. Housed within the Interdisciplinary Studies Department, the minor was first proposed by students two years ago.

A student and faculty committee, composed of five students and four faculty and staff, was formed to incorporate ideas from the campus community. After soliciting input, the committee proposed the goals and mission for the 12-credit minor.

In part the mission statement reads, "Through critical analysis of the intersections of gender and women's studies with issues including race, class, religion, sexual orientation and culture, students are able to cultivate a contemplative awareness of their relationship with globally interwoven social structures."

Interdisciplinary Studies Department Chair Alan Hartway says by hosting the minor within Interdisciplinary Studies, prospective students could bring any number of perspectives to their study of gender and women's studies topics from across the curriculum.

The minor will encourage and support student engagement in service learning and participation in student organizations through course offerings that direct students through a contemplative and research approach to integrating gender knowledge. In this way, Hartway says, service-learning classes can be informed with students' acquired view and path.

"It is important to have a diversity-themed minor because diversity is a large theme in the university's mission statement. Our culture and careers will require people more skilled in diversity awareness and practices as we grow more globally.

And we live in a world where matters of justice and rights remain unequal for too many parts of our society," Hartway says.

Dana Henderson, who earned a bachelor's of Interdisciplinary Studies in May 2009, first began discussing the idea of the minor with fellow student Mel Cody when the two were sophomores.

"We envisioned a major in two years, but the minor came to being in a year and a half, which is the quickest any at Naropa had come to being. Naropa had a long lineage of gender activists but for some reason that disappeared for a while. Bringing back the focus on gender awareness was well received," Henderson says.

Hartway says that the climate was right for the minor because in recent years student surveys have shown a minor of this type was in the top three student-driven requests for new program development at Naropa.

For Henderson, the student-generated minor is a tribute to the spirit of Naropa. Along with creating the minor, the student-faculty committee also worked to build gender awareness among students.

"There were these dual functions: institutionalizing a program that would keep gender as a priority and also raising awareness. It was an extraordinary moment at Naropa," Henderson says.

Emily Zisette, a junior, was also involved in creating the program. She's looking forward to being a student in the introductory course and participating in a student group that serves as a resource for dialogue and activism related to gender.

"There are endless opportunities for students to be involved," Zisette says. Those interested may contact her at ezisette@students.naropa.edu or 206-930-2160 for more information.

Commencement 2009



On May 9, approximately 1,650 people attended Naropa University's commencement program held in Macky Auditorium. William Ury delivered the commencement address, "Getting to yes with Yourself."



Shirin Ebadi, Nobel Peace Laureate, Speaks at Naropa

Naropa University has a long history of exposing students to global issues to better prepare them to meet the world's challenges. That tradition continued October 9–10 at Naropa's Nalanda Campus with a keynote address by 2003 Nobel Peace Laureate Shirin Ebadi and a symposium on Women's Leadership and Activism in the Muslim World.

Ebadi is a lawyer and human rights activist whose work defending women and children's rights in Iran earned her the Nobel Peace Prize. Naropa University President Stuart Lord introduced Ebadi to a sold-out audience of approximately 500, calling her a hero and "a champion with lots of courage who stands for justice and calls us all to be agents of change."

Ebadi said she was happy to participate in the event and that "Naropa is a place where peace matters." In her speech, "Human Rights and Women's Rights in Islam," Ebadi discussed whether human rights and democracy are compatible with Islam. She offered numerous examples of contrasting interpretations of Islam and noted that Islam's roots are peaceful.

"Simply stated it is the dictators who are opposed to human rights, not Islam," Ebadi said.

Ebadi was the first woman to serve as an Iranian judge and was the first Iranian and the first Muslim woman to receive the Nobel Peace Prize.

In Iran's 1979 Islamic Revolution, women were deemed unfit to serve as judges, and Ebadi was demoted to a clerkship in the court she had presided over. For decades, she has spoken out

against discrimination and injustice in her country despite great personal risk.

She founded three nongovernmental organizations dedicated to human rights in Iran, and she belongs to the Nobel Women's Initiative, a group of six female Nobel Peace Laureates who promote women's rights. She has authored fourteen books, including *Iran Awakening: A Memoir of Revolution and Hope* (Random House, 2006).

When asked what advice she had for President Barack Obama, who was named the 2009 Nobel Peace Prize winner, Ebadi said, "I hope that this award will increase his commitment to build international peace. And I hope that in negotiations with my country, Iran, that he does not only focus on the nuclear issue but also on human rights and democracy."

The day after her keynote address, Ebadi took part in the opening panel of the symposium, in which other notable Muslim scholars and activists participated as panelists, including Sanam Naraghi Anderlini; Laleh Bakhtiar; Daisy Khan; Terry Greenblatt, moderator for the opening panel of the symposium; and Banafsheh Keynoush, who served as Ebadi's translator during both events.

The symposium aimed to deepen participants' understanding of the evolving role of Muslim women. Naropa's Peace Studies Department and the multi-faith nonprofit Cordoba Initiative sponsored the symposium with support from the Rockefeller Brothers Fund. The Peace Studies major at Naropa stresses the importance of inner work along with the exploration of worldwide politics.

Peace Studies Department Chair Candace Walworth said it was fitting that Naropa hosted the symposium in part because the university's mission is to embrace the "richness of human diversity with the aim of fostering a more just and equitable society and an expanded awareness of our common humanity."



From left: Translator Banafsheh Keynoush, Nobel Laureate Shirin Ebadi and Naropa President Stuart Lord at the Nalanda campus on October 9. Later Ebadi expressed gratitude for the opportunity to speak about human rights, saying, "Naropa is a place where peace matters."

SNAPSHOTS

Henry
Toney

Transpersonal Counseling
Psychology student
and Naropa University
Counseling Center intern



n!: What led you to Naropa's Transpersonal Counseling Psychology program?

Spirit led me here... My presence at Naropa is a continuation of my healing and my desire to be of service to others. The blend of spirituality with psychology, which is the transpersonal, resonates with my shamanic path and my soul.

n!: What book or film has most greatly impacted you?

That is a relative question for which a different answer emerges at each of many points along my journey. The common thread is spiritual enlightenment. For example, when I read *The Vision* by Tom Brown, Jr., the synchronicity moved me to tears with every chapter. More recently I relished the wisdom of Tolstoy beyond his 51st year. Andrea Dworkin's work, *Intercourse*, awakened me to his epiphany and her genius. I continue to be deeply moved by Terry Gilliam's film *Brazil*.

n!: As an artist, how do you approach the artistic process? Has your view of what constitutes art changed over time?

My own creativity is nourished by play. No matter what the intent or motivation, I view any artistic expression as a sacred act of intimate disclosure, a metaphorical watering hole for the meeting of souls. Over time, my view has just become more expansive and inclusive.

n!: You are currently doing your internship in the Naropa University Counseling Center. What is most rewarding about this site?

Naropa is the closest thing to "home" I have experienced with formal education. Yet there is immense diversity, which challenges me. Nonetheless, I know I can be of useful service to others here. I am both humbled and grateful.

n!: How did the Naropa support group for veterans come into being?

The Veteran Student Diversity Forum has just formally been established and met for the first time in early October. It is the product of several open meetings held for veterans at the beginning of the semester. Student Affairs was instrumental in making this happen. A dialogue began between veteran students and administration

representatives, which led to this initiative. Denny Sedlack from the Boulder Vet Center was invited and his wisdom was a seminal influence.

n!: How do you think the support group has changed the lives of veterans on campus?

The immediate change for student veterans is a sense of community. This provides an opportunity for them to address their individual and collective issues with one another relating to the transition from the military to Naropa. Since a significant number of students responded to the invitation and risked disclosing their veteran status, the need is clear. It is a vital resource: a relatively safe place with an empathic audience; a viable alternative to isolation and frustration.

n!: What do you think about Naropa is most challenging for those students who have recently returned from Iraq or Afghanistan? How could Naropa do a better job of providing support?

As a service-connected disabled veteran, I know one challenge is to feel welcomed back from active duty. The spiritual and nonviolent threads of Naropa can either intensify or lessen this challenge. My prayer is that the veteran support group, which the Naropa administration has facilitated and encouraged, will provide a needed sense of community for student veterans in their transition. I further pray that the administration, faculty and non-veteran students will accept their challenge of learning to engage veterans without prejudice. —Danielle Poitras

New President

In the Spirit of Service

Dr. Stuart C. Lord took office as the 5th president of Naropa University July 1 and he'll be inaugurated October 31. The Board of Trustees selected Lord because of his strong background in higher education and lifelong passion for service. He is known for his commitment to forging community partnerships, building service-learning programs and enhancing diversity.

Lord holds degrees from Texas Christian University, Princeton Theological Seminary and United Theological Seminary. Prior to taking the helm at Naropa, he was associate provost at Dartmouth College.

"Naropa is committed to transforming students to transform the world. The faculty, the staff and alumni are deeply invested in the unique education we offer. Everyone who works here is making an investment in the student," Lord says.

By investing in students, he says the university is readying new thought leaders who are prepared to inspire change, take action and create a better world. Over the course of a Naropa education, myriad experiences are designed to foster transformation in students. In meditation courses students learn how to calm a busy mind. They hear about new ways of engaging and changing the world from those who have. Shirin Ebadi, an attorney and human rights activist who garnered the 2003 Nobel Peace Prize for her work defending women and children's rights



in Iran, participated in a Naropa-hosted symposium October 9–10. Ebadi was grateful to have the opportunity to address the Naropa community saying, “Naropa is a place where peace matters.”

Lord seeks to boost the level of Naropa’s involvement in the broader community. Also in conjunction with inauguration, on October 30, the Naropa University Day of Service and Learning will offer service-related educational workshops and volunteer opportunities within the community. “If we can inspire students to think about transforming the problems of the world, and learning habits of the heart while they are studying, it can serve as a foundation for engaged learning and engaged service,” said Lord.

Lord hopes to significantly increase Naropa’s participation in civic service well beyond inauguration. “This is not just a Day of Service. This is the beginning of a refocusing and a reinvigorating of our commitment to service,” said Lord.

Naropa’s contemplative approach to education is vital to transformation, he says, because it allows students to work with that space between mind, heart and soul. Lord sees Naropa’s graduates as agents of change, both for the world and for Naropa. Alumni have a vital role to play in the university’s future, and they can be valuable partners in the university’s growth.

“We’re excited about what we’ve done as an institution, but we also have great aspirations. We’re poised on the brink of a new era at Naropa and moving to the next level will take new financial resources,” Lord says.

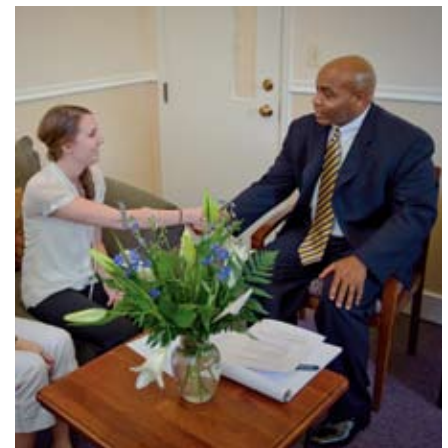
He says Naropa’s approximately 5,000 alumni support the institution by teaching, mentoring students and attending university events. While he’s appreciative of every effort, he challenges alumni to also develop “the habit of giving,” saying that a donation of \$50 monthly could help the university greatly.

But it isn’t just a financial relationship Lord desires. He wants the world to know how alumni are making an impact. It’s their stories, he believes, that will recruit new students. Like alumna Sarah Vekasi, a graduate of the Master of Divinity program who coined the term “eco-chaplaincy” during her time at Naropa. Vekasi is now actively practicing the term through her work with the people of Southern Appalachia who are on the brink of losing their homes and watersheds due to mountaintop removal.

Lord’s call to action is for every person reading this article to recruit one new student for the 2010 fall semester—someone who like Vekasi may end up changing the world in their own way. Because as Lord sees it, encouraging students to engage in a Naropa education is perhaps the greatest service of all.

—Brenda Gillen

Visit naropa.edu/inauguration for a live webcast of the Inauguration Ceremony at 10 a.m. on October 31.



Graduate Student Plans to Share her **Contemplative Insight** in her Work as a **Bilingual Therapist**

Diane Melendez is a hop, skip and a jump away from becoming a therapist. As a third-year psychology student pursuing an MA in Contemplative Psychotherapy, Melendez is flexing toward graduation next year and all that comes after.

This fall, she's taking six courses and starting a twenty-hour-a-week internship. In 2005, she lived 2,800 miles away in San Juan, Puerto Rico, when she found the Naropa University website.

"I was taking psychology courses, and I was also interested in Buddhism and meditation. So I got really excited. It took two years to decide because obviously it was a big change," she says.

Despite friends' warnings that she'd freeze, Melendez moved to Boulder in July 2007 and soon found work on campus.

"Even from the start, Naropa has been very supportive of my transition," she says.

Melendez says there aren't many Puerto Ricans in Boulder, but people have been friendly. Recently she found a place in downtown Boulder that eases her homesickness.

"I'm dancing salsa every Wednesday now. It's a great way of meeting people who speak Spanish. Dancing salsa is like [having] a little bit of my Puerto Rican culture," Melendez says.

Having the same student cohort in the Contemplative Psychotherapy program has offered her a sense of community.

"It's great to have all these other therapists around you to expose you to those things that are blind spots for you," she says.

Naropa's nontraditional approach to psychotherapy, which focuses on self-understanding, was what first appealed to Melendez. Students attend monthlong residential Maitri (loving kindness) retreats at Shambhala Mountain Center in Red Feather Lakes, Colorado. They meditate together for two weeks and then in five rooms, each painted a different color to elicit various emotions.

For Melendez, the most revealing aspect was the experience of impermanence.

"[One day] you're very depressed. And the next day you go to another room and you're so happy. You know by heart that people can change, and that they're okay even in their different states of mind," she says.

She accepted an internship at the Mental Health Center of Boulder County, where she'll work as a bilingual therapist with Latino populations. Theory is important, she says, but practice imbues greater confidence.

"We can talk about what therapy is theoretically, but how is it to really say to somebody, 'I'm here for you?'"



Melendez will receive a stipend for the yearlong 700-hour internship. She'd like to have her own clinic one day, but first she'll get her Licensed Professional Counselor (LPC) credential under the supervision of someone who shares her contemplative vision.

"I want that to be my ground. I don't want to lose that," Melendez says. —Brenda Gillen

Realizing the

Mission of Naropa



Naropa University’s strategic plan, which was approved by the board of trustees in September 2008, called for the creation of an academic plan. The Office of Academic Affairs rolled out the plan in May after eight months of discussions and working drafts. Stuart J. Sigman, vice president for academic affairs and dean of the faculty, led the plan’s development, working with faculty, staff and the student governance group, United Naropa.

“We created exercises to encourage faculty to think about how the curriculum, especially at the undergraduate level, is tied into the university mission,” Sigman says.

The plan establishes a clear vision for the curriculum and a path for realizing that vision. In essence, it lays out a core set of six learning outcomes that define a Naropa University education. The academic plan and its outcomes are the heart of what it means to be educated within a contemplative tradition.

The central feature of the plan, the curricular arc, encapsulates the faculty’s curricular vision and defines the university’s distinctiveness. Sigman says at the first phase of implementation, the arc is about how courses relate to each other in a progression approach. Students will get a copy of the curricular arc, and over the course of their education, they’re going to be asked to examine experiences—courses, student government, an assignment, a retreat, a visiting professor’s lecture—and evaluate how these experiences helped them build their competency.

The plan’s educational vision statement describes a student journey that interweaves contemplative development with liberal arts training for undergraduates and professional training for graduates. A way to gauge success on that journey is the achievement of six outcomes embedded in all degree programs.

At multiple points during their college experience, students will be expected to demonstrate beginning, intermediate and advanced mastery of the six learning outcomes:

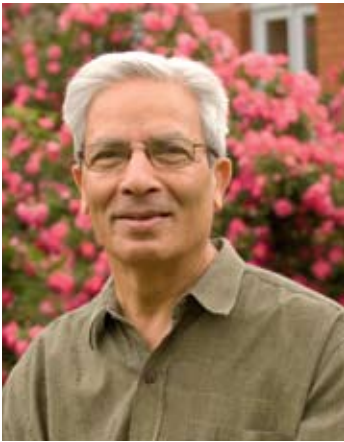
1. Demonstrate competency in contemplative theory and practice
2. Explore diversity and ecological sustainability
3. Display critical thinking, research, writing and artistic expression
4. Build intra and interpersonal capacities
5. Demonstrate knowledge and skill in a discipline or area of study
6. Apply learning in real world settings

While many universities might aspire to offer students outcomes three through six, the first two outcomes, recognizing the importance of contemplative theory, diversity and ecological sustainability, are values tied to Naropa’s mission.

“These are outcomes that distinguish us from other universities in terms of education for our students,” Sigman says. He explains that regardless of the degree program or career plan, “We want our students to have compassion for the world’s suffering, to not be attached to the status quo or existing categories for making sense of the world, to meet the world with composure, openness, awareness, discernment, and to be fully responsible citizens of the world.” —*Brenda Gillen*

Walking Through History

Last spring a Naropa faculty member walked in the steps of Martin Luther King Jr. He didn't go to Birmingham; he went to Bangalore.



Naropa Peace Studies founder and faculty member Sudarshan Kapur spent a portion of his sabbatical in India, where he was born. Kapur joined the faculty of Naropa in 2000, and he was the Peace Studies department chair for a time. During his semester-long sabbatical, he planned to do research, write and take some time for personal renewal. But then came an invitation he couldn't refuse.

The U.S. State Department asked him to participate in a commemoration of the fiftieth anniversary of King's visit to India. Kapur garnered the invitation because he's written extensively on the connection between the U.S. Civil Rights Movement and India's independence struggle.

From March 10 to April 4, 2009, he conducted nearly two dozen lectures and talks throughout India, some at the very same venues where King had spoken. At colleges, universities and public venues in Mumbai, Bangalore, Mysore, Chennai, Patna, Calcutta (Kolkata), Varanasi and New Delhi, Kapur focused on two topics: "The influence of Mahatma Gandhi on the mid-twentieth-century Civil Rights Movement in the United States" and "Peace and Peacemaking."

Mahatma Gandhi's influence in India was ubiquitous. In his late teens, Kapur first became interested in Gandhi.

"The decision to study him evolved over time, and especially when my family and I decided to come to the United States in 1979," Kapur says.

After college in England, he and his wife worked in India alongside Gandhians and Quakers who had been close to

Gandhi during the Indian Independence Movement. He first drew parallels between Gandhi and King during a course in the United States on the modern African American freedom movement.

In his dissertation, Kapur explored whether African American leaders prior to King had used Gandhian techniques, which ultimately became a book, *Raising Up a Prophet: The African-American Encounter with Gandhi* (Beacon Press, 1992). In it Kapur argues that African American interest in Gandhi predates King.

"The emergence of King to an extent is dependent on what African Americans had already created over a number of decades. As one of his biographers points out, in King, the man, the moment and the message came together. He was there at the right time, but I think it also needs to be said that the earlier explorations that African Americans made into Gandhian methodology didn't fructify because the leadership wasn't rooted in the church the way it was with King," Kapur says.

Christianity was important to African Americans, and King was not only able to address their religious beliefs with a degree of authenticity, but also to mobilize and organize church communities all over the country and especially in the Deep South.

Kapur contrasts King's views on nonviolence with another powerful group in the African American struggle, the Black Panthers, which didn't advocate violence but said they'd respond to violence if there were no other way.

"What King was saying was that under no circumstances are we willing to resort to violence. Morally it is wrong and practically it is unworkable. That position of King and those who thought like him were akin to the position that Gandhi and his associates had taken against the British in India," Kapur says.

Kapur believes it's important to study leaders such as Gandhi and King because these great historical figures give us pathways to make this a better world. And through their lives, their personal and public careers, they show us the possibility for creating a better world. —Brenda Gillen

Visit Naropa.edu/sudarshan to read other articles about Sudarshan Kapur's visit to India and to hear about his forthcoming publications.

The Changing Face of Enrollment at Naropa

Naropa University's new enrollment management plan is a roadmap to growth targets established by the strategic plan. Admissions, marketing and individual departments are expected to make the most use of the plan, which offers strategies for attracting and retaining students.

Each year, Naropa's enrollment management team, composed of representatives from Admissions, Student Administrative Services and Student Affairs, reviews data to develop enrollment projections. The team partnered with representatives from the Office of Academic Affairs to develop the first phase of the enrollment management plan.

"They met throughout last year and together created a plan for enrollment growth spanning the next three years," says Dean of Admissions Susan Boyle, who notes that planning will continue.

Currently 464 undergraduates and 605 graduate students attend Naropa University. Boyle says the enrollment management plan's phase one projects a 22 percent increase in enrollment over three years. The university's strategic plan calls for a 46 percent enrollment hike by 2018.

Vice President for Academic Affairs Stuart J. Sigman says qualitative as well as quantitative data informed the team's research.

"We looked at some of the qualitative perspective that the admissions office has when it goes out on its road trips

and meets with prospective students... and we looked at some data related to student satisfaction. Out of all those data, we targeted at the graduate level particular programs that would benefit from different types of investment," says Sigman.

The five graduate programs identified include Master of Arts degrees in Religious Studies, Transpersonal Counseling Psychology and Transpersonal Psychology (low residency), Master of Fine Arts in Writing and Poetics, and the Master of Divinity.

At the undergraduate level, there is expected growth in first-year entering students as well as improved retention. Undergraduate retention at Naropa is below the national average, an issue staff and faculty are addressing by examining curricula, faculty training, support services, extracurricular activities and career planning. A retention director will be hired in a few months to lead the effort.

Boyle says that while some graduate programs enroll their capacity and have more qualified prospective students on wait lists, others don't fill all of their seats. Enrolling every department to its capacity is one way to reach the university's goals. Another is to stabilize undergraduate first-year and transfer student enrollment.

"Since 1999, when we added the first two years of the undergraduate program, making Naropa a four-year college, we have had a huge fluctuation in the numbers of those who enter right out



of high school and those who transfer here after six months or two years of college elsewhere. To be able to address all the needs and aspirations that each of these populations brings can be challenging as can the planning required for annual budgeting, course scheduling and housing," Boyle says.

As enrollment increases, selectivity will continue to ensure students admitted are a good fit for Naropa. Efforts to increase student diversity include the hiring of a new assistant director of admissions and multicultural recruitment coordinator who is devoting half of his time toward increasing diversity, particularly in students from diverse ethnic and racial backgrounds.—*Brenda Gillen*



Religious Studies

At the *Heart* of Naropa University

Naropa's Religious Studies Department offers courses that examine religion from a variety of angles—how it affects individuals, how it operates in culture and how it addresses life's more difficult questions. Using methods drawn from the academic discipline of religious history and from a commitment to presenting traditions from perspectives sympathetic to the religious communities being studied, the program provides students with an appreciation for the world's great religions.

Professor Judith Simmer-Brown, a Religious Studies faculty member since 1978, recalls that when the university was founded, the Religious Studies program was considered the core of what Naropa offered, joining intellect and heart in academic discipline.

"It is our aspiration to continue this for the future," she says.

On an undergraduate level, Religious Studies is a 36-credit major through which students explore Buddhism and other world religions with emphasis on contemplative practices and historical traditions. Graduate students may pursue master's degrees in Divinity, Religious Studies or Religious Studies with Language (Sanskrit or Tibetan).

Department Chair Phil Stanley says Naropa faculty members are open practitioners of the traditions they teach. Religious Studies faculty members represent Buddhist, Hindu, Jewish, Islamic, Christian and African traditions and are versed in others. Although the university never asks students to disclose their religious affiliation, program graduates say students also come from a variety of traditions.

Victoria Howard, a core member of the Religious Studies faculty, says contemplative practice makes the program stand out. "I think this is the only program that takes you this deeply into Buddhism and other traditions. The way we teach, bringing contemplative practice together with theology and methodology,

creates a very personal, experiential kind of learning that develops students uniquely," Howard says.

The way faculty interacts with students is different, too. "We are actively concerned about helping them not only master materials academically but also work on or transform themselves," Stanley says.

The practitioner-scholar program allows students to see what various religions have to offer from different perspectives. "We teach our courses from the point of view of both the insider and the outsider," says Simmer-Brown. "How do we understand traditions through history, text and culture?"

While there are many Christian-based Master of Divinity programs in the United States, few are accredited Buddhist MDiv programs, such as Naropa's. The MDiv provides students with a clear professional path—licensure as pastoral counselors through the American Association of Pastoral Counselors. MDiv students participate in 400-hour internships in the community, and in their last year serve the campus community through the Naropa Chaplaincy Project.

Besides educating students and preparing them for careers, Religious Studies faculty members are contributing to the body of knowledge in their respective areas. Simmer-Brown is co-editing *Meditation in the Classroom*, a collection of articles by religious studies professors explaining how they bring contemplative pedagogy into their classrooms. The State University of New York Press will publish it this year.

Howard helped develop and works with Windhorse Family and Elder Care, an organization that offers alternatives to institutionalization for elders. She's on the advisory board of Centered Life: Education, Counseling, and Spiritual Care. She recently authored a grant application for Centered Life, Naropa

and Shambhala Mountain Center that would allow online delivery of clinical pastoral education programs for rural residents.

As co-director of the Tibetan Buddhist Canonical Collections Cataloging Project, Stanley recently launched an online catalog of multiple Tibetan editions with text scans of all 5,000 plus texts and searchable text files for the 1,000 plus texts attributed to the Buddha at www.tibetancanons.org. The project was a collaboration with the University of Virginia, the British Library and the Library of Congress under a \$350,000 grant from the National Endowment for the Humanities. In May 2009, he co- led a panel of online projects for all the Buddhist canons—Pali, Sanskrit, Chinese, Tibetan, Mongolian, etc.—in which twenty-one institutions from sixteen countries agreed to pool their catalog data to create a Union Catalog of Buddhist Texts, and he was asked to chair this project.

Naropa's Religious Studies graduates are carving out professional niches for themselves in education, translation, health care and nonprofits. MDiv alumni work as therapists, ministers and as chaplains in prisons, hospitals and hospices. Others are continuing their education as doctoral students or in chaplaincy residencies.

Ginger Brooks, who received her MDiv in 2004, has been the main chaplain at Boulder's Family Hospice since 2006. Brooks was drawn to working with "death and dying" after her father's death in a hospital intensive care unit.

"In the last two weeks of his life, they wouldn't let me in because they were afraid it would be too hard for me to see him with tubes and monitors. At the time, I didn't know there were alternatives to the way he died," Brooks says.

Later as part of care teams in her Nova Scotia Buddhist community, she helped care for people dying of cancer in their homes. She wanted to pursue chaplaincy training and needed an MDiv, but she wasn't interested in learning how to give sermons or run a church.

She'd been a practicing Buddhist for thirty years and was a student of Naropa's founder. At Naropa, she found a rigorous education that met her needs.

"Because I was so grounded in my own tradition, I was able to go into the core of the other major traditions and understand what their mystical heart was all about," she says. She's grateful to have work in her field because she says, "Life isn't vivid unless you know death is real."—*Brenda Gillen*



Meaningful Careers

Graduates have pursued careers as leaders within their respective faith communities and in the nonprofit, social change and health sectors and as secondary school teachers in the humanities. They have also pursued postgraduate and doctoral studies at other universities. Below is a list of some alumni and their current occupations.

Religious Studies

2008 Accepted into PhD program, Religious and Theological Studies, University of Denver

2007 Founder and director, Eastern Internal Arts Institute, Broomfield, CO

2007 (with Language) Accepted into PhD programs, Oxford University and University of California, Santa Barbara

2007 (with Language) Professor, Pacific Lutheran University, Tacoma, WA

2006 (with Language) Accepted into PhD program, University of California, Santa Barbara

2005 Accepted into PhD program, Harvard University, Cambridge, MA

2004 Accepted into PhD program, California Institute of Integral Studies

2004 (with Language) Accepted into PhD program, University of California, Santa Barbara

2004 Author of *Sitting in the Flames: Uncovering Fearlessness to Help Others*, Arvada, CO

2004 (with Language) Tibetan translator to the Venerable Khenpo Tsultrim Gyamtso, Rinpoche

2004 (with Language) Accepted into PhD program, University of Virginia, Charlottesville, VA

2001 Cardiology chaplain, Barnes Jewish Hospital, St. Louis, MO

2001 High school teacher, September School, Boulder, CO

2000 Professor, Religious Studies Department, University of Colorado, Boulder, CO

Master of Divinity

2008 Coined the new term "eco-chaplaincy" and moved to West Virginia to follow the call to help end mountaintop removal by serving as an eco-chaplain.

2006 Minister, Tri State Buddhist Temple, Denver, CO

2005 Agape Hospice, Denver, CO

2004 Case manager, Boulder Shelter for the Homeless, Boulder, CO

2004 Assistant director, Neighborhood Interfaith Movement, Philadelphia, PA

2003 Prison chaplain, Salem State Prison, Salem, MA

2002 Minister, Unitarian Universalist Church, Laramie/Cheyenne, WY

Alumna Combines Love for Horses and Therapy

Joan Rieger grew up in a traditional environment, attended traditional schools and worked in a traditional corporate world; then she came to Naropa University.

“I feel like Naropa opened the door to a whole new way of being in the world, of connecting with people,” Rieger says.

That’s important because today Rieger is a Licensed Professional Counselor. Although she focuses primarily on her private psychotherapy practice in Lafayette, Colorado, she’s also the co-founder and facilitator at the Gestalt Equine Institute of the Rockies, and she’s been the clinical supervisor at the Medicine Horse Program in Boulder for the last three years.

She earned a BA in psychology and communications from the University of Michigan in 1990, a MA in transpersonal counseling psychology from Naropa University in 2001, and was certified as a Gestalt therapist from the Gestalt Institute of the Rockies in 2002.

When she started taking courses at Naropa, Rieger was working in sales and marketing at Proctor & Gamble Co., but she wanted something more. In meditation class, she was astounded that sitting for twenty minutes created enough space inside for things to surface. In a yearlong Gestalt class, Rieger and her classmates explored who they were in a group setting. Gestalt, founded by Fritz Perls, is about exploring the experience of relationship while in relationship.

“The whole class and the theory of Gestalt laid the framework that as a therapist I work through now,” she says, explaining that the contemplative approach was key. “The whole philosophy is that I have to learn to be able to sit with myself before I can truly sit with someone else. If I hadn’t come to Naropa, there’s no way I’d be the therapist I am today.”

As Rieger was studying at Naropa, she also started learning to ride horses. At the time she had no idea that the two interests had any relationship. (Since then, Naropa’s Wilderness Therapy program has added an equine component.) But as she rode, she discovered the horse was another teacher. Fear, frustration and not knowing how to communicate clearly were just a few of the lessons that came along with riding.

“So much would get evoked from me emotionally as I was learning to ride. I would bump up against so much within myself as I was on the back of that horse,” she says.

Somewhere along the line a colleague told Rieger about equine-assisted therapy, where horses partner with people to facilitate the experience of therapy. Horses can help people explore relationship issues, develop trust and foster awareness of the present moment. Intrigued, Rieger explored how to combine her two greatest passions: horseback riding and therapy. About five years ago she put it all together.

“Oftentimes a person gets to feel connection in relationship on a really deep level with a horse for the first time in their lives. It’s very healing, beautiful to watch and a really profound experience,” Rieger says.

This fall she’s returning to Naropa as an adjunct faculty member teaching an introductory Gestalt class in the Transpersonal Counseling Psychology program. She’ll even take students to the ranch to interact with the horses. Naropa has never been far from Rieger’s heart. Over the years she’s talked to many prospective students, and worked as a therapist with Naropa counseling students who need thirty hours of therapy to graduate.

“Naropa was a blessing to me because it helped me to discover who I really I am. I always said to myself, if I can turn around and help someone at the end of this experience, I will. I appreciated being held and supported emotionally as I went through Naropa, so I love to do that for other students as they go through the program, too,” Rieger says. —*Brenda Gillen*





William D. Jones *Community Greenhouse*

Since its opening on April 22, the William D. Jones Community Greenhouse has served as a model and laboratory for sustainability. Located on the Arapahoe Campus, the greenhouse has offered an opportunity for students and community members to cultivate a variety of plants inside the 22-foot-wide geodesic dome.

Throughout the summer, curious passersby were treated with impromptu tours. Landscape Manager Costen Aytes says many of those visitors left with their hands full of produce.

“All of the food grown in the greenhouse is given to or harvested by community members. In addition to growing food for the community, we grow seedlings that are then given out so people can grow their own food,” Aytes says.

As classes get under way, Aytes anticipates permaculture classes using the greenhouse most often, with other classes using it on occasion.

Marco Lam, a permaculture instructor, says one class will use the greenhouse this fall and two more will utilize it in the spring. The students will decide for themselves how the greenhouse will be used.

“My classes are taught around design and around the question, ‘How do we create habitats that are sustainable for humans and

the habitat?’ Students will decide their ethical values and will come up with a design for the greenhouse that fits in,” Lam says.

Lam’s students thus far have been key in designing, planning, building and planting in and around the greenhouse.

While growing food in the greenhouse helps individuals become more sustainable, the structure helps Naropa University’s sustainability efforts as well. Ornamental plants grown in the greenhouse supplement campus landscaping and help to offset costs. Utility costs are reduced, too. Featuring a self-regulating photovoltaic system that provides heating, cooling and lighting, the greenhouse has been entirely solar powered and has fed energy back into the grid since it opened. A process for supplying food to the Naropa Café will be developed in the future.

Initiated by students taking an Applied Horticulture class in 2006, the greenhouse involved the combined efforts of students, staff, faculty and the local community from inception to construction. Major donors were the Dean Witter Foundation; Bryan Bowen Architects, P.C.; The Lotus Fund at the Community Foundation; The Woloson Family Foundation; Wells Fargo; and Namasté Solar. The greenhouse is named after the late William D. Jones, a former Naropa trustee and avid gardener who gave twenty years of service to the university.—*Brenda Gillen*

FACULTY NOTES

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

Lisa Birman, Summer Writing Program, was a featured reader at poetry festivals in Prague and Berlin. She read at the Anglo American University in Prague with Kerouac School alumnus and adjunct faculty Max Regan, and at transit café in Berlin with Naropa alums Josepha Conrad and Jason Levis. Her work appears in the current issues of *Napalm Health Spa*, *580 Split* and *Trickhouse*.

In May 2009, at the International Buddhist Conference on the United Nations Day of Vesak Celebration in Bangkok, *Deborah Bowman, PhD, Transpersonal Counseling Psychology*, presented a paper titled "Buddhism and Nonviolent Communication: A Practice for Peace." It was published in the UNDV Conference Volume on Buddhist Approach to Political Conflict and Peace Development.

Contemplative Education Chair Richard Brown continues his collaborative work with the Garrison Institute's Initiative on Contemplation and Education. Richard is one of a team of three that developed Garrison's CARE (Cultivating Awareness and Resilience in Education) teacher education program. CARE recently received a \$930,000 grant from the U.S. Department of Education's Institute of Educational Sciences for a two-year research project in conjunction with Penn State University's Prevention Research Center.

Christine Caldwell, PhD, Somatic Counseling Psychology, has been appointed to the Board of Directors of the United States Association for Body Psychotherapy (USABP). She will serve a two-year term, during which she will help the organization to form a student council and local chapters, as well as help to guide the next national conference in Berkeley in 2010. In addition, Dr. Caldwell has been appointed chair of the USABP Research Committee, where she hopes to increase member capacity for research and advocate for recognition of student research projects.

In May 2009, *Jeanine M. Canty, PhD, Environmental Studies*, presented at the first annual Denver Green Festival, a joint project of Global Exchange and Green America. Her

presentation was entitled "Environmental Justice Equals Human Rights." The Green Festival had more than 21,000 participants and featured both local and national green speakers and organizations.

In June 2009, *Jeanine M. Canty, PhD, and Suzanne Benally*, associate vice president for academic affairs and chief diversity officer, presented at the National Conference on Race and Ethnicity in Higher Education. The conference was held in San Diego and their presentation was entitled "Race, Oppression, and Environmental Justice."

Jack Collom, adjunct faculty, Writing & Poetics, conducted creative writing seminars for the elderly in the summer of 2009 under the aegis of Woodland Pattern Book Center in Milwaukee, Wisconsin. In September, he also did readings at Bates College and New York's Poetry Project.

John Davis, PhD, Transpersonal Psychology, and Nancy Jane, academic advisor and adjunct faculty, attended the fourth International Wilderness Guides Gathering in the Chiricahua Mountains of Arizona. In attendance were more than 120 wilderness guides from nine countries, including Australia, South Africa and Ukraine. They shared practices, concerns and a wide variety of applications of ecotherapy and ceremonial wilderness solo retreats. Among the memorable discussions were a cross-generational council including teens, young adults and elders and a ceremony acknowledging a group of young guides in training from Europe, Africa and the United States (including Christi Strickland, adjunct faculty member and Naropa alumna).

John Davis, PhD, also recently published an article in *The Humanistic Psychologist* entitled "Positive Psychology and Methodological Pluralism." The article argues that methodological pluralism, using a combination of quantitative and qualitative research methods, is the best way to research the experiences of interest to transpersonal psychology and positive psychology.

Barbara Dilley, University Professor of Performing Arts, taught a workshop in Vancouver, BC,

Canada, August 29–30, 2009, entitled "Disciplines of Deep Play: Improvisation for the Hopeful." The weekend was hosted by ATTIC SALT, a new theater and ensemble arts company created by Naropa alumni Carey Joe Hoffman and Joe Baker. She also taught a four-day workshop for Movement Research in New York City on January 26–29, 2009. More than twenty dancers and movement artists attended the workshop entitled "This Very Moment: Spontaneous Dances for Body and Mind."

MacAndrew Jack, PhD, Contemplative Psychotherapy, gave a series of talks while on sabbatical in Bhutan on "Contemplative Education and The Teaching of Psychotherapy" and "Meditation and Buddhist Psychology" to the Paro College of Education, Samtse Teacher's College, the Center for Buddhist Studies and the office of the Vice Chancellor of the Royal University of Bhutan.

Brigitte Mars, adjunct faculty, Contemplative Psychology, taught in Iceland at Heilsumeistaraskolinn, a school of herbal medicine, as well as the International Herb Symposium at Wheatridge College in Massachusetts and Omega Institute in Rhinebeck, New York.

Religious Studies Chair Philip Stanley completed his PhD at the University of Virginia. Professor Stanley's dissertation was strongly praised by the members of his committee. It sets forth nine theses that assert that the Buddhist concept of canonicity is inclusive, dynamic and open-ended. This differs in significant ways from the Christian concept of canonicity that has had far too great an influence on Buddhist studies to this point. The dissertation proposes a new overview of the historical development of the Tibetan canonical collections of the Kangyur and Tengyur that first emerged in the fourteenth century. The title of the dissertation is "The Threefold Formal, Practical, and Inclusive Canons of Tibetan Buddhism in the Context of a Pan-Asian Paradigm: Utilizing a New Method for Analyzing Canonical Collections."

Peace Studies Chair Candace Walworth, PhD, traveled to Israel and Palestine with a delegation

co-sponsored by the Interfaith Peace-builders and the National Peace Foundation. Dr. Walworth, along with fourteen other participants from across the United States, landed in Tel Aviv on May 26 for the two-week trip through the conflict zone. The delegates met with more than thirteen Israelis and fourteen Palestinians, returning from the region at the same time President Obama concluded his own Middle East trip. Dr. Walworth first traveled to the Middle East in 2007 as a member of the Abraham Path Initiative (API) Study Tour, sponsored by Harvard University's Global Negotiation Initiative, an international nonprofit dedicated to establishing a cultural tourism route through the Middle East to serve as an intercultural meeting place for people of all religions and nationalities.

Karen Kissel Wegela, PhD, Contemplative Psychotherapy, has written a new book, *The Courage to Be Present: Buddhism, Psychotherapy, and the Awakening of Natural Wisdom*, which was recently released by Shambhala Publications. In addition, with Contemplative Psychotherapy Chair Lauren Casalino and adjunct faculty member Paul Bialek, she will be presenting "Brilliant Sanity: Buddhism and Psychotherapy" at the Humanistic Conference in Colorado Springs in October. She will also be presenting at the National Institute for Clinical Applied Behavioral Medicine conference in December at Hilton Head, SC on "Buddhism, Psychotherapy, and Awakening the Heart of Natural Wisdom."

Lee Worley and Richard Brown, Contemplative Education, taught three workshops for teachers in Germany this April. Lee and Richard are now engaged in discussions with two European organizations, Upaya Europe and the Center for Contemplative Practices, about establishing regular training programs there.

Early Childhood Education Chair Deborah Young, PhD, executive director of The Americas Association for the Care of Children and child developmentalist, visited Nicaragua, leading a delegation of occupational therapists, physical therapists and speech therapists to work with approximately four hundred children and families who have had little to no access to education and information about strategies to support their children's challenges. In addition, she will be giving workshops to teachers on critical pedagogy and the development of rubrics.

Scenes From Convocation

Wednesday, August 26, 2009



Rabbi Zvi Ish-Shalom presents the invocation.



Artist Laurie Doctor calligraphs the spontaneous poem.



Naropa faculty members and trustee-student Christopher Hormel (purple sash with gold stripe).

The Confluence of Practice and Service

Stuart Lord's inauguration theme, "In the Spirit of Service," is one of the important threads in a student's journey at Naropa. As the new annual fund director, I've been thinking about the many ways that commitment is manifested here. On a regular basis, I see that, like myself, there are many other Naropa community



An Education for the Twenty-first Century

Chris Dwyer, Vice President for Institutional Advancement

Naropa University's new president describes what we do academically in the following way: "transforming students to transform the world." What a powerful expression of the university's mission, aspirations and the actual impact our students and alumni have on society. If you believe that true education involves attaining deep self-understanding and academic knowledge, and that the world needs leaders with a holistic view of our world's challenges and opportunities, then you, too, are a Naropan at heart. And if you are a Naropan at heart, I encourage you to join us in building the university's base of support by giving. By making a charitable gift to the university's annual fund, you are supporting the students and alumni whose leadership will guide us to new levels of awareness, peace and social justice in society. By giving to Naropa, you are modeling the change you want to see in the world.

members who volunteer. Service provides a powerful way to shape yourself while responding to the world. Military service, perhaps, is one of the most dramatic ways. Naropa's community is blessed to include more than thirty military veterans. I happen to know one of them, and he was willing to share his experiences with me over lunch.

Douglas Seward served in the Navy in the late 1980s. Today he is seeking his Master of Divinity at Naropa. To me that seemed a fascinating juxtaposition, so I asked him, "What brought you to Naropa?"

"Practice and service," he said. I asked him if his military service was part of the journey that led him here. "Yes, when I was stationed in the Philippines, I was deeply impressed by a group of military chaplains. They organized volunteers among the combat engineers, Marine Corps and the Navy to build a chapel and a school. They also helped the locals repair existing buildings."

"Service to my country; service to others. It's a common human courtesy," Douglas said. "My time in the military helped me to understand myself." After his honorable discharge, Douglas returned to college and gravitated to courses that explored spirituality. He was particularly touched by both a poetry class and a women's studies class. "We talked a lot about pain and suffering."

At Naropa University, Douglas seeks to blend the service ethic that led him to the Navy and spirituality. "The core of the MDiv is service to others. For me, service to the Naropa community is an important part of that choice."

Thank you, Douglas. Your dedication to contemplative practice and community engagement is what inspires me and so many others to support Naropa's students.

I hope that this and the other student stories that we will be sharing with you throughout the year inspire you to support Naropa, too. If you've already sent a gift, my thanks! If you're interested in providing assistance to the Naropa community in other ways, there are many opportunities. You can attend a student production, encourage your employer to offer internships to Naropa students or introduce someone to the mission of Naropa. Check out naropa.edu/annualfund and begin practice and service to Naropa.—*Jim Baillie, Annual Fund Director*

Make a gift to Naropa: naropa.edu/annualfund

ALUMNI NOTES

WOULD YOU LIKE TO BE IN THE SPRING '10 ALUMNI NOTES?
TO SHARE YOUR NEWS VISIT NAROPA.EDU/ALUMNINOTE.

1970s and 1980s

George West (*non-degree alumnus, BA candidate '85*) is a retired lawyer and lives on a wildlife reserve in Alabama with his wife and two children. He is a certified spiritual director with the Episcopal Church and is the director of Initial Formation for a new Episcopalian order and also teaches Centering Prayer for Contemplative Outreach.

1990s

Carmen Iacino (*MA '92*) is the clinical director for West Slope CASA working at the systems level with the state and treatment providers. She also teaches Energy Medicine (TYLEM).

Denise A. Romano (*MFA '92*) earned an MA in organizational psychology and an EdM in counseling psychology both from Columbia University in 2000. She was a whistleblower and assisted the FBI and USAO in a Medicaid fraud case against Columbia University. She has a book contract with McGraw Hill for a nonfiction work that will be released in April 2010.

Kevin Mays (*MA '94*) lives in North Carolina and works as a consultant with executives, teams and organizations developing conscious leadership. Since Naropa, he's earned a second master's degree (organizational leadership) and a doctorate (researching the effect of meditation on leadership) from the University of Montana. He married last June. He and his wife are now pregnant with their first child, a boy due in August.

Shell Fischer (*MFA '95*) recently won the 2009 Bronx Council on the Arts Chapter One Award for the first chapter of her completed novel, *The Joy of Mom*, and was a finalist for American Short Fiction's 2008 Short Story Award.

Brian Jacobs (*MFA '96*) recently completed a Japan Fulbright Memorial Foundation grant in Japan and earned a National Endowment of Humanities grant, which he is using to spend summer 2009 studying in Xi'an and Beijing.

Shanley Rhodes (*MFA '96*) runs a one-room schoolhouse for students, ages 13-50+ housed within Homeboy Industries, a nonprofit that does gang intervention in Los Angeles.

Trevor Griles, Lt. (*MFA '97*) served three long tours in Afghanistan and is finally back with his family in Fort Bragg, North Carolina, where he mentors younger soldiers who also suffer from post-traumatic stress syndrome and war-related psycho-social disorders. (editor's note: Lt. stands for Lieutenant.)

Robert Masterson (*MFA '97*) wrote a collection of eighteen prose and verse pieces based on his experiences in transitional China during the mid-1980s. The book, *Artificial Rats and Electric Cats: Communications from Transitional China, 1985–1986*, was published by Camber Press (www.camberpress.com/titles/artificialrats/index.html).

Sandy Novak (*MA '97*) will receive the "Living Treasure" Lifetime Achievement Award from the Satir Global Network, an international family therapy association for whom Sandy has been faculty, a board member, an officer and a conference organizer and presenter for the past eighteen years. Sandy has transferred her teaching passion to facilitating workshops in The People's Republic of China. She is in private practice in Boulder and founded the Satir Institute of the Rockies in Boulder. www.bouldertransformationaltherapy.com

Jeff Price (*MA '97*) has expanded his practice to include group supervision for therapists and aspiring therapists in the Boulder area. He is in his second year as a member of the board of directors of the AGPA. He is not yet a grandfather.

Edie Stone (*MA '97*) helped preserve Old Man Mountain in Estes Park, a vision quest site for more than one thousand years, from commercial development. She toured Wales teaching *2012: Merlin's Prophecies, Peruvian Shamanism & The Mayan calendar*. www.EdieStone.com, www.BoulderCouplesCounseling.com, www.ShamanStone.org

Robert Strong (*MFA '97*) completed his PhD at the University of Denver and in recent years has been awarded the competitive Andrew W. Mellon Research Fellowship at the Massachusetts Historical Society, the prestigious Hearst Foundation Research Fellowship and the SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities, in April 2009, for his forthcoming book, *Bright Event*. In summer 2009, he is conducting the Hearst fellowship during at the Antiquarian Society: www.americanantiquarian.org/artistfellowship.htm.

Paul Deger (*MA '98*) is teaching a class called The Science of Mindfulness at Colorado Free University.

David Madgalene (*MFA '98*) has published a new book of poetry, *Kali*, with Round Barn Press. With Naropa spouse Judy Irwin on keyboards, David is making Bay Area appearances, notably the North Beach Poetry Festival and the Petaluma Poetry Walk. *To Be Named*, a long-anticipated multimedia poetry project, years in the making, with fellow Naropa alum Christopher Luna and Toni "Lil Queenie" Partington, is slated for release in 2010.

Shin Yu (Doris) Pai (*non-degree alumna, MFA candidate '98*) received a fellowship from the Life of Discovery program sponsored by the International Writers Program at the University of Iowa.

Jipala Reicher-Kagan (*BA '99*) and Nathan Anderson gave birth to their second son, Avery Kagan Anderson, on October 23, 2008. He is adored by all, especially his older brother, Silas.

2000s

Angie Dillon-Shore (*MA '00*) is working as the health and mental health programs manager for the Community Action Partnership of Sonoma County promoting social and economic justice for low-income families. She married her wonderful wife, Nancy, in August 2008 and has lived in the beautiful Sonoma Wine Country for nearly five years.

Sue Rhyhart (BA '00) is happy that her dream of doing bodywork on horses has come true. At Naropa she studied with Trungpa Rinpoche's wife, Diana, and rode dressage for a year. Now she is a rolfer and is doing soft tissue manipulation and energy work with performance horses.

Michael Dow (MA '01) completed his PsyD at the University of the Rockies. His doctoral dissertation "Mindfulness in the Experience of the Therapist" was very well received and is being prepared for publication. He is currently working as a psychologist at the People's Clinic in Boulder in an innovative program that integrates psychological health care into the primary care setting.

Peach Friedman (BA '01) is a spokesperson for the National Eating Disorders Association. She devotes her time to increasing education and awareness about eating disorder prevention and empowering women so that they can enjoy improved self-esteem and body image. Her book, *Diary of an Exercise Addict*, was published in November 2008 by Globe Pequot Press.

Claire Duplantier (BA '02) and **Nicole Rodriguez (BA '99)** founded the subterranean arthouse in Berkeley, CA, and merged it with a local nonprofit, The Tree of Life. The subterranean arthouse is "an interdisciplinary community art space that offers diverse opportunities for local, national, and international artists to teach, create and present." www.subterraneanarthouse.org

Gregory Alan Isakov (BA '03) is a full-time musician who opened for the folk singer Brandi Carlile earlier this year and toured with the Indigo Girls this summer: www.myspace.com/gregoryalanisakov.

Barb Jones [Lane] (MA '03) has moved to Calgary, Alberta, to coordinate a pilot project bringing mental health services to three Islamic schools. Three school support counselors, Barb and an occupational therapist serve 1,300 K-9 students.

Shane Scaglione (BA '03) recently returned from his fourth trip abroad in India. He is teaching public yoga classes in Boulder, at work on a memoir of his travels in India, and started a book business called Kali Durga Books. For more information on yoga and his book business visit kalidurga108.blogspot.com.

Cheryl Yanek (MFA '03) has been working as a librarian for a nonprofit, while writing, sewing,



Become an Admissions Volunteer

Dave Christy, admissions counselor and alumnus of the MDiv program, now holds as a part of his job the recruitment and support of alumni admissions volunteers. If you would like to support our recruiting and outreach efforts by attending a college fair or a reception when admissions staff are in your town, or hosting an event or speaking with prospective students, please email Dave at dchristy@naropa.edu.

traveling and running. She recently ran her first one-hundred-mile race in Vermont in twenty-nine hours, and enjoys ultra-marathons of fifty miles or more on beautiful trails.

Emily Abbett-Wald (BA '04) will be graduating from CU - Denver with an MA in counseling psychology, spring 2010. She has a three-year-old daughter named Ella, lives in Eagle, CO, and just celebrated her sixth wedding anniversary.

Nicole Anderson (BA '04) graduated from the School for International Training (SIT) with an MA in international education. She accepted a job at the School for Field Studies (SFS) as the academic liaison, recruiting students to study abroad on SFS programs. She currently lives in Freeport, Maine.

Luke Entrup (BA '04) will complete a MSW and MPH at Tulane University in December 2009. The focus of his study is international health. He is spending his final semester conducting fieldwork in Rwanda.

Scott Gregory (MA '04) is bringing a contemplative perspective to teaching courses in general psychology, mythology and the psychology of dreams at the College of Southern Nevada.

Adena Shoshan (MA '04) just completed her doctoral course work at the School of

Professional Psychology at Forest Institute. She has a certificate in integrated health care and is passionate about integrating mental health services within primary medical care. About her life after Naropa, she says, "I am loving life and my new adventures, but Boulder will always be considered home!"

Lisa Witter (MA '04) launched the Apple Tree Directory, a local family resource guide for Boulder County with traditional and holistic/green products and services. Her goal is to develop a site that brings community resources and parents' wisdom together to help every family. www.appletreedirectory.com.

Scott Brown (MA '05) has been an outpatient therapist for Community Reach Center. He has traveled to Kenya, Africa, to assess the need for mental health services, psycho-rehabilitation and crisis intervention. He is currently starting a private practice and developing a nonprofit organization, Universal Healing Exchange (UHE), which employs Disaster Response Psychological First Aid to survivors and families who have experienced traumatic events: www.universalhealingexchange.com.

Jayson Gaddis (MA '05) guides men in their twenties and thirties toward their highest purpose using psychology, spirituality and personal development all for the purpose of bringing more consciousness to male

leadership. Jayson and his wife, Ellen Boeder (MA '03), had a son in February 2009 named Lucian Blue. www.revolutionaryman.com

Sara Anne Noah (MA '05) lives in Milken, CO. Her poetry was published in the May 2009 issue of an online journal called *The Battered Suitcase*: www.vagabondagepress.com. She and her husband have also co-authored a holiday song called "Xmas Gold" which is available for download purchase at: <http://shop.fresh-electric.com>.

Jason Sienknecht (MA '05) is living in Boulder and working as a therapist for adults with severe mental illnesses at Warner House, an inpatient hospital. He works with adults who suffer from schizophrenia, bipolar disorder, major depression, PTSD, substance abuse and extreme personality disorders. He says that the tools he learned at Naropa continue to help him succeed in this field: "I am always striving to stay as mindful as possible, in the midst of the trauma that surrounds me daily."

Eric Wilden (MDiv '05) was promoted to assistant director for Neighborhood Interfaith Movement in Philadelphia, PA. He is also running the Sunday School program at the Unitarian-Universalist Church of the Restoration, and has started a wedding officiant service, Water Lily Weddings. He and his partner, Kellie, have a two-year-old daughter, Lily, and are expecting their second child in July 2009.

Joan Bruemmer (MFA '06) and **Damaris Webb (MFA '08)** co-authored a presentation for the 2009 Contemplative Mind in Higher Education annual conference: "Improvisation and Mindfulness-Awareness Practice in the Classroom: A lecture demonstration on movement practice and artistic process."

Jessica Cerullo (MFA '06) accepted a job as visiting assistant professor of theater at Whitman College in Walla Walla, Washington.

John Sakkis (MFA '06) just published his first full length book of poetry, *Rude Girl*, by BlazeVox Books, translated Demosthenes Agrafiotis's *Chinese Notebook* forthcoming from Ugly Duckling Presse in 2010 and has his book *Maribor* forthcoming from The Post-Apollo Press in 2010.

Jonathan Simons (BA '06) and his guitar are doing a summer tour around the United States. He is also entering a graduate program in Buddhist studies at McGill University in Montreal.

Tim Hernandez (BA '07) wrote a novel *Breathing, In Dust* that will be published by Texas Tech University Press in Winter 2009. His artwork is also featured on the cover of *What I'm On*, a book written by a fellow Naropa alumnus, Luis H. Valadez (MFA '06).

Noelle Levy (MFA '07) is living in Germany, working as a musician and teacher. She is currently working on a new album under her pen name, Lady Lazarus.

Kyle Allbright (MA '08) is beginning a PhD program in Fall 2009 offered jointly by the University of Denver and Liff School of Theology to study religious and theological studies with a concentration in theology, philosophy and cultural theory.

Jason Griffith (MA '08) just returned from leading a trail crew of high school volunteers in Glacier National Park for the Student Conservation Association. For a month, the crew lived in awe of the natural backcountry world around them while completing structures to improve the trail and appreciating the unique, unplugged community only found in the great outdoors.

Brook Hardy (MA '08) moved to northern Indiana last summer with her partner, John, and began work in the outpatient counseling division of a local nonprofit, Family and Children's Center. As the agency's first bilingual therapist, she has the opportunity to work with kids, teens and adults.

Nate Jordon (MFA '08) is the editor of a quarterly journal and publishing company called "Monkey Puzzle," which has recently finalized a deal with Small Press Distribution to publish its contributors more widely. www.monkeypuzzleonline.com.

Marlise Meilan (MA '08) moved to Vancouver, BC, with her husband Jason and their two cats, where she is now in private practice as a registered clinical counselor and restorative process therapist. Her article "Rest and Its Centrality to Psychotherapy" was published in the 2008 summer edition of the Hakomi Forum.

Shirley Rivera (MA '08) is a teacher and counselor at a private school near her home in Oahu, Hawaii. She specializes in counseling children who are grieving and introducing her colleagues to the transpersonal nature of education.

Benjamin William Woodard (BA '08) wrote "my time at Naropa profoundly changed the lens of my world, providing irreplaceable tools for full-spectrum living." Two years after Naropa, he is studying to be a rural family nurse practitioner at Virginia Commonwealth University.

Jordan Hill (MA '09) has been accepted to Virginia Tech's ASPECT PhD program with a full scholarship and monthly stipend. (ASPECT: Alliance for Social, Political, Ethical and Cultural Thought.)

Alumni volunteers, thank you!

Many Naropa alumni have shared their time and talents in ongoing support of Naropa University. The following graduates are a few of the many who have shared their advice with new students, sat on alumni panels, staffed commencement and clearance fairs, and agreed to offer alumni workshops:

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With Gratitude

Naropa University thanks the countless parents, alumni, grandparents, trustees, faculty, staff and friends who have shared their time, talents and financial resources during the 2008–09 year to help make a Naropa University educational experience truly remarkable. Through your unwavering and generous commitment, you have proven once again that by working together we can continue to build a better world. On the following pages, we recognize the people and institutions who made financial contributions during the fiscal year July 1, 2008–June 30, 2009. *Thank you all.*

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In Memoriam: Lucien Wulsin

September 21, 1916–August 23, 2009



For more than two decades, Lucien Wulsin III provided leadership and support to Naropa University. It was his suggestion to create an independent board, and in 1986, Lucien became the first chair of the board of trustees. He was instrumental in the university's accreditation that year. He was an active member of the board until his death August 23, in his Boulder, Colorado, home. He was 92.

Lucien's relationship with Naropa began when he was in his late sixties. By then, he'd been a soldier, businessman, attorney, arts advocate, husband and father. He was born in 1916 in Cincinnati, Ohio. His grandfather had learned the piano business from the famous piano maker, D. W. Baldwin, and his father had worked in the business, too. But before Lucien took up the family mantle, he earned an undergraduate degree from Harvard University and a law degree from the University of Virginia. Between degrees he served as First Lieutenant in the U.S. Army during World War II and was awarded a Purple Heart for service in the Normandy invasion. After the war, Lucien practiced as a law partner in Kyte, Conlan, Wulsin and Vogeler.



In 1962, he joined the family business, serving as president, chairman and CEO of Baldwin Piano and Organ Co. until 1981. In a 2005 interview, Lucien said he sought the public school market when home organs emerged as tough competitors to pianos in the 1960s.

Lucien brought his business savvy to the worlds of arts and education after his retirement. He served on boards and helped raise funds for a wide range of organizations, including the Colorado Council on the Arts and Humanities, Denver (now Colorado) Symphony Orchestra, Music Association for Aspen, National Public Radio, National Council on Arts and Humanities, National Endowment for the Arts and the University of Denver. In 2002, Lucien founded the Society for Creative Aging, an organization that provides seniors and caregivers with outreach and educational resources.

Lucien's first contact with Naropa was in 1985 at a Colorado Council for the Arts event where longtime Naropa professor Barbara Dilley spoke about creativity. Dilley asked Lucien to dance, and lacking a polite way to say no, he joined her. To his surprise, he had a wonderful time.



A year later Dilley called. She'd just been chosen to be Naropa's president and invited Lucien to be her mentor. Naropa's founder, Chögyam Trungpa Rinpoche, upon hearing Lucien's suggestion that an independent board would help Naropa achieve accreditation, asked Lucien to be the board's first chairperson.

Lucien not only remained an active member of the Naropa board, he also was one of the university's most generous supporters. He provided endowment for several scholarships. When celebrating his ninetieth birthday with Naropa community members and fellow trustees, he performed a dance he had choreographed.

In a fall 2006 *Naropa Magazine* article, Lucien talked about his connection with Naropa. "What keeps me inspired about Naropa is that the quality of the human spirit is what's central here. Contemplative education involves educating the whole person—including the psychological, physical and emotional aspects of the human spirit—not just the academic side. I'm delighted that I can help to make that experience available to more students."

Naropa faculty will remember his tenacity and generosity. "Lucien Wulsin inhabited life with delight and creative zest," says Barbara Dilley. "He encountered Naropa University just as the school was evolving into the bigger world. He became the chairman of the board of trustees and guided that evolution always kindly, sometimes like a trickster, but with great love and deep caring."

Lucien was one of seven children. He is survived by a brother, two sisters, five children, eight grandchildren, two great-grandchildren and three ex-wives. A memorial service was held in Naropa's Performing Arts Center on August 29.



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