MAHARISHI UNIVERSITY OF MANAGEMENT

REPORT TO THE BOARD OF TRUSTEES

MAY 23-25, 2012
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THE YEAR IN REVIEW

Dr. Craig Pearson, Executive Vice-President

This past year brought us some remarkable achievements, any one of which would have made this a special year.

Oprah Winfrey visit and show

As everyone knows, Oprah Winfrey, one of the world’s most influential people, visited the campus and the community last fall. The show has aired three times — March 25, April 8, and April 15. The initial show had 280,000 viewers. Audience sizes for those slots are typically 100,000-150,000.

TM.org had

- 622,000 visits between March 25 and April 21 (5 times the previous period)
- 453,000 unique visitors between March 25 and April 21 (4.8 times the previous period)
- 12,500 extra inquiries submitted (6 times the previous period)

In April 1,727 people were instructed in the Transcendental Meditation technique — 2.6 times the first quarter’s monthly average (this excludes CBE or DLF instructions). More are expected this month.

The “Oprah wave” reached the shores of our Admissions office, generating about 60 additional inquiries so far, of which several have applied — but perhaps most importantly reinforcing others to continue the application process.
Opening the Schwartz-Guich Sustainable Living Center

We had a beautiful Vedic opening of the building on Wednesday evening, April 18, and then a public grand opening and press conference two days later. Speakers included Dr. David Fisher, Professor Lonnie Gamble, Mayor Ed Malloy, design architect Jon Lipman, Trustee Eric Schwartz, and Steve Guich (the latter two by phone). Coincidentally Iowa’s Director of Tourism was in Fairfield that day and came and spoke at the press conference (having just visited Radiance Dairy).

Even before a shovel had gone into the ground, the Associated Press, Forbes, BusinessWeek, the Chicago Tribune, MSNBC, and other national media were calling this “the ultimate green building.”

Regional and national media covered the opening, including reports on WHO TV in Des Moines and KTVO TV in Kirksville and Ottumwa. The KTVO story was picked up by its CBS affiliate. A story in the Ottumwa Courier was picked up by Associated Press and sent nationwide, and we expect news coverage to grow.

KTVO did an initial story and then returned for a more in-depth segment, highlighting the building as a teaching tool and a way of leading by example. They featured the role students have played. Student Sam Rose described how students are now working on landscape designs, and student Peter Hodak described a student project to monitor intake and outflow of energy.

This building sets a new standard for the building industry. We still have work to do to fulfill the building’s original vision — for example, to take it entirely off the grid. For this more funds are necessary. But even now the building is generating more electricity than it is using — during the press conference it was generating 41 times as much energy as it was consuming.
The Schwartz-Guich Sustainable Living Center is a gorgeous building and a fantastic achievement. Thank you so much to Eric and Mary Sue Schwartz for their extraordinary vision and generosity, as well as to our alumnus Dr. Steve Guich, and to so many others who contributed to the building — Brad Cooke, Dr. Jeffrey and Raj Rajeshwari Rona Abramson, and more. We also benefited from support from the Wege Foundation ($100,000) and the Kresge Foundation ($50,000).

NOTE – A tour of the Sustainable Living Center is scheduled for the Trustees Wednesday afternoon.

More good news on the sustainability front: Reflecting our continuing effort to become carbon neutral by 2020, a recent tabulation found that MUM has reduced its carbon count by approximately 22% over the past three years.

**Faculty symposium with Maharaja Adhiraj Rajaraam**

Earlier this year Maharaja Adhiraj Rajaraam expressed the desire to meet with the faculty to hear presentations on leading-edge developments in each discipline and their connection with Maharishi Vedic Science. He wanted to be sure we are using the latest knowledge in every respect, also to be sure we addressed the deep questions posed by our students and our colleagues elsewhere — and he wanted to dedicate three days to this.

This symposium took place April 27–29, the Friday-Sunday break between the April and May blocks — and even with our high expectations, it proved even more rewarding than we imagined.

It was wonderful in itself for the faculty to come together to hear presentations from each other on recent developments in each discipline — it is rare that the faculty have time to do this. Doing so in the presence of Maharaja — with his penetrating intellect, wide-ranging knowledge, great
sense of humor, and warm and all-embracing heart — added a sparkling depth to the proceedings.

Dr. Hagelin gave the opening presentation, on “Important New Developments in Unified Field Theory,” on the first morning and was present for two of the three days (he had to give a keynote address at a previously scheduled conference in Kansas on Saturday), and Dr. Morris was able to connect from Africa on Sunday to offer his appreciation.

Maharaja wants to create a proceedings of this Symposium and has asked me to work with him on this.

For the full agenda, please see Appendix A.

The President of the University’s 19-nation tour of Africa and the Mediterranean

On May 5, our President, Dr. Bevan Morris, completed a 100-day tour of 14 nations of Africa and five countries around the Mediterranean, speaking about Consciousness-Based education and Maharishi University of Management to educators and government leaders.

He met two presidents (Mauritius and Northern Cyprus), two meditating former presidents (Mozambique and Botswana), the Prime Minister of Togo, two vice-presidents (Uganda and Seychelles), 16 ministers and deputy ministers, eight Paramount Chiefs in Ghana, the Education Committee of the Parliament of South Africa, senior officials of the African Union in Addis Ababa, a senior SecurityOfficial in Israel, Rectors of Universities and Principals of Schools, and our Consciousness-Based educational institutions in Togo, South Africa, Kenya, Uganda, and Sicily as well as speaking to the Governors, Sidhas and Meditators in all 19 countries at Coherence Days and World Peace Assemblies.
He reports an unparalleled level of receptivity to Consciousness-Based education and Maharishi’s other programs, “really on a different plateau than any time in the past.”

In South Africa, the vice-chancellor of the University of Johannesburg, who practices Transcendental Meditation, told Dr. Morris and his senior academic officers that his goal is to make Consciousness-Based education available to his 51,000-student body. Our sister institution, Maharishi Invincibility Institute, which occupies a 9-story building in the heart of Johannesburg is thriving and is aiming for 1,000 Yogic Flying students for national invincibility. The head of the Education Committee of the SA Parliament feels Consciousness-Based education should be in next year’s budget for all of South Africa, and it should start to be implemented straight away in the most challenged schools.

In Mozambique, Dr. Morris was warmly welcomed by former President Joaquim Chissano at his home by the sea. President Chissano is one of Africa’s most respected statesmen. Their discussions centered on building the Mozambique Maharishi Invincibility School on 8 hectares of good (and beautiful) Vastu land the President owns in Maputo, and a Maharishi Vedic Organic Agriculture Institute for impoverished youth on 600 hectares north of Maputo (partially built already), with all students Yogic Flyers for national invincibility — so President Chissano can approach presidents everywhere with the need for a Yogic Flying group for the invincibility of their nation, citing the group he himself has established.

In Kenya, Dr. Morris met with the head of the Kenya Institute of Education, which sets the school curriculum for the nation, who now wants all of Kenya’s teachers to hear about Consciousness-Based education at upcoming teacher conferences. In the Nandi Hills (where two primary
schools have introduced Consciousness-Based education and now the high school also wants to have all the students learn) the head of the district said he wants Nandi Hills to be “Transcendental Meditation Town #2” after Fairfield, which is #1, with everyone in the district practicing Transcendental Meditation.

In Uganda, Dr. Morris and Raja Graham deFreitas traveled to Mbale, where they visited the Maharishi Girls’ Secondary School, whose 60 students include girls from Kenya as well as Uganda. In Kampala, the capital, Dr. Morris visited a school for AIDS orphans who have learned the Transcendental technique along with their caretakers; the leaders want to expand the Transcendental Meditation program to the entire community and create a group of Yogic Flyers for national invincibility.

These are a few of many examples of the beautiful response to Maharishi’s teaching.

Dr. Morris’s tour has also served to connect leaders of the Transcendental Meditation organization throughout Africa and uplift so many local Governors with the fact that “somebody came.”

Simultaneously he was in touch with the leaders of the University on a daily basis, and met many times by Skype with the Executive Council of the University on all major points of consideration for our institution even in the midst of these international travels.

Mindful of the rigors such journeys entail, we appreciate Dr. Morris undertaking such an extended tour and inspiring leaders in all of these countries as only he can.

NOTE – Dr. Morris will report on his tour to the Trustees and University donors on Thursday evening.
OTHER ACHIEVEMENTS THIS YEAR

Lean

Our campus-wide Lean initiative continues to move forward and become more firmly established. Since 22 faculty and staff members were trained as Lean facilitators last fall, we have conducted 10 Lean events — a significant number for this space of time. These include:

- Campus-wide Meeting Room Reservation Process
- Dorm Room Inventory Process
- Student Complaint/Suggestion Process
- Staff/Faculty Orientation Process
- Student Advising Process
- Inter-Library Loan Process
- International Admissions Application Process
- Resource Development Office Donations Processing
- Career Counseling Process
- Academic Governance and Decision-Making

The Lean process engages faculty, staff, supervisors, and end-users to step back, reflect, and map the sequential steps of specific processes. This conversation across ranks allows those who implement tasks to discuss ideas and challenges with those in charge, building a greater sense of teamwork.

The primary benefit so far: an upsurge of enthusiasm and empowerment among everyone involved. People have been truly inspired. We now have a strategy in place to review all University processes and implement continuous systematic improvement. As the Lean methodology has become increasingly established, we have seen a growing sense of inspiration that we
can systematically increase efficiency, improve customer satisfaction, and build capacity for enrollment growth.

Faculty achievements

Dr. Sanford Nidich finds Transcendental Meditation reduces psychological distress in public school students — A new study published in the *Journal of Instructional Psychology* found the Transcendental Meditation technique significantly decreased psychological distress in public school students. The study, conducted with at-risk minority secondary school students, showed a 36% reduction in overall psychological distress. Significant decreases were also found in trait anxiety and depressive symptoms. The principal investigator was Dr. Sanford Nidich. Lead author was Charles Elder, MD, investigator at Kaiser Permanente Center for Health Research.

Dr. Schneider presents new paradigm at Library of Congress — Government policymakers, scientists, and the public heard about how the Transcendental Meditation technique fosters resilience in the face of stress — the topic of a talk at the Library of Congress by Robert Schneider, MD, FACC, dean of the Maharishi College of Perfect Health. Dr. Schneider was invited along with a dozen other top medical scientists in the U.S. to address how stress affects daily life in the individual physiology and in society. He described the brain/heart connection, and how mental stress causes damage to the heart and blood vessels. Yet that same connection, he said, can be used positively to build resilience to stress by transcending during the Transcendental Meditation technique. He also spoke about social stress and how it can be alleviated via the Maharishi Effect. He explained that the mechanism in both cases — individual physiology and social stress — is contacting the unified field, the common foundation of
the mind, body, and environment. Norman Rosenthal, MD, clinical professor of psychiatry at Georgetown Medical School and author of a recent book about research on the Transcendental Meditation technique, was also invited to speak on the psychiatric implications of the practice.

Dr. Schneider gives plenary talk at conference in India — Dr. Schneider also gave a plenary presentation at the largest international congress on Yoga in contemporary society, held this past year in Bangalore. He spoke on the Transcendental Meditation technique as the essence of Yoga described by Maharishi Patanjali as well as on parallels with modern physics and the research showing the physiological effects and health benefits. The conference, attended by over 5,000 people, was centered around trying to make the traditional knowledge of yoga practical in contemporary society, and focused on areas such as the scientific study of yoga, its applications in education, and its role in public health. “There’s considerable awareness of our research among this group of people,” Dr. Schneider said. “They’re proud of the work done by MUM faculty over the years, and they refer to it all the time. They even asked me to greet our pioneering scientists, such as Keith Wallace and Fred Travis. They view the research on Maharishi Yoga — physiological, neurophysiological, and clinical — as being the foundation of the field. And they appreciate that our research program continues to lead the way.” He was interviewed by a number of TV stations. The Times of India, the country’s largest newspaper, printed a major story and interview with him.

Dr. Fred Travis gives presentations in Germany — Dr. Travis conducted a speaking tour in Germany this past year, including a talk at the Yoga Vidya conference in Bad Meinburg, attended by 250 people, in which he emphasized that Yoga is the complete settling of the activity of the mind.
He discussed the three categories of meditation: focused attention, open monitoring, and the effortless self-transcending seen in the Transcendental Meditation technique. He also talked about higher states of consciousness and shared experiences of individuals who are witnessing sleep and waking, as well as one who is experiencing unity. His talk included in the conference’s published proceedings. He also spoke at Magdeburg University, Münster University, the Academy of Media Arts in Cologne (where the discussion went on for three hours), Tübingen University, Stuttgart University, Lübeck University, and a psychiatric hospital in Lohr. At each university he would typically meet with the department head for an hour, speak to the larger audience for one or two hours, and then have dinner with the department head and a few others. “My main angle was collaboration,” Dr. Travis said. “I found a great interest in meditation in general and an openness to explore what the category of automatic self-transcending might be.”

**Dr. Travis speaks to Oprah employees** — Dr. Travis also spoke to employees of Oprah Winfrey at Harpo Studios in Chicago, on how stress affects the brain and how the Transcendental Meditation technique helps. Approximately 250 employees have learned the Transcendental Meditation technique. Dr. Travis gave two presentations, one to a team of about 20 meditating employees who are tasked with selecting what is aired on the Oprah Winfrey Network as well as to a group of about 35 who hadn't yet learned the practice. Dr. Travis also spoke to two classes at Joliet Junior College in Illinois as well as to 15 classes involved in the Quiet Time program in California.

**Dr. Harald Harung publishes study on peak experiences in top performers** — Dr. Harung, adjunct faculty researcher, published a paper
on peak experiences in world-class performers, finding that during optimal performance they spontaneously experience the four higher states of consciousness described by Maharishi. Published in the *Journal of Human Values*, the paper reviews research on peak experiences, including four quantitative studies. Teaming with Dr. Fred Travis, Dr. Harung has coauthored on world-class performers in management, sports, classical music, and a variety of professions. In these four studies, the brains of the world-class performers were found to have specific characteristics, significantly more so than the controls. The top performers and controls also reported on their subjective experiences during peak performance. In the current paper Dr. Harung presents a selection of clearly articulated peak experiences reported by these world-class performers to illustrate the subjective or inner nature of optimal performance. He found their performance to be characterized by inner calmness and happiness amidst dynamic activity, maximum wakefulness, effortlessness and ease of functioning, and a sense of perfection. Dr. Harung says that performers have these experiences because they are naturally available to everyone, and that the value of the Transcendental Meditation technique is that it allows anyone to systematically cultivate these experiences.

**Dr. Dennis Heaton and Colin Heaton present Consciousness-Based education conference** — Dr. Dennis Heaton, professor of management, and his son Colin Heaton, teaching assistant for Sustainable Living, paired up to deliver a paper at an international conference about spirituality and sustainability at the University of Arkansas. The presentation, titled “Consciousness-Based Education: Cultivating Sustainable Minds,” explained that Consciousness-Based education develops broader and more coherent awareness in the knower. It also organizes the process of knowing through methods such as main point charts and unified field
charts to reveal the connections among the specifics of knowledge and with one’s Self — and that the unifying principles embodied in CBE are enlivened in one’s personal experience through Transcendental Meditation practice.

**New series of 13 books examines Consciousness-Based Education** — The largest published collection of scholarly work on Maharishi Vedic Science and Consciousness-Based education is now available from Maharishi University of Management Press and the University Store — 13 volumes covering 12 different disciplines. Each book collects articles published over the past three decades, from early foundational articles in the discipline to more recent research. The books are oriented toward a range of audiences, from those new to Maharishi’s knowledge to students and scholars. Some volumes have already been used in classes and will be of value to the Consciousness-Based schools and universities around the world because they offer a foundation and a comprehensive look at how to apply Consciousness-Based education in all these areas of thought. The 13 volumes comprise two volumes on mathematics and one book each on Maharishi Vedic Science, education, physiology & health, physics, literature, art, management, government, computer science, sustainable living, and world peace.

**Four faculty honored by students** — We congratulate Dr. Anne Dow (Mathematics), Michael Lerom (Premed/Chemistry), Gyan Shrosbree (Art), and Mark Stimson (Sustainable Living), whose outstanding teaching was recognized by the students at last week’s annual faculty-student appreciation event.

**Student achievements**

We also had some outstanding student achievements this past year:
Lean Accounting Student of the Year — Manjunath Rao, a PhD in management student, was one of two PhD students nationwide to be awarded the Lean Accounting Student of the Year at the seventh annual Lean Accounting Summit in Orlando last fall, sponsored by the nonprofit Lean Enterprise Institute. Several months later he received a $4,000 grant to support his research and coauthor a paper with professor Andrew Bargerstock that was published in the fall 2011 issue of Management Accounting Quarterly.

MBA students win national business competition — Competing against 137 other MBA teams from universities nationwide, a team of four of our MBA students recently placed first in a business simulation competition.

Students place third in national mediation tournament — Last fall a team of three students (Ken Ault, Elizabeth Fowler, and Josh Wilson) earned third place in the 12th Annual National Intercollegiate Mediation Tournament held at Drake Law School in Des Moines, Iowa — despite being from the smallest school in the tournament. Josh Wilson, this year’s Global Student Council president, also received an award as All-American Mediator for finishing sixth in the individual competition.

Student team named finalist in 10-state Clean Tech Competition — A team of four MUM students (Vinodthan Nayagar, Matthew Lindberg-Work, and Wu Bo and Michael Blitz) was selected as one of six finalists out of 25 entries in a 10-state clean technology business plan competition.

Ultimate Frisbee championship — Last fall the MUM Flyers Ultimate Frisbee team prevailed 15 to 14 in a nail-biting final to win the Western Classic Ultimate Frisbee tournament, hosted by Western Illinois University.
Development of Consciousness

16 students completed the CIC course in the fall and more than 30 are applying for the upcoming CIC.

16 students are applying for the upcoming Transcendental Meditation Teacher Training Course.

Fall-to-spring retention

Fall-to-spring retention was 90% for new undergraduates and 88.6% for all undergraduates.

Tom Brooks and John Revolinski reassignments

Earlier this year Tom Brooks and John Revolinski were asked by Raja Bob LoPinto and Dr. Howard Settle to do an audit of the Maharishi Vedic Pandit operation here and the Invincible America Assembly, which the Settle Foundation is funding. Now, at their request, Tom is working as Chief Operating Officer of the Global Country of World Peace Invincible America Project, overseeing the Maharishi Vedic Pandit campus and the Invincible America Assembly. Starting next month, John Revolinski will become the Director of Pandit Quality of Life.

Tom and John, both extremely capable, will be effective in taking these functions to the next level. Tom’s functions have been absorbed in a variety of ways (see Appendix B for detail). John has been a faculty member in the Business Department the past three years, and all the teaching in that department is covered through next year without him.

Graduating students

The total number of students graduating this year (including those who completed coursework and graduated in December) is as follows:
Undergraduate – 67 — This is the largest group of undergraduates receiving degrees in at least 18 years (since 1994, when our current database went online). It’s probably safe to say it is the largest group of undergraduates graduating in the last 20 years. The graduation rate for this group is 54% (this is the “IPEDS 150% grad rate,” calculated for first-time, first-year undergraduates who started in fall 2006 and who finished by spring 2012, that is, within 6 years, or 150% of the minimum time).

Masters – 197
PhD – 5 — In only one year in past decade have we awarded more PhDs (6 in 2004).
Total – 270

“The happiest and healthiest I have ever been in my LIFE!” — From a current student

One of our first-year students, Jason Aviles, just posted this to his Facebook page. I met this student last fall on Basecamp. He documented this experience with an expertly done, appreciative, and highly amusing video that he played for a group of first-year men when we gathered with them later in the fall. Here is what he is saying now:

Ok it’s official!!! I will be ending my first year of attending Maharishi University of Management with a 3.61 GPA! I left Delaware 9 months ago on faith, nothing else. I didn’t even know how to spell Iowa lol, let alone pronounce Maharishi. But I believed that this was the move I needed to make in my life. I left my job, family, friends, personal endeavors, everything in FAITH that this is where I needed to be. People didn’t agree, people thought I was crazy, weird, and selfish. But what mattered was that I knew in my heart that this
is what I had to do. Now 9 months later I have obtained a 3.61 GPA, learned how to meditate, practice Yoga, I am a vegetarian, and I am the happiest and healthiest I have ever been in my LIFE! But none of this compares to the beautiful family I have found. In all different colors, shapes and sizes I cherish I love you all dearly with all my heart. You have brought me clarity, joy, fun, some crazy times (lol) and most of all Love. You all will be my family FOREVER. Thank you all for being apart of my life :-)

“Experience the Self” course this summer

Inspired by the Oprah show and hoping to take maximum advantage of the interest it has generated, we are planning a special course this summer called Experience the Self (experiencetheself.org). Unlike previous summer courses, this will be open to people who do not yet practice the Transcendental Meditation technique and who wish to learn. The instruction fee is included in the price of the course.

It is also open to meditators, who will learn an Advanced Technique as part of the course (a stepping stone toward the CIC course) and to Sidhas who wish to come and round on the Invincible America Assembly.

There are two options, 12 days and 5 days.

Participants will also be able to take such courses as Maharishi Self-Pulse Reading and Maharishi Yoga Asanas, as well as courses on Sanskrit, the Bhagavad-Gita, poetry, and writing. There will be a variety of tours, recreational activities, and entertainment.

So far 160 people have completed the full online application and 40 adults have paid in full. The majority of applicants are non-meditators and are going for the 12-day option. The age range is 25-43 years. A number of people are
bringing their families, so this is also an excellent opportunity for Maharishi School of the Age of Enlightenment.

We appreciate Adrienne Schoenfeld for conceiving this course and spearheading the organization. We anticipate making this an annual and even bi-annual event.

**Invincible America Assembly – Number One Experiences**

Day after day, week after week, the Invincible America Assembly continues to yield extraordinary experiences of higher states of consciousness. These remain the University’s most precious products, which brought Maharishi such satisfaction. Here are a few:

“FLOATING IN BRAHMAN”

“The program begins as most do. I feel as if I am a small stone sinking into an ocean of filtered light. The light seems to be coming from all directions. I slow, almost pause, at certain levels before my specific gravity increases again, and I sink deeper into this ocean of consciousness — no real experience of having entered this ocean — just being there and going deeper and deeper. It is beyond peaceful, beyond serene.

“Then something quite extraordinary happens. The ocean disappears. I mean it just is gone, and I am in an indescribable place. I am alone with my Self, and I have never been so clearly and entirely and fully awake. There is nothing but That — no ocean, no me, no anything, but totality. And I am fully awake to it.

“All previous number one experiences have felt whole and complete. This feels that way but somehow exponentially more. I could say the individual ‘I’ had become the Cosmic ‘I.’ But that is not quite it. Rather it’s as if there never was anything but the Cosmic I. The individual ‘I’ never existed to begin with. The wave was never anything but the ocean. It felt as if I were
floating in Brahman. But that expression suggests two things: Brahman and me. Yet there is only one thing.

“It is just impossible to put words to it, beyond that simple expression, ‘floating in Brahman.’ Somehow, in some seamless almost unnoticeable way, the one thing becomes the two things and back to the one thing in a flash, like that, back and forth.

“I have had other experiences that seemed more divine in nature — light filled with love and bliss so intense it was astonishing. This was different — it was somehow more. It would seem to be impossible to have more. But this was more.”

“WHOLENESS FLOWING OUT IN ALL DIRECTIONS”

“Recently, on a beautiful day, I experienced such wholeness and expansion in the environment, as if all of Nature were on the move. There was wholeness flowing out in all directions to all countries in the world.

“Later that day, in afternoon program, there was an especially strong value of deep silence, after very deep transcendence, that was pure abstraction, with no thoughts, and no value of time or localized space. Then I experienced both abstract and concrete together — the essence of everything good — unboundedness, happiness, freedom, bliss, all positivity, all joy, all possibilities. It was so fulfilling; I didn’t ever want it to end.”
WEDNESDAY MATERIALS
ART

Jim Shrosbree, Chair

Achievements this year

Published the 500-page Consciousness-Based Education and Art book, which presents highlights of 40 years of faculty contributions to art education and art theory.

Increased the number of both majors and FTE (full-time equivalent) students. We have 22 majors and 25 students on the average in our courses each month. Rebuilding the painting program with a full-time faculty member and creating a group of enthusiastic students, devoted to studying at the BFA advanced level, has increased the level of energy and momentum in the department.

Crafted Post Baccalaureate and BA upgrade programs scheduled to start in the Fall of 2012, pending final approval. These programs may increase the number of art students.

Hosted 7 visiting artists giving talks and workshops — some with accompanying exhibitions in the Unity Gallery, exposing students to diverse and high quality contemporary artists and themes. We are committed to maintaining this pace in the upcoming years.
Organized a Seminar on Contemporary Chinese Art that included talks from 2 outside scholars: Christopher Crouch, professor and author from Britain/Australia; and Lenore Metrick Chen, Professor of Art History and Art Criticism at Drake University.

Each year we host an outside evaluator to help us reflect on our activities in an objective way. This year it is Dr. Christopher Crouch, British art historian and painter. The outside evaluator’s report is part of our Annual Assessment of Student Outcomes which is sent to the Deans and goes into our file for the accrediting body.

Along with increased energy, we have made some significant changes in the department’s website to reflect our activities. We are working with Admissions in a process of changing the architecture of the website to create more video and real time interaction with the department.

Each year since we have had the building, thanks to the financial attention of the university administration, we have designed and made improvements to the Art Center Building. This year we have:

- Constructed and organized the Sculpture Woodshop
- Improved the Design/Screen Printing Studio/Photo — adding state of the art computers, cameras, printers: including a large-format plotter, and a large-format scanner
- Improved the Ceramics/Sculpture studio with a sandblaster and new industrial type pug mill for mixing and recycling clay efficiently.
- Confirmed the use of downstairs space to develop needed BFA/Post Bacc painting and sculpture studios. The plan is to begin installing moveable walls this in May and June and lighting in July.
Jim Shrosbree had several exhibits: Meulensteen Gallery, NYC, “Mind Over Matter” (group show); Sioux City Art Center, Iowa, “Legacy Collection” (catalog); Drake University, “Immaterial/Material,” 2-person (catalog)

**Goals for next year**

Continue to improve the look, feel, and functioning of the Arts Center building

Create more student studios in basement (adding moveable walls and lighting)

Implement Post-Baccalaureate program

Strengthen BFA curriculum with BFA studio course series that will make efficient use of student and faculty time; increase time spent by students on BFA work; integrate and strengthen art theory and history into studio work; improve writing skills of students; and generate more peer interaction.

Increase the average FTE student enrollment from 25 to 30

Create interesting and relevant content for website to attract new students and engage current majors in our artistic community

Collaborate with Admissions to implement a targeted marketing campaign for our BFA and Post-Baccalaureate program

Continue to integrate new technology into courses

Continue to teach high quality courses

Continue to pursue excellence in faculty and student studio work and publishing

**Challenges**

Lighting upstairs center studio space and downstairs studios
Installing moveable walls for downstairs BFA studio space

Bringing the ceramics and sculpture studios up to proper health and safety standards, including roof and fence for the kilns in ceramics

**Needed to address the challenges**

Use $3000 from the current 2011/12 budget and $6000 from the 2012/13 budget for the lighting and walls

Need $7000 for the roof and fence for the outdoor kilns

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**MATHEMATICS**

*Dr. Anne Dow, Chair*

**Achievements this year**

Taught the Mathematics Senior Project course and the introductory course Infinity for the first time.

Evaluated transfer credit for 174 new students and placed them in appropriate mathematics courses

Maintained the same level of teaching in spite of serious staffing challenges

Revised mathematics placement policies

Hired a departmental assistant for six hours per week

**Goals for next year**

Outsource mathematics placement and give Admissions and Enrollment Center criteria for evaluating transfer credit towards the distribution requirement in mathematics

Offer a Critical and Creative Thinking course in mathematics
Teach a new course in methods of teaching primary-school mathematics

Increase the number of faculty members in the department

**Challenges**

Only one full time faculty member is able to teach upper-division mathematics courses

Strongly bimodal spread of student preparation in the elementary math skills courses

Coordinating the scheduling of math/physics/computer science courses

**Needed to address the challenges**

Hire a new faculty member with a PhD in mathematics

Hire a teaching assistant for math skills courses

Outsource mathematics placement

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**EDUCATION DEPARTMENT**

*Paula Armstrong, Chair*

**Achievements this year**

Offered newly designed MA in Educational Innovation for non-licensure students

Hosted a series of five colloquia on innovation and progress in American education, featuring, in addition to several leading MUM faculty, Dr. Jason Glass, Superintendent of Schools for Iowa • Mr. Jim Dierke, Principal of Visitacion Valley Middle School • Dr. Jamie Grant, Director of School Programs and Research for the Center for Wellness and
Achievement in Education • Dr. Bill Stixrud, Founder of the Stixrud Group of neuropsychologists • Jamie Vollmer, JD, nationally recognized speaker and author • Mr. Art Sathoff, superintendent of Fairfield Schools.

Developed the first two-credit distance education course offered in the field of education, featuring Dr. Susie Dillbeck in video lectures on “What is Consciousness-Based Education?” The course begins June 6th.

Successful rotating university focused on educational innovation in Iowa

New classroom technology purchased and installed

In reviewing the budget, we found $4000 of $12000 expenses that were not education department expenses (they were Evaluation Office expenses) and therefore were making our budget seem inflated. It is now clear that we are a cost effective department.

Interest in the education program seems to be rising. We have 12 students interested in taking undergraduate education programs next year and another four already committed for graduate study.

**Goals for next year**

Hold one colloquium with a nationally recognized speaker

Take students to a regional conference, possibly related to educational technology

Upgrade classroom technology and environment

Faculty implement more cutting edge educational technology

Visit innovative districts and educators outside of local area during each course.

**Challenges**

Non-personnel budget for 2012-13 has been decreased by 15%
May need generous honorarium for colloquium speaker

May need to subsidize student conference fees

Some classroom upgrades might depend on personnel outside of university

Faculty may need support to learn new technologies

Innovative districts and educators need to be located

**Needed to address challenges**

If speaker requires honorarium outside of budget, will need donations to cover transportation and speaking fees

If all students can’t afford conference or overnight visit to schools, may need donations to subsidize trip costs

Outside company as well as MUM housing and facilities can be contacted and scheduled to upgrade classroom

Faculty need to spend time before August investigating and applying new educational technologies

Districts and educators may be located through twitter
TREASURER’S UPDATE

Michael Spivak, Treasurer

Summary

Operating receipts are projected to come in well ahead of budget this year. Expenditures are trending modestly above budget so far this year. Donations are generally on track to meet fund-raising goals, with the possible exception of support for Endowment Campaign operations (see Donations next page). If all fund-raising goals are achieved, this year’s surplus will be about $750,000, within a range of uncertainty of 2% or plus or minus $175,000, versus a budget of break-even.

This excellent result may very well be reversed next year however, as the inventory of Computer Professionals students available for hire has been worked down to historically low levels, and new students are not being added fast enough to replace the inventory.

[Graph showing the number of students in the Computer Professionals Program from July 2008 to January 2012, with different statuses marked: Employed - Paying Off Loans, 1st Job Search, Full-Time Studies, Laid Off.]
To counter this situation, Computer Science recruiting and admissions areas continue to work to expand and diversify applicant countries, as visas from Ethiopia and Nepal (the two previous top feeder countries) continue to be at very low levels. They are also moving to increase enrollment from China, with liaisons to Beijing Language and Culture Institute and other large universities there, and with new recognition and success from an evaluation visit from the Chinese government Ministry of Education to the Computer Science program at our Fairfield campus.

**Operating receipts**

Student and campus-related receipts are above budget overall. The contributions of individual line items are as follows:

Placements of Computer Professionals students are well ahead of budget thanks to the highly effective work of the Computer Professionals placement group and ongoing demand for our Computer Professionals students. Loan activity is about 33% over budget, resulting in a projected cash contribution that exceeds budget by about $700,000, accounting for almost the entire projected surplus in University-wide cash flow.
Standard program receipts are about even with budget, but nearly 15% ahead of last year’s results.

Placements of Accounting Professionals students are somewhat behind budget, but the Computer Science placement group is now including them in placement support, and because of the small numbers involved, this could change very quickly.

Non-student room and board and miscellaneous income are about as expected.

Enterprise receipts, gross and net, are ahead of budget overall.

**Donations**

With the support of our Trustees and generous donors, we can reasonably expect to meet this year’s fund-raising goals, with the possible exception of support for Endowment Campaign operations.

<table>
<thead>
<tr>
<th>Fund-Raising Project</th>
<th>2011 Actual</th>
<th>2012 Year-to-Date</th>
<th>2012 Budget Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Fund</td>
<td>$ 2,334,631</td>
<td>$ 1,136,367</td>
<td>$ 2,100,000</td>
</tr>
<tr>
<td>Endowment Campaign operating support</td>
<td>225,180</td>
<td>103,120</td>
<td>564,000</td>
</tr>
<tr>
<td>Golden Domes/Invincible America</td>
<td>131,004</td>
<td>121,627</td>
<td>200,000</td>
</tr>
<tr>
<td>Global expansion of Consciousness-Based programs</td>
<td>106,575</td>
<td>141,153</td>
<td>200,000</td>
</tr>
<tr>
<td>Sustainable Living Center</td>
<td>562,317</td>
<td>583,483</td>
<td>722,000</td>
</tr>
<tr>
<td>Golden Dome Market addition</td>
<td>N/A</td>
<td>125,000</td>
<td>115,000</td>
</tr>
<tr>
<td>Collection of prior years’ Annual Fund pledges</td>
<td>178,000</td>
<td>228,000</td>
<td>278,000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>$ 3,537,707</td>
<td>$ 2,438,750</td>
<td>$ 4,179,000</td>
</tr>
</tbody>
</table>
Expenditures

Most expenditure categories are generally in line with budget but pressing on the high side. The exceptions are insurance costs, which are well over budget, and energy costs which are under budget. The cost of health and worker’s compensation insurance is projected to be over budget by about $100,000; property and liability insurance by about $50,000. Thanks to a mild winter and low prices, energy costs are projected to be under budget by $50,000 – $75,000.

KEY FINANCIAL DRIVERS

Student Growth - Enrollment

Enrollment in standard programs grew by 10% over the previous spring to a record 485, more than doubling in the last five years. The Fairfield campus population (the first three student categories from the bottom in the following chart) increased by 6% to a record 635. As a result of a decrease in the number of Professionals students, total U.S. enrollment declined by 5% from 1,261 to 1,194.
Revenue per student

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2012 Bdgt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Prof.</td>
<td>20,194</td>
<td>22,522</td>
<td>23,963</td>
<td>26,117</td>
<td>25,545</td>
<td>27,405</td>
<td>26,748</td>
<td>26,861</td>
</tr>
<tr>
<td>Standard</td>
<td>13,224</td>
<td>13,475</td>
<td>13,186</td>
<td>13,238</td>
<td>13,538</td>
<td>13,632</td>
<td>13,083</td>
<td>13,632</td>
</tr>
<tr>
<td>Int'l Collaborations</td>
<td>3,212</td>
<td>3,143</td>
<td>2,507</td>
<td>3,085</td>
<td>6,798</td>
<td>1,505</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Years Ended June 30 ($000's)

Retention

<table>
<thead>
<tr>
<th></th>
<th>S 05 to F 05</th>
<th>S 06 to F 06</th>
<th>S 07 to F 07</th>
<th>S 08 to F 08</th>
<th>S 09 to F 09</th>
<th>S 10 to F 10</th>
<th>S 11 to F 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Undergrads</td>
<td>83%</td>
<td>74%</td>
<td>76%</td>
<td>62%</td>
<td>72%</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>New Undergrads</td>
<td>67%</td>
<td>58%</td>
<td>50%</td>
<td>42%</td>
<td>74%</td>
<td>71%</td>
<td>74%</td>
</tr>
</tbody>
</table>
NOTE – Undergraduates studying in China excluded from all numbers. “New Undergraduates” includes students who are first-time in a college or university and transfer students. “All Undergraduates” includes continuing and readmitted students. Students who started a semester but left after a short time were included in the initial cohort.

Financial stability — reserves
Glossary

Campus Interns — students in part-time degree programs who earn tuition credit working on campus, so do not contribute to student receipts. Interns generally are paid less than $500 per month in cash, but also receive room, board, health insurance, and tuition credit.

International Collaborations — academic programs where students matriculate at foreign campuses but earn a Maharishi University of Management degree.

Reserves — unrestricted funds available for the operations of the University, defined in the budget as quick assets minus quick liabilities plus unused lines of credit plus liquid investments in excess of restrictions.

Standard Programs — academic programs for which students are required to pay in full, absent financial aid arrangements, at the beginning of each semester.
Dr. Dave Streid, Chief Administrative Officer

This report details the needs for campus improvements that cannot be funded from the normal Facilities Management operating budget. The University’s 5-year strategic plan calls for $5 million in capital expenditures to be funded from the Capital Campaign portion of the Endowment Campaign. Described below are the pressing needs from this total over the next 12-18 months.

Executive Summary

Listed below are the main categories of expenses divided into two priority categories. Funds for the first priority projects are needed in the coming fiscal year (or sooner in some cases, for example some of the OSHA/EPA requirements and the 153 renovations). The second priority projects need to be done in the following fiscal year, with most of the funding needed in the calendar year 2013.

The main issue is where these funds are going to come from. There is obviously not room in the operating budget for these large expenditures. We are very close to the limits on long-term borrowing due to bank covenants. Short-term financing can cover some of the most immediate needs, but this should be paid down quickly over the next few years, and cannot cover all of these expenses. That leaves donations received through the Capital Campaign as the best source of funding, though we realize that it is challenging to raise money for such mundane projects.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top Priority - Fiscal Year 2012/2013</strong></td>
<td></td>
</tr>
<tr>
<td>1. Fire Safety, Basic Renovations, Repairs</td>
<td>$273,900</td>
</tr>
</tbody>
</table>
2. OSHA/EPA requirements $247,300
3. HVAC - 5 new boilers, Ladies dome chiller, etc. $299,500
4. Moisture/Mold - Drainage repairs, some windows, mold abatement, all in the most critical areas. $251,000
5. Frat 153 Renovation $250,000

Total Top Priority $1,321,700

Second Priority - By end of December, 2013
6. Roads, Sidewalks, Lighting, Further Renovations, Equipment $542,100
7. Major Student Dorm Improvements $500,000
8. Completion of all Moisture/Mold repairs and abatement $777,000

Total Second Priority $1,817,100

Total for Both Priorities $3,138,800

**Detailed Description of Line Items**

1. **Fire safety, basic renovations, repairs**
   These items include replacing fire panels, emergency exit lights, doing necessary repairs to the storm water system, basic dorm improvements (paint and replacing flooring as needed, etc.), replacing the library carpet (from Parsons days), and other major repairs not in the operating budget.

2. **OSHA/EPA requirements**
   There are a number of new government regulations that have come out in the past 5 years for which the University is not in compliance. We also had an OSHA inspector come recently to campus based on a
complaint and he has required us to make a number of costly improvements. We feel it necessary to do the other projects that are required by law so we do not get fined for not doing them. Examples include installing a large number of eye wash stations, storing all paint in flammable storage lockers, upgrading the diesel generators to meet new emission standards, etc.

3. **HVAC – 5 new boilers, Ladies Dome chiller, etc.**
   
   We have already replaced 5 boilers over the past 18 months. There are at least 15 more to go, and all need to be replaced over the next 3 years. There is also air conditioning equipment that must be replaced, for example, a new chiller for the ladies dome ($80,000).

4. **Moisture/mold**
   
   A detailed report on this situation was sent to some trustees a month or so ago. It is absolutely necessary that we continue to take action to prevent and remediate mold situations. The money in top-priority line item #4 is for the most urgent situations – repairing drainage, replacing rotting/leaking windows, and removing mold where it has been verified to exist through testing. Continuing this project, though listed as item 8 in the second priority list, should not be put off long.

5. **Frat 153 renovation**
   
   We need to renovate frat 153, recently vacated by Purusha. Many improvements concern mold abatement and prevention. This building will be used by Invincible America Assembly participants, MUM faculty and staff, and guests. Income from the IAA participants will pay for this renovation over time (approximately a 6 year payback). Since all the rooms in this building have private bathrooms, this will be a much desired building for IAA. It will also free up other rooms on campus for additional students in August 2012.
6. **Roads, sidewalks, lighting, further renovations, equipment (second priority list)**

There are some roads on campus in serious need of repaving, including the main road going past the men’s dome (Golden Dome Way). We also need to add sidewalks in much traveled paths between the domes and main campus. Improved lighting on campus is needed for safety reasons for our students. Five empty apartments in otherwise occupied buildings need major renovations so our faculty and staff can live in them (giving us more rental income from the trailers they occupy in Utopia Park). And we need new vehicles for both transportation and maintenance needs.

7. **Major student dorm improvements**

This $500,000 is to continue the deep renovations in student dormitories that we have been doing over the past 3 years that has significantly improved the quality of life for on-campus students. The Executive Council feels strongly that continuing to improve the dorms will help reverse the trends of students moving off campus, so we can keep students living in the atmosphere of the Golden Domes rather than town.

8. **Completion of all moisture/mold repairs and abatement**

As mentioned in point 4 above, there is much more to do in this area. The table on the following page shows the areas of need here.
## Budget for Moisture/Mold Control

<table>
<thead>
<tr>
<th>Moisture Control Measures</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repairing Foundation Drainage</td>
<td>$369,000</td>
</tr>
<tr>
<td>Replacing Windows</td>
<td>$198,000</td>
</tr>
<tr>
<td>Replacing Roofs</td>
<td>$100,000</td>
</tr>
<tr>
<td>Bathroom Ventilation</td>
<td>$11,000</td>
</tr>
<tr>
<td>Mold Remediation After Moisture Problems have Been Fixed</td>
<td>$350,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,028,000</strong></td>
</tr>
<tr>
<td><strong>Covered in Priority 1, Point 4.</strong></td>
<td><strong>$251,000</strong></td>
</tr>
<tr>
<td><strong>Net needed in Priority 2, Point 8.</strong></td>
<td><strong>$777,000</strong></td>
</tr>
</tbody>
</table>
BUSINESS SESSION 1

IN THIS SECTION:

1) Trustee Activities, and Qualifications
2) Trustee Emeritus proposal
3) Minutes of February meeting
4) Trustee & Officer Liability

(1)
Responsibilities, Activities, and Qualifications of a Trustee:
Summary Statements

Governance & Nominations Committee

Introduction

Every member of the Board of Trustees undertakes to dedicate to the University substantial time, attention and resources in fulfilling his or her responsibilities. These responsibilities are in four principal areas: strategic, fiduciary, fundraising, and oversight.

Successfully fulfilling these responsibilities requires participation in different aspects of University life, engaging in a professional manner in University activities. These activities chiefly include: preparation for meetings and education; participation in Trustee meetings and events; promotion, public relations and fundraising; interaction with University constituencies; and creating a collegial consensus.

When considering nominations for the position of Trustee, the qualifications the Board shall consider include: experience of growth of consciousness, commitment to Maharishi’s vision and goals, character, willingness to dedicate the requisite time and attention, financial capability, balance in professional competencies among Board members, and diversity reflecting our world family.
Responsibilities of a Trustee

Every member of the Board of Trustees undertakes to dedicate to the University substantial time, attention and resources in fulfilling his or her responsibilities. These responsibilities are in four principal areas: strategic; fiduciary; fundraising; and oversight.

STRATEGIC RESPONSIBILITIES

1. Each Trustee has the responsibility to safeguard the University’s unique mission and vision:
   a. to ensure that Maharishi’s founding goals, and principles and guidance for the University always are upheld in their purity
   b. to participate in developing optimal strategies and approve policies to fulfill this mission.

2. Each Trustee also has the responsibility to give priority to his or her own growth of consciousness through the Transcendental Meditation program, TM-Sidhi program, and other programs established by the Founder, Maharishi Mahesh Yogi.

FIDUCIARY RESPONSIBILITIES

3. Each Trustee has fiduciary responsibility to the University:
   a. to ensure that the University exercises sound and prudent financial management of its budget and capital assets
   b. to guard against conflict of interest, and identify and abstain in all cases of conflict of interest (in accordance with the formal University policy).

FUNDRAISING RESPONSIBILITIES

4. Each Trustee has the responsibility to contribute to the financial strength of the University as follows:
   a. to donate personally $50,000 or more annually to the University, as personal financial circumstances allow
   b. to give priority to support of the University in his or her financial and estate planning.

5. Each Trustee has the responsibility to participate actively in cultivating the financial support of potential donors, raising funds for the Annual Fund, Endowment, and Capital Campaigns. While all Trustees share in this duty, this responsibility is especially vital for those who do not themselves donate at least $50,000 annually.
OVERSIGHT RESPONSIBILITIES

6. Each member of the Board has the responsibility to exercise oversight of the University’s performance in fulfilling its mission and purposes. This responsibility pertains both to the University’s goals in areas of teaching, research, and service and to general operations:

a. to establish standards for measurable achievement
b. to establish ongoing monitoring and evaluation procedures
c. to review plans for program improvement and development
d. to review the performance of the President and key leaders
e. to ensure that the University's unique mission is given the highest priority in its programs and operations.

Activities of a Trustee

Successfully fulfilling the responsibilities of a Trustee requires participation in different aspects of University life, involving substantial commitment of time and engagement in a professional manner in University activities.

1. Trustee Education. Each Trustee has the responsibility to stay well-informed:

a. to prepare thoroughly for Board and Committee meetings by studying all Trustee Reports and taking notes of issues of concern
b. to participate in Trustee orientation, and to be familiar with the Trustee Handbook and other orientation materials

c. to increase his or her knowledge of the University’s operations, programs and priorities, and the field of higher education generally, and
d. to participate in higher education leadership training.

2. Meetings. Each Trustee has the responsibility to participate fully in Trustee meetings, Committee meetings and other events:

a. to attend the annual Spring graduation meeting of the Board at the Fairfield campus in person, and to participate actively in all sessions
b. to attend other meetings of the Board either in person or by phone, and to participate actively in questions and discussion
c. to join and participate regularly in meetings of at least one, and preferably two Trustee Committees
d. to become more closely acquainted with fellow Trustees at informal occasions

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1 In exercising oversight of academic programs and educational quality, the Board recognizes the primary role of the Faculty Senate, Academic Council and Academic Deans.

2 The Trustee Handbook (in preparation) describes the responsibilities the Board exercises as a whole. It outlines the powers with which the Board is entrusted as the University's ultimate governing authority, and the Board’s scope of action and authority in relation to the President, administration, and faculty. It also describes resources available for Trustees to educate themselves in their role.
e. to meet regularly with faculty, students and other constituencies to represent the Board, and to convey concerns and opportunities back to the Board
f. to interact regularly and gain a deeper familiarity with one or more University departments or programs, including tours of University facilities.

3. Promotion, Public Relations and Fundraising. Each Trustee has the responsibility to be a strong proponent of the University, its programs and priorities; to support and promote the University’s public relations; and to participate in University fundraising and cultivation of donor prospects.
   a. to employ personal and professional networks of contacts in a manner that promotes the University’s mission;
   b. to represent the University to outside interests in both private and public forums.

4. University Constituencies. Each Trustee has the responsibility to interact with others in a manner that is open-minded, respectful, and appreciative.
   a. to engage with representatives of every University constituency in a cooperative and collegial manner
   b. to respect the powers delegated to the officers, faculty, and administration of the University, including their authority to implement the University’s plans and policies as they conduct the day-to-day operations of the University
   c. to pursue any issue that he or she feels needs resolution or to which he or she may add insight, working through the Committees of the Board and the Executive Vice-President
   d. to listen to, inform, inspire, and express the Board’s appreciation to University leaders, faculty, staff, students, and supporters.

5. Board Dynamics. Each Trustee has the responsibility to join in making Board decisions, and to respect the role and power of the Board as a whole as the ultimate governing authority of the University:
   a. to strive to arrive at decisions through a process of consensus building whenever possible
   b. to express all opinions honestly, including divergent viewpoints, and to vote freely on all matters that come before the Board and Board Committees
   c. to respect Board confidentiality
   d. to recognize that authority is vested in the Board as a whole, and not in individual Trustees or Trustee Committees (except the Executive Committee)
   e. to accept and support Board decisions
   f. upon learning of an issue of concern, to bring the matter to the Board Chair or appropriate Committee Chair, and the Executive Vice-President (or if a potential liability, directly to the University Legal Counsel) rather than dealing with the situation individually
   g. to participate in Trustee self-evaluation, and assessment of the Board.
Qualifications of a Trustee

The President, the Governance and Nominations Committee, and the Board of Trustees shall consider the following qualifications when proposing, nominating and electing Trustees of Maharishi University of Management.

1. Profound personal experience of growth of consciousness through the Transcendental Meditation program, TM-Sidhi program, and other programs established by the Founder, His Holiness Maharishi Mahesh Yogi

2. Extensive understanding and deep appreciation of the principles and practice of Vedic Science and Technology brought to us by Maharishi, and its application in Consciousness-Based education

3. Unwavering commitment to upholding Maharishi’s founding vision, principles and practices

4. A strong desire to promote the mission, values and goals of the University, and to contribute meaningfully to the institution

5. Personal and interpersonal characteristics that will contribute to exemplary performance as a member of the Board, including:
   a. a disposition to maintain strong, self-motivated and independent thinking,
   b. open-mindedness, empathy, and strong communication and relationship skills,
   c. an affinity to consensus building and group coherence,
   d. a general character that reflects favorably on the University;

6. Willingness and ability to devote the time, attention and resources necessary to fulfill the responsibilities and activities of a Trustee of the University;

7. Capability to donate substantial sums personally to the University on a regular and ongoing basis, or to raise substantial funds from others;

8. Strengthening the Board’s collective leadership capacity through balancing professional competencies represented on the Board:
   a. experiential competencies (for example, leadership, strategic planning, organizational skills, project management, business experience, non-profit experience, academic experience),
   b. professional qualifications and technical expertise (in areas such as financial management, investment management, business administration, information technology, marketing, public relations, human relations, fundraising and
development, teaching, curriculum development, academic leadership, higher
education administration, scientific disciplines, the arts, etc.),

c. distinguished achievement as a member of a core constituency of the
University (faculty, students, administration, alumni, parents);

9. Reflecting the diversity of our world family:

a. expanding generational diversity,
b. representing opportunity for global expansion of the University through
diversity of geographical, cultural, ethnic, and personal background,
c. increasing gender diversity.

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(2)

TRUSTEE EMERITUS PROPOSAL

Governance & Nominations Committee

The Governance and Nominations Committee recommends the Board
establish the position of Trustee Emeritus. Former Trustees or Trustees
whose terms are expiring, and who have served at least two terms, may be
elevated to this non-voting position. Service as a Trustee Emeritus is
appropriate for those who have demonstrated a significant and distinctive
record of service to the University and whom we wish to honor, but who are
not able to fulfill the responsibilities of an active Trustee.

To be considered for election as a Trustee Emeritus, individuals additionally
shall reaffirm their unwavering commitment to the mission of the University,
shall express their strong desire to maintain a close relationship with the
University and its progress, shall be willing to serve as an advocate on behalf
of the University and its priorities, and shall express their intent to give high
priority to support of the University in their financial planning. To implement
this proposal, an amendment to the University Bylaws is required.

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3 The Board may consider reserving a number of seats for those who have extensive academic training and
teaching experience at MUM or other higher education Consciousness-Based colleges and universities.
Proposed amendment to University Bylaws

Insert as new Article 6 (and renumber following Articles accordingly).

ARTICLE 6 – TRUSTEES EMERITUS

Section 6.01 – Any former Trustee or Trustee whose term is expiring imminently, who has served at least two terms of office, may be elected to the position of Trustee Emeritus by a vote of 2/3rds (two-thirds) of the Trustees present at a meeting of the Board of Trustees at which there is a quorum. Such election shall be for a five-year term. Trustees Emeritus may be re-elected to successive terms.

Section 6.02 – To qualify for such election, individuals:

(a) shall have demonstrated a significant and distinctive record of service to the University

(b) shall reaffirm their unwavering commitment to the mission of the University

(c) shall express their strong desire to maintain a close relationship with the University and its progress

(d) shall be willing to serve as an advocate on behalf of the University and its priorities, and

(e) shall express their intent to give high priority to support of the University in their financial planning.

Section 6.03 – Trustees Emeritus shall be invited to the annual meeting of the Board of Trustees, normally held at Spring graduation (although no proof of notice shall be required). Trustees Emeritus may, if they wish, attend other meetings of the Board and Board Committee meetings. Trustees Emeritus shall not be included in the total number of Trustees, nor in the number of
Trustees present at a meeting, and shall not have the power to vote as a Trustee. Trustees Emeritus shall not participate in Executive Sessions of the Board. There shall be no limit to the number of Trustees Emeritus.

Section 6.04 – A Trustee Emeritus may be removed from office by a vote of 2/3rds (two-thirds) of the Trustees present at a meeting of the Board of Trustees at which there is a quorum, when in the Board’s judgment the welfare of the University is served thereby.

(3)
Minutes of February 2 Meeting

A regular meeting of the Board of Trustees of Maharishi University of Management was held on February 2, 2012 in the Trustees Board Room in the Argiro Student Center situated on the MUM campus. There were 18 Trustees present and a quorum was determined to exist.

MEMBERS PRESENT, ARGIRO BOARDROOM
Dr. Tom Stanley, Vice Chair
Mrs. Toby Lieb
Mayor Ed Malloy
Dr. Keith Wallace

MEMBERS PRESENT, CONFERENCE CALL
Dr. Bevan Morris, President
Dr. Jeffrey Abramson, Chair
Mr. Bob Brown
Dr. Larry Chroman
Dr. Bruce Curivan
Mr. Bob Daniels
Raja Michael Dillbeck
Dr. Susan Dillbeck
Dr. Barbara Dreier
Mrs. Josie Fauerso
Dr. Fred Gratzon
Dr. John Hagelin
Dr. Carolyn King
Dr. David Lynch

MEMBERS ABSENT
Dr. Vincent Argiro, Vice Chair
Dr. Ramani Ayer
Dr. Rogers Badgett
Mr. Marsh Belden
Mr. Jim Danaher
Mr. Michael Dimick
Dr. Paul Gelderloos
Dr. Christopher Hartnett
Dr. Vernon Katz
Mr. Bud Liebler
Mr. Ted McLaughlin
Dr. Ravi Patel
Dr. Bobby Roth
Dr. Steve Rubin
The meeting began at 1:00 p.m.

1. Welcome

Vice Chairman Stanley welcomed the Trustees to the meeting and thanked Chairman Abramson for arranging for every Trustee to receive the book “The Nonprofit Boardroom.” He reported that the optional morning session on exploring strategic vision to fulfill the founding goals of the University was very productive.

2. Budget Report

Trustees had reviewed Michael Spivak’s Budget Report on their own. He said he had only one issue to discuss and that was making sure there were enough funds raised to cover Endowment Campaign expenses. The Trustees discussed this point and agreed that at year end overages on the Annual Fund donation goal could be applied to these expenses. Also, after further discussion Mayor Malloy made the motion and Mrs. Lieb seconded the motion and the Trustees unanimously,

RESOLVED, that unless a Trustee instructs otherwise, up to 20% of all Trustee donations to the Endowment Campaign may
be designated for the Endowment Campaign and Institutional Advancement expenses.

3. Institutional Advancement Report and Workshop

Historically, all Trustees are expected to spend time on public relations and fundraising with fundraising as the main focus, Mayor Malloy said. Graham Pelton’s Ms. Marion Brenner will continue to work one half day per week and will help train staff and Trustees in the strategies for approaching donors and receiving donations.

Ms. Brenner began the workshop by reviewing the progress to date of 32 solicitations that have yielded $4,275,000. This was dependent on a few individuals and now it is time for all Trustees to become involved, to give their contacts, to cultivate relationships and bring them to fulfillment in donations. In her presentation, Ms. Brenner reviewed the necessary steps for cultivating donors. The Trustees are the key to conveying the mission and goals of the University and the importance of MUM to their prospective donor contacts. People give to people. She will help train everyone. Each Trustee needs to find 5 or more donors. Mr. Rosania will coordinate the contacts and meetings. The Trustees discussed all these points at length.

Mayor Malloy will meet with each Trustee to learn of their contacts. The goal would be to have 100% Trustee participation by May. Participation is 54% now.

The Trustees discussed ways the donors could be appreciated and thanked for their donations by designated Trustees calling 2-3 times per year. The role of students and faculty in helping to cultivate donors was discussed.

Mayor Malloy thanked Ms. Brenner for the very instructive workshop.
4. Academic Departments

Three Academic Departments met with the Board to express concerns, challenges and plans. Trustees briefly reviewed the surveys included in the report or put together by Dr. Pearson.

Business Department — Dr. Scott Herriott, Dr. Victoria Alexander Herriott and Dr. Andy Bargerstock met with the Trustees. Concerns were summarized about having 9 different degree programs including the PhD. Program and only 17 faculty. Ideas were mentioned of online courses, a summer conference to make MUM a center of new thinking with a deep green MBA and a certificate program for sustainable investment with certification (now only available in Canada). The Trustees discussed the ideas presented.

ESL Department — Mr. Mark Ellinghaus and Mrs. Laura Tejada presented their concerns. They need more students at the different levels of learning to have a better learning environment. The Trustees discussed ways to help this situation. Mr. Ellinghaus explained that it is very difficult to do academic work in a second language and it can take 6 months to 1 year to have the necessary English language skills.

Literature Department — Dr. Terry Fairchild and Mrs. Nynke Passi met with the Trustees and expressed the need for faculty in creative writing, college composition. With more faculty a Masters Program could start. The Trustees discussed their requests.

5. Travel Reports

Bill Goldstein has just returned from 2 months in India, China, Nepal, Bhutan and Mongolia. He saw great potential for expansion in these countries that could bring immediate cash flow.
Dr. Morris then reported on his successful travels to Ghana and Ivory Coast. He will travel to several more African countries in the coming weeks. All expenses have been covered by donations.

6. Adoption of the Minutes

After brief discussion, Dr. Wallace made the motion and Mrs. Lieb seconded the motion and the Trustees unanimously,

RESOLVED, that the minutes of the meeting held on November 12, 2011 were adopted as read.

7. Trustee Resolutions

After brief discussion, Dr. Wallace made the motion and Dr. Stanley seconded the motion and the Trustees unanimously,

RESOLVED, that Mr. Bob Daniels be appointed Chair of the Finance Committee and that Mrs. Toby Lieb be appointed Chair of the Student Affairs Committee and a member of the Executive Council.

The resignation of Dr. Joni Kimberlin from the Board for personal reasons took place in November 2011. The Trustees wished to honor her with a special resolution. After brief discussion Dr. Wallace made the motion and Mrs. Lieb seconded the motion and the Trustees unanimously,

RESOLVED, that the Board of Trustees wishes to express its sincere gratitude, appreciation and admiration to Dr. Joni Steele Kimberlin for her dynamic leadership and inspiration to all the Trustees in so many areas; for her wisdom, experience, creativity and many excellent ideas; her sweet and nourishing care for the Board, the students, the faculty, the staff and the University as a whole; her flowing generous nature and charm
that spearheaded many successful fundraising sessions among the Trustees; her great organizing power, time and energy for the Argiro Student Center fundraising campaign, naming opportunities and the millions of dollars of support from Joni and her husband, Mr. Kevin Kimberlin, for the Argiro Student Center including the important landmark of Dalby Hall as well as their very generous yearly giving to the Annual Fund and many other gifts; and the Board expresses the heartfelt wish that when time allows that Dr. Kimberlin would consider rejoining the Board.

8. Next Meeting

The next regular meeting(s) will be held from May 23-25\textsuperscript{th} just before Graduation with Graduation on Saturday, May 26\textsuperscript{th}.

There being no further business, the meeting adjourned at 4:25 p.m.

Respectfully submitted,

Susan Tracy, Secretary

Action points from the meeting

Meet each Trustee and learn their contacts. (Dr. Wallace)

STATUS – The goal was set for the Institutional Advancement Office to meet with every Trustee before the May meeting. The Office will report with how many Trustees these meetings took place, and the prospects for Trustee follow-through to cultivate prospective donors.

Each Trustee needs to find 5 or more contacts for the campaign. (Ms. Brenner)

STATUS – see above
Have 100% Trustee participation in making pledges to the endowment campaign by May. (Ms. Brenner)

STATUS – The goal was set for all Trustees to make a pledge to the endowment campaign before the end of the May meeting. The Institutional Advancement Office will report on whether this goal has yet been achieved. (Note: some Trustees have made deferred gifts or bequests in lieu of more substantial immediate endowment pledges. Even in these cases, our consultants at Graham-Pelton advise that at least small endowment pledges be made, in order to demonstrate 100% current participation.)

Trustees organize with Sandra Rosania for Trustees to appreciate and thank donors 2-3 times per year. (Ms. Brenner and Trustees)

STATUS – The Institutional Advancement Office will give its advice on how we can institutionalize this practice.

Provide our best materials, including video clips of students and alumni expressing their experiences at MUM, to Trustees and others promoting the endowment campaign. (Dr. Stanley)

Discuss the surveys and the University’s responses to them in the May meeting. (Dr. Stanley)

STATUS – This is on the agenda for the May meeting as a major topic on Thursday morning.

Bring more money to Business Department through grants, foundations and departmental earning. (Dr. Morris)

STATUS – This will be taken up by our grants office when the person starts in June.

ESL use CBE lesson structure to have more successful classroom experience for the different levels of learning among the students. (Dr. Susie
Dillbeck)

STATUS – Dr. Gorini has communicated this to the ESL faculty.

Dr. Susie Dillbeck should teach a lesson on CBE lesson structure for the Trustees in May. This could be done the day before the meeting. (Dr. Stanley)

STATUS – This is on the agenda for the May meeting on Wednesday morning.

For ESL, consider stronger English skills before students come from China and if not strong the students come early. (Dr. Morris)

STATUS – The ESL department has adopted the “Focal Skills” curriculum, a very efficient mastery learning approach. All students will also take the TOEFL. Students will sign a learning contract and both students and the ESL faculty will know before students come what level of competence students much reach, and the time this is likely to take, to demonstrate readiness for mainstreaming.

IA Course participants with high level of professional competence could be paid to tutor and grade papers for Literature Department. (Dr. Morris)

STATUS – At the moment we don’t have any need for this but are keeping this in mind.

(4) Trustee & Officer Liability

prepared by Bill Goldstein, University General Counsel

It is valuable for Trustees and Trustee prospects to understand the immunities and limits on their liability and the insurance protections the University provides. This brief general memorandum describes Federal and
Iowa statutory protections from liability that applies to Board members. I also suggest we consider raising the limits for liability beyond the $5 million in liability insurance now provided.

**Federal Law**

The federal Volunteer Protection Act ("Act") was adopted by Congress in 1997 and limits a volunteer’s risk of tort liability when acting for nonprofit organizations. Directors and Trustees would qualify as Volunteers under the Statute if they receive less than $500 annually as compensation. The Act generally eliminates the liability of an individual volunteer for damage caused by his or her simple or ordinary negligence, so long as the individual was acting within the scope of his or her responsibility to the eligible organization and was not grossly negligent or intentionally trying to cause harm.\(^4\) The Act provides protection to the individual volunteer *only*; it does *not* immunize or otherwise limit or affect the liability of the nonprofit organization or government entity itself.

\(^4\) **SECTION 4. LIMITATION ON LIABILITY FOR VOLUNTEERS.**

(a) **LIABILITY PROTECTION FOR VOLUNTEERS** - Except as provided in subsections (b) and (d), no volunteer of a nonprofit organization or governmental entity shall be liable for harm caused by an act or omission of the volunteer on behalf of the organization or entity if:

1. the volunteer was acting within the scope of the volunteer’s responsibilities in the nonprofit organization or governmental entity at the time of the act or omission;
2. if appropriate or required, the volunteer was properly licensed, certified, or authorized by the appropriate authorities for the activities or practice in the State in which the harm occurred, where the activities were or practice was undertaken within the scope of the volunteer’s responsibilities in the nonprofit organization or governmental entity;
3. the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed by the volunteer; and
4. the harm was not caused by the volunteer operating a motor vehicle, vessel, aircraft, or other vehicle for which the State requires the operator or the owner of the vehicle, craft, or vessel to--
   - possess an operator’s license; or
   - maintain insurance.
The Act’s protection for volunteers does not extend to damage caused by acts involving motor vehicles, crimes of violence, hate crimes, sexual offenses, violations of Civil Rights, or misconduct involving intoxication or drugs.

States may create greater protection for Volunteers but not lesser, unless they entirely opt out of the Act. Iowa has not opted out of the Act.

**Iowa Law**

In line with the Federal Law, Iowa provides fairly broad immunity to directors, officers, employees, members, trustees and volunteers of nonprofit organization including those of a 501c3 entity such as the University, the David Lynch Foundation or Maharishi Foundation. Such persons are not liable on the debts or obligations of the nonprofit organization nor are they personally liable for a claim based upon an act or omission of the person performed in the discharge of the person’s duties. Excluded from protection are acts or omissions that involve intentional misconduct or a knowing violation of law or a transaction from which the person derives an improper personal benefit. The term nonprofit organization is defined quite broadly to

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504.901 Personal liability.

1. Except as otherwise provided in this chapter, a director, officer, employee, or member of a corporation is not liable for the corporation’s debts or obligations and a director, officer, member, or other volunteer is not personally liable in that capacity to any person for any action taken or failure to take any action in the discharge of the person’s duties except liability for any of the following:
   a. The amount of any financial benefit to which the person is not entitled.
   b. An intentional infliction of harm on the corporation or the members.
   c. A violation of section 504.835.
   d. An intentional violation of criminal law.

2. A provision set forth in the articles of incorporation eliminating or limiting the liability of a director to the corporation or its members for money damages for any action taken, or any failure to take any action, pursuant to section 504.202, subsection 2, paragraph “d”, shall not affect the applicability of this section.

include an unincorporated club, association, or other similar entity, if no part of its income or profit is distributed to members, directors or officers.

Another provision of the Iowa Code provides similar protection for directors, officers, employees or members of nonprofit corporations. However, in addition to the exclusions noted previously, breaches of the duty of loyalty to the corporation and acts or omissions not in good faith are exempted from protection. There is no requirement under Iowa law, however, that these individuals be uncompensated.

**Insurance**

The University’s insurance coverage provides for costs of defense of insured claims against Trustees which would be of value if the federal and state statutory immunities do not apply. The relevant exclusions from the coverage (most notably the exclusion for intentional wrongful acts) are detailed in a separate document. We are insured by United Educators, the largest specialized insurer of US colleges and universities, and we have been very satisfied with them over the last decade.

Our Educators Legal Liability policy provides coverage for the institution, its trustees, directors, and officers. ELL’s broad wrongful acts coverage protects against a wide range of potential claims involving educational institutions, including:

- Discrimination

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6 613.19 Personal liability. A director, officer, employee, member, trustee, or volunteer, of a nonprofit organization is not liable on the debts or obligations of the nonprofit organization and a director, officer, employee, member, trustee, or volunteer is not personally liable for a claim based upon an act or omission of the person performed in the discharge of the person’s duties, except for acts or omissions which involve intentional misconduct or knowing violation of the law, or for a transaction from which the person derives an improper personal benefit. For purposes of this section, “nonprofit organization” includes an unincorporated club, association, or other similar entity, however named, if no part of its income or profit is distributed to its members, directors, or officers. 87 Acts, ch 212, §19
o Educational malpractice
o Employment practices
o Retaliation
o Sexual harassment
o Tenure denial
o Violation of fiduciary duties
o Violation of intellectual property rights
o Violation of many statutory obligations

Limit

o Per Claim Limit $5,000,000
o Aggregate Limit $5,000,000
o Self-Insured Retention for Directors, Trustees or Officers, not indemnifiable – per claim deduction: $1,000
o Self-Insured Retention for Wrongful Employment Practices – per claim deduction $25,000
o Self-Insured Retention for each other claim : $25,000

Indemnification

University Bylaws Article 7 also provides as follows: Subject to any restrictions or limitation imposed by law, by the Articles of Incorporation, or by these Bylaws, the corporation shall indemnify the Trustees and officers of the corporation for liability arising from any action taken or omitted to be taken by them, in their capacity as Trustees or officers of the corporation, except for willful misconduct.
Update to Liability Insurance Report

The separate Trustee liability report details issues concerning Trustee liability and exemptions under the law. The University has now increased its limits on its General Liability Umbrella policy from 10M to 15M annually at a cost of $5,605 in premium. Our premium for the first 10M of General Liability coverage is $29,014. This protects the University against “non-professional” claims, such as bodily injury and property damage.

Our Educators Legal Liability protection, as noted in more detail in the separate Trustee liability report, deals with issues of professional malpractice and fiduciary breaches, among other things, and includes coverage for Directors and Officers. The current limit is $5M. An increase to $11M would involve an additional premium of $34,015, an increase to $15M would involve a total additional premium of $34,787. Our current premium for $5M in coverage is $34,945.

The David Lynch Foundation is an additional insured but does not, I understand, contribute currently to our liability premiums. As much of the exposures may be attributed to the Foundation, perhaps increased premium charges could be reimbursed by the DLF.

Litigation update — Confidential — No litigation or expected claims except for the last throes of the Butler California case. The California State Court dismissed all the Butler parent’s claims for lack of jurisdiction in a strong and terse opinion. The parents filed a Notice of Appeal; a Court ordered mediation was then held as is standard there, which was unsuccessful; briefing on the appeal will start shortly. The appeal has very, very little chance of success in my and our local counsel’s opinion as it would totally change the law on claims against universities not operating in a State, a revolutionary change which is not in keeping with the California Appellate Court’s temperament.
CONTINUOUS IMPROVEMENT AND ACADEMIC EXCELLENCE — USING DATA AND ADOPTING BEST PRACTICES

Dr. Craig Pearson

We are committed to continuous improvement of every aspect of University functioning. Here we review the surveys and other instruments we use to gather data for this purpose, what the results have been, and what actions have been taken as a consequence. I am grateful to Dr. Raul Calderon, MUM alumnus and Director of Evaluations, for his work in analyzing data and helping design in-house surveys.

Following is an overview of this section. Those who want more detail are invited to read the section following this.

Measures of student growth

TAKEAWAY – There is empirical evidence that MUM students (a) grow in values of higher states of consciousness (b) grow in integrated brain functioning during their years here, (c) report higher levels of happiness than students at other schools, (d) grow in practical (“common sense”) intelligence. With several other measures we do not yet have sufficient evidence to draw conclusions.

Individual course and program feedback mechanisms

- Mid-course student experience forms
- End-of-course experience forms
- End-of-year meetings of faculty and students in each academic program
- TAKEAWAY – These mechanisms have been useful primarily to individual faculty and departments. But this spring semester we began
an online system for the end-of-course experience forms that will allow the academic deans to review these much more quickly and efficiently and spot trends indicating faculty or programs that may need attention.

**General academic surveys**

- National Survey of Student Engagement (NSSE)
- Student Satisfaction Inventory (SSI)
- Relation between the NSSE and SSI

**TAKEAWAYS** – These surveys have produced particularly valuable and consistent results:

- **NSSE results** indicate that MUM ranks lower in academic challenge than other schools. In terms of active-collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment, ranks slightly higher (but not statistically significant) than other schools.

- **SSI results** reveal significant strengths and challenges. Strengths include students’ sense of the campus as a safe and welcoming place, the faculty as knowledgeable and caring, the staff are helpful, and the fact that they experience intellectual growth here (by which they seem to mean personal growth). Of the challenges (and the SSI is constructed such that there will be always be challenges), the most significant center around students’ sense of the University’s commitment to academic excellence, the quality of instruction, the value of the content of their courses, and the value of their tuition investment — and these, for the most part, are the areas where MUM students had lower levels of satisfaction than the national norm. On
the most holistic questions — how the college has met their expectations, their overall satisfaction, and whether they would enroll here again if they had to do it over — our students rate MUM at the same level as students elsewhere rate their schools.

- Thus we have consistent results from both the NSSE and the SSI. Several meetings with Global Student Council leaders last December yielded similar results.

**Improving academic quality**

- What the faculty have done thus far
- Other initiatives going forward
- TAKEAWAYS – The faculty have been focused on these issues for years, using a variety of strategies. It is clear, however, that additional strategies are needed. This year we are offering a set of Creative and Critical Thinking seminars for all first-year students immediately following their first course. The content of the seminars will center on discipline issues, but all CCT seminars will engage students in the skills related to deep thinking in the discipline — including identifying the logic, evidence, and alternate explanations for an argument. Several academic leaders have also begun discussing implementing three interrelated strategies at the undergraduate level to promote deep learning and integration of knowledge, increase challenge, and elevate students’ perception of our commitment to academic excellence. These include a writing portfolio requirement, a graduation portfolio requirement, and robust senior theses or projects in every undergraduate program.

**Development of Consciousness Survey**
Summary of results

Action steps this year

TAKEAWAYS – From 2010 to 2011, students indicated greater enjoyment of their Transcendental Meditation and TM-Sidhi program practice, greater enjoyment of group meditation, and greater overall satisfaction at MUM. When we analyze this spring’s data, we will be able to determine whether the changes from 2010 to 2011 represent a trend.

Administrative surveys

- Food survey
- Executive Council assessment – survey of department heads
- Faculty-staff survey on compensation and retirement
- TAKEAWAYS – Please see the full reports below.

MEASURES OF STUDENT GROWTH

The following measures are used to assess students’ growth from their first to their fourth years at Maharishi University of Management.

Brain Integration Progress Report

Dr. Travis reports that about 25-30% of incoming first-year students take advantage of the Brain Integration Progress Report. However only a handful thus far (three) who have done the BIPR as first-year students have done so again as seniors. These three have gone up in the score on the Brain Integration Scale over 4 years by 0.5 point.
Experience Questionnaire

The Experience Questionnaire was developed by MUM researchers to quantify the frequency of experiences of higher states of consciousness. The questionnaire has 4 questions, asking students to indicate, on a scale of 0 (never) to 10 (all the time), how often they have each of the following experiences:

- **Transcending** — “During the practice of Transcendental Meditation, or at any settled, quiet time, have you experienced a perfectly peaceful state in which the mind is very awake, but still — a state in which awareness seems expanded beyond the boundaries of thought, beyond the limits of time and space?”

- **Witnessing During Waking** — “Have you experienced while performing activity that there was an even state of silence within you, underlying and coexisting with activity, yet untouched by activity?”

- **Witnessing During Sleep** — “During sleep, have you ever experienced a quiet, peaceful, inner wakefulness? You awake fresh and rested, but with the sense that you had maintained a continuity of silent self-awareness during sleep.”

- **Support of Nature** — “Have you experienced that your desires and wishes are fulfilled in a way that seems to be caused by fortunate coincidences or good luck. You may have experienced that circumstances come about to fulfill your desires without your direct action.”

Longitudinal analysis of senior student scores showed a small but practical significance in change from first-year scores to senior scores in the first three of the four measures — which suggests that students who complete
their undergraduate education at MUM experience growth in development of consciousness. Cross-sectional analysis confirms this conclusion.

**Perception of Happiness Scale**

The Perception of Happiness scale is a four-item questionnaire. Students are asked to rate how happy they see themselves on a 7-point likert scale (1 = not a very happy person to 7 = a very happy person). They are also asked to compare their happiness levels to that of their peers. The last two questions ask the student to what degree they agree (1 = not at all to 7 = a great deal) with statements concerning characteristics of happy and unhappy people. The highest average happiness score that one can get is 7 (if you give yourself a 7 on all four items and the lowest being a 1 (if you give yourself a 1 on all four questions).

The Happiness scale was introduced to our assessment program a couple of years ago; thus we do not have enough pre- and post-test data to do a longitudinal analysis at this time. The following is a summary of the cross-sectional data for the last academic school year 2010-2011.

Results so far show that while MUM students as a whole reported higher levels of happiness compared to other college students, there was no difference in happiness scores between first-year and senior students. Over the next few years, as we collect more longitudinal data, we will be better able to see whether in fact happiness levels change as a result of being at MUM.

**Constructive Thinking Inventory – growth of practical intelligence**

Growth of practical intelligence is measured using the Constructive Thinking Inventory (CTI). The CTI was developed at the University of
Massachusetts to measure “common sense” or practical, social, and emotional intelligence — as distinct from intellectual intelligence.

The CTI provides a measure of people’s tendencies to automatically think in ways that are important for solving problems in everyday living at minimum cost in stress. Research has demonstrated that the CTI is strongly associated with practical kinds of achievement and with mental and physical well-being. The CTI consists of 108 items, which generate scores on multiple subscales. For our purposes, MUM uses a modified version of the CTI (consisting of 74 items), which generate scores on 4 subscales that are relevant to our general education objectives. These subscales include:

- **Global Constructive Thinking** — High scores in this area suggest flexible thinkers, who adjust their behavior appropriately to meet the demands of different situations.

- **Emotional Coping** — People with high scores here tend to view potentially stressful situations as challenges rather than as threats, and they experience less distress in such situations than others. They are self-accepting, tend not to take things personally, and are less sensitive to disapproval, failure, and rejection than others.

- **Behavioral Coping** — Indicates the tendency of a person to automatically think in ways that facilitate effective action, exhibiting qualities such as optimism, enthusiasm, confidence, and conscientiousness.

- **Categorical Thinking** — High scores in this area suggest viewing the world in black and white terms and being distrustful and intolerant of others who are different. On the positive side, categorical thinking facilitates rapid, decisive action. Nevertheless, in this area, lower scores are generally more desirable.
Results from 2011:

- Seniors who graduated in 2011 showed a positive change in all four subscales compared to their first-year scores (a negative score in categorical thinking is seen as a positive change). Emotional and Behavioral coping showed a small significant change (as indicated by the effect size), while both and Global Constructive Thinking and Categorical approached a significant change. These results suggest an overall growth in practical intelligence from first year to senior year.

- First-year students in 2010-2011 showed scores comparable to seniors’ scores and above the adult norms in all four subscales.

**Duke Health Profile – high level of health**

Developed at Duke University Medical School, the Duke Health Profile is a self-report instrument that contains six health measures (physical, mental, social, general, perceived health, and self-esteem) and four dysfunction measures (anxiety, depression, pain, and disability).

- MUM students scored higher in 60% of the health scales compared to an adult patient population (we have not been able to locate norms for student populations).

- MUM senior students scored significantly higher in all the health subscales compared to MUM first-year students and adult average scores.

That senior students average scores were higher than first-year students is consistent with our predicted outcome that students grow to a higher level of health as a result of an MUM education. We do not have enough longitudinal data at this time to investigate how health-related quality of life changes for students from their first year to senior year at MUM but should be able to address this question soon.
ETS Proficiency Profile – Improved reading, critical thinking, information literacy, and writing

The Proficiency Profile assesses four core skill areas — reading, writing, critical thinking, and mathematics — in a single convenient test. Because the ETS Proficiency Profile was added a few years ago to our battery of assessments, we report only cross-sectional data here. MUM results are compared to national norms provided by ETS. Summary of 2011 findings:

- The data show that MUM first year students had a higher percent of students performing proficiently in reading, critical thinking, writing, and math, compared to their peers at other universities.

- MUM seniors also performed well compared to their peers but not in as many skill levels as MUM first year students.

- Overall, MUM has a greater percent of its students performing proficiently in the four core skill areas (reading, critical thinking, writing, and math) and skill levels compared to students at other universities with the same Carnegie classification.

- These data also shows that MUM senior average scaled scores were not statistically different than most first year average scaled scores. If these results are indicative of longitudinal change it would imply that MUM students in general do not improve in reading, critical thinking, writing, and math over time. By next year, we should have an adequate amount of pre- and post-test data on senior students to better understand this relationship.
INDIVIDUAL COURSE AND PROGRAM
FEEDBACK MECHANISMS

Mid-course student experience forms

At the mid-point of each course, faculty have students complete a “formative evaluation” that asks about their experience so far. Questions include: Are you understanding the material in this course? Is the pace appropriate? Are you able to complete the homework in the time allotted? Have you been able to stay on the ideal daily routine? What in this course has worked well for you? What has not worked as well? Any suggestions? Would you like to talk with me?

Results summary — The results (given anonymously) are intended to help the faculty make any mid-course corrections. They stay with the faculty.

End-of-course experience forms

These questionnaires, also completed anonymously, are given to students at the end of each course, again asking about their experience. The form includes the following statements, with which students may strongly agree, agree, remain undecided, disagree, or strongly disagree: I gained valuable knowledge from this class. The course seemed organized and well-prepared. The knowledge presented in this course was appropriately challenging for me. There was a good balance for me between gaining knowledge and working with it. I was able to obtain clear and satisfying answers to my questions. We had fulfilling class discussions. The material was presented at an appropriate pace. I was able to complete the assigned work in the time allotted for it in and out of class. In addition, students may write at greater length in response to the following questions: What was your most significant experience in this course? If you were teaching this course next year, what aspects of the course would you definitely keep as they are now?
Why? What aspects would you change? In what way? For what reason? Feel free to comment on any aspect of the course, small or large, and please be as specific as possible.

Results summary — This past year the Dean and Associate Dean of Teaching and Learning (Dr. Chris Jones and Dr. Jane Schmidt-Wilk) have been reviewing these forms and meeting with certain faculty accordingly. In principle, the results are used for continuous improvement of each course. In actuality, given the large number of forms, it has not been practical systematically to review all the forms, discern any patterns, and follow up to see whether courses are being modified appropriately.

But starting this spring, students will fill out these forms online, using a service we have contracted. This will enable much easier review of these forms by the EVP and academic deans. It will be easier to determine strengths and challenges, whether with individual courses or instructors or programs as a whole. This in turn will enable more effective action for continuous improvement.

The table on the next gives a summary of the online results so far.
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<th>Pct</th>
<th>Pct prep</th>
<th>Gained knowledge</th>
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<th>Clear answers</th>
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<td>43%</td>
<td>5</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>4.3</td>
<td>4.7</td>
<td>3</td>
</tr>
<tr>
<td>Education UG</td>
<td></td>
<td>4</td>
<td>10</td>
<td>20</td>
<td>50%</td>
<td>4.9</td>
<td>4.8</td>
<td>4.8</td>
<td>4.5</td>
<td>4.8</td>
<td>4.4</td>
<td>4.5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>MBA G</td>
<td></td>
<td>9</td>
<td>68</td>
<td>114</td>
<td>60%</td>
<td>4.4</td>
<td>4.5</td>
<td>4.1</td>
<td>4</td>
<td>4.3</td>
<td>4.2</td>
<td>4.3</td>
<td>4.1</td>
<td>2.5</td>
</tr>
<tr>
<td>MBA UG</td>
<td></td>
<td>8</td>
<td>43</td>
<td>66</td>
<td>65%</td>
<td>4.6</td>
<td>4.8</td>
<td>4.7</td>
<td>4.5</td>
<td>4.7</td>
<td>4.6</td>
<td>4.7</td>
<td>4.7</td>
<td>2.5</td>
</tr>
<tr>
<td>MVS G</td>
<td></td>
<td>6</td>
<td>38</td>
<td>68</td>
<td>56%</td>
<td>4.8</td>
<td>4.7</td>
<td>4.7</td>
<td>4.5</td>
<td>4.6</td>
<td>4.6</td>
<td>4.5</td>
<td>4.7</td>
<td>2.9</td>
</tr>
<tr>
<td>MVS UG</td>
<td></td>
<td>4</td>
<td>45</td>
<td>71</td>
<td>63%</td>
<td>4.7</td>
<td>4.6</td>
<td>4.5</td>
<td>4.5</td>
<td>4.3</td>
<td>4.4</td>
<td>4.6</td>
<td>4.7</td>
<td>2.8</td>
</tr>
</tbody>
</table>

* G = Graduate | UG = Undergraduate
End-of-year meetings of faculty and students in each academic program

Starting two years ago, we have had the faculty in each department meet with all the students in the department at the end of the year for informal discussion about the goals of the program and the extent to which students feel the goals are being met in their own experience. We have encouraged such meetings at the mid-point of year as well.

GENERAL ACADEMIC SURVEYS

National Survey of Student Engagement (NSSE)

This survey, created and administered by the Indiana University School of Education, is used by hundreds of four-year colleges and universities to gather data about undergraduate student participation in programs and activities that schools provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

We have given this survey approximately every three years for the past dozen years or so. Typically the NSSE is given to first-year and senior students only. We were given permission last year to administer the survey ourselves, and so in Block 9 we gave it to all undergraduates. Thus we have data on our freshman, sophomores, juniors, and seniors.

The NSSE is used to assess the extent to which students engage in and are exposed to proven educational practices that correspond to desirable learning outcomes. You can read more about the NSSE here. The NSSE website describes student engagement as follows:

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and
other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

To represent the multi-dimensional nature of student engagement, NSSE developed five indicators (benchmarks) of effective educational practice: level of academic challenge active and collaborative learning student-faculty interaction enriching educational experiences supportive campus environment.

The benchmarks are created from clusters of NSSE questions/items that best represent these practices.

RESULTS
Data from the most recent administration of the NSSE to our students (Block 9, 2011), showed that, compared with their peers at Iowa and Midwest college and university peers, both first-year and senior students at Maharishi University of Management scored in the five benchmarks as follows:

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>MUM student ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of academic challenge</td>
<td>Lower than their peers</td>
</tr>
<tr>
<td>Active and collaborative learning</td>
<td>Higher than their peers, but only the first-year scores were statistically significant</td>
</tr>
<tr>
<td>Student-faculty interaction</td>
<td>Slightly higher than peers but not statistically significant</td>
</tr>
</tbody>
</table>
Enriching educational experiences | Slightly higher than peers but not statistically significant
---|---
Supportive campus environment | Slightly higher than peers but not statistically significant

We last administered the NSSE in 2009. The 2011 results seem to be consistent between both years, in terms of similar strengths and challenges.

**Student Satisfaction Inventory**

This survey, developed by Noel-Levitz and also used by hundreds of schools nationwide, surveys students on all aspects of their university experience. It also assesses the “importance” to students of each line item on the questionnaire, along with satisfaction. This yields a picture of an institution’s strengths (areas of high student importance and high satisfaction) and challenges (areas of high importance and relatively lower satisfaction. If students are less than satisfied with areas that are of low importance to them, a school need not waste resources in dealing with those. If, on the other hand, they are less than satisfied with areas of high importance, the institution knows what it needs to address.

We have given this survey four times over the last eight years, last spring most recently. These recent results are quite consistent with our previous results.

**STRENGTHS**

The campus is safe and secure for all students.

I am able to experience intellectual growth here.

Nearly all of the faculty are knowledgeable in their field.

It is an enjoyable experience to be a student on this campus.

Security staff respond quickly in emergencies.
Adequate financial aid is available for most students.
The campus staff are caring and helpful.
Students are made to feel welcome on this campus.
Financial aid counselors are helpful.
This institution shows concern for students as individuals.
Faculty care about me as an individual.
There is a strong commitment to racial harmony on this campus.
New student orientation services help students adjust to college.
The personnel involved in registration are helpful.

CHALLENGES
The content of the courses within my major is valuable.
The instruction in my major field is excellent.
The quality of instruction I receive in most of my classes is excellent.
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
Tuition paid is a worthwhile investment.
There is an adequate selection of food available in the cafeteria.
There is a good variety of courses provided on this campus.
Freedom of expression is protected on campus.
My academic advisor is knowledgeable about requirements in my major.
There is a commitment to academic excellence on this campus.
Channels for expressing student complaints are readily available.
There are adequate services to help me decide upon a career.
As indicated, these are basically the same strengths and challenges we have seen in previous SSI results.

As you can see, of the 12 challenges, 6 are related to academic quality — and 5 of the top 7.

NATIONAL NORMS

Bear in mind that all of these responses are relative. No matter how satisfied students may be, the results are reported in relation to each other — highest and lowest satisfaction and highest and lowest importance. Thus there will always be areas of high importance / high satisfaction and high importance / low satisfaction.

This is where comparison with national norms can be useful. Here is how the responses from our students compare with responses from four-year private colleges nationally:

Higher satisfaction vs. national four-year privates

- The campus is safe and secure for all students.
- Security staff respond quickly in emergencies.
- Tuition paid is a worthwhile investment.
- Adequate financial aid is available for most students.
- Students are made to feel welcome on this campus.
- I am able to register for classes I need with few conflicts.
- Financial aid counselors are helpful.
- This institution shows concern for students as individuals.
- There is a strong commitment to racial harmony on this campus.
- Faculty take into consideration student differences as they teach a course.
Financial aid awards are announced to students in time to be helpful in college planning.

New student orientation services help students adjust to college.

Lower satisfaction vs. national four-year privates

- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- Nearly all of the faculty are knowledgeable in their field.
- The quality of instruction I receive in most of my classes is excellent.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- There is a good variety of courses provided on this campus.
- Freedom of expression is protected on campus.
- My academic advisor is knowledgeable about requirements in my major.
- There is a commitment to academic excellence on this campus.
- Major requirements are clear and reasonable.
- My academic advisor is approachable.
- On the whole, the campus is well-maintained.
- Faculty are usually available after class and during office hours.
- My academic advisor is concerned about my success as an individual.
- There are adequate services to help me decide upon a career.

Higher importance vs. national four-year privates

- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- There is an adequate selection of food available in the cafeteria.
- There is a strong commitment to racial harmony on this campus.

**WHAT’S MOST IMPORTANT TO OUR STUDENTS**

The items on the SSI have been analyzed statistically and conceptually to produce scale scores. The scales provide the big picture overview of what matters to our students. They also provide the broadest view to identify how satisfied students are when compared to other students. The 73 items on “form A” comprise these 12 scales. Each scale has anywhere from 4 to 16 items. The following list shows the 12 scales by order of importance and compares MUM results to national norms.

<table>
<thead>
<tr>
<th>In order of importance</th>
<th>Satisfaction compared to nat’l norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Effectiveness</td>
<td>Lower</td>
</tr>
<tr>
<td>2. Student Centeredness</td>
<td>Higher</td>
</tr>
<tr>
<td>3. Recruitment and Financial Aid</td>
<td>Higher</td>
</tr>
<tr>
<td>4. Campus Climate</td>
<td>No difference</td>
</tr>
<tr>
<td>5. Academic Advising</td>
<td>Lower</td>
</tr>
<tr>
<td>6. Concern for the Individual</td>
<td>No difference</td>
</tr>
<tr>
<td>7. Registration Effectiveness</td>
<td>No difference</td>
</tr>
<tr>
<td>8. Service Excellence</td>
<td>Higher</td>
</tr>
<tr>
<td>9. Safety and Security</td>
<td>Higher</td>
</tr>
<tr>
<td>10. Campus Support Service</td>
<td>Lower</td>
</tr>
<tr>
<td>11. Campus Life</td>
<td>No difference</td>
</tr>
<tr>
<td>12. Responsiveness to diverse populations</td>
<td>Lower</td>
</tr>
</tbody>
</table>
OVERALL SATISFACTION OF MUM STUDENTS

The following three summary questions summarize how students feel about their experience. While they do not provide specific direction on what needs to change, they do have strong correlations to institutional success and retention rates. Nationally, institutions with higher scores on these three items enjoy higher graduation rates, lower loan default rates, and higher alumni giving.

QUESTION 1: So far, how has your college experience met your expectations?
1 = Much worse than expected
2 = Quite a bit worse than I expected
3 = Worse than I expected
4 = About what I expected  Mean MUM score = 4.61 (No difference to national)
5 = Better than I expected
6 = Quite a bit better than I expected
7 = Much better than expected

QUESTION 2: Rate your overall satisfaction with your experience here thus far.
1 = Not satisfied at all
2 = Not very satisfied
3 = Somewhat dissatisfied
4 = Neutral
5 = Somewhat satisfied  Mean MUM score = 5.23 (No difference to nat’l)
6 = Satisfied
7 = Very satisfied
QUESTION 3: All in all, if you had to do it over, would you enroll here again?
1 = Definitely not
2 = Probably not
3 = Maybe not
4 = I don’t know
5 = Maybe yes     Mean MUM score = 5.43 (Higher than national)
6 = Probably yes
7 = Definitely yes

The chart below, comparing mean scores for each summary question for 2003, 2007, 2009, and 2011, shows a small increase in mean scores for each summary question from 2007 to 2011. We are happy to see this trend but would like to increase students’ overall satisfaction and enthusiasm.
FEEDBACK FROM GLOBAL STUDENT COUNCIL

The academic quality results are consistent with what we have been hearing 
anecdotally from students (particularly our best students) for some time — 
particularly their desire for more challenge and academic rigor, more of a 
sense of being stretched.

In response to earlier SSI results, we have devoted a fair amount of time in 
the annual Faculty Development Seminars and in Faculty Senate meetings to 
these topics (see section below, “Improving Academic Quality”). Yet, as of 
this last SSI, we have not moved the numbers much.

Just before the winter break, Dr. Pearson, Dr. Gorini, Dr. Jones, and Ellen 
Jones had two meetings with the Global Student Council to drill down into 
the academic results — to try to get a better idea of the student experience as 
regards academic excellence. We have an excellent group of students in the 
GSC this year, and we appreciated their insights and sincerity, along with 
their desire to help.

The basic theme of their feedback: The faculty should hold students more 
responsible for what they learn, increase the level of challenge (with a focus 
on quality rather than quantity, stretch rather than stress), set and uphold 
higher standards (grading standards, deadlines for turning in work, etc.), and 
require more writing and revising, especially longer writing.

Other Global Student Council comments related to:
increasing the level of challenge, with a focus on quality rather than quantity 
(stretch but not stress)
establishing stricter grading standards (some said they have received A’s in 
courses without feeling they deserved them)
the value of enforcing deadlines for turning in work, during a course and at 
the end
consequences for students who are late in coming to class
more writing and revising, especially longer papers

**Relation between the NSSE and SSI**

There is a strong relation between the results of these two surveys.
In the NSSE, our students rated their experience of academic challenge
deeper than students at other schools.
Likewise, in the SSI, MUM students rated being academically challenged
very important yet rated their satisfaction with being academically
challenged lower than other college students.

Thus the results from two separate surveys are consistent in identifying that
the University needs to do better in establishing higher levels of academic
challenge and changing the perception that we do not expect academic
excellence.

**IMPROVING ACADEMIC QUALITY**

This section describes steps the faculty have taken in response to this
challenge and what steps are being planned and discussed.

**What the faculty have done thus far**

Continuous improvement of instruction has been a long-standing goal of the
University, given a higher priority beginning in the late spring of 2010, with
the appointment of a Dean of Teaching and Learning (Chris Jones), together
with an Associate Dean of Teaching and Learning (Jane Schmidt-Wilk).
Neither is full time, but together they have put a new focus on improving
instruction in all the classes. Today we have a four-pronged approach
designed to give instruction, feedback, and coaching to new and continuing faculty:

(1) FACULTY DEVELOPMENT

Every new faculty has a two-week full-time intensive seminar in Consciousness-Based Education. Following this, faculty development continues throughout each academic year for a week at the beginning of the year and for one afternoon every block. The entire faculty meets together and reviews principles and practices from Consciousness-Based Education and from best practice in contemporary higher education.

The main themes of this program have been:

- strategies for teaching critical thinking
- uses of technology in teaching
- fair and objective grading practices
- creating effective main points and Maharishi Vedic Science points
- developing objectives, curriculum maps, and effective outcomes assessments for every academic program
- applying the Damru design principle and progression of SCI points in every course
- strategies for increasing challenge in courses; sharing research findings among faculty
- applying a new design from Dr. Volker Schanbacher for Unified Field Charts.

(2) STUDENT FEEDBACK FORMS

The Dean and Associate Dean of Teaching and Learning have been reviewing all of the end-of-course feedback forms from every class (see above). They note themes within this feedback and then discuss issues that
need addressing with department chairs and the faculty to whom they apply. Corrections have been made where appropriate. There are also many examples where faculty have been commended for their successes and appreciated for their commitment to effective teaching.

(3) VISITING CLASSES

A third strategy for improving teaching suggested by Maharishi is visiting classes and giving faculty direct feedback, and often coaching, on their teaching. Both Dr. Schmidt-Wilk and Dr. Jones have visited classes using a standardized checklist developed by the faculty in conjunction with Dr. Susie Dillbeck.

This method is especially effective at giving faculty more detailed and direct feedback on the level of analysis taking place in class, the proper use of the CBE techniques, and the overall liveliness of the faculty in class. So far we have visited approximately fifteen classes across all departments.

Dr. Morris has asked Dr. Pearson and Dr. Gorini to sit in on as many classes as possible and evaluate the teaching in the class on 17 parameters developed by the faculty.

(4) DEPARTMENT CHAIR OBSERVATIONS

The fourth strategy that we have only just begun to initiate is a system of training the department chairs to themselves be monitors and coaches for their faculty. Dr. Jones will visit Department Chairs classes this semester to give them feedback on their teaching and thereby help them understand the feedback form which they can then use with their faculty.

This strategy is an important supplement to strategy #3 above, because any observation of faculty must be ongoing. An observer, whether department chair, Dean or President, must not only note strengths and weaknesses within any class but must create an agenda for improvement and then follow
up on this agenda over time. The Department Chair is best positioned to accomplish this. In addition, this strategy has the potential to make the Department chair exemplars of teaching excellence, seeding each department with high quality teaching.

**Other initiatives going forward**

**1. FIRST-YEAR CRITICAL AND CREATIVE THINKING SEMINARS**

Starting this fall we will offer Creative and Critical Thinking seminars in the block following the Science and Technology of Consciousness course (that is, as the second course entering undergraduates take) as a general education requirement for all new students.

These seminars would follow up on some simple critical thinking instruction and activities that are already occurring in the STC course. The content of the seminars will focus on discipline issues, but the approach to the discipline content would allow faculty to introduce students to (and have them practice using) the vocabulary and thinking skills associated with deep thinking in the discipline.

These skills would include the ability to locate the structure of an argument for specific conclusions or positions presented in a reading or lecture, including the logic, evidence, and any other reasons given to support the conclusion or position; and discussion of alternate explanations or positions presented in the argument — or if there aren’t any, creating and evaluating such alternatives.

Following are the general elements of the Creative and Critical thinking seminars:

- Small class sizes — seminar sections would be limited to 15 students.
- CCT seminars would require no previous knowledge of the discipline.
CCT seminars will be reading-, writing-, and research-intensive courses on specific, fascinating topics in the discipline, rather than introductory survey courses.

They would give priority to process issues in the discipline (by which we mean the analytic and evaluative skills associated with the use of knowledge in the discipline), rather than coverage of a wide range of content.

They would introduce students to a realistic experience of academic research and writing in these disciplines and would focus on the critical thinking skills utilized by experts.

All seminars will use the same rubric as the basis for assessing students’ critical thinking abilities. However, the specific assessment strategy for each seminar will be up to the teachers: for example, such assessments could take the form of submitting at least 2 short position papers (5-8 pages) or presenting 2 short oral arguments (5-8 minutes). Students would submit their work in draft form for feedback by the faculty and then revision before submitting it for final grading.

(2) OTHER INITIATIVES UNDER DISCUSSION

There are several other best practices that Dr. Pearson has been researching and has started discussing with the academic deans that would integrate well with Consciousness-Based education and would likely elevate students’ overall sense of the University’s commitment to academic excellence. These include:

Enhanced writing requirement

Writing is not simply a technical skill but is a vital method of learning, of integrating and synthesizing knowledge, promoting critical thinking, self-
understanding, self-expression, and intellectual growth. It is not a one-time achievement but develops throughout students’ college careers.

Currently our writing requirement consists of having students take either Composition 1 or 2 or both. Some schools have a further requirement — all students, during the seventh semester, submit a portfolio containing four pieces of writing they have done, plus a brief reflective essay discussing how the pieces in the portfolio illustrate their development as a writer and as a whole. Students may include whatever writing they feel best demonstrates their intellectual and personal growth. All pieces must be at least 500 words long, at least one must be at least 1,500, and at least one must be a research paper demonstrating the student’s ability to use secondary sources and document them properly. Putting such a requirement in place will necessitate that each undergraduate program give students opportunities to write the kinds of papers they will need to include in their portfolios.

**Senior thesis / project**

Currently only three undergraduate programs require a senior thesis or project (Sustainable Living, Literature, and Mathematics). This is yet another mechanism for creating a larger wholeness out of pieces of knowledge. Every undergraduate program might benefit from requiring this.

**Online student portfolio**

This is another emerging best practice in higher education, similar to the writing portfolio but encompassing everything students learn in their academic careers from their first course forward. It enables students to create a grand wholeness of everything they have learned and gives them a great resource as they approach the transition into the working world. This becomes every student’s meta-deliverable before they graduate. It is also an excellent way of assessing a program’s effectiveness. Here is how this is described in one article:
Into these digital archives go tests, papers, lab reports and other artifacts, accompanied by teachers’ grades and the student’s own appraisal of what she has learned. What were her aspirations for this course? Were they met? What skills did she gain outside of content knowledge? How does this particular sample show that she has gained such competencies as critical thinking and analytical reasoning? She answers with reflective essays, which are themselves a form of learning. And that learning is an outcome at least as important as the program improvements that these assessments help drive. “[The portfolios] give us a broad focus on who a student is,” says Marisa Klages, an associate professor of English at LaGuardia. “It also allows students to take some accountability onto themselves.”

Common to all of these strategies is the principle of review, as well as the principle of analysis and synthesis, which Maharishi emphasized so much. Each requires students to review their work in new ways and at scales larger than the individual course. They also all fall into the framework of “Say it, tell it, write it, teach it,” which beautifully encompasses the full range of learning. The result will be deeper and more integrated learning.

Of course, we always want to make sure we are taking fullest advantage of the teaching and learning strategies we have from Maharishi himself, and that is something we have emphasized and will continue to emphasize in every Faculty Development Seminar and will look for in the broadened scope of classroom visits.
DEVELOPMENT OF CONSCIOUSNESS SURVEY

Summary of results

This report compared the results of the first Development of Consciousness (DC) survey conducted in Block 7 of 2010 with the results of the second DC survey conducted in Block 7 of 2011. Some demographic and selected questions of importance were presented in this report. General findings for the demographic questions are as follows:

The responses from 2010 and 2011 were the same for:

- average age
- average hours of sleep on weekdays and weekends

General findings for selected questions are as follows.

In 2010, compared with 2011:

- The average of number of years of Transcendental Meditation practice was one year greater
- Meditators indicated greater agreement and less disagreement with the questions on enjoying the practice of Transcendental Meditation and experiencing benefits from Transcendental Meditation.
- Meditators indicated greater agreement with plans to learn the TM-Sidhi program in the coming year. Moreover, in both years a large percent of students remained undecided about plans to learn the TM-Sidhi program.
- Sidhas indicated greater agreement and less disagreement with the questions on enjoying the practice of their TM-Sidhi program and experiencing benefits from their program.
A higher percentage of traditional graduate students planned to continue at MUM.

A higher percentage of traditional graduate students agreed with the question of MUM facilitating personal growth.

A higher percentage of professional graduate students agreed (and a lower percentage disagreed) with the question of MUM facilitating personal growth.

A slightly higher percentage of undergraduate students agreed (and a slightly lower percentage disagreed) with the statement about overall satisfaction at MUM.

A higher percentage of traditional graduate students agreed with the statement about overall satisfaction at MUM.

A significantly higher percentage of professional graduate students agreed (and a lower percentage disagreed) with the statement about overall satisfaction at MUM.

In 2011, compared with 2010:

Meditators indicated greater agreement and less disagreement with the question of enjoying meditations in a group, and a significantly lower percentage was undecided about enjoying meditations in a group.

In both 2010 and 2011:

Sidhas had similar responses to the question on enjoyment of group practice — between 68% and 73%, respectively indicated positive enjoyment with group practice.

Undergraduate students had similar percentages of agreement and disagreement in plans to continue at MUM — approximately 77% in both years planned to continue at MUM.
Undergraduate students had a similar percentage of agreement and disagreement about MUM facilitating personal growth — about 75% agreed with this question.

**Conclusion**

In general, we can use these demographic variables to shed some light as to why 2010 showed “better” results in some questions. One simple explanation for 2010 results is that the student body changes from year to year and at any given level (undergraduate, graduate, professional), we can see an up or down effect in any given question depending on what is going on with that group of students.

After our next survey, we will have enough data to do some trend analysis by level, which may give a clearer picture of what is happening over time. In other words, is the “up” or “down” of a score a trend over time or perhaps just a one-time blip?

**Action steps this year**

Following major changes in each of the last two years, the Development of Consciousness course requirements for 2011-12 include only minor revisions to Personal Checking, Residence Courses, and all-campus meetings. As a result there is much more consistency and continuity to the course structure. The continuing students know what to expect and do not have to make any changes from the past to fulfill current-year requirements.

The revisions for this year were made following analysis of the results of the DC survey conducted in the spring of 2011 as well as continuous improvement assessment discussions within the DC department. All proposed changes were then discussed and approved by the DC Advisory Committee. A summary of changes is as follows:
Personal Checking
- For continuing students – one checking per semester instead of two
- For new students who have learned the Transcendental Meditation technique at MUM or within four months of arriving at the University — four checkings in their first semester instead of five. This is based on one checking per month and reflects the semester change from five blocks to four.

Residence Courses
- Optional for continuing students instead of mandatory
- Some Forests will include a Residence Course, some will not
- Optional Residence Courses/WPAs will be available at the end of the following blocks: September, October, February and April

All-Campus Meetings
- One per semester instead of two
- For the fall, the meditators were able to choose among several topics including a discussion of experiences, the Global Country of World Peace and the Pandit Project, and Research on Transcendental Meditation and the brain. The spring options are not yet finalized.
- Sidhas met with Doug and Linda Birx in the fall and will have the same choice as meditators in the spring (or choose to again meet with the Birxes)

Group Practice
- Group practice remains the core component of the DC course
- Generally, meditators meditate in the classroom in the afternoon. However, they may submit a request to meditate in the Meditation
Hall if they prefer. Either way, the minimum requirement is five group meditations per week.

- Sidhas have the option of early program in Hildenbrand or 143, or regular program in the Golden Domes. The minimum semester requirement is 90 instead of 100 due to the shorter semester but is still based on five group programs per week.

Facilities and Equipment

- The Residence Course facility plays a big part in the overall experience. Many of our courses are held in Building 110, which we also use for Visitors Weekends. Students enjoy this facility and the separation it provides from the rest of the campus. For larger courses we are forced to use the student dorms. This is far from ideal due to the activity level and numerous distractions. According to student feedback, this is one of the main reasons for dissatisfaction with the course. Students who live off campus and are required to move on campus for the course are particularly sensitive to this. The deepening of Transcendental Meditation experience and overall appreciation of the course is much better when we are able to use a dedicated facility. Right now there is a great need to open another frat for Residence Courses. The future of successful courses will depend on expanded facilities.

- Another important part of the Residence Course experience is the presentation of knowledge. Since Residence Courses are primarily structured around videotapes of Maharishi, an upgrade to our video equipment is essential. All the old TVs need to be replaced by large flat screen monitors. We submitted a request to the Dean of Faculty
and are pricing the needed upgrades for the various halls where we teach Residence Courses.

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**ADMINISTRATIVE SURVEYS**

**Food survey**

Aladdin Food Service conducts a survey twice a year with MUM input on the questions asked. A variety of questions are asked to determine respondents’ demographics and their opinions on food quality and service — also to solicit suggestions for ways to improve the food or dishes to add. The results are reviewed by Student Life and the Chief Administrator, who then meet with the Aladdin Director and Head Chef to see what changes need to be made based on the survey.

*Results* — Some of the changes made as a result of these surveys include

- Serving quinoa at each lunch
- Increasing the spiciness of some of the food
- Serving less pizza and fries
- Cooking the vegetables more completely

The main determinant of Aladdin’s performance is the question on “Overall Satisfaction.” This score ranges from 0 to 4.0, with 4.0 Extremely Satisfied. The score on this question has gradually been going up and on the latest survey was 2.68.

Additional comment from our head chef Sharon Stinogel:

> I believe our biggest accomplishments refer to customer comments. We have paid attention to what the “customers” have told us they wanted. For example in bringing back some
of the old favorites, we have implemented standardized recipes for them. We’ve increased the “flavor level” in the recipes so they should be consistent. We hear requests for a different “milk” type product and are in the process of looking for that item, based of course on the nutrition level and flavor profile. We’ve developed recipes for the different churnas and are offering them on the spice shelf. We are currently working on adding back the 4th week of the menu rotation, adding back in even more of the favorite foods from the past. We have brought more interactive food offerings to the “Showthyme” station, with the “Build your own Burrito,” “Comfort Bowl,” “Wraps,” and “Fresh Fruit and Yogurt” days. In addition to adding the grain back to lunch, we are constantly working on improving and developing new bakery and salad items. Besides all of this, we have continued to strive for a “green” work space, by removing disposable paper and plastic cups from the kitchen, we’ve reduced cost and waste.

Executive Council assessment / Department head survey

We created a survey soliciting feedback on Executive Council effectiveness, given to 60 academic and administrative department heads and other leaders.

Results — This revealed areas where performance can be improved. Areas of focus include better communication with the faculty and staff about the University’s financial situation, strategic plan, and decision-making processes; more involvement of administrative and academic leaders in the planning and budgeting; more attention with department leaders on training, continuous improvement, and use of dashboards; faster decision-making and responses to communications from people (better “customer service”).

Action steps — We have taken a number of steps in response to this survey:
As a way to communicate with faculty and staff about the state of the University, we now hold a joint meeting with all the faculty and staff following every Board of Trustees meeting to report on what transpired at the meeting. This gives us an opportunity to update everyone on the budget, the strategic plan, and other issues the Board discussed.

Also this past year the academic departments were more involved in developing their budgets.

Our Lean initiative provided training to 22 faculty and staff, including young staff, and has created a spirit of continuous improvement throughout the University.

We will administer this survey every few years.

**Faculty-staff survey on compensation and retirement**

This survey was prepared and administered last year by a group of faculty and staff. This information fed into the compensation and retirement plans we have been developing in conjunction with the Trustees Compensation Committee. Here are the major findings:

The majority of staff and faculty regard their work for MUM as a form of service to Maharishi’s knowledge (85%). They also think, however, that, longer term, MUM will need to pay salaries close to market rates to all or almost all employees (79%).

The majority of faculty and staff do not support paying faculty or staff of the same rank different salaries (58%).

There is support for paying different rates for faculty and staff as long is it’s based on differences common in other universities (73%).

If these faculty or staff work in high-demand or growth areas, a majority still support this, but at a lower level (55%).
Most staff and faculty feel University’s educational standards cannot be maintained at a satisfactory level with below-average wages (58%).

Most staff and faculty feel that the low level of compensation has led to an unsatisfactory quality of education in some majors (50%). Only 10% disagree with this statement; 26.5% say they lack enough information.

A larger proportion of staff and faculty want a system of compensation consisting of recognizable formulas — eliminating subjectivity and special personal circumstances (43%). A high percentage is also prepared to accept a component for merit that could reflect distinctive contributions of the individual to the mission of the university, as judged by performance reviews (77%).

A moderate amount of inequality/unfairness is acceptable for 5 years to help the University grow and thereby raise all salaries (59%).

More are opposed to this if the inequality/unfairness in compensation is substantial (32% for, 39% against).

Faculty and staff think MUM will have to pay 73% of the pay grades normal for a Midwestern university.

The majority supports the notion that pay should be transparent on a departmental level rather than University-wide (50%).

The survey makes clear that low compensation creates real hardship, more of a strain than before, exacerbated by impending retirement, health care costs, housing needs, etc. There is a strong feeling that this situation cannot continue. Many regard the years they have given to MUM on low pay as a service to Maharishi’s knowledge. They have been happy to do this and some strongly wish to keep the principle of service. But pressure from financial constraint undermines quality of life, and some view this as contrary to the principle of living 200% of life.
FACULTY EVALUATION

Dr. Craig Pearson and Dr. Cathy Gorini

We have been observing classes on a somewhat regular basis since February. We have observed more than a dozen classes so far. Besides giving suggestions for improvement, we are gaining a better feel for the current classroom environment.

Our general impression is that the faculty are very competent and that students are attentive, learning, and enjoying the experience. Of course there is room for improvement in everything; and thus following each visit, we either meet with or write to the faculty whose classes we have visited, going over a standard form listing all aspects of Consciousness-Based education with the faculty and making whatever suggestions are appropriate.

I (Dr. Pearson) began with Composition courses, my academic field for my first eight years here prior to being moved into administration. These courses are required of all students, so they represent a “high leverage” point in the undergraduate curriculum. I visited several classes and gathered the course syllabi from all the faculty teaching Comp courses this year (the faculty use standard syllabi). It was evident that a number of best practices in teaching writing were missing (not altogether surprising since they were developed by literature faculty who have had little if any training in this field). Dr. Chris Jones and I just me with all faculty who teach composition to reestablish the best practices we expect to be reflected in every composition course.

These visits are important and we intend to continue them starting again in the fall semester. But they comprise only a small part of the strategies for continuous improvement of teaching and learning, which we will continue rolling out this coming year (see previous section).
PLANNING FOR THE HIGHER LEARNING COMMISSION VISIT

Dr. Scott Herriott and Dr. Craig Pearson

This section of the report updates the Board on the status of our response to the focused visit mandated by the 2009 visiting team. The visiting team’s January 2010 report called for a commission-mandated focused visit “on leadership, planning, compensation, and assessment” to take place during 2012-2013, and that visit has now been scheduled for May 2013. The team stated its rationale and expectations as follows.

A limited number of processes need substantial improvement in the next few years for Maharishi University of Management to reach mature status. Regular performance reviews need to be initiated for the president, administrators, faculty and staff. Compensation practices need to address inequities among faculty and staff. Strategic planning needs to be renewed, updated, communicated and coordinated in all aspects of the university, especially in the areas of faculty recruitment/replacement and information technology. Assessment of student learning has started at the course level but not yet at the program level. The use of multiple measures, data analysis, and feedback loops is not universally present particularly for general education outcomes. The report for the focused visit should contain the following elements:

1. Approved mission statement

2. Updated strategic plan, and multi-year budget

3. Evidence that general education and program assessment has been gathered, analyzed and used systematically to inform strategic planning and to shape budget allocations in ways that have been
demonstrated to improve student learning and success (closing the loop)

4. Evidence that strategic planning for human resourcing includes regular performance reviews for staff, faculty and administration, as well as compensation and benefits planning at all levels to assure ability to replace retiring staff and faculty

5. Includes plan for recruitment, hiring and development of new faculty and staff to assure replacement of retiring faculty/staff and necessary capacity for growth

6. Evidence that strategic plan includes widespread community participation and communication and use

7. Evidence that strategic plan has been put into use and evaluated.

If these elements are not in place at the time of the focused visit, then consideration should be given to moving the comprehensive review to an earlier time.

We report here our progress on each of these points.

1. Mission Statement

A proposal for a revised Mission Statement has been reviewed by the Executive Council. Over the summer, a joint working group of administration and Trustees will review proposed Mission and Vision Statements, core values, and long-term aspirational goals. Recommendations will be presented for review by the Board of Trustees in the fall of 2012.

2. Updated Strategic plan and multi-year Budget

The Strategic Planning process has matured further since the team’s visit. We engaged every constituency of the University in several iterations in developing the first draft of a five-year strategic plan, including a two-day retreat for a group including trustees, faculty, administrators, students, and
donors. This culminated in the first public printing in Spring 2011 of a Five-Year Strategic plan.

The University leadership has increasingly recognized that a strategic plan is not a document but a process of continually prioritizing investment of resources in the framework of short-term, mid-term, and long-term goals — and that the goals need to be communicated continuously to all University personnel.

Based on the partial success in implementing the first version and identifying areas needing improvement, we are now creating a second version of the five-year strategic plan and developing better communication techniques. The aim: for all faculty and administrators to take more ownership of the plan’s goals and implementation.

Trustee leadership has asked David Todt, who is leading the Strategic Planning effort, to present the updated Strategic Plan at the first Trustee meeting in the fall of 2012.

3. General education and program assessment, planning, and budgeting

Our general education assessment program has been collecting data regularly under the leadership of the Director of Assessment, Dr. Raul Calderon. Also, faculty contribute to the General Education Assessment Report data on their students’ writing and information literacy from term papers in designated courses. Annual program assessment is still developing. The 2011 departmental reports were generally adequate in fidelity to their assessment plans and in presenting and analyzing data about student learning, but we are hoping for a better quality in the June 2012 reports, and Dr. Herriott is working with the department chairs to get that result. Program review, the 4-to-5 year cycle of giving a deep review to each department,
will begin in 2012 with an analysis of the MS in Computer Science (Compro) and the BA in Sustainable Living.

Departmental budget requests for 2012-13 will include rationale based on data about student learning, though they did not do so in previous years. The cycle of academic assessment, review and budgeting is now managed by a committee of deans that includes the Executive Vice-President, the Dean of Faculty, the Dean and Associate Dean of the Undergraduate College, the Dean of the Graduate School, the Dean and Associate Dean of Teaching and Learning, the Dean of the College of Computer Science, and the Dean of Distance Learning. This new Deans Council and the new processes for assessment and budgeting represent a significant step forward in evaluation and strategic planning.

4. Strategic planning for human resourcing

In 2011 the Board developed a formal procedure for evaluating its own effectiveness, and in 2011 the Executive Council surveyed its key constituents in a performance review. In 2012, individual members of the Executive Council will be evaluated, through a process developed with President Morris and Dr. Pearson.

*Academic departmental review* – All department chairs are expected to conduct a performance review with their faculty in June 2012 and will be given a rubric for doing so.

*Administrative departmental review* – A system of performance review has also been developed for (a) review of department heads by the appropriate member of the Executive Council and (b) review of each staff member by the respective department head.
Regarding compensation and benefits planning, committees of the University faculty and staff and Trustees have developed short- and long-term compensation plans.

The long-term plan is based on assigning pay grades to each faculty and staff position with target compensation levels for the grades. Additional compensation is also planned based on length of service and job performance. This plan aims to raise all compensation in a systematic way for all employees as resources allow. Funding will come from operating revenues as enrollment increases and the endowment as it grows.

The short-term plan is to raise those people at the low end of the pay scale, who have a hard time making ends meet, to something more reasonable. The Trustees have proposed a plan that will be phased in over five years from the endowment. This will require approximately $8 million in the compensation segment of the endowment to fund at Year 5.

A retirement committee has also formulated a proposal for a defined benefit retirement plan for faculty and staff currently over age 50 with at least 10 years of full-time service at retirement age. This plan needs analysis and review by the Trustees; the main concern is how to fund it. A significant endowment fund would be required to do so. In the meantime, retirement requests are being addressed individually.

5. Plan for recruiting new faculty and staff

Each department does its own recruiting using the faculty’s network of contacts.

For example, the Computer Science Department does faculty recruiting both through its contacts network of current and past faculty and our worldwide Movement. They have also advertised in the top technical journals and
gotten a good number of responses, leading to the recent new hire of a top PhD faculty who chaired the CS department at another university. For staff, we use similar contacts and resources, although we advertise only locally. The Coop program’s administrative director is on the University Personnel Committee, so is always current in new staffing possibilities.

In the growth areas of Media & Communications and Sustainable Living, the departments have been able to hire new faculty and adjunct or visiting faculty to meet student demand by paying somewhat higher-than-average wages. However, in the growing Pre-Med program within Physiology and Health, we have had more difficulty finding doctorally-qualified faculty and suitably trained lab technicians, and this shows up in student feedback. In our self-study for the focused visit, we will report the percentage of the faculty and staff hired within the past three years, also of outside hires of university administrators, as an indication of our ability to renew ourselves.

6. Widespread involvement in and communication of strategic plan

See Point 2 above. The Board has had key input into developing our Five-Year Strategic Plan, which includes well-defined metrics. We plan to finish the 2012 edition of the plan by this fall, after which we will distribute the plan to all University constituencies, including creating and posting wall charts of our main goals on the walls of each administrative office.

7. Using and evaluating the Strategic Plan

Top managers do not yet know the goals of the strategic plan by heart and are not yet featuring the Strategic Plan as the centerpiece of communication with University employees and other constituencies — but we plan to do so when the current iteration of the plan has been completed. This revision of the plan is driven primarily by the need to use revised new-student recruiting
goals for the overall enrollment target, which the new Admissions team feels are more realistic.

The Strategic Plan should ideally be 10-25 years to provide a truly long-term vision and prioritization of goals for the University. The strategic plan, whatever its length, should be complemented by a yearly action plan developed by the Executive Council to make the long-term goals tangible for all employees year by year. Corporate America generally is too shortsighted; longer term plans are better. Maharishi laid out goals and plans stretching much further than 5 years, and ideally we would continue that way of thinking.

Every aspect of the strategic plan is 100% under the control of the University’s leadership, and there also rests responsibility for achieving the goals.
FACULTY AND STAFF COMPENSATION

Josie Fauerso and Dr. Dave Streid

Power Point presentation during the meeting.
ADMISSIONS AND RECRUITING

Brad Mylett, Dean of Admissions

Admissions Achievements

Enrolled 87 standard and 10 non-standard students

As of May 1, acceptances Y/Y for fall 2012 semester up 13%

Now requiring high percentage of applicants to learn Transcendental Meditation prior to enrollment

University student retention continues to increase

Implemented Lean management principles related to contact management data base system

New Visitor Weekend coordinator now contacts and screens all V.W. applicants, removing this responsibility from US counselors, saving counselors precious time

Standardized English testing such as TOEFEL is now required for all non-native speaking applicants, this will allow us to better manage student expectations once enrolled.

International Admissions Co-director Aster Hesse traveled to China for a three-week recruiting tour.

High quality harmonious staffing now in place throughout the office

Instructed 42 students in Transcendental Meditation at Joliet Junior College. Establishing JJC as a feeder school.

Consolidated all admissions steps for the Professional Accounting MBA into the International Admissions office. Eliminated one full staff position as a result.
**Admissions Goals**

Increase fall 2012 standard new student enrollment by 40 students — from 173 (fall 2011) to 213 (fall 2012)

Continue to raise academic standards and prospective student commitment to Consciousness-Based education.

Retain quality staff.

Secure long-term financial support for Joliet Junior College project. Document success of the project and roll out to other two-year colleges, establishing several *feeder schools* for MUM.

Continued refinement and streamlining of processing procedures for inquiries and applicants.

**Admissions Challenges**

Finding replacements for four key staff members leaving this fall for TTC and other movement responsibilities

Maintaining and increasing student revenue in light of greatly reduced Federal Funding

Need for a full time writer for university promotion, including highlighting alumni success, researching and emphasizing the practical value of the MUM education.

Basic campus grooming continues to decline. Very important, to meet the expectations of wealthier clientele, to stay on top basic superficial campus appearances such as road maintenance, painting, rust removal and timely lawn mowing.

**Needed to address Admissions challenges**

Find highly competent people to replace those leaving.
Lobby the Federal Government to increase Pell Grant amounts and subsidized loans. Use Endowment funds to help bridge financial gap. Attract wealthier students. Hire a competent writer. Upgrade campus grounds and deferred cosmetic maintenance.

**Marketing Achievements**

Conducted a web audit of 40 MUM departments from both a marketing and process improvement perspective

Revised site architectures to plan immediate and long term web enhancements

Launch of a Magic-Hour.com content management system — enhanced internet/intranet site — which allows multiple authors to update content

First wave database integration within Magic-hour system, allowing faculty to submit and students to view grades online

Launch of the Adobe Omniture site analytics suite

Launch of StudentPla.net web lead generation site - pay per performance

Launch of vendor relationship with *SocialExtract* — social media lead generation service — pay per performance

Launch of website resource to support Governors teaching the Transcendental Meditation program in the field whose teaching activities overlap with MUM

Assembly of highly efficient marketing team with technical, administrative and analytic capabilities
Marketing Goals

Widespread utilization of Magic-hour site, achieving quantum leaps in student satisfaction and workflow efficiencies

Exponential growth of personal engagement with university publications and events by internal and external stakeholders through the launch of the *MyMUM* personal web portal

Full utilization of Omniture analytics and tracking — enabling optimized and increased ad spend

Launch of MUM Magazine to integrate and highlight academic departments and university news in a multi-platform digital publication

Enhanced Social Media (such as Facebook) and public relations initiatives to serve online and traditional media outlets with toolsets and proactive information

Continued deployment of database/web integration wish-list items to streamline student/faculty/staff information flow needs, supporting, fulfilling and extending Lean analysis initiatives

Marketing Challenges

Need to replace our highly talented social media/blogging expert who is leaving this summer

Needed to address Marketing Challenges

Locate and hire quality replacement

Admissions IT Achievements

Goldmine contact management data base system now upgraded to newest version
Students can save their application for finishing later
Students can go directly from a completed app to working on their requirements
Students receive an auto reply immediately when requirements are submitted

**Admissions IT Goals**

Allow students to save their applications essays and finish later.

When accessing required forms from their student portal, computer will automatically fill in the applicants name, app ID, and email address.

**Admissions IT Challenges**

All database functions will need to be re-hosted to the new Magic Hour content management system server

Our database server will need an upgrade, both for software and hardware

**Needed to address IT Challenges**

Forms related to admissions need to be migrated to the Magic Hour environment, Testing of all forms will need to be done.

At some point we need to invest in a new server for Admissions, the Enrollment Center, the IT Department and Accounting.
EXPANSION OPPORTUNITIES

ONLINE EDUCATION

Perry Bedinger, Associate Dean of Distance Education

Achievements this year

Created and delivered a number of new Distance Education (DE) courses, including:

- Essence of Buddhism
- Ayurvedic Cooking
- Yoga Asanas
- Veda and Physiology

Offered Professor Hagelin’s Physics course a second time

Launched the Consciousness-Based Education course

Supported a number of Continuing Education courses, to include:

- Veda and Physiology
- The Ramayan in Art and Art in the Ramayan
- Maharishi Organic Vedic Agriculture
- Wellness Consultants 5-Module course
- Health Professionals multi-Module course

Began the promotion of the following courses of the Maharishi Vedic Science Department

- Science and Technology of Consciousness
- The Bhagavad Gita
Sanskrit

Finished the preparation for launch of the following courses:

- Heart Health
- Naturally Thin
- Maharishi Vastu

Created a new website to increase DE exposure

- Captured an average of 10 new email addresses each day from site traffic
- Established Search Engine Optimization (SEO) to maximize exposure and traffic

Established a Social Media presence (Facebook) and started campaigns to increase exposure

Explored and used new course delivery options (Vimeo)

Established a Distance Education Newsletter

Created a promotional video for Maharishi School of the Age of Enlightenment’s Seeds to Table fund raiser

Explored Strategic Alliances with MAPI and The Raj

Provided 90+% of support for the Moodle Platform and Adobe Connect for the entire University

Paid 100% of the license fees for Panopto from DE revenue

**Goals for next year**

Establish Financial Aid for online courses

Increase the number of MUM departments offering online degrees

Continue to increase the capacity and expertise of the department
Increase the reach of MUM offerings through aggressive marketing strategies

**Challenges**

The urgent need to establish financial aid for online programs

The difficulty, at times, of operating an entrepreneurial, bootstrap operation within the procedural and policy framework of a mature academic institution

**Needed to address the challenges**

Recognition by major stakeholders that online education is vital to the University’s growth and must have earnest and pervasive support

Full commitment by the University to make establishing financial aid to online programs a major priority — and that commitment needs to be communicated effectively

A procedure whereby certain DE decisions are delegated to a senior administrator and not have to be reviewed and decided upon by whole committees

**INTERNATIONAL EXPANSION**

*Bill Goldstein, Associate Dean of Distance Education*

**Global Development**

A **Global Development Office** (GDO) under my directorship was launched recently which is designed to provide a focused, continued and entrepreneurial approach to global expansion.
Board of Entrepreneurs: Gerald Swanson, Hal Goldstein, Jimmy Schaeffer, and Steve Wynne, all local successful entrepreneurs and Siddhas have agreed to participate on a Board of Entrepreneurs to advise the GDO on priorities, strategy and conceptual and resource solutions to achieve our priorities outside of the University operating budget.

We have convened several meetings to date across departmental lines to address issues relating to global expansion in the online environment.

**Expanded Study Abroad and Consortium** — We are planning an expanded study abroad program in new locales and of extended duration to commence in 2012. Bhutan and India, among other places, will be featured initially, with a Bhutan Summer abroad program expected to be offered on June 15 and a 3-month Brahmasthan program to be offered in October. An MUM international study abroad consortium is being considered with other respected private colleges through which students at those universities will have the opportunity to learn the Transcendental Meditation program and engage in consciousness-based study abroad programs with our students in locales where we are especially well positioned.

**Scholarship** — Paul Horn has agreed to have a Study Abroad Scholarship program offered in his name, which can provide financial resources to needy students to engage in study abroad programs. New donors and those wishing to provide frequent flier miles will be contacted.

**Grants** — MBA student interns under Professor David Goodman’s direction are preparing a $6 million SAARC grant application for the creation of Sustainability Centers in rural villages in Bhutan, Nepal and India.

**New hire** — Steve Langerud, Director of Professional Opportunities at Depauw University and former Director of Experiential Education at
Grinnell College, is expected to join the University in June and will work with the GDO on expansion initiatives as well as to assist the Dean of Student Life and Alumni Office in the creation of a robust alumni and student career counseling program.

**Educational innovation, degree and non-degree programs**

Based on the priority of developing state-of-the-art online programs in the current competitive global educational environment, coupled with Dr. Morris’s experience in Africa, we are considering developing short online courses and certificate programs, along with online degree programs.

We are looking into cost-effective and inspiring online CBE short courses featuring the Transcendental Meditation program in co-ordination with the Transcendental Meditation center in the foreign sites, as well as practical and state-of-the-art online for which we have special expertise such as sustainable business, sustainable living, and computer science.

These courses, capable of wide web and even cell phone distribution in developing countries, may be the initial hook for marketing our degree programs throughout less developed and remote locales.

We want to invest in discovering the latest cost-effective digital innovations for educational delivery. We seek interns and recent graduates to assist in this initiative under the direction of an Innovation Czar (TBD).

**Global degree programs, at a glance**

**IN OPERATION**

South Africa, 3 sites — Neotel, Executive MBA program – Completion of first year
China: OCC — Beijing. Completion of Eighth year. Phasing out, but ESL program site may start up there in the fall

EXPLORATORY PHASE

Turkey, Mongolia (MUST), Vietnam — Computer Science, online and campus programs

Mongolia (Ikh Zasag), Bhutan, Sustainable Business, on site programs

FEASIBILITY /DEVELOPMENT PHASE

China — Beihua University, 2+2 program, 2+2+1, BA/MBA, in price negotiations

Quingzhou University — MBA in Tourism and Hospitality, in curriculum development

Nepal — Tribhuvan University, Organic Agriculture in curriculum development.

Discussion questions

In what ways can individual Trustees help to make these programs succeed?

Resource sources: Financed from within the operating budget vs. entrepreneurial with outside investment?

Integrated online development vs. departmental autonomy?

Disaggregation strategy (short courses) vs. degree programs?

How to use interns to develop applications for online programs, grants, etc.?

Other General Counsel points

Visas:

- Ethiopia – We have enlisted Senator Harkins assistance in attempting to change the dismal policy of the Embassy in Ethiopia regarding visa
issuance for prospective students. The Senator has sent a letter directly to the US Ambassador to Ethiopia requesting his intercession. As Harkin is the Head of the Senate Appropriations committee, we are hopeful that it may have some impact, we have received no reply to date.

- Other countries: China visa issuance continues good, Nepal low and other countries generally favorable.

Otherwise, matters are going smoothly on the changing regulatory compliance front (e.g. sexual abuse, Title IX). We are focusing on compliance in the distance education regulatory environment to enable a smooth launch of DE programs in the US and abroad.

Possible new hire — Matthew Luening, an immigration attorney and MBA with considerable experience in International Business currently living in Milwaukee is interested in moving to Iowa with his family and serving with the General Counsel’s Office, with a likely start date in the Fall.
PRESIDENT AND EXECUTIVE VICE-PRESIDENT EVALUATIONS

DR. BEVAN MORRIS
President
Maharishi University of Management

GOALS FOR 2012

Outreach, relationship building and fundraising

Speak in 25 countries on Consciousness-Based education, Maharishi University of Management, and Maharishi School of the Age of Enlightenment

Have 50 meetings with prospective donors for the Maharishi University of Management Endowment, and reach at least $15m in pledges

Achieve the Annual Fund or exceed it, working with our Institutional Advancement staff, and visiting, speaking and writing to our benefactors

TACTICS TO ACHIEVE THESE GOALS

Welcome guests from all over the world to the Maharishi University of Management community and inspire Consciousness-Based education institutions to come up everywhere as extensions of our institution

University operations

Set goals and oversee via Dr. Pearson and the EC achievement of key financial drivers for the University including:

- Student growth – units – Standard, Professional, Distance
- Revenue/Student targets for each segment
- Retention %
Financial Stability - Reserves as % of Operating Expenditures plus Debt Service.

Through the Lean approach and attention to every expense, reduce costs at Maharishi University of Management by $500,000.

TACTICS TO ACHIEVE THESE GOALS

Review policies, procedures and expansion plans of the University with the Executive Council continually throughout the year, and in six focused in-person meetings, including reviewing our progress in meeting our budget projections

Keep constantly in touch with the Executive Vice-President, and with the Executive Council members and Faculty to resolve every issue and set policy as required

Remove any obstacles faced by the Admissions Office, and support the Dean of Admissions and his staff throughout the year

**Development of consciousness and fulfillment of Maharishi’s mission for the University**

Increase attendance of the students, staff and faculty in the Golden Domes for national invincibility as part of achieving 2,000 Flying together for national invincibility

Hold news and inspiration meetings for the faculty three times and for the staff three times

Hold three student/Global Student Council teas, and meet and lecture to student groups, especially doctoral students
Participate in Maharishi School of the Age of Enlightenment Board meetings, and visit every class in the Maharishi School of the Age of Enlightenment.


TACTICS TO ACHIEVE THESE GOALS

Carefully monitor our institution for accordance with the mission of the University, and the principles and programs of Consciousness-Based education as laid out by the Founder of the University, His Holiness Maharishi Mahesh Yogi.

Fulfill all my duties as Prime Minister of the Global Country of World Peace, including welcoming Maharaja Adhiraj Rajaraam to our institution to lecture and guide research in Maharishi Vedic Science.

JAI GURU DEV
University Operations and Mission

Lean – Oversee the rollout of our campus-wide Lean initiative, now that the initial round of facilitator training has been successfully completed. See that at least 10 University processes go through the Lean redesign process before the end of this academic year and that the successes are publicized throughout the University. Establish a strong “Lean culture” in the University — a systematic orientation to continuously doing less and accomplishing more.

Five-Year Strategic Plan – Bring the Strategic Plan to the fore as the main focus of the Executive Council. In particular, develop the details for how we will meet the enrollment targets specified in the Strategic Plan.

HLC Focused Visit – Continue overseeing the activities underway to address the concerns expressed by the 2009 visiting team, to ensure a successful focused visit in the spring of 2013.

Continuous improvement of students’ academic experience — Working with the academic deans, bring even greater focus to how to elevate students’ experience in the classroom and student outcomes, ensuring that all faculty are taking fullest advantage of the teaching strategies we have received from Maharishi as well as best practices in higher education.

Performance evaluation – Commence the process of performance evaluation for other members of the Executive Council, using a procedure we have developed (planning to start this month).
Development of Consciousness and Fulfillment of Maharishi’s Mission for the University

Mission, vision, and core values – Complete a draft of a revised version of the University’s mission and vision statements and core values, to be reviewed by Dr. Morris and then submitted to the Board of Trustees for review by their spring meeting.

Faculty, staff, and student group program attendance – Increase collective attendance over last year’s average.

Improvement of Student Life and Advancement of Academic Excellence

Distinguished Lecture Series — At the beginning of this year I established a Distinguished Lecture Series, in which notable people have given presentations to the whole community. Speakers have included:

- **Raja Hagelin** twice, most recently on the topic of the physics of Yogic Flying.
- **Raja John Konhaus** last month speaking on Maharishi Vedic Organic Agriculture, along with Dr. Sarah Konhaus and Pandit Dave.
- **Dr. Hans Herren**, in October – one of the world’s most distinguished agricultural scientists, President of the Millennium Institute in Washington DC, recipient of the World Food Prize, and credited with saving millions of lives in Africa through his work in agro-ecology. Brought by Raja John Fagan.
- **Bal Ram Singh**, PhD, on December 11 – Director of the Center for Indic Studies at the University of Massachusetts Dartmouth, speaking on “Chemistry of the Mind Approaching Mind and Consciousness
Physiochemical to Advance Scientific Concepts,” followed by a panel discussion with our scientists and doctors.

These have been an enormous success, with Dalby Hall usually packed. My goal now is to live-stream these events from our website so that anyone in the world can view them and participate — also to archive them for future viewing — thus building up our own Consciousness-Based equivalent of Ted Talks. I am working with Perry Bedinger and the distance education office to accomplish this. This promises to bring large numbers of people to our website for knowledge and will promote enrollment growth as well as our distance education offerings.

**Professional and Personal Development**

Complete the book I have been working on for some years about Maharishi’s model of higher states of consciousness, entitled *Supreme Awakening*, illustrated with glimpses of higher states from people and traditions from a variety of cultures and historical epochs. This book has been the source from which I have drawn for my blog on TM.org the past couple of years.

Make substantial progress on a book I have started writing with Dr. Alarik Arenander, entitled *Staying Sharp*, about avoiding Alzheimer’s through application of the Transcendental Meditation technique and other natural modalities. When this is completed we will resume work on a book entitled *The Cosmic Brain*.

Make substantial progress on two books I have been working on with professor Ken Daley, one entitled *Exercise Everywhere* on a new approach to exercise I have conceived and another entitled *The Four Pillars of Fitness*, which promotes the Transcendental Meditation technique as a fundamental component of physical fitness.
Start work and make substantial progress on a book about educational innovation and Consciousness-Based education in collaboration with Dr. Chris Jones.

TACTICS TO ACHIEVE THESE GOALS

Optimize the balance between group program, rest, work, exercise, and family time, in order to promote maximum growth of consciousness and experiences of higher states of consciousness.

Work on the above goals for this year engages only a portion of my time overall. It is also a goal to give my best attention to such ongoing responsibilities as:

- Working with other leaders of the University in overseeing ongoing University operations, both academic and administrative
- Responding to inquiries and communications from faculty, staff, students, and individuals outside the University
- Participating in regular meetings of the Executive Council, the academic deans council, the Distance Education advancement group, the Lean steering committee, the Global Student Council, the MUM Research Institute, etc.
- Meeting with all important visitors to the University to inspire them for Consciousness-Based education
- Speaking at the monthly Visitors Weekends
- Teaching Transcendental Meditation to incoming undergraduate students and follow up with regular personal checking
- Contributing to the University website – for example, I have asked that each academic program page has links to pages on student internships and success stories from alumni — because nationwide,
students and parents are increasingly concerned that a college education will lead to a job

- Reviewing all major external publications
- Writing a regular blog for tm.org
- Writing a series of articles about Maharishi University of Management for the ezine sent periodically to all new meditators in the US (six substantial articles this past year)
- Attending extra-University meetings, e.g., Maharishi School of the Age of Enlightenment Board of Directors, the Iowa Association of Independent Colleges and Universities (the association of Iowa private college presidents — I represent Dr. Morris), and the Iowa Coordinating Council for Post-Secondary Education (representing Iowa’s private colleges)
- Meeting informally and often with students, staff, and faculty

Continuing to be available to Dr. Morris for any and all tasks or projects for which he may need my assistance

Continuously thinking about how I can more effectively achieve these goals.

JAI GURU DEV
IN THIS SECTION:

1) Endowment Campaign & Annual Fund – Progress of Trustee involvement

2) Trustee Appointments – Governance & Nominations Committee
   o Review Trustee self-assessments
   o Creating a Board that exemplifies best practices

3) Trustee Meeting Schedule – Governance & Nominations Committee
ENDOWMENT CAMPAIGN AND ANNUAL FUND

Nick Rosania and David Todt

ENDOWMENT AND CAPITAL CAMPAIGN

Campagne Achievements To Date

<table>
<thead>
<tr>
<th>Pledges &amp; Cash Received</th>
<th>$5,503,508</th>
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<tbody>
<tr>
<td>Solicitations Completed</td>
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<tr>
<td>Campaign Gifts</td>
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<td>Deferred Gifts/Bequest Intentions</td>
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<td>Deferred Gifts/Bequests</td>
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<tr>
<td>Total Ask Value of Pending Gifts</td>
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- Total Gifts/Pledges incl. Bequests: $6,953,508
- Total Percentage of Goal Received: 14%
- Target for FY12 4th quarter Goal: $3,000,000
- Gifts/Pledges rec’d FY12 4th quarter: $710,000
- Balance of Quarterly target by June 30: $2,290,000
- One CRT (Charitable Remainder Trust) has been finalized and working with the donor to provide documentation and value for counting purposes.

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<th># of Donors Needed</th>
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<td>$9,508</td>
<td>3</td>
<td>$1,450,000</td>
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</table>

TOTALS | 162 + | 47 | 5,522,008 | 3 | $1,450,000 |
Goals for next year

Further cultivation of prospects in the $5,000,000 - $10,000,000 (or higher) giving levels
Expand Campaign Cabinet to include non-Trustees leadership members
Identify 50% more candidates for gifts $50,000 - $1,000,000
Develop additional materials to inspire prospective donors
$5,000,000+ in additional pledges/gifts in the $50,000 - $1,000,000 range

NOTE: As of June 30, MUM will reduce our consulting relationship with Graham Pelton to an “as needed basis.” Scott Brown, new Major Gifts Officer hired last August, will become Campaign Director as an internal staff position. The Trustee leadership of Ed Malloy, Dr. Bevan Morris, Raja Hagelin, and other Campaign Cabinet members will continue as the primary guiding force.

Challenges

Developing more expanded list of prospects

Needed to address the challenges

More travel and networking by campaign staff and Campaign Cabinet members

Board of Trustee participation to date

21 Trustees have made pledges and/or donations to the campaign.
20 Trustees have been met with to discuss prospects for the campaign.
ANNUAL FUND

Samuel E. Busch and Nick Rosania

Update fiscal year to date

![Graph showing annual fund donations from 2006-07 to 2011-2012.]

![Graph showing annual fund donors from 2006-07 to 2011-2012.]

AF Donations:
- 2006-07: 791,334
- 2007-08: 912,548
- 2008-2009: 862,030
- 2009-2010: 862,778
- 2010-2011: 1,137,014
- 2011-2012: 1,136,367

AF Donors:
- 2006-07: 939
- 2007-08: 884
- 2008-2009: 942
- 2009-2010: 891
- 2010-2011: 861
- 2011-2012: 845

Alumni Donors:
- 2006-07: 237
- 2007-08: 215
- 2008-2009: 253
- 2009-2010: 240
- 2010-2011: 227
- 2011-2012: 221
Achievements this year

Hired fulltime Director of the Annual Fund

Transparency of University revenues and expenses in University Report

Implemented automated database segmentation tools

Goals for next year

Increase number of Alumni donors and donations

Promote online giving and giving clubs

Increase e-communication about ways to give

Conduct data analysis of segmented annual fund mailings

Challenges

Developing sustainable automated data analysis tools

Creating process to cultivate Alumni event participants into active donors

Needed to address the challenges

Review and implementation of current and future data analysis requirements

with the department’s Technical Director

Work with Alumni Relations and the Alumni Association to grow Alumni donations to the Annual Fund from Alumni event participants

ALUMNI RELATIONS

Anna-Maria P. Cornell and Matthew Kendz

Achievements since January 2012

Co-organized and co-sponsored MIU reunion (classes of ‘77-’82), 80+ attendees May 3-6
Organized several events on shoe-string budget; Radiance Dairy Tour, two
poetry readings, exclusive tour of the new SL building by David Todt, as
well as initiating the “Knowledge Break Series” with Dr. Travis,
accessible by video with PowerPoint, and via teleconference
North Carolina reunion and potluck, Seattle area reunion and potluck
Launched Job network on Alumni Association web site to further build the
services and benefits of our association membership
NOTE: All of these activities are aimed at increasing the inspiration and
connectivity of Alumni to MUM, and therefore increasing their
receptivity to fund raising solicitations from the Annual Fund campaign
office.

**Goals for next year**

Bi-annual printed newsletter sent to all alumni

Develop annual signature event in Fairfield

Building on the above mentioned regional “reunion and potlucks” – identify
potential leaders in 15+ geographic areas having high concentration of
Alum and help organize 8+ regional reunions (long term goal is to
establish regional chapters of the Alumni Association, each with a
President)

Expand to monthly knowledge presentations via conference phone and
internet video broadcast

Double Alumni Association membership

Double traffic to Alumni web site and related Facebook group activity

Future goals include direct fund raising activities such as Endowment gift
goals by class, and targeted Annual Fund campaigns specific to Alumni.
Our metric of success will be donations from a higher percentage of Alumni and a higher total aggregate giving from Alumni.

**Challenges**

**Budget**

**Needed to address the challenges**

Proposing next year’s budget in the coming weeks

Reliable access to a web developer who can address technical programming issues with our website on an “as needed” basis

**PLANNED GIVING**

*Nick Rosania and David Todt*

**Achievements this year**

Implemented Charitable Gift Annuity program including legal documents, establishing relationship with PG Calc for software, and launching website

Mailed postcard to over 22,000 alumni, donors and friends and have printed brochure for upcoming mailing

**Goals for the year**

Implement a plan to target those most likely to make a planned gift

Secure gift annuities

**Challenges**

Time and personnel to focus on planned giving
For the gift annuity program – the newness of this vehicle requires time for donors to feel comfortable with the concept.

**Needed to address the challenges**

For the gift annuity program – would like a few trustees or other well-known donors to participate in the program to lend credibility and give testimonials for marketing materials.
TRUSTEE APPOINTMENTS

Governance and Nominations Committee

Review Trustee self-assessments

Creating a Board that exemplifies best practices

These materials will be provided just prior to the meeting. Here is the survey everyone received:

MUM TRUSTEE SELF-ASSESSMENT AND EVALUATION

Introduction

This survey contains three sections:

   A. a self-assessment (4 pages)
   B. an evaluation of Trustees whose terms are expiring and may be re-elected (1 page)
   C. an opportunity to recommend improvements on how the Board functions (1 page).

Your responses to the first two sections will be kept confidential, other than being shared on a confidential basis with Trustee members of the Governance and Nominations Committee (Dr. Vincent Argiro, Raja Tom Stanley, Ramani Ayer, and acting members Bob Brown and Dr. Jeffrey Abramson).

Your responses to the third section of the survey will be shared anonymously with the Board as a whole and with members of the administration.

Please complete the survey no later than May 7, 2012.

Thank you,

Raja Tom Stanley and
Members of the Governance and Nominations Committee

* 1. What is your name?

Trustee Self-Assessment - Board Meetings and Committee Meetings

* 2. In general, how thoroughly do I prepare for Board meetings?

I read the complete Report, and take notes on areas I feel need attention.
I read the complete Report.
I read a lot of the Report, but skip some of it.
I skim the Report, reading bits here and there.
I read little or none of the Report.

* 3. Regarding the annual May or June graduation Trustee Meetings, over the last 3 years:

I do my very best always to attend in person.
I may attend in person occasionally, but if not, always connect by phone.
I usually connect by phone, but may miss some of the meeting sessions.
I attend irregularly.
I usually do not attend.

* 4. Regarding Trustee meetings held in the Fall or Winter, over the last 3 years:

I make an effort to attend in person, and if that is not possible, always attend by phone.
I always attend, usually by phone.
I usually connect by phone, but may miss parts of either the morning or afternoon sessions.
I attend irregularly.
I usually do not attend.

* 5. During Trustee meetings, I generally:

always usually occasionally rarely almost never

feel well prepared, and comprehend the items of discussion well
ask questions of the presenters, eliciting further information
join the conversation, offering my own views when I feel I have something to add
take notes of areas where I can contribute outside of Board meetings
feel bored or that my time is not being used productively

* 6. In meetings of Trustee Committees:

I take a leadership role, usually meeting every month or more often to help others achieve University goals
I participate in Committee meetings at least 4-6 times a year, and generally contribute
actively
I participate in and contribute to Committee meetings occasionally
I may monitor a Committee meeting now and then, but don’t usually get much involved
I attend Committee meetings very infrequently or not at all

Trustee Self-Assessment - Fundraising and Donations

* 7. Regarding fundraising for the University Endowment Campaign (mark all that apply):

I am passionately involved, already having contacted and met with many prospective donors
I have met with the Institutional Advancement office to determine how I can help promote our Endowment Campaign
After meeting with the IA Office, I have followed through by contacting various prospects identified with them
I have other ideas for University promotion or public relations that I feel could benefit the Endowment Campaign
I am willing to join in events that promote the University in ways that benefit the Endowment Campaign
I would rather not participate in fundraising and cultivating donors for the endowment campaign

* 8. Concerning a personal pledge to the Endowment Campaign (mark all that apply):

I have made a cash pledge that is as generous as my personal circumstances allow
I anticipate my circumstances may change, allowing me to increase my cash pledge
I have not yet made a cash pledge, but will do so before the Trustee meeting beginning May 23rd
I would like to make a cash pledge, but feel my personal circumstances do not allow me to do so
I do not intend to make a cash pledge before May 23rd

* 9. Do I plan to make a bequest to the University as part of my estate planning?

I already have done so
I have not done so, but intend to, and would like to meet with the Institutional Advancement Office on this subject
I have not done so, but intend to, but would prefer not to meet at this time
I haven’t given it much thought; it is a possibility
I have other priorities, such as family, in my estate planning
**Trustee Self-Assessment - Engagement**

10. What are the principal ways I have found to support and advance the University’s interests and priorities as a Trustee?

11. In what ways do I think I can contribute more of my “time and talent” to help the Board be more effective in advancing the University’s mission? What particular interests, talents or skills do I have, which I could employ more fully to fulfill the University’s goals?

12. How can I become more deeply engaged both as a member of the University community and in representing the University to others?

13. In what ways do I think I can help the University gain more private financial support in the next 1-3 years?

**Trustee Self-Assessment - Service**

The Board may wish to concentrate its membership among those who (in addition to attendance at Trustee meetings) will commit a distinct amount of their “time and talent” to the strategic, fiduciary, promotional, fundraising and oversight responsibilities of a Trustee. Please answer the following questions assuming the Board wishes to encourage this more engaged Board service.

* 14. If my term as a Trustee were about to expire:

<table>
<thead>
<tr>
<th>definitely</th>
<th>probably, not quite as much</th>
<th>not sure</th>
<th>probably not, not much</th>
<th>definitely not</th>
</tr>
</thead>
</table>

I would like to be re-elected as a Trustee

My personal commitments would allow me to dedicate the time and attention necessary to serve as a deeply engaged Trustee

I feel my presence on the Board is valuable even if I were not able to commit greater time and attention to Trustee responsibilities

* 15. If my term as a Trustee were about to expire:

<table>
<thead>
<tr>
<th>definitely</th>
<th>probably, not quite as much</th>
<th>not sure</th>
<th>probably not, not much</th>
<th>definitely not</th>
</tr>
</thead>
</table>
If qualified, I would be equally happy to be appointed to the more honorary position of Trustee Emeritus, requiring less time.

If appointed Trustee Emeritus I would still have a strong desire to maintain a close relationship with the University and its progress.

If appointed Trustee Emeritus I would still be willing to serve as an advocate on behalf of the University and its priorities.

If appointed Trustee Emeritus I would still give high priority to support of the University in my financial planning, donating to the University accordingly.

16. If my term as Trustee were about to expire:

I would be comfortable allowing my term to expire, and not be elected to any position.

If not elected to any position, I would still have a strong desire to maintain a close relationship with the University and its progress.

If not elected to any position, I would still be willing to assist the University in other ways in achieving its priorities.

If not elected to any position, I would still give high priority to support of the University in my financial planning, donating to the University accordingly.

Section B: Evaluation of Trustees Whose Terms Expire in 2012

The terms of nineteen of thirty-four Trustees expire this year. For each of these Trustees, please answer briefly.

17. Should this Trustee be nominated to serve another 3-year term? If not, why not? What strengths and qualities do you feel this person brings to the Board? Areas for
improvement? What feedback should the Nominating Committee give to this Trustee to enhance his or her contribution as a Trustee?

Dr. Bobby Roth  Raja Rogers Badgett  Dr. Fred Gratzon
Mr. Eric Schwartz  Mr. Robert G. Brown  Dr. Paul Gelderloos
Mr. Bud Liebler  Dr. Carolyn King  Dr. Ravi Patel
Dr. Jeffrey Abramson  Dr. Christopher Hartnett  Dr. Larry Chroman
Raja Tom Stanley  Mr. Michael Dimick  Mr. Ed Malloy
Dr. David Lynch  Mr. Jim Danaher  Mr. Ted McLaughlin
Raja Bob Wynne

Section C: Suggestions for Improved Board Functioning

This is the final page of the survey. Please share your thoughts on how we can make service on the Board of Trustees more productive and enjoyable.

18. I have the following suggestions for improving the function of Board and Committee meetings (answers could include comment on meeting materials, times, topics, Board retreats, social events, committee structure and function, etc.):

19. I have the following views, suggestions and concerns regarding the quality of the Board’s performance in its governance role of the University:

20. I have the following views, suggestions and concerns regarding the performance of the Board leadership (please be comfortable being specific):

21. At the May meeting, the Board will be setting it’s meeting schedule for the coming year. In addition to the annual May commencement meetings (Wednesday through Friday, with commencement on Saturday, and an opportunity to attend Rudra Abhishek on Sunday), I would prefer to meet (please rank your preferences)

   1 2 3

   two full-day Board meetings (one in the fall and one in the winter)
   three afternoon Board sessions (two in the fall and one in the winter), with optional morning sessions on special topics
   three full-day Board meetings (two in the fall and one in the winter)

22. I would be interested in attending the following (mark all that apply):

   An in-depth 2-day introduction and orientation to the University, and Trustee responsibilities as promulgated by professional associations such as the Association for Governing Boards
   The annual 3-day conference of the Association of Governing Boards, or shorter regional conferences on particular topics in higher education
   An annual 2-day Trustee retreat (separate from the commencement Trustee meetings)
where Trustees and senior administration could delve deeply into strategic issues and opportunities facing the University.

23. Are there particular individuals whom I would recommend be considered for nomination as a Trustee, either because of potential financial contributions, fundraising, networking and promotional talents, professional expertise, or adding to the generational, gender, and ethnic diversity of the Board?

24. This is the first year in which we have employed a Trustee self-evaluation. While we do not foresee doing a thorough self-assessment every year, best practices encourage us to do such an evaluation periodically. How do you feel this survey could be improved?

(3)

TRUSTEE MEETING SCHEDULE

No materials for this section.
STUDENT LIFE REPORT

Ellen Jones, Dean of Student Life

We have observed a much improved feeling among the student body, expressed by Associate Dean of Students Jan Sickler as follows:

In general I think we have seen a shift in student attitude toward a more healthy, positive feeling in line with our core values and more interest in using our technologies to grow and evolve. There is open and frank discussion, and we are addressing fundamental issues like the psychophysiology of enlightenment (“Chemicals and the Brain”) and science vs. dogmatism (“Critical Thinking.”)

We continue to have a marked increase in students coming to Student Life seeking advice on a variety of topics. New students increasingly are expressing more interest in Transcendental Meditation, more and longer Residence Courses, Maharishi Ayurveda and other Maharishi technologies, and becoming Sidhas and Transcendental Meditation teachers.

Also, Lijuan Cai, our Director of Asian Student Life, reports “While there are more and more Chinese students here, the complaints from them have become less and less. Their understanding of MUM’s Consciousness-Based Education has become more and more.”

Student issues on which we are currently focusing are

creating a truly substance-free campus

providing meal plan options to satisfy the wide range of dietary needs of our student body
improving on-campus housing

improving career and academic advising

clarifying and communicating more clearly to prospective and enrolled students the University’s mission and core values and how this translates into daily life at MUM

ACHIEVEMENTS THIS YEAR

Contributed to increased student satisfaction by providing many doors through which students are heard, supported, and served. This has resulted in greater mutual trust, respect, and connection. Specific initiatives include, among others:

- Getting to know as many students as possible through Orientation activities and by teaching STC, the Transcendental Meditation technique, Career Strategies and guest lectures; meeting individually with students, including those at risk behaviorally and/or academically; and participating in student activities

- Developing and executing polices and procedures efficiently and consistently

- Continuing the Evening Chat series, giving students an opportunity to meet in an informal, intimate setting with University leaders and ask any question. This year’s chats included
  - Ask Any Question with MUM President and Trustee Dr. Bevan Morris
  - Women as Leaders with Raj Rajeshwari Candace Badgett, MUM Professor and Trustee Dr. Carolyn King, and Associate Dean of Students Elaine Pomfrey
– Ask Any Question with Dr. Craig Pearson, Dr. Fred Travis, and Ellen Akst Jones

  - **Sponsored Open Discussions for students and faculty** on

    - *Chemicals and the Brain*, with Dr. R. Keith Wallace, Dr. Fred Travis, Dr. Nancy Lonsdorf, and Sankari Wegman
    - *Critical Thinking and Dogmatism*, with Dr. Sam Boothby, Dr. Paul Corazza, Elaine Pomfrey, and Travis Cox
    - Hosting weekly meetings for student government with Department of Student Life, and monthly dinners with University Executive Council

**Improved the residential life program**, resulting in

  - Much higher standard of cleanliness
  - Better community spaces produced by
    - cleaning out buildings and sprucing up and renovating living spaces
    - providing furniture and exercise equipment
    - installing kitchens
    - installing gardens
  - Improved Resident Advisors program with
    - better training
    - greater accountability
    - increased engagement and dorm activity, with focus on community-building activities
    - strong emphasis on “clean space,” substance-free
– revised structure of program for next year, with more selective screening of residential advisors, and higher level of commitment, training and accountability
  o Improved systems (with use of Lean analysis) and increased happiness

**Promoted Student Success by improving new student orientation, peer mentor program, academic support services, and academic and career advising**
  o Much improved Orientation program for new students, realizing the principle of “Well begin is half done”
  o Developed with International Admissions special pre-orientation schedule and cultural sessions for international students
  o Offered student “Buddies” to welcome and support new students
  o Offered peer tutoring with better trained tutors
  o Intervened earlier and more effectively with students challenged academically
  o Established the beginnings of a Writing Center
  o Conducted Lean analyses of academic advising and career advising services, and worked with faculty to improve academic and career advising; hired highly competent Director of Student Advising
  o Completed and began publicizing an online Jobs Board in conjunction with Alumni Association and Ideal Community Group at http://www.lotusjobnetwork.org/

**Improved crisis prevention and intervention:**
  o Interviewed and monitored all new students with reported mental health issues
o Worked more effectively with faculty and students, as well as our Student Life team, to identify and help students in need, enabling us to intervene earlier and with improved results

o Implemented a new computer system to keep better track of all students in need

o Developed “Red Flags Criteria for Admissions Applications”

o Increased focus on promoting student wellness by establishing a Committee on Student Wellness and Fitness and beginning planning for a student Maharishi Ayurvedic clinic

Sponsored many successful and fulfilling student activities and created or enhanced student spaces (e.g., Vishwa Shanti Café, Argiro Student Lounge, residence hall common areas)

Increased efficiency, competence, and bliss of the Student Life team through

o Greater emphasis on participation in group practice of the Transcendental Meditation and TM-Sidhi programs

o Participation in Lean training by four members of team and Lean analyses of ResLife processes, academic advising, process for addressing student concerns, and career advising and placement

o Annual and ongoing training, performance evaluation, and celebrations

o Clarification and creation of many policy and procedures, and documentation of same in written manuals
GOALS FOR NEXT YEAR

Work with the faculty to inspire students for higher states of consciousness through Maharishi’s technologies, including

- Giving students a “Maharishi Vedic Toolbox,” offering more knowledge and experience of all aspects of Maharishi Vedic Science, including Maharishi Ayurveda, so that they can better take care of themselves
- Establishing a student Maharishi Ayurvedic clinic, initially offering pulse diagnosis, recommendations, and education

Continue to improve student satisfaction, working within our department, as well as with Admissions, academic deans and departments, and CAO, and as measured by the Noel Levitz Student Satisfaction survey and reflected by rising retention rate

Continue to clean up the residence halls, in terms of physical cleanliness and mold prevention and remediation, as well as substance-free living, with a better-trained and more competent, accountable, and engaged Residential Life staff

Promoted the concept of a “residential campus,” attracting more students to live on campus by

- Continuing to improve physical facilities, including additional community kitchens, gardens, renovated common areas, and improved furnishings where necessary
- Planning, with trustee leadership, for new residence halls with various housing options
- Offering meal plan options
Building a strong sense of community in the residence halls and planning for themed housing in various “learning communities” to be implemented in 2013-14

**Promote substance-free students** through

- Regular practice of the Transcendental Meditation and TM-Sidhi programs
- Improved orientation and education
- Establishment of support groups for students with a history of substance issues, offered in the context of Consciousness-Based education by our governor psychologist
- Provision of more student activities, especially intramural athletic activities
- Continued policing and enforcing

**Improve academic, internship, and career advising and support** through

- Collaboration with and training of academic departments to improve advising, networking, and outreach
- Development of website with self-contained modules covering various aspects of advising (e.g., choosing a major, meeting general education and major requirements, identifying and securing internships, resume writing, job search, etc.)
- Creation of student portal whereby students and their advisors can do curricular planning, register students for classes, and assess progress toward graduation
- Develop the Writing Center and tutoring services

**Identify and implement ways to better integrate international students** with US students (such as buddies and host families)
**CHALLENGES**

Many students come with a variety of mental and emotional challenges, and/or history of substance abuse, and some continue with substance abuse after enrolling.

Many students move off campus after their first semester/year.

It is challenging to satisfy the wide variety of dietary preferences of today’s student body.

We need 21\textsuperscript{th} century technology to streamline academic advising, curricular planning, and course registration; and allow us to monitor student progress more efficiently.

Some (although fewer) students do not respond well to various aspects of Consciousness-Based education.

**NEEDED TO ADDRESS THE CHALLENGES**

Provide more knowledge and experience of all aspects of Maharishi Vedic Science, especially Maharishi Ayurveda, to increase students’ desire and ability to develop their full potential through Maharishi’s programs, including, among other things:

- Student Maharishi Ayurveda clinic (requires a supervising M.D.)
- Student-friendly pricing for various Maharishi technologies (e.g., MVVT)

Secure funds to make on-campus living more attractive, including

- Finances to build green Maharishi Sthapathyā Veda dorms with kitchen suites
- Finances for initial and ongoing mold prevention and remediation in all buildings
o Finances to support a “Campus Card” system to allow for flexible meal plans including restaurant alternatives to satisfy the wide range of dietary needs of our students

**Identify technology and purchase software** that to facilitate curricular planning, academic advising, course registration, and monitoring student progress for faculty advisors and students

**Continue to manage student expectations by**

- clarifying and communicating clearly to prospective and enrolled students our core values and mission, being bold and clear about who we are and what we offer
- always maintaining our institutional integrity and the purity of Maharishi’s knowledge
- welcoming students to express all points of view and engage in sincere critical inquiry
- remaining ever respectful of all who come to seek knowledge, whatever the path that brought them here

**Continue to inspire our students so that they may benefit fully from both the knowledge and experience of Consciousness-Based education**
BUSINESS ADMINISTRATION

Dr. Scott and Vicki Alexander Herriott, Co-Chairs

Achievements this year

Taught 88 courses for 351 credits with average class size of 15

Advised 107 students in 4 programs on Fairfield campus, including 73 MBA students in 4 tracks

Delivered distance education courses to 64 Accounting MBA students.

Delivered BA and MBA courses by distance education to 40 students/employees at Neotel (a telecommunications company) located at three sites in South Africa

Coached award-winning student teams that placed: first in a national business simulation competition, third in the national intercollegiate mediation tournament, and in the top six in a regional intercollegiate business plan competition for sustainable technologies

Taught MUM’s first ecotourism Rotating University course in South Africa

Delivered six papers and presentations at the annual Academy of Management conference in San Antonio, Texas

Created a consortium among eight universities to offer our Sustainable Business courses nationwide and offer them an online option this summer

Summer symposium on Consciousness and Sustainability in July 2012 featuring presentations by our faculty and guest speakers from the U.S. and China.
Goals for next year

Enroll a new cohort of PhD students in fall 2012

Expand the diversity of on-campus programs by marketing more heavily in the U.S. and around the world

Market Sustainable MBA program with online delivery in the U.S. and worldwide

Deliver BA in Business Administration to students at Maharishi Institute in Johannesburg though Distance Education

Complete the development of a joint MBA program with Utrecht University of Applied Sciences in the Netherlands

Develop a joint MBA program with specialization in Sustainable Architecture with Capital University of Business and Economics in Beijing.

Develop a joint MBA program with specialization in ecotourism with Qiongzhou University in Sanya of Hainan Province, China.

Strengthen connections to alumni and supporters by publishing a departmental newsletter at least twice a year

Challenges and Solutions

More effective marketing in the U.S. and around the world give more diversity in the classroom as current student body is predominantly Chinese

At least one dedicated staff member for marketing the MBA either in Admissions or in our department

Two new faculty positions to support continued expansion of international programs and distance education options
Find a viable financial model for the PhD program that will preserve the quality of our education and reduce the financial burden on students.

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**COMPUTER SCIENCE**

*Keith Levi, Chair • Greg Guthrie, Dean • Elaine Guthrie, Administrative Director • Peter Vonderheide, Director, Career Center*

**Achievements this year**

Began major curriculum review and upgrades, including new undergraduate courses.

Dr. Lester published “Operator Fusion in a Data Parallel Library” in the *International Journal of Computer Science* and submitted a $500,000 research grant proposal on parallel programming to NSF.

Over 1,400 programming pretests taken by applicants and graded by Dr. Bunker.

Dr. Bunker developed an electronic catalog of ancient Sanskrit manuscripts currently written on paper and palm leaves as part of an NSF grant.

Added 2 new senior faculty (Dr. Paul Corazza and Dr. Prem Nair).

Added a project management seminar and seminar on enterprise computing.

Developed and deployed new website for Distance Education course signup for the general public to take one or two courses.

Enrolled 93 MSCS students in October and February; 45 students expected for June 2012.

127 new hires in the first 10 months of year — 12-month budget was 126.

Direct payments by current students to Student Accounts (or second bank loans taken out) to pay long-overdue tuition due: about $250,000.
Raja Stanley organized an inspirational and informative email to be sent to all Rajas, Ministers, and National Directors in every country around the world about helping to recruit students for the MSCS and other programs.

Improved DE course deliveries with addition of interactive web-conferencing and more use of online learning management systems (LMS).

Improved efficiency and reliability of CS network servers by replacing many old machines with two shared servers and backup systems.

**Goals for next year**

- Offer our MS Degree by DE worldwide starting August 2012
- Continue to explore remote MS-CS program delivery options, including Nepal
- Strengthen undergraduate curriculum for increased enrollment, and international student enrollments
- Move to complete recruiting and exchange arrangements with BLCU in China for both undergraduate and Coop student enrollments.
- Add three new courses to our base of 14 graduate courses and one new undergraduate course
- Focus on recruiting more students from Latin America
- Have a full-time employee working at MUM-China in Beijing to focus on recruiting both undergraduate and graduate CS students
- Finish the Coop admissions web portal project, to help improve and automate the online admissions process
- Add DE & CPT web portal, to support all students once they leave campus
Dr. Corazza will publish a mathematics paper entitled “Indestructibility of Wholeness”

Dr. Lester will continue publication and grant applications

**Challenges**

Keeping courses up to date with rapidly changing technologies in a professionally oriented CS Masters program, with adequate senior faculty for graduate program

Upgrading undergraduate curriculum, and having more Sr. faculty teach them.

Maintaining and supporting technical and software infrastructure (our InfoSys system), vital to our operations on campus and for DE, CPT, and job search areas of the Coop program

Due to ongoing low visa rates in key countries, maintaining previously budgeted numbers is a challenge. To offset this we have increased the number of email blasts, and our applications for March and April were higher than for many years. We have strong hope for the October entry. To continue this trend, we will need to increase next year’s recruiting budget and continue to try to improve visa rates.

**Needed to address the challenges**

Senior faculty with time for research and development work

Technical staff for development and support of software systems and web portal development

Increased visa rates for major recruiting countries.
CREATIVE MUSICAL ARTS

Isabelle Matzkin and Jane Roman Pitt, Co-Directors of the Creative Musical Arts Program

Achievements this year

Five four-unit courses, a new student ensemble, private lessons
Two faculty concerts and two student concerts
Faculty composition for 90-minute film documentary
Knowledge blog on music and consciousness
Supervised individualized graduate program in Maharishi Vedic Science with a Music Concentration
Maharishi Award for Education and Enlightenment

Goals for next year

Faculty/student concerts; Symposium with guest celebrities
Develop comprehensive method for student learning assessment
Start online course, scholarly article, and book
Apply for grants, seek sponsorship

Challenges

Funding for Kaeli Ferguson, the program’s main full-time teacher
Funding for Symposium, Concert Series, visiting faculty
New piano keyboards, recording equipment, drums
Classroom space: Frat 113 is temporary, designated for future student housing, and has mold problems. Other classrooms turned out unsuitable because of soundproofing and size issues

**Needed to address the challenges**

Ongoing funding for Kaeli Ferguson

Part-time grant writer

Immediate: clearing mold in Frat 113

Long-term: sustainable Vastu building for Performing Arts and Media

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**LITERATURE AND WRITING**

*Dr. Terry Fairchild, Department Chair*

**Achievements this year**

Largest number of Literature majors in recent years

Taught more literature and writing courses than for decades

Hired a fulltime composition teacher for increased number of composition courses

All 12 volumes of the *Consciousness-Based Education for Teaching and Learning in the Academic Disciplines* book series have been published and are available, edited by department member Dara Llewellyn

Revised assessment program and instituted Senior Thesis Course

Created an Introduction to Literature and Writing course that teaches students early how to do research and documentation; apply Maharishi Vedic Science to literature; and analyze literature from a critical thinking perspective
Reintroduced Literary Theory in the curriculum

**Goals for next year**

Teach a first year seminar Literature and Enlightenment that emphasizes critical thinking

Additional traditional literature courses such as Modern European Literature and Literature of the Romantic Period

Introduce courses that will attract students: Tolkien: the Early Years; Nature Writing; and Blogging and Reflective Writing

Create internship opportunities for writing students

Develop a second volume in Literature for Consciousness-Based Education for Teaching and Learning in the Academic Discipline

**Challenges**

An additional creative writer and an additional composition instructor needed soon

Offices for all faculty in one building along with better classroom spaces

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**MAHARISHI VEDIC SCIENCE**

*Dr. William Sands, Dean of the College of Maharishi Vedic Science*

**Achievements this year**

Reorganized our Sanskrit program to be more in accord with Maharishi’s desire that Sanskrit only be taught by a Vedic Pandit

Brought Acharya Dave to teach Sanskrit in all of our programs;
Fifteen doctoral students entered this year, bringing the total of ongoing PhD students to 23.

Twenty students entered the full-time MA in Maharishi Vedic Science program, and the number of non-standard (part time) students grew to 33, bringing the total to 53 MA students;

We currently have 21 undergraduate Maharishi Vedic Science majors, more than double last year’s total (9)

**Goals for next year**

Maintain a successful Distance Education MA in Maharishi Vedic Science

Integrate Maharaja’s *Ramayan in Human Physiology* into our curriculum;

Increase the number of our students who become teachers of the Transcendental Meditation program

Support and help create courses for the Brahmasthan in India

Acquire well-trained, PhD Faculty to teach our courses and help administer our MVS programs

**Challenges**

To support courses at the Brahmasthan we will need additional faculty to teach/cover existing courses, and to help with organization

We will need additional faculty to guide the dissertations of the continuing doctoral students

We will need to recruit students for the Distance Education MA in Maharishi Vedic Science

We will need to overcome the apparent lack of financial aid for the Distance Education program
Scheduling for the DE program: STC and Sanskrit are prerequisite courses and may need to be repeated to allow spring entries

**Needed to address the challenges**

Additional faculty to help guide dissertations and also to help organize and teach courses at the Brahmasthan (if these programs are approved)

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**MEDIA & COMMUNICATIONS**

**AUTHORS?**

**Achievements this year**

Feature-length film “Vindication of Ronald Clay” wrapping up post-production

Formed Fourth Wave Productions, LLC, to take advantage of faculty, staff, and student talent for commercial projects

**Goals for next year**

Prepare for launch of Master’s program in 2013

Develop after-school media club with MSAE and other schools

Develop strong benchmarks for measuring student learning by requiring entry in rigorous contests and completion of capstone projects

**Challenges**

Computers and software are several years out of date

Marketing/advertising of department is insufficient

Recruiting and retaining highly qualified faculty and staff
Needed to address the challenges

Update computers and software – makes program more attractive to prospective students and allows department to teach employable skills
Increase marketing of the department to current and prospective students
Approve Master’s program administrator for next year to prepare for program launch

PHYSIOLOGY AND HEALTH

Dr. Paul Morehead, Associate Chair

Achievements this year

Expanded enrollment to 55 students in Physiology and Health and Pre-Med majors
Placed five students in graduate schools in health training
Self-Pulse and Yoga Asanas largest electives on campus
Offered three online courses: Yoga Asanas, Veda in Human Physiology and Self Pulse course
Developed and taught four modules of the new Maharishi Ayurveda Wellness Consultant Training program
Engaged more senior faculty in academic advising

Goals for next year

Increase enrollment to 80 to 100 total students
Train all our students as Maharishi Ayurveda Wellness Consultants
Reopen Maharishi Ayurveda Clinic for MUM community
Increase percentage of graduates being accepted in graduate health programs
Implement Workshop Physics, hands-on lab-based physics
Provide excellent career and academic advising.

**Challenges**

Attracting high caliber science students to Pre-Integrative Medicine major
Attracting skilled biology and medical faculty
Offering quality internship opportunities
Offering clinical training for Wellness Consultants
Coordinating faculty time to effectively advise students in careers and academic choices

**Needed to address the challenges**

Continuously improve laboratories
Expand research options and collaborations to give students more opportunities
Funding for additional faculty
Funding and personnel for Maharishi Ayurveda clinic

**SUSTAINABLE LIVING**

*Dr. David Fisher, Chair*

**Achievements this year**

Opened the Schwartz-Guich Sustainable Living Center
Maintained enrollment of SL majors at 90 students
Decreased spending by 10%
Placed many students in rewarding internships
Published SL volume of CBE series
Expanded EcoFair to EcoFairfield
Implemented Applied Soil Ecology Track

**Goals for next year**

Increase number of SL majors by 15%
Continue fundraising to upgrade SL Center to full version of sustainability
  (off grid in all ways, meet all certifications, etc.)
Initiate New EcoFarmer Certificate Program
Improve application of Maharishi Science of Consciousness in SL courses
Collaborate with Exercise and Sport Science and Physiology and Health Departments to initiate Sustainable Health major
Initiate sustainability exchange program with Bhutan and possibly Nepal
Hire one new staff member

**Challenges**

Adapting to SL Center while continuing to use Science Wing
Switching SL website/marketing management from Galaxy Ninja to new campus-wide system
Meeting needs of those students not prepared for college level courses
Meeting expectations of students who are not challenged enough
Find instructors for courses such as Biomimicry and Systems Thinking

**Needed to address the challenges**

Admit better qualified students
Increase rigor of coursework
Increase budget

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**FOREST ACADEMY PROGRAM**

*John Revolinski, Director of the Forest Academy Program*

**Achievements this year**

Finished version 1.0 of Forest Academy guidelines manual with input from faculty across many departments

Implemented new policies for student rounding courses that were well-received and enjoyed by students and faculty

Announced two new courses with relevance to those with interest in sustainability and media

**Goals for next year**

Establish a complete library of Forest Academy syllabi

Establish Forest Academy program learning objectives for undergraduates and graduates

Systematize the selection of video tapes to be played on residence courses

**Challenges**

Available time of faculty to develop Forest Academy materials

**Needed to address the challenges**

Faculty time
GENERAL EDUCATION

Dr. Sam Boothby, Associate Dean of Arts and Sciences

Achievements this year

Recruited thirteen faculty to teach Critical and Creative Thinking (CCT) seminars for all incoming undergraduates in the fall and spring and trained six of them in a two-week course

Revised the information literacy rubric and created a writing rubric for assessing general education goals

Clarified which courses will be used to assess information literacy and writing in almost all majors

Goals for next year

Implement and assess the CCT seminars in October and March blocks

Create a portfolio-based system for assessing our general education writing goal

Create a Writing Center that would support faculty training for writing across the curriculum, organize tutoring for students in a more writing intensive curriculum, and assess the writing portfolios

Challenges

Getting first-year enrollment statistics in time to plan enough CCT seminars to accommodate them

Scheduling the CCT seminar faculty training course

Transition challenges for the CCT seminars
Needed to address the challenges

Budgetary support for hiring a full-time Writing Center director and office space for the Center
CCT seminar buy-in from all the departments to ensure enough seminars to service increases in undergraduate enrollment

INTERNATIONAL PROGRAMS

Dr. Dennis Heaton, Dean of International Programs

Achievements this year

Delivered both MBA and BA DE degrees programs to forty students at Neotel in South Africa
Developed MUM manuals for program policies and procedures and DE technologies: Moodle, Panopto, Adobe Connect
Developed screening criteria to evaluate international program requests
Preparation for further DE degree delivery

Goals for next year

Implement BA DE degree for Maharishi Institute in South Africa
With Dr. Zhu, develop enrollment in joint programs with new Chinese partner universities
In coordination with Bill Goldstein’s initiatives for global development, develop structure, program priorities for multiple departments, and pricing policies
Implement quarterly status reports and executive briefings on priorities
Challenges

Possible risk with Maharishi Institute funds to pay MUM

Establishing pricing for international programs that is high enough for MUM and low enough for international clients

More attention on strategic priorities by Dean Heaton

Needed to address the challenges

Require advanced payment before enrolling Maharishi Institute students as MUM students

Regarding pricing challenge:
  o investigate and develop cost-effective delivery models that leverage faculty
  o develop EC consensus about pricing guidelines

Dean has requested administrative support position funded by program revenues

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MUM LIBRARY

Dr. Suzanne A. Vesely, Director

Achievements this year

Hosted statewide librarian workshop at MUM (Government Documents Roundtable)

Hosted Poet Laureate of Iowa, Mary Swander, under a grant (Humanities Iowa)

Book purchasing reinstated
New Acquisitions Manager added
Donation of study carrels worth $10,000
Lean Management Project for Interlibrary Loan procedures
Presentation of MUM Information Literacy program at statewide conference
  (Iowa Private Academic Libraries)
Created web-based guide with tutorials and checklists for PhD candidates

Goals for next year

Improve library services by hiring Circulation Manager
Begin librarian-managed library website
Fully implement ProQuest Administrator ETD online submissions for PhD Candidates
Implement OCLC QuickStart and Odyssey for Interlibrary Loan service

Challenges

Scheduling bottlenecks and multitasking challenges for all staff every day
Minimize impact of decreasing work-study student help
Upgrade outdated circulation software
Replace 50-year-old carpet
Improve appearance of east entrance

Needed to address the challenges

New full-time Ideal Administrator Staff position: Circulation Manager
Full review of acquisitions (Lean management) so that Acquisitions Manager can help with other tasks
Improve circulation speed and service
Create small permanent flowerbeds by east entrance and purchase sturdy benches

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**DEAN OF FACULTY**

*Dr. Cathy Gorini, Dean of Faculty*

**Achievements this year**

- Started meeting with all academic departmental administrators on a monthly basis to establish common policies and share best practices
- Participated in Lean process for orienting newly hired faculty
- Streamlined administrative functions of the Dean of Faculty Office
- Initiated Yearly Faculty Performance Review

**Goals for next year**

- Implement comprehensive orientation for new faculty
- Revise the Faculty Handbook and put it online in an interactive format
- Hire additional faculty to meet departmental needs

**Challenges**

- Faculty asking for raises to meet basic needs
- Hiring new faculty at the salary levels of current faculty

**Needed to address the challenges**

- Sufficient funds to support all faculty at least at subsistence levels
 ADMINISTRATIVE DEPARTMENT REPORTS

Dr. Dave Streid, Chief Administrative Officer

HUMAN RESOURCE OFFICE

Stan Lamothe, Human Resource Director

Achievements this year

Conducted Lean management process on faculty and staff orientation procedure and began implementing recommendations made
Revised and updated employee manuals and added to website
Published two monthly newsletters, one for managers and one for faculty and staff
Processed and oriented 46 new full time and 45 new part time staff persons, about 150 Compro students, and about 15 teaching assistants
Processed, organized and monitored 200 work study students
Extended customer service hours to remain open during lunch break
Updated and streamlined Access database

Goals for next year

Automated on-line time sheet reporting system with individual staff portal HR website
As requested by the Higher Learning Commission:
  ○ More effective and comprehensive system of performance evaluation
  ○ Succession planning
Comprehensive and equitable compensation plan
Orientation video introducing new staff members to staff program
Establish performance metrics in key services

**Challenges**

Automation of time and billing process
Automation of LOA request and tracking process including individual staff member’s log in portal
Lack of integration between HR and other databases
Inability to easily add, update or locate HR information on website
On line application form, data entry and payroll processing for new hires

**Needed to address the challenges**

Programming by Computer Science Department to enhance their time reporting system
Estimates by Computer Science Department to add new features to their time reporting system to accommodate LOA requests and tracking
IT Department needs more programming staff to work on database administration and integration and other programming needs
Implementation of the Content Management System

**FOOD SERVICE**

*Ken Zimmerman, FSD & Sharon Stinogel, Chef*

**Achievements this year**

Operated Food Service at budget.
Received satisfactory results in both the Fall & Spring Dining Survey.
Maintained satisfactory level of customer service while understaffed.
Introduced new and returned old time favorite items to 4-week menu cycle.

**Goals for next year**

Improve on Dining Survey results.
Start having regular meetings with GSC Food Representative. No meetings or correspondence with GSC in a year.
Operate Food Service at or below BUDGET while maintain quality and high satisfaction of customers.
Operate at full staffing and hire a qualified Chef.

**Challenges**

Purchasing Bid Program.
Major increases projected for food cost next year.
Fairfield area labor pool is limited for finding candidates to fill food service positions.
Finding ways to satisfy both student population and MUM Faculty/Staff / IA population.
Find some way to teach students about dining regulations. Better inform students of dining restrictions and our Organic Vegetarian guidelines. Students constantly request meat and poultry be served in Annapurna.

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**FACILITIES MANAGEMENT DEPARTMENT**

*Craig Wagner, Director*
Achievements this year

Replaced drainage tile in 109, great results in indoor air quality.

Installed 4 new energy efficient boilers.

Installed exhaust systems in High-rise restrooms, better Indoor air quality, removed moisture, stopped mildew, mold.

Installed new LED parking lot lighting in the north Argiro lot.

Installed new roofs on Verrill Hall, Frat 106, and part of Frat 150.

Installed new boiler and piping for men’s Dome that will enhance the efficiency of both heating and cooling systems.

Goals for 2013

Install five new fire alarm panels.

Replace Hildenbrand Hall chiller.

Replace rotted windows in the Frats -72 sets next two years.

Foundation drainage to reduce mold- Dorms-Library.

Eye Wash stations, new OSHA law.

Remove/ replace Arched Bridge — rotting bridge pillars.


Replace Main Valves on Interruptible LP Tank. Complies with EPA Standards.

Annual roof inspections.

4 newer vehicles.
Challenges

Budget

Needed to address the challenges

Budget increase

Suspend building new offices and kitchens, add these monies for compliance issues.

Increase value and life on campus, move towards deferred maintenance budget level of 20% per year, of total cost deferred maintenance. This would be separate from current Facilities budget. Example: 10m-Deferred Maintenance = 2m -per year for 5 years for the Deferred Maintenance. Better indoor air quality and wellness.

CAMPUS SAFETY

James Bedinger, Campus Safety/Security Director

Achievements this year

Completed the street addressing for all of campus; every building has a street address, which will allow the Post Office, Police, Fire, Ambulance, etc. to most efficiently locate a particular address during emergencies (saves time, saves lives) and for mail delivery. This program was well received by all the governmental and service organizations in the county.


Software for electronic security reporting for Clery Act crime statistics was purchased.

**Goals for next year**

Fully implement electronic recording of all security reports; all Safety and Security office forms, training records and reviews maintained electronically.

Increase scope of training for Security officers.

Significant upgrade in Security vehicles.

**Challenges**

Need an emergency voice notification system to be installed in all buildings on campus, to advise all residents immediately of critical situations and their required response.

With the change in the FCC regulations, insure that we secure adequate bandwidth (walkie-talkie) before new regulations take effect in 2013.

Increase the scope and availability of Safety information for the students.

**Needed to address the challenges**

Expand the fire alarm system to broadcast a variety of emergency messages in all buildings simultaneously.

Obtain authorization and licensing from FCC to keep as much band width as possible.

Re-design of Safety website.
HOUSING & MAILROOM OFFICE

Anthony Antimuro, Director

Achievements this year

Provided rooms to 425 students and 126 IAA course participants.
Processed approximately 7200 incoming packages; and 13770 outgoing letters.
Automated the batch processing of labels for key & door cards.
Accelerated batch processing of key & door cards with a signature stamp.
Upgraded the postal meter.
Drew floor plans for all occupied campus residence buildings.

Goals for next year

Implement online credit card system for IAA campus residents.
Upgrade postal label system to MS Access.
Finalize a Housing Agreement Form for IAA campus residents.
Design & implement relational database where students can reserve rooms from an online floor plan.
A common database that services Housing, Mailroom, Admissions, Registrar, and Campus Security.

Challenges

Reduce the number of steps needed to assign a room.
Reduce the number of room changes.
Too few I.T. Dept. programmers to make online changes.
**Needed to address the challenges**

Creative insight into software process of room assignments.

Make all campus rooms mold and bug free.

IS department should hire more database programmers.

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**INFORMATION TECHNOLOGY DEPARTMENT**

*Tom Hirsch, Director*

**Achievements this year**

Installed a new more powerful Core Ethernet switch and network monitoring software to better control network traffic and thereby give better overall network performance.

Maintained high level of IT support service and IT infrastructure performance with low costs.

Contracted with Magic Hour to start a Web Portal system with single sign-on and authentication, from which MUM can build more applications.

Hired a very competent Web Application DB programmer who will help make progress on the Web portal and SIS Consolidation project, after finishing an important project for the Compro Admissions area.

**Goals for next year**

Fully implement Magic Hour web portal for students and faculty, and begin programming additional web portal applications.
Program the export of transaction type data from Student Accounts and Financial aid systems to RAMA/SQL Server - enabling Web Portal Application to have read-only access to that data.

Extend the Fiber Optic Cabling to more Frat Buildings, and improve network service to the High Rise, all of which go through one pair of fiber cables.

Begin Disaster recovery plan, server virtualization and a co-location facility in the Basement area of the Men’s Dome.

Begin to upgrade MS-SQL Server software from the 2000 version to the 2008, or 2012 version. This is needed to enable required upgrades to Goldmine (Admissions) and Solomon (General Ledger) software.

 Upgrade Helpdesk system to newer Service Desk System and enable its use in multiple departments as recommended in recent Lean project.

Improve the IT Department Policies and information exposition and accessibility on the MUM web pages.

**Challenges**

Office in Vastu would be quite helpful.

One more DB programmer to enable work on consolidation of three main SIS systems for enrollment center.

**Needed to address the challenges**

IT Department needs one more programming staff who can be assigned to Enrollment Center projects mentioned directly above.
INVINCIBLE AMERICA DEPARTMENT

Jeffrey Cohen, Co-Director

Achievements this year

Processed 2070 applications (approximately 100 more than last year) for the Invincible America Assembly.

Reduced the processing time for most domestic applications.

Maintained excellent customer service in spite of staffing challenges (primarily depend on volunteers for registration desk) for a high level of phone inquiries, registration of Invincible America Assembly cps, Governor Recertification Course, Governor Workshops, and the Governor Invincibility Program; and the processing of “complicated” applications for the dome…along with assisting with the approval of applications for other MUM positions.

Goals for next year

Complete the design and implementation of a web-based, Invincible America Assembly application processing system…to improve efficiency of processing applications.

Improve integration of Settle Grant Office functions with our office.

Evaluate and streamline registration desk procedures.

Challenges

Maintaining the current level of service as applications continue to increase for the Invincible America Assembly and as the processing of other MUM positions increase.
Staffing, especially for registration, which is done primarily by volunteers, is subject to volunteer availability.

**Needed to address the challenges**

More paid staff for registration function.

An office space for the Settle Grant Office located in the Gate Ridge Court Building.

Automated badge creation

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**ENROLLMENT CENTER**

*Tom Rowe, Registrar and Co-Director*

**Achievements this year**

Arranged federal financial aid for 395 U.S. students.

Registered 1206 students in Fall 2011 and 1234 in Spring 2012.

Maintained same level of customer service in spite of serious staffing challenges.

Implemented federal requirement of weekly attendance taking in every class.

**Goals for next year**

Fully implement Magic Hour web portal for students and faculty.

Work with the new Academic Advising Director to make quantum improvements in academic advising.

Strategize to minimize impact of decreasing availability of federal financial aid.
Challenges

Pre-Windows student accounts and financial aid databases need to be modernized.

Staff turnover is high in Enrollment Center positions requiring long-term training.

Better IT solutions are needed for knowledge sharing between Enrollment Center and advisors in academic departments.

Needed to address the challenges

IT Department needs more programming staff who can be assigned to Enrollment Center projects.

Enrollment Center positions should be staffed with long-term personnel provided with adequate compensation rather than using short-term or student intern solutions.

EXERCISE AND SPORT SCIENCE

Ken Daley, Department Head

Achievements this year

Installed new dance floor / aerobics center in MUM Recreation Center.

Removed netting and put permanent wall around the gymnastics / rock-climbing and dance area.

Built a new office for department head. Remolded staff offices. Transferred the Human Performance Lab into the old (now renovated) department head office.
Purchased two new exercise machines for the Recreation Center Fitness Center.

Installed 5 pieces of equipment in the men’s residences in the continuation of our residential satellite fitness centers project.

By April of 2012 we have assembled full staffing that is the “best team” we have ever had in place.

**Goals for next year**

- Install new pumps and filtration systems in the outdoor pool.
- Improve our class / programming offerings for our clients.
- Resurface the indoor tennis courts.
- Overhaul / upgrade our aerobics machine area.
- Install a safety inspection system for rock-climbing.
- Install climbing ropes system in the gymnastics area.
- Redesign our Health-Related Fitness course.

**Challenges**

- We need to stop the leaks in the MUM Recreation Center by replacing all skylights.
- We need to upgrade / maintain our main floor system that is now 7 years past it’s life cycle.
- We need to replace our oldest van in the normal cycle of vehicle maintenance.

**Needed to address the challenges**

- Financing to replace skylights.
Financing to replace flooring.

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**BUSINESS ENTERPRISES**

*Harry Bright, Director*

**Achievements this year**

Thanks to the generosity of Doug and Francie Greenfield the Golden Dome Market has doubled in size including an extra 1,000 sf of retail space, an extra 500-square-foot dining area, and new commercial kitchen.

Cash and Commissary sales for the Golden Dome Market and Café will total about $1.1 million dollars, a new record.

University Store gross sales will reach $570,000, up $80,000 over last year.

Fueled by Maharaja’s new book on the *Ramayan in Human Physiology* (MUM Press was appointed publisher by Maharaja) and Dr. Vernon Katz’ book *Conversations with Maharishi*, Press Catalog Sales will reach nearly $400,000 ..nearly double the previous record.

In addition to the above two books, MUM Press published 17 new books including Dr. William Sands’ *Maharishi Mahesh Yogi and His Gift to the World*, a book of Poetry by participants on the Invincible America Assembly, and the 13-volume Consciousness-Based Education series.

Also Maharishi’s *Science of Being and Art of Living* was published as an ebook.

Total gross sales for Business Enterprises will total $2.1 million, up $250,000 over its best-ever year.
Goals for next year

Get at least 10 publications posted in ebook format.

Complete and launch new website for University Store.

Finalize and implement a plan with MAPI to establish an auxiliary University Store in the Health and Wholeness store in downtown Fairfield.

Increase daily average sales in Golden Dome Market and Café by 13% to $3500.

Challenges

Speeding up ebook and website development.

Weekend staff in Golden Dome Market need better supervision especially on Sundays as most staff are students.

Finding IT solution for department interaction with the press so that print request progress can easily be tracked online.

Needed to address the challenges

Fulltime IT person with specific skills needed to create e-books and assist in website development for all Business Enterprises.

Mature weekend manager needed for Golden Dome Market.
CAMPUS MASTER PLANNING

Dr. Dave Streid, Chief Administrative Officer

The University has had many versions of “Master Plans” throughout the years that have indicated possible locations for buildings and roads. But we currently do not have an adequate master plan that serves as a guide to campus development. When new buildings are proposed, we often look for some empty piece of land that is appropriate to build on without looking holistically at the long range planning for campus. It is absolutely necessary that we develop such a plan for both short term and long range development.

The current master planning project began in the Spring of 2010 when Robert Shrosbree, brother of Art faculty Jim Shrosbree, visited campus and began working on a framework for master planning with his firm SiteWorkshop out of Seattle. Robert created a preliminary document titled “Campus Framework Study,” which was discussed at a charrette involving trustees, faculty, and administration in January of 2011. Some progress was made at that meeting, but many questions were left unanswered. Unfortunately Robert passed away in December of 2011 before any more progress was made. Recently his partner decided SiteWorkshop does not have time to continue with our project, so we need to find another firm to take their place.

We have contacted another firm, Confluence, whose main office is in Des Moines and also has offices in Kansas City and Iowa City. Two members of that firm came for a site visit in late April and are preparing a proposal that we should receive before the Trustees meeting. In conjunction with that proposal David Streid and Ceyrena Kay have prepared a document stating the goals and objectives of the master planning process (please see Appendix 3). Both Dr. Morris and the Executive Council have approved those goals and objectives. We feel that this is a very important document for everyone
to read and understand before the process begins so that we all have the same expectations about the process and its outcomes.

If we accept Confluence’s proposal, we hope to pick up the master planning process over the summer and finish within 6 months. There will likely be another charrette early in this process to help decide key issues about the master plan. Trustees will be invited to attend this meeting and will be notified as soon as dates are set.

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**GOALS AND OBJECTIVES**

**Overall Goal**

The purpose of the Campus Master Plan is to provide a vision of the campus designed in accord with the principals of Maharishi Vedic Architecture, the Mission documents of the University, and the Five Year Strategic Plan. The result of this Master Planning Process should be a document that provides both a stable and flexible framework for campus development, construction, and renovation over the coming years.

**Goals and Objectives of the Master Planning Process**

1) To get participation and buy-in from the President, Trustees, administration, faculty, staff, students, and community members.
   a) Hold meetings with key representatives from each of these groups to get input on the major elements of the Master Plan
   b) Culture in this group a strong commitment to the Master Plan as THE guiding document/principles for all future development.

2) To embody the ideals and goals of the University in its physical campus.
   a) To adhere to the principles of Maharishi Sthapatya Veda in all building, circulation, and landscape design.
b) To help facilitate the daily routine of the students, faculty, and staff on campus in order to achieve the educational goals of the University.

c) To facilitate the practice of the Transcendental Meditation and TM-Sidhi programs in the campus structure (both for students, faculty and staff as well as the greater Fairfield community).

d) To consider how constituents in our extended community, including IAA, other long-term and short-term visitors, trustees, donors, and other Fairfield community members who use MUM facilities, interface with the campus

3) To develop a physical campus that encourages a sense of community.

a) To create a holistic vision of the campus as an integrated set of communities.

b) To activate outdoor space for civic and social engagement

c) To maximize buildable space to create as dense of a campus as possible while still adhering to Maharishi Sthapatya Vedic principles.

d) To determine the ratio of on campus residential space (Students, Faculty, and Staff) to on campus classroom space.

e) Consider the public face of the University and what kind of first impression we want to give.

4) To build community consensus on campus character and planning/construction (and thus fundraising) priorities.

a) Determine vehicular versus pedestrian and bicycle priorities.

b) Determine the level of formality in campus landscape, overall and by areas.

c) Determine the importance of visibility of sustainable technologies.

d) Determine the value of ecological restoration to the educational and recreational potential of campus.

e) Take safety considerations into account during all planning.
f) Consider what the unifying design characteristics of campus might be and what design elements would be left to individual projects/components.

g) Enhance the overall beauty of campus (taking into consideration different constituents experience of what is a beautiful landscape).

5) To integrate sustainable principles into the physical infrastructure
   a) Incorporate sustainable storm water management.
   b) Incorporate green infrastructure and other sustainable site development goals into the development plan (tying site development with specific buildings).
   c) Incorporate shade around parking and buildings.

6) To develop the campus in accord with the Presidents climate commitment.
   a) Make buildings as carbon neutral as possible.
   b) Design energy systems for the whole campus – geothermal, wind, solar.
   c) Consider landscape as part of carbon sequestration goals.

7) To create a campus plan that embodies the following specific objectives:
   a) Determine the entrances to campus that are acceptable and functional.
   b) Design campus circulation around these acceptable entrances that will provide the smooth flow of all kinds of traffic around campus – cars, public transit, bicycles, and pedestrians. This should include roads, sidewalks, and bike paths, as well as service and emergency vehicle access.
   c) Provide adequate parking in areas appropriate to the circulation plan and for the various campus constituencies – students, faculty, staff, service vehicles, regular guests (e.g., domes and dining halls), and campus visitors.
   d) Integrate a general design for the Keith Wallace Drive pedestrian mall into the circulation and parking plans.
e) Integrate the Maharishi School needs into the circulation and parking plans.

f) Include in the circulation design access to the potential north campus development on the “Zimmerman Trust” land.

g) Determine building “zones” for different types of buildings – dormitories, classroom/administration buildings, recreation facilities, specific purpose buildings (auditoriums, theaters, library, etc.), and faculty/staff housing and/or guidelines for developing different areas of campus.

h) To the extent possible, determine specific building sites for buildings likely to be built in the next 5-10 years — e.g., several new student dormitories, the large Maharishi Tower of Invincibility, and possibly a new library.

i) Determine the green spaces with a general categorization of their type (prairies, forests, orchards, open spaces, amphitheaters, etc.) and guidelines for developing these areas.

Proposal for Master Planning from Confluence

We received this proposal on May 14 from Steve Ford at the Iowa City office of Confluence, a landscape architecture firm. Below is their project description, and their proposal contains a more detailed scope, specific tasks to be performed, timelines, and fees. They see the process taking 12 weeks more or less from the time of signing the contract at a cost of about $36,000. Costs could go higher if more work is needed than described in the scope. Since this has just been received, it still needs to be reviewed by the Executive Council of the University, our President Morris and campus architect Jonathan Lipman. We hope to have a recommendation on this at the Trustees meeting. Project description:

The mission of this project is to collaboratively create a vision and then outdoor campus master plan that considers pedestrian...
circulation, vehicular circulation, campus and building entry locations, future building/expansion zones, proper slopes away from buildings and an overall sense of efficiency, connectivity and safety. Confluence will assist the University in developing a vision for the master plan that considers the principals of Maharishi Vedic Architecture and the mission of the University. We will also use the “framework plan” that has been developed already as our initial guide. Confluence will lead the research and design process using direct input from the Core Committee, and will partner with staff intern landscape architect Ceyrena Kay throughout the process. The area of study and design will encompass the entire University campus although there may be areas such as the pedestrian mall corridor and entrances that may require more detailed design effort. In addition to what was described in the Project Description it is understood that the following list of objectives are to be fit into the program.

- Consider unifying design elements throughout campus
- Integrate sustainable principles into the site master plan
- Consider areas for solar, geothermal and wind energy systems
- Deliver a final master plan document that encourages a sense of community
Several organizations are included in this report — the David Lynch Foundation, the Institute, the Global Union of Scientists for Peace, and Raja Hagelin’s national administration.

**Achievements this year**

Through the David Lynch Foundation’s “Quiet Time” program in San Francisco, over 2,500 students and 500 faculty and administrators have learned the Transcendental Meditation technique; attendance in participating schools has risen to 98%; suspensions have plummeted; GPAs have risen; and the “achievement gap” for low-performing students is shrinking. The school superintendent wants to expand the program into the entire San Francisco school district.

- The George Lucas Education Foundation recently featured Visitacion Valley, a San Francisco Quiet Time middle school, in its prestigious online video series *Schools that Work*.

- American Indian initiatives are expanding and now include collaborations with many influential Native American organizations.

- *Operation Warrior Wellness*, the Foundation’s program to bring the Transcendental Meditation technique to soldiers and veterans with PTSD, has expanded to include collaborative demonstration projects with many military organizations. A May 3 national summit in Washington, D.C., entitled “Resilience, the Brain, and Meditation,” featured the profound effects of this program.
• See also the comprehensive Operation Warrior Wellness website at www.operationwarriorwellness.org.

• Norwich University, the oldest private military college in the U.S, has launched a pilot Transcendental Meditation study involving 100 students, with significant benefits confirmed by research.

• Oprah Winfrey’s extraordinary one-hour documentary on Fairfield, Maharishi School, and Maharishi Vedic City has aired three times on the Oprah Winfrey Network (OWN), creating an enormous positive response and over 180,000 unique visits to the TM.org website.

• The Los Angeles “Change Begins Within” gala fundraiser in December 2011 drew a start-studded audience of 800, including many top actors, musicians, and foundation leaders. Hosts Ellen Degeneres, Russell Brand, and Russell Simmons strongly endorsed Transcendental Meditation practice and introduced powerful presentations on Foundation school projects and military initiatives.

• A 90-minute edited film of the 2009 “Change Begins Within” concert with former Beatles Paul McCartney and Ringo Starr is now being featured on PBS-TV stations across the U.S.

• The Global Union of Scientists for Peace, led by Dr. Hagelin, appointed Dr. Ashley Deans as executive vice president and Raja John Fagan as vice president of food safety and security. They will meet with top scientists around the world and will work to expand GUSP membership and activities.

• At his Seoul press conference on nuclear security — part of the Korea Peace Initiative sponsored by GUSP and supported by the David Lynch Foundation — Dr. Hagelin offered $1 million to train South Korean
troops as peace-creating experts. He then met with top leaders in South Korea’s Defense Ministry to discuss this plan.

- Dr. Hagelin continued to work with Dr. Howard Settle and Institute staff to build financial support for the Invincible America Assembly and the Maharishi Vedic Pandits in India — and to meet with prospective donors around the world to help fund these projects in perpetuity.

- As part of this Global Peace Initiative, a beautiful and comprehensive new brochure and website was created to present this approach: see www.GlobalPeaceInitiative.org.

- Dozens of articles featuring this peace-creating approach and its implications for national security were published this year in online journals around the world.

- The National Yagya Project for the U.S., launched this year, is expanding rapidly and has been extremely successful.

- Dr. Hagelin was a featured speaker at many national and international conferences on consciousness and spirituality.

- Dr. Hagelin and the Institute staff continued to work every day to raise the number of Invincible America Assembly participants to 2,500 and beyond as quickly as possible; and to update and inspire all Governors, Sidhas, and Meditators to become more involved in local and national Movement activities.

- Dr. Hagelin and the Institute staff also continued to develop and revise many new online resources (such as TM.org and Enlightenment magazine) as well as books, brochures, and presentation materials designed to promote Maharishi’s programs.
• The Institute media team continued its outstanding publicity work, creating and promoting many news reports about Fairfield, Maharishi Vedic City, the David Lynch Foundation, and global Transcendental Meditation projects.

**Goals for next year**

Significant expansion of the David Lynch Foundation and DLF initiatives is under way through increased fundraising and by partnering with other foundations and organizations to boost funding opportunities.

The Global Union of Scientists for Peace and the Global Peace Initiative are expanding to help establish more large coherence-creating groups around the world and to endow our existing groups permanently.

Dr. Hagelin and the Institute staff will continue to actively promote and expand all Maharishi’s programs around the country and the world.

**Challenges**

• Demand for these programs now exceeds the financial resources and number of trained personnel available to fulfill the demand.

**Needed to address the challenges**

• More funding is necessary to support our national and international initiatives and to fulfill the demand for growth.

• More Transcendental Meditation teachers are needed immediately who have the additional training to participate in DLF projects, especially in Quiet Time schools and in the military.
Achievements this year

Enrollment increased to 214
Expanded our host family boarding program: now 22 boarding students, including 12 Chinese; all committed to returning next year
State championships in science and Destination ImagiNation (5 teams)
Over 100 direct inquiries and thousands of website hits from Oprah Winfrey’s visit and show
Hundreds of Indo-American visitors (St. Louis; Rochester, MN; Cedar Rapids-Iowa City)
Exceeded Development goals via strong support from Dharma and David Lynch foundations and solicitations by Board and community members

Goals for next year

Increase enrollment
Increase faculty and staff compensation
Strengthen professional development and teacher evaluation
Improve instructional technology and science laboratories

Challenges

Transitioning from older experienced faculty to new young staff
Financial sustainability with low number of full paying families
**Needed to address the challenges**

Endowment fund support, so we have reliable, sustainable financial resources for teacher recruitment, retention, and retirement

A three- to five-year strategic plan to:

- Expand national and international awareness of the school
- Strengthen the quality of the academic program
- Deepen community connections and contributions to the school
- Establish a sustainable fiscal foundation for the future

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**BUDGET REPORT**

Bob Daniels briefly reports below on the current year financial results and gives preliminary information on next year’s enrollment. Hereafter, we propose to give a more complete report annually at the first Board meeting in the fall. This will include final financial results for the prior year ended June 30 and the enrollment figures for the new year. We also will schedule discussion as an agenda item.

Included in the numbers in the following table is the full-pay revenue from 7 China guests for 2 semesters and an additional 5 who came for second semester. China has saved our financial situation. Much like we would not want to see MUM’s financials without Compro, we would certainly not want to see Maharishi School’s financials without China. And we are budgeting a good 10 additional China (or any other country) students for next year.

Of the 12 current China students, except for one who is graduating, all the others are coming back — they have sent either their full tuition or a $5,000 deposit for next year.
### Ongoing finances with latest revisions as of April 12

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<th>Actual</th>
<th>Original Budget 2011-12</th>
<th>Mid Year Adjustments</th>
<th>Revised 2011-12 Budget</th>
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APPENDIX A

Maharishi Vedic Science:
Illuminating the Cutting Edge of Modern Science

FACULTY SYMPOSIUM WITH
MAHARAJA ADHIRAJ RAJARAAM

April 27–29, 2012

FRIDAY, APRIL 27

• 10:00 Welcome and opening remarks
  o Raja John Hagelin
  o Maharaja Adhiraj Rajaraam

• 10:30 PHYSICS (Part 1)
  o Presenter – Raja John Hagelin – “Important New Developments in Unified Field Theory”
  Response by Maharaja and general discussion

• 12:30 Break for lunch

• 1:30 PHYSICS (Part 2)
  o Presenter – Dr. David Scharf – “Two Dogmas of Materialism”

• 2:45 MATHEMATICS
  o Presenter – Dr. Paul Corazza – “Recent Progress in the Mathematical Analysis of the Infinite”
SATURDAY, APRIL 28

- 10:00  NEUROSCIENCE
  - Presenter – Dr. Fred Travis – “Neuroplasticity: What You See You Become”

- 11:00  MEDICINE AND PHYSIOLOGY (Part 1)
  - Presenter: Dr. Robert Schneider – “Epigenetics and Consciousness: Modern Science Discovers How to Modify Our Biological Destiny”

- 12:00  Break for lunch (Donors Banquet and meeting with Maharaja)

- 2:30  MEDICINE AND PHYSIOLOGY (Part 2)
  - Presenter – Dr. Keith Wallace – “Personalized Medicine: Epigenomics and Ayurveda”

- 3:30  COMPUTER SCIENCE
  - Presenters – Dr. Bruce Lester, “The Programming Language of Nature” • Dr. Greg Guthrie, “Relative and Absolute Computation”

SUNDAY, APRIL 29

- 10:00  MANAGEMENT
  - Presenters – Dr. Scott Herriott & Professor Vicki Herriott – “Sustainable Business”

- 11:00  SUSTAINABLE LIVING
  - Presenters – Dr. David Fisher & Professor Lonnie Gamble, “Sustainability: Redesigning the Way We Live”

- 12:00  Break for lunch
• 1:00 EDUCATION
  o Presenter – Dr. Chris Jones – “Fostering Innovation and Improvement in Education”

• 1:40 LITERATURE
  o Presenter – Dr. Terry Fairchild – “Transcendental Consciousness and Literary Theory”

• 2:20 ART
  o Presenter – Professor Jim Shrosbree, “Remembering the Visible: Remembering the Self”

• 3:00 MEDIA & COMMUNICATIONS

• 3:40 Closing remarks
  o Raja John Hagelin
  o Maharaja Adhiraj Rajaraam
  o Dr. Bevan Morris

• CREATIVE MUSICAL ARTS
  o Presenters – Isabelle Matzkin & Jane Pitt – “A New Appreciation of the Connection Between Music, Consciousness, and Physiology”

• EXERCISE AND SPORT SCIENCE
  o Presenter – Ken Daley, “A Deep Look at Wellness: The Shift From Personal Efficacy To Environmental Nudging”

JAI GURU DEV
APPENDIX B

TOM BROOKS
Chief Operating Officer

Activities and who will take them over

Campus energy conservation research, education, programs

- Research alternative options for saving energy/money with consultants, Mark Stimson, Aramark, and Facilities Management staff
- Information campaigns on campus to reduce energy use and costs
- Researching new Building Automation System
- Energy Conservation presentations to new students
  
  *Mark Stimson will assume a number these responsibilities, alongside his teaching duties, with Dave Streid to oversee*

Campus Master Plan — working with consultants and EC to define a working Master Plan

*Dave has adopted this.*

Improving program attendance for staff

*Cathy, Dave, and Craig will continue attending to this.*

MUM Total Wellness Committee for faculty and staff — Total Wellness Fair; Surveys, Testing, Fitness; helping disseminate information

*Wellness information is now included in every monthly staff newsletter, so the committee does not feel the need to continue so actively.*

Grant Writing Seminars — Working with the Director of the Fairfield Library to set up webinars for 20 interested faculty and administrators

*This will be taken up by our new grants officer, Dr. Laura Tejada, when she begins in June, with support from MUMRI team.*
Development of Consciousness Mentor (Monthly all campus meeting, personal checking’s as needed)

Tom will continue with anyone he has initiated.

MUM Finance Board — weekly meeting, signing all transfer checks weekly

Absorbed by remaining members of Finance Committee – Dave, Michael, David, Cathy as needed.

MUM Organic Farm oversight (lunch time meetings mostly)

Dave and Michael will take over this role jointly.

MOU/Maharishi Channel (3-4 meetings per year, occasional calls)

Tom oversaw the move from Constitution Hall to Verrill Hall; since then there has been little to do. Michael has been keeping an eye on the budget.

Liaison with Golden Dome Condominium Project

David Todt will do this.

Real estate development — University Manor Condo Association proposed lease agreement negotiations, North Campus Village options agreement

Bill & David will do this.

Implement LEAN University wide

Tom Hirsch and Kathy Brooks are the new Lean Steering Committee chairs

Oversee Campus Safety and Security — Including developing Emergency Protocols for various emergency scenarios

Dave will take this over with continuing support from Kathy and some oversight from Bill
Committees

- Men’s Dome Committee (meetings as needed to consider all issues related to Men’s Dome) **Tom will continue**
- Member of Raja Hagelin’s Ideal Community Committee (one 2-hour meeting per week and MANY e-mails) **No replacement for now**
- Board of Maharishi World Peace Vedic Organics (2 meetings per year) **No replacement**
- Member Raja Hagelin’s Solutions Group **Continuing**
- Executive Council **No replacement**
- LEAN Steering Committee **No replacement**
- Chair, Ladies’ Dome Renovation Committee **Dave will do this**

Community Relations — Ex-officio Board Member, Fairfield Chamber of Commerce (1 luncheon/month plus 1 other Chamber event/month)

**Michael will do this.**

Fairfield Green Business Council — 1 evening meeting per month and some work during the month during work time

**Mark Stimson is already on it and that is sufficient.**

Special Projects that come up, i.e., work with Kathy on the Prairie Park, run heavy equipment as needed

**Hired Jim Brown for tractor and heavy mowing**

Assist CAO while he is teaching or on LOA (6 weeks this year, ongoing support for various projects)

**Patrick Siljestam, Tom Hirsch, and Stan LaMothe can help with this.**