



2018

ANNUAL REVIEW

Our Three Pillars of Education

The unique pedagogy of Maitripa College centers on three core aspects of our education: Scholarship, Meditation, and Service. Combining rigorous academic study with meditation and community service requirements results in a superior, integrated education in Buddhist Studies. Our programs are designed for students seeking an in-depth understanding of Buddhist thought in the context of both traditional and academic scholarship.



Scholarship

Courses in philosophy, logic, engaged Buddhism, history, tibetan language, and more provide a rich academic foundation for Maitripa College students working toward MA and MDiv degrees, as well as continuing education students.



Meditation

Public retreats and practices, along with formal academic meditation classes, provide a range of opportunities for students to receive authentic meditation instruction from qualified teachers.



Service

Students integrate Buddhist perspectives into modern techniques of working with the mind in the classroom and through community service projects as part of their degree course requirements.

Mission Statement

Maitripa College is a Buddhist institution of higher education offering contemplative learning culminating in graduate degrees. Founded upon three pillars of scholarship, meditation, and service, Maitripa College curriculum combines Western academic and Tibetan Buddhist disciplines. Through the development of wisdom and compassion, graduates are empowered with a sense of responsibility to work joyfully for the wellbeing of others. We serve our students and the region through diverse and relevant educational, religious, and community programs.



Dear Friend of Maitripa College,

It is hard to believe that it's been fifteen years since the idea of Maitripa College was born, since the first seeds that would become the tree of this incredible organization were planted, and since the first wishes to create a place where the best of Tibetan Buddhist and western higher education were articulated.

2018 at Maitripa has been a year of beginning to see many of our founding aspirations fulfilled: we are implementing, witnessing, and beginning to share remarkable results from our deep work on ways of teaching and learning from both traditions, we are refining and gaining recognition as one of the foremost centers of Buddhist Chaplaincy in the world, and we continue to offer diverse and important community programming

in accordance with our tradition, including the 2018 visits of His Eminence Ling Rinpoche, His Holiness the Sakya Trizin, and Kyabje Lama Zopa Rinpoche.

Our fortune is great, and I thank you from my heart for your part in it. Please stay connected to Maitripa College as we continue to grow and flourish! May all beings be happy.

With love and prayers,

Yangsi Rinpoche

2018 Academic Program Highlights

We welcomed Dr. William Magee to the faculty of Maitripa College in 2018. Dr. Magee completed a PhD at the University of Virginia (UVa), has taught at universities in the U.S. and Dharma Drum Buddhist College in Taiwan, and is the Vice President of Jeffrey Hopkins' UMA Institute for Tibetan Studies. He has published several books on Geluk philosophy, a Tibetan language textbook, and numerous translations. In all areas of teaching at Maitripa College (Tibetan language, History, and Philosophy with Yangsi Rinpoche), he is integrating the study of Buddhist logic and debate, as well as modeling a kind, generous, and insightful mind and heart. His addition to Maitripa College brings the study of the Classical Tibetan language, for practical use in reading and translation, as well as a pedagogical approach, to the forefront of our curriculum development. (photo: Professor Magee in class)

Whoever could imagine learning the “A, B, C’s” in Tibetan could be so spiritually transformational? –Maitripa College Student



Geshe Tenzin Sherab kindly joined us for almost one month in spring. Maitripa College students were fortunate to receive his teachings, which they found very helpful for the development of their dharma study and practice, thanks to his warmth, inspiring dedication to the path, and his traditional erudition. (photo: Community members arrive for public teachings at Maitripa College)

Maitripa College maintains degree granting authority in the State of Oregon through periodic review by the Higher Education Coordinating Commission. In 2018, our renewal application detailed our practices in twenty areas and all standards were met without need for any improvements. Our authorization to confer the Master of Arts and Master of Divinity degrees was renewed through 2020.

(photo: The James A. Blumenthal Library at Maitripa College)



Chaplaincy and Spiritual Care Training

In 2018, Maitripa College celebrated significant accomplishments in Chaplaincy and in the Master of Divinity (MDiv) degree program, which bring elevated national recognition to Maitripa College. Among them, the Association of Professional Chaplains (APC) officially recognized Maitripa College and Yangsi Rinpoche as a faith-based community that may endorse individuals for Chaplaincy. Maitripa College joins less than twenty other dharma organizations in the United States that offer endorsement.

Maitripa College is not only about studying Buddhism. It is about learning how to be a better human being, and how to meet others with love, care and kindness. –Maitripa College Student

Chaplaincy in the United States refers to spiritual care offered by religious professionals to anyone, regardless of their faith beliefs or religious backgrounds, outside of religious institutions, such as hospitals, hospice, prisons, schools, and social organizations.

Spiritual Care providers meet people often in their greatest moments of suffering, and offer empathetic presence, assist with ethical decisions, create rituals for loss and grieving or welcoming new life, mediate family conflicts, and support the staff of interdisciplinary care teams. In recent years, this has become a vocation for Buddhists; our practices of mindfulness, meditation, cultivating compassion, equanimity, and loving-kindness translate into helping others draw upon their own spiritual resources in moments of trauma or crisis. Our status as minority religious people in North America help us relate skillfully to non-Buddhists as well as the rapidly growing American demographic of unaffiliated religious, spiritual but not religious, and atheist care seekers without bias or proselytizing. Increasingly, professional chaplaincy organizations and institutions that hire chaplains are seeking inclusion of Buddhists.

Maitripa College has, through work with the Buddhist Ministry Working Group (including faculty and administrators of Harvard Divinity School, Naropa University, University of the West, the Institute of Buddhist Studies, and some Buddhist organizations) and with the Association of Professional Chaplains, worked to create such opportunities.

Maitripa College is on the forefront of developing the training needed by MDiv students to fulfil these roles, rooted in the Buddhist tradition and with informed by a sense of agility that enables one to be a spiritual leader for all peoples.

We are heartened to serve students who enter the MDiv with a passionate motivation to integrate the three pillars—Scholarship, Meditation, and Service—to cultivate their wisdom, inner spiritual insight, and to be of benefit to other sentient beings through their daily work in the world, particularly as chaplains.

2018 Community Program Highlights

Lama Zopa Rinpoche gave an oral transmission of the 8,000 verse *Prajnaparamitra Sutra* over the weekend of August 11th and 12th at Maitripa College. Over 200 students attended the event, including 15 ordained Sangha members as well as students from other US and international centers and several FPMT center directors and spiritual program coordinators.



On August 15th, His Holiness the Sakya Trichen visited Maitripa College and, at the request of Lama Zopa Rinpoche, offered an oral transmission of a short Chenrezig practice associated with Thangtong Gyalpo. His Holiness, Lama Zopa Rinpoche, and Yangsi Rinpoche shared a meal together at the FPMT International Office.



During the afternoon of September 8th, at the University of Portland, Maitripa College brought together three distinguished speakers from the next generation of religious leaders for “Spirituality and Humanity: An Interfaith Conversation on Creating Harmonious Community and Healthy Leadership.” The 400 people in attendance heard from His Eminence, the 7th Kyabje Yongzin Ling Rinpoche, the Very Reverend Nathan LeRud, Dean of Portland’s Trinity Episcopal Cathedral, and Mr. Harris Zafar, a national spokesperson for Ahmadiyya Muslim Community USA, one of the oldest Muslim organizations in America. All three leaders emphasized the need for genuine compassion and understanding and offered meaningful insights into their own faith traditions.



On the morning of September 8th, His Eminence, the 7th Kyabje Yongzin Ling Rinpoche lead a teaching at Maitripa College for members of Portland's vibrant Tibetan community. He spoke to an audience that included many young people and imparted teachings on living a happy life in today's world.

In May, José Cabezón, PhD, led a discussion of sexual ethics in Buddhism, sharing insights from his decades of research that culminated in the publication of his critically acclaimed book, *Sexuality in Classical South Asian Buddhism* (Wisdom Publications). Written from the perspective of a Buddhist theologian, his book offers an unsentimental presentation of ancient views, paired with original analysis of relevance for our times. Dr. Cabezón is The XIVth Dalai Lama Professor of Tibetan Buddhism at the University of California, Santa Barbara, a member of the Board of Trustees of Maitripa College, and the incoming President of the American Academy of Religion.



Also during 2018, Maitripa College offered a Women in Buddhism series that brought to campus leading female Buddhist teachers to speak on topics from the ancient teachings that are particularly relevant in contemporary times. We were joined by Venerable Robina Courtin, scholar and activist Venerable Karma Lekshe Tsomo, and Sravasti Abbey Abbess Venerable Thubten Chodron. (photo: Venerable Karma Lekshe Tsomo teaching in the Jokhang Meditation Hall)

Significant Learning and Assessment at Maitripa College

Summary

In 2016, the graduate program dean, directors, and some faculty of Maitripa College, became conversant with Dee Fink's *Taxonomy of Significant Learning* through professional development education in curriculum creation at Portland State University. As a result of this exposure, and after consultation with the college president, the team worked to implement elements of Fink's *Taxonomy of Significant Learning* along with the existing pedagogical structure of the three pillars into the majority of current classes and into the general climate of the college, seeking to understand whether or not the implementation of a constructed learning environment based on the *Taxonomy of Significant Learning* could be implemented in such a school and would support learning in Maitripa College graduate students and the fulfillment of the Maitripa College mission. Data to support this question was gathered from two primary sources:

1. Quantitative student evaluation data from the Maitripa College 2017-18 Academic Year was collected and analyzed from the college Populi Student Information System (Populi), a web-based database that collects, stores, and produces reports on enrolled Maitripa College Students on an annual basis. This data was imported into Microsoft Excel, condensed, and analysis was run using the "Describe/Percentages" function in the EZ Analyze plugin.
2. Qualitative student evaluation data from the Maitripa College 2017-18 Academic Year was collected and analyzed during Maitripa College Reflection Week 2018, a school-wide assessment period during which students in classes at the college were invited to participate in an open forum with their classmates, teachers, and the Director of Student Services, during which they held facilitated conversation framed around understanding student experience in classes and at the school. These conversations were recorded, transcribed, and coded according to Johnny Saldaña's 2016 *Coding Manual for Qualitative Researchers* as follows:

- First cycle coding methods: Attribute coding, Descriptive coding
- Sorting and generating themes based on relationship between codes, code frequencies, and drawing connections between meaning of codes
- Second cycle coding methods: Primarily Axial coding, with some Pattern coding

The themes that arose as most relevant were the themes of "experiential education," "spiritual journey," "depth," "discussions/relationships," and "alignment." Each of these themes is presented below in the context of one of Fink's areas of learning in his *Taxonomy of Significant Learning* schema.

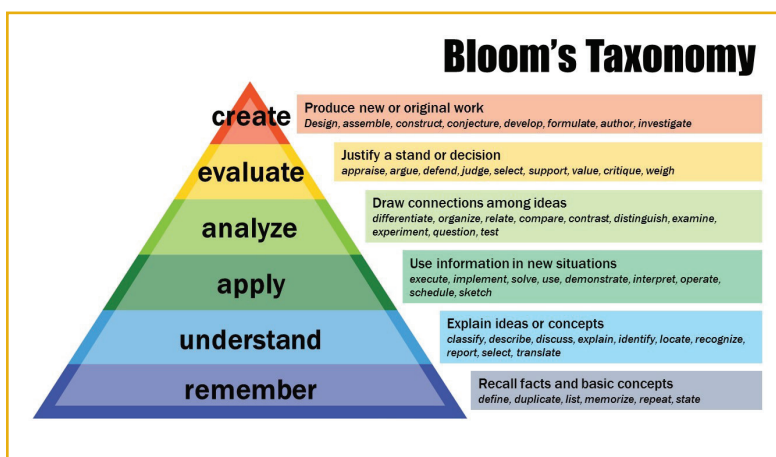
About Our Pedagogical Foundations

Questions about the purpose of education have long driven institutional development, curricula, and resource allocation in American higher education. History is peppered with debates about the purpose an education should serve, the content it should contain, the type of individual it should produce, and what constitutes the “knowledge” that individual should be responsible to. In contemporary higher education, a particularly strong driving factor over the past quarter century has been the pressure on higher education to “account for student learning and to create a culture of evidence” (Shavelson, p.1), more commonly known as “assessment.” This focus on accountability necessarily relies upon a constructed scaffolding of evaluation based on clearly stated learning outcomes (also known as learning objectives or learning goals). In graduate schools (differing significantly in this regard from K-12 institutions), these learning outcomes are decided upon by graduate faculty and directors of graduate study, who work together to establish and articulate goals, objectives, and rubrics through which the aims of graduate education can be met. Graduate education learning outcomes are then communicated to students on syllabi, websites, in annual student orientations, through advising, and in other materials. At the end of each term, student evaluations and other data sources are studied in relationship to the stated learning objectives and the results are used to provide the needed accountability. Assessment processes function as a type of check-and-balance to ensure that learning outcomes are met by the students. In higher education, the burden of proof is on the institution.

Since graduate faculty and directors of graduate study are responsible for deciding on learning outcomes, the question arises, how might these individuals decide upon and articulate what they intend their students to learn? Teaching in higher education is, at present, fairly unstructured, and there is great confidence in the individual faculty member’s ability to discern learning priorities for the student, but some tools have arisen to support teachers in this

endeavor. Among them are taxonomies, which are organizational systems used to classify approaches to thinking and learning. The first, most famous, and well-used of these is the work of Benjamin Bloom and his colleagues from 1956, titled *Taxonomy of Educational Objectives: The Classification of Educational Goals; Handbook I: Cognitive Domain*.

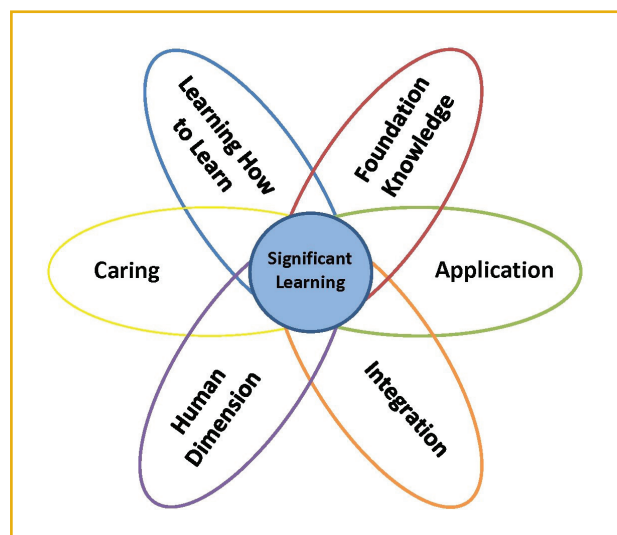
Bloom’s taxonomy famously classifies educational learning objectives into three categories: the cognitive, affective, and sensory domains, among which those in the cognitive domain are most frequently used as inspiration for constructing learning objectives. Bloom’s model is noteworthy (and often criticized) for being presented as both sequential and hierarchical, meaning that the student must complete the learning at one level before moving to the next. Bloom’s taxonomy in simplified version is as follows, with details broken out only in the cognitive domain, the most commonly used framework in higher education learning objective development:



Significant Learning and Assessment (continued)

In 2003, L. Dee Fink published *Creating Significant Learning Experiences*, which provided an alternative taxonomy based on learning outcomes in six areas as follows:

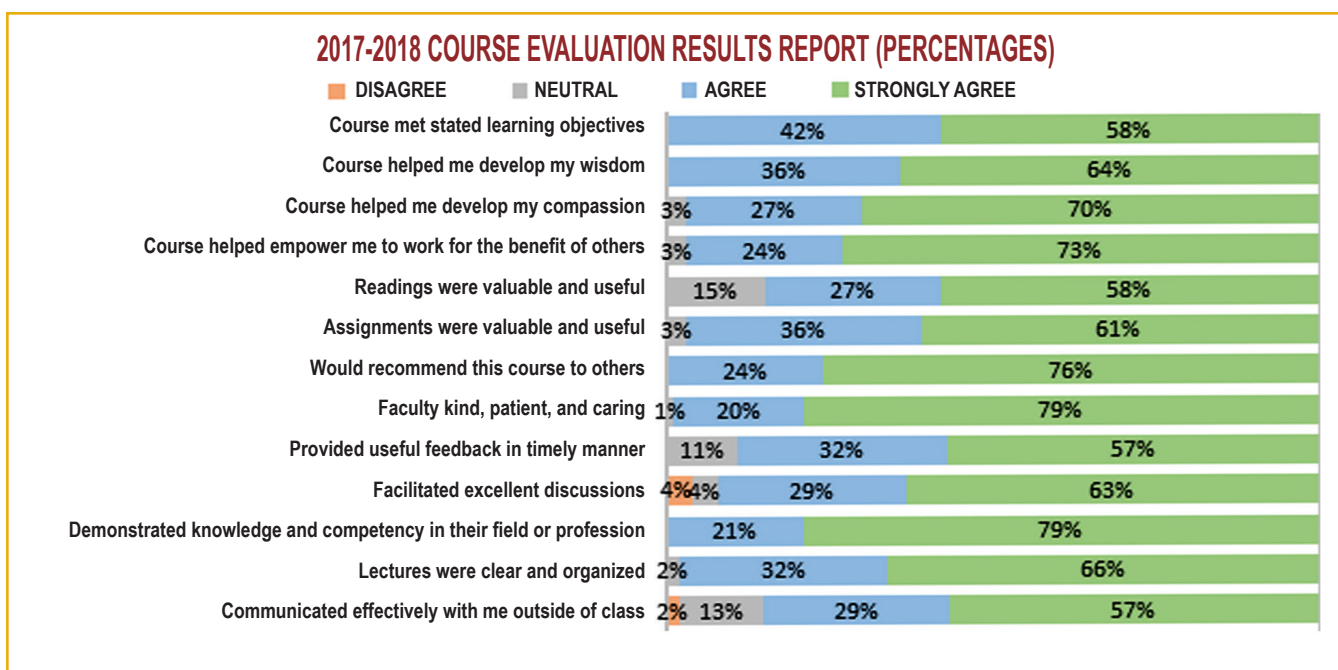
1. Foundational Knowledge (Understanding and remembering information and ideas)
2. Application (Skills; critical, creative, and practical thinking; managing projects)
3. Integration (Connecting ideas, people, realms of life)
4. Human Dimension (Learning about oneself, others)
5. Caring (Developing new feelings, interests, values.)
6. Learning How to Learn (Becoming a better student; inquiring about a subject; self-directing learners.)



In traditional Tibetan Buddhist education, approaches to learning have centered around a core theme of an aspiration to embodied knowledge. "Realization" as opposed to the mere accumulation of information is held in the highest regard, and the collection of knowledge for personal gain or mundane success is undesirable. To this end, Yangsi Rinpoche has developed a unique pedagogical frame at Maitripa College, based on three pillars of Scholarship, Meditation, and Service. Combining rigorous academic study with meditation and community service requirements results in a superior, integrated education in Buddhist Studies.

Findings

The following tables summarize the quantitative and qualitative data collected from formal course evaluations and during the Maitripa College 2018 Reflection Week.



Themes from Maitripa College 2017-2018 Reflection Week

I arrived here without very many expectations at all, except that I wanted to learn. I was hoping this was the right place. And, it certainly has become to be the right place. The place that I was hoping for and have been looking for for some time. It's more than I thought it would be, but I like that. It makes learning and studying and sharing ideas easier. I've always found that I learn from my teachers, but I also learn from other students. I think that is really possible here in a way that it's not possible many places...

The value of **EXPERIENTIAL EDUCATION** at Maitripa College

The value of **LEARNING WITH OTHERS** at Maitripa College

Almost everything that I do in class has something that's pointing to my life now.

The centrality of a **SPIRITUAL JOURNEY** in the education at Maitripa College

The **DEPTH** of the education at Maitripa College.

ALIGNMENT of the Maitripa College education with the students' wants and needs.

I guess I really didn't know what to expect here...It's been mind-blowing...It's met what I've needed at this moment

Discussion of the Data

These findings arose from collecting and analyzing two sets of data from the 2017-18 Academic year at Maitripa College. Both the quantitative and the qualitative data, gathered according to the research methods described in the Methodology section above, clearly show that the implementation of Fink's *Taxonomy of Significant Learning* supported student experience at Maitripa College and fulfilled the Maitripa College mission during the 2017-18 Academic Year. The following explanation correlates areas of Fink's Taxonomy with themes that emerged from the 2017-18 evaluation cycle at Maitripa College.

1. Foundational Knowledge. Foundational knowledge, according to Fink, refers to the content, ideas, and information that the students should know at the end of the term. This area of knowledge is easily assessable, and its successful implementation at Maitripa College is best understood through the data from the Course evaluations from the 2017-18 academic year, the results of which are summarized in the table above.

2 and 3. Application and Integration. Application encompasses critical, creative, and practical thinking, as well as additional skill sets that may be beneficial to students, and Integration includes connecting different ideas that might appear in different disciplines or across the lifespan. Integration is connecting ideas, people, and realms of life. Evidence of the successful application of these taxonomies into Maitripa College classes and culture are best shown through the identification of the theme of "Experiential education" in the qualitative data set, and can be summarized in the following quote from a Maitripa College student during the Reflection Week evaluation process at the end of the 2017-2018 academic year: "...in the Meditation class and all the other classes, I'm learning a lot that I can use."

Significant Learning and Assessment (continued)

4 and 5. Human Dimension and Caring. The Human Dimension taxon helps assess if students learn more about themselves and others. It stresses the human factor and gives human significance to learning. Caring is the taxon that provides the motivation and energy for learning by developing new interests, feelings, and values associated with the course material. Evidence of the successful application of these taxonomies into Maitripa College classes and culture are best shown through continued positive reference to ongoing discussion groups, which are part of many classes at the college, as well as instructor-student interaction, peer learning, and the centrality of the journey of the student's personal spiritual life as part of the education at Maitripa College. In the words of a student: "I arrived here without very many expectations at all, except that I wanted to learn. I was hoping this was the right place. And, it certainly has become to be the right place. The place that I was hoping for and have been looking for for some time. It's more than I thought it would be, but I like that. It makes learning and studying and sharing ideas easier. I've always found that I learn from my teachers, but I also learn from other students. I think that is really possible here in a way that it's not possible many places..."

6. Learning How to Learn. The Learning How to Learn taxon provides the ability for long-term learning by teaching students to become self-directed learners. Evidence of the successful application of this taxon into Maitripa College classes and culture is best shown through the identification of the theme of "Depth" in the qualitative data set, as well as continued references to the centrality of the journey of the student's personal spiritual life as part of the education at Maitripa College. Identification, construction, and analysis of one's own personal spiritual wellspring as a resource for service in the world is a core component of the Maitripa College educational experience, as is the development of habits of mind that support familiarizing oneself with access to that wellspring and familiarizing oneself with ways to articulate it as appropriate.

Conclusions

Based on analysis of the data above, implementation of Fink's Taxonomy of Significant Learning clearly supported student experience at Maitripa College and fulfilled the Maitripa College mission during the 2017-18 Academic Year. Based on this extremely positive data, Maitripa College intends to continue course and curriculum development utilizing the framework of Fink's Taxonomy of Significant Learning to meet learning objectives on the institutional, program, and course levels.



Philanthropy at Maitripa College

Maitripa College has always relied on the generosity of its supporters to fulfill its mission. Financial giving at Maitripa College currently takes the following forms:

- Annual giving through the **Maitripa College Annual Fund** supports our programs for the community and degree program through scholarship, meditation, and service
- Gifts to the **Scholarship Fund** and the **James Blumenthal Library Fund** afford progress on developing resources for a competitive and exceptional student experience
- Gifts to the **Lama Zopa Rinpoche Endowed Chair** provide stable funding for faculty in traditional Tibetan Buddhism for years to come
- Gifts to the **Three Pillars Endowment** support the unique pedagogy of Maitripa College and our core mission, combining rigorous academic study with meditation and community service requirements for a superior, integrated education in Buddhist Studies

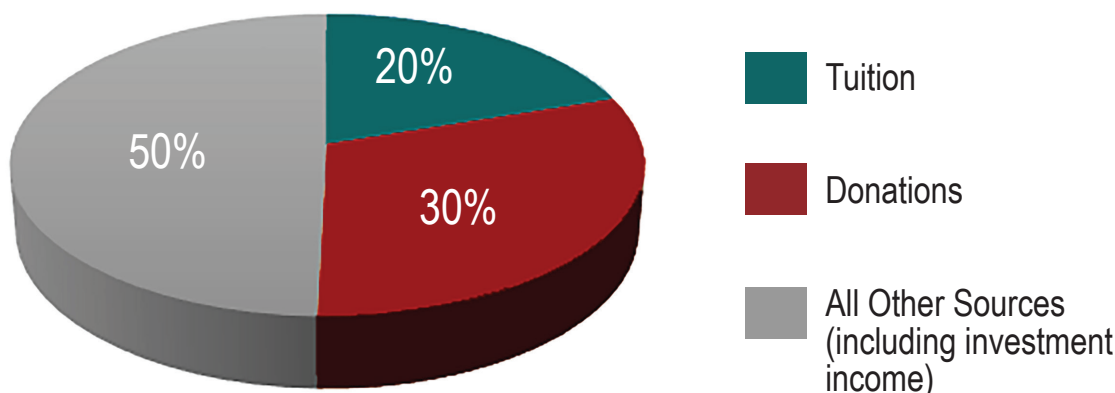


Friends and supporters join in a musical performance with Yangsi Rinpoche and the Maitripa College community during the 2018 annual Winter Celebration in the Jokhang Meditation Hall.

Financial Review

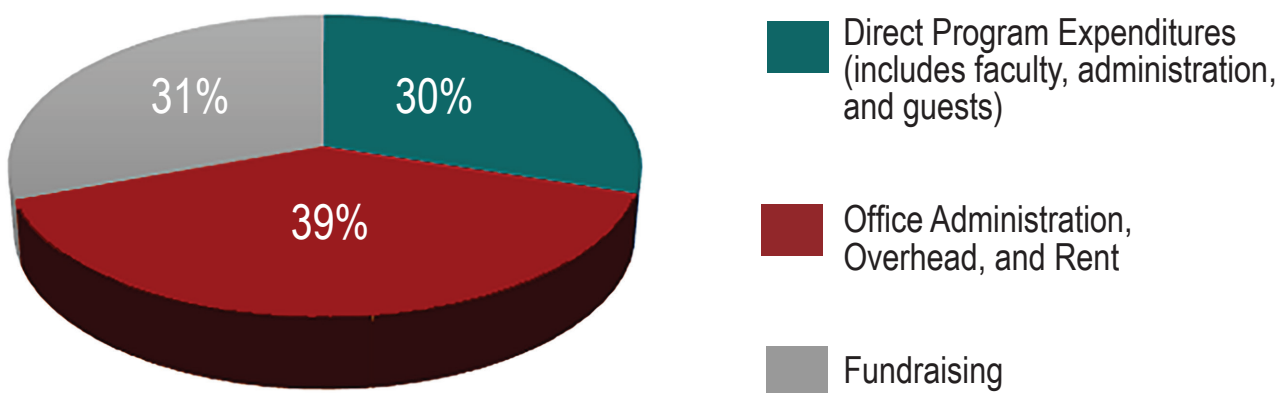
In 2018 donors and supporters of Maitripa College continued their generous support of the college's operating budget, funding over 30% of our operating expenditures of \$603,000. Other sources of funding included investment income and tuition.

Figure 1: 2018 Sources of Funding by Category (%)



Our operating expenditures in 2018 can be broken down in to three broad categories, as illustrated in Figure 2.

Figure 2: 2018 Operating Expenditures by Category (%)



Our Dedicated Team

Maitripa College inspires me to totally rethink what education is and what it can be...what it means to educate the heart as well as the mind. .

—Maitripa College Board Member

2018 Maitripa College Board of Trustees

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Namdrol Miranda Adams, Instructor, Dean of Education
Tiffany Patrella Blumenthal, Instructor, Director of Student Services
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