These Supplementary Materials include:

- a 7-page report: “Opportunities for Expansion and Investments Required” – discussion is scheduled for 3:20 pm.

- a 1-page statement of the Minutes of the 11/7/12 Executive Committee meeting (also described in pp 30-34 of the Board Book), and

- a 7-page report from Dr. Craig Pearson, dated 11/19/12, on the “Successful Launch of Academic Initiatives”.

Opportunities for Expansion and Investments Required

Summary

The University is poised for significant expansion of student enrollment and public recognition, leading to increased revenue, increased academic richness and prestige, and increased momentum for further growth.

To take maximum advantage of these opportunities, further investment is essential. The University’s operating budget by itself cannot support this growth.

The Five-Year Strategic Plan outlines the University’s major objectives in the coming years. But there are a number of other initiatives which, if launched now, would catalyze enrollment growth, leading to an infusion of new tuition revenue.

This document summarizes those opportunities:

1. Funded scholarships
2. MA in Media and Communications – start-up funding
3. MS in Sustainable Living – start-up funding
4. MS in Integrative Medicine – start-up funding
5. MA in Education – marketing and new faculty
6. Faculty research
7. Campus beautification

This is on top of the spending for further campus improvements approved by the Board of Trustees last May — 3.125 million over the next two years. The Trustees very kindly expressed their intention to support this initiative — and thanks to generous funding from Dr. Abramson and Dr. Ayer, coupled with Dr. Ayer co-signing for a one-year line of credit for the University, we have done some significant work. Continuing these projects will depend on further donation support.
OPPORTUNITIES FOR EXPANSION AND INVESTMENTS REQUIRED

(1) FUNDED SCHOLARSHIPS – $50,000

Last fall, we lost 5 potential students from the master’s program in Maharishi Vedic Science because they did not quite have the funds even with financial aid. The result: We lost $87,500 in tuition revenue (not to mention the 5 students)

INVESTMENT NEEDED

$50,000 in funded scholarships would allow MUM to leverage those funds by admitting up to 5 full-time master’s students who otherwise could not afford to attend. This will generate $36,250 per year (tuition revenue minus instructional costs).

(2) MA PROGRAM IN MEDIA AND COMMUNICATIONS – $30,000

The BA in Media and Communications has been one of our fastest-growing programs and has produced talented young staff for the David Lynch Foundation, among other things. With the ability of Consciousness-Based education to directly develop students’ creativity, this program is unique in the world.

Current and recent students have expressed strong interest in a master’s program. We project 18 students in the first year. The program will be very attractive to students wishing to further develop their career and creative voice.

This program has already been approved by the Higher Learning Commission.

INVESTMENT NEEDED

An investment of $30,000 is needed for start-up costs, including equipment, space, and a new full-time faculty member.

RETURN ON INVESTMENT – 301%

Once the program starts, it will produce a surplus of $91,800 per year in years 2, 3, and 4 — plus 18 new students every year. Internal rate of return (IRR) – 301%.

(3) MS PROGRAM IN SUSTAINABLE LIVING – $65,000

Our undergraduate program in Sustainable Living has been our fastest-growing program and is our largest, with more than 100 majors projected for this year. Of all new undergraduate students who come to MUM, the majority intends to major in Sustainable Living.

We have had continuous requests over the years for a master’s in Sustainable Living, from our SL graduates and others. This past month 20 Sustainable Living majors signed a statement saying they are seriously interested in an MS in Sustainable Living here.
We expect 15 students the first year and approximately 20 students/year thereafter. Because this is a 2-year program, we will have a steady-state enrollment of about 40 students after the first year.

INVESTMENT NEEDED

An investment of $65,000 is needed for start-up costs, primarily for the cost of a faculty member and administrative assistant for one year to develop and launch the program.

RETURN ON INVESTMENT – 301%

Once the program starts, it will contribute $94,000 to the University in the first year (48% margin $252,000), the second year (59% margin), and $347,000 (62% margin) the third year.

(4) MS PROGRAM IN INTEGRATIVE MEDICINE – $90,000

Led by Dr. Keith Wallace, Dr. Robert Schneider, and Dr. Stuart Rothenberg, this program will have two tracks, both offered by distance education:

- **Health Professionals** — currently a set of online courses for continuing medical education for doctors
- **Wellness Consultants** — this could also be an in-residence program if we have sufficient faculty.

We will seek approval for this program as part of the May HLC visit, and it will start in August 2012. We expect enrolment to reach 16, 32, and 35 in the first three years of offering that program.

INVESTMENT NEEDED

The department requested $90,000 for one full time faculty, one Ayurvedic expert, and one teaching assistant for 10 months prior to the first cohort of students enroll to develop the program and prepare for teaching.

RETURN ON INVESTMENT – 171%

After the first year, we project profits of $101,500 in the second year, $280,000 in the third year, and $300,000 in the fourth year. *Internal rate of return (IRR) – 171%.*

(5) MA IN EDUCATION – $16,000

To increase the small enrollment in this program, we can also offer our existing MA in Education as a two-year program that includes 3-summers (20 credits = 8 + 6 + 6) and 4 semesters of DE at 5 credits each (max 40 credits total). We would tailor it for US private school teachers who want to upgrade their BA to an MA. They can get federal loans and do
not have to give up their jobs. This will build on the excellent reputation of Maharishi School of the Age of Enlightenment and give us a pool of students/alumni who will recommend MUM to their private-school pupils who have the ability to pay full tuition at MUM. This makes this program strategically important for MUM.

INVESTMENT NEEDED
An investment of $16,000 to fund an initial marketing campaign and hire one new faculty member for two months prior to the start of the program. After the program starts, student tuition is expected to cover the cost of the faculty member.

RETURN ON INVESTMENT – 261%
Based on increased enrollment in the program.

(6) FACULTY RESEARCH – $16,000
Faculty research and publication has dipped somewhat over the past 10 years due to the loss of some research faculty and greater emphasis on teaching. Faculty research and publication is important to fulfill the scholarship part of our mission, ensure that Maharishi University of Management is engaged with the wider higher education community, keep the faculty lively in their disciplines and enrich their teaching, and create research opportunities for undergraduate and graduate students.

INVESTMENT NEEDED
An investment of $32,000 will:

- *Fund faculty to attend conferences* — conferences in their discipline and conferences on teaching and learning — so that there are more opportunities for scholarly exchange and research between faculty and colleagues at other institutions and more visibility for MUM in the academic community

- *Support ongoing research by faculty.* Either some faculty could have reduced teaching load (4.5 course) for one year and those who submit a paper to a peer reviewed journal could continue for a second year or those who already have published can have reduced teaching load (4.5 course) for one year and if they publish a paper in a peer reviewed journal could continue for a second year.

RETURN ON INVESTMENT – 182%
The suggested funding will support 4 faculty to attend 2 conferences per year and reduce their teaching load by 2 courses (40%). If this activity contributes to increasing overall recruiting and retention activities to yield 10, 20, and 40 additional students in years 2, 3, and
4 respectively, then the return on investment will be 182% — and additional revenues from this activity will increase the number of faculty participating to 8 over a 3-year period without additional investment. See the chart at the end of this document.

(7) CAMPUS BEAUTIFICATION – $115,000

Our campus has come a long way over the past decade, with so much new construction, culminating in the Argiro Student Center and the Schwartz-Guich Sustainable Living Center. But there remains much room for improvement in the overall campus appearance.

Using Frat 153 as a model, we could bring the quality of the landscaping for each Frat up to the same nice standard for approximately $6,000/frat. We would also paint 11 additional frats as shown in the table below.

<table>
<thead>
<tr>
<th>Frat Landscaping</th>
<th>Frat Painting</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,000</td>
<td>$5,000</td>
<td>$11,000</td>
</tr>
<tr>
<td>$60,000</td>
<td>$55,000</td>
<td></td>
</tr>
</tbody>
</table>

RETURN ON INVESTMENT – 33%

The additional revenue, shown in the chart below, is calculated based on assuming that this activity will contribute to increasing overall recruiting and retention activities to yield 5, 10, and 20 additional students in years 2, 3, and 4, respectively.
## INVESTMENT OPPORTUNITIES – financial detail

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Total Investment</th>
<th>IRR</th>
<th>Yr. 1</th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions ($50,000 funded scholarship to attract)</td>
<td>$50,000/yr</td>
<td>NA</td>
<td>36,250</td>
<td>36,250</td>
<td>36,250</td>
<td>36,250</td>
</tr>
<tr>
<td>5 extra MA students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media and Communications Master Program</td>
<td>$30,000</td>
<td>301%</td>
<td>(30,000)</td>
<td>91,800</td>
<td>91,800</td>
<td>91,800</td>
</tr>
<tr>
<td>Sustainable Living Masters Program</td>
<td>$65,000</td>
<td>219%</td>
<td>(65,000)</td>
<td>94,000</td>
<td>252,000</td>
<td>347,000</td>
</tr>
<tr>
<td>Integrative Medicine Masters Program</td>
<td>$90,000</td>
<td>171%</td>
<td>(90,600)</td>
<td>101,500</td>
<td>280,900</td>
<td>300,000</td>
</tr>
<tr>
<td>MA Education – New Track</td>
<td>$16,000</td>
<td>261%</td>
<td>(16,000)</td>
<td>14,100</td>
<td>123,100</td>
<td>123,100</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$251,000</strong></td>
<td>195%</td>
<td><strong>(215,350)</strong></td>
<td><strong>287,650</strong></td>
<td><strong>734,050</strong></td>
<td><strong>848,150</strong></td>
</tr>
</tbody>
</table>

These projects' revenue projections are based on assuming improvements to overall recruiting and retention:

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Total Investment</th>
<th>IRR</th>
<th>Yr. 1</th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding for faculty research</td>
<td>$32,000</td>
<td>127%</td>
<td>(32,000)</td>
<td>20,000</td>
<td>56,000</td>
<td>144,000</td>
</tr>
<tr>
<td>Campus Beautification: Paint and Landscaping 11 Frats</td>
<td>$115,000</td>
<td>33%</td>
<td>(115,000)</td>
<td>26,000</td>
<td>52,000</td>
<td>156,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$303,000</strong></td>
<td>51%</td>
<td><strong>($319,000)</strong></td>
<td><strong>$98,000</strong></td>
<td><strong>$212,000</strong></td>
<td><strong>$508,000</strong></td>
</tr>
</tbody>
</table>
INVESTMENT OPPORTUNITIES – priority analysis

<table>
<thead>
<tr>
<th></th>
<th>IRR</th>
<th>Relevance to Mission</th>
<th>Retain / Attract Students</th>
<th>Champion to Implement</th>
<th>Track Record</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>25%</td>
<td>25%</td>
<td>15%</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These projects have clear predictable increased revenue streams:

Admissions ($50,000 funded scholarship to attract 5 extra MA students) 1 4 5 4 5 4.2

Media and Communications Master Program 5 4 5 4 5 4.6

Sustainable Living Masters Program 4 4 5 4 5 4.4

Integrative Medicine Masters Program 3 5 5 5 3 4.3

MA Education 4 5 4 4 2 4.0

These projects’ revenue projections are based on assuming improvements to overall recruiting and retention:

Funding for faculty research 3 4 2 3 5 3.3

Campus Beautification: Paint and Landscaping 11 Frats 1 2 4 4 5 3.1

OTHER INVESTMENT AREAS UNDER STUDY

IT SYSTEM UPGRADE

This will be essential to handle additional students and to maintain compliance with Federal reporting regulations. Most of our campus IT software systems are based on old and obsolete systems and are not integrated with each other.

SOLAR ENERGY

To reduce long-term energy costs, support our obligations for sustainability, and project an image of a socially responsible institution. The price of solar panels has been declining, and favorable loans from the state of Iowa may be available to us.

Both of these are very substantial projects.
MAHARISHI UNIVERSITY OF MANAGEMENT

Board of Trustees Executive Committee Meeting Minutes – November 7, 2012

A meeting of the Board of Trustees Executive Committee was held by electronic mail on November 7, 2012. A quorum was determined to exist.

Members available to vote: Chair: Mr. Bob Brown, Dr. Bevan Morris, Dr. Jeffrey Abramson, Dr. Tom Stanley, Dr. John Hagelin, Dr. Michael Dillbeck, Mr. Bob Daniels, Mrs. Josie Fauerso, Mr. Bud Liebler, Dr. Chris Hartnett, Mrs. Toby Lieb.

Members unavailable to participate: Mayor Ed Malloy.

Maharishi School Dedicated Bank Account for Senior Class Fundraising

Mr. Bob Daniels reported by electronic mail that the Maharishi School Finance Committee would like to request approval of a bank account for the exclusive use of each year’s senior class fundraising efforts. The Senior Class has come up with a progressive plan for improving their yearly fundraising through social media marketing, the senior calendar, talent show ticket sales and other student fundraising. This new fundraising plan and the account would be passed on from class to class, year-to-year.

Dr. Alan Marks, whose son Avi is in the Class of 2013, has offered his MAPI accountant’s time to monitor the account, with quarterly reporting to Dr. Michael Spivak, MUM Treasurer, and to Mrs. June Schindler, Maharishi School Finance Officer.

This would be a dedicated bank account. This would be a one-year trial. The account can be closed at any time by Dr. Michael Spivak if he feels this is necessary.

Two signatories will be required for every check, so there will always be at least one School official signing. Prior approval by one of the school officials, Mrs. Schindler or Dr. Beall, will be required for any expenditures or reimbursements.

- Name of the account: Maharishi School of the Age of Enlightenment Senior Class Trip
- Bank: Iowa State Bank
- Signatories:
  - Mrs. June Schindler and Dr. Richard Beall.
  - A third signatory would be a designated parent from each year's senior class with Diane Prather-Huff designated for the Class of 2013.
  - For the University, Dr. Michael Spivak was also added as a signatory.

The following members gave their approval by electronic mail:

Chair: Mr. Bob Brown, Dr. Bevan Morris, Dr. Jeffrey Abramson, Dr. Tom Stanley, Dr. John Hagelin, Dr. Michael Dillbeck, Mr. Bob Daniels, Mrs. Josie Fauerso, Mr. Bud Liebler, Dr. Chris Hartnett, Mrs. Toby Lieb.

Respectfully submitted,

Mr. Bob Brown
Chairman
Dear Trustee,

At the May meeting I described to you a set of initiatives we are undertaking to promote student engagement and learning as well as increase students’ sense of academic challenge. These initiatives grew out of the results of several Student Satisfaction Inventories over the past years as well as feedback from Global Student Council and individual students. As you may remember, these initiatives include:

- **a new set of courses, Critical and Creative Thinking Seminars**, that all new undergraduate students take as their second course in the fall, after the course in the Science and Technology of Consciousness
- **a revitalized emphasis on writing across the curriculum**, based on understanding that writing is an important mode of engagement and learning as well as a way of promoting critical and creative thinking, supported by a Writing Center staffed by trained students
- **systematic training in the pedagogical practices of Consciousness-Based education**, by Dr. Susie Dillbeck
- **a Senior Project program**, in which every undergraduate major will require a substantial senior project that spans several blocks and involves both written and oral presentations

I would like to update you on these.

**(1) Critical and Creative Thinking Seminars**

There are two approaches to teaching critical thinking: (1) through separate courses in which students learn the principles of critical thinking, and (2) through content-based discipline courses in which students learn critical thinking principles along with knowledge of the discipline. Our courses take the latter approach.

In October, 112 entering students participated in Critical and Creative Thinking seminars taught by faculty in eight departments: Art, Literature, Music, Sustainable Living, Mathematics, Management, Physiology & Health, and Education.

In each seminar, students were introduced to specific themes and issues in the discipline. But they also stepped back and learned how knowledge in each discipline progresses — namely through ongoing conversations between experts in the fields. During these
Successful launch of academic initiatives

conversations, the experts take a particular position in support of which they provide a series of reasons and evidence.

In the seminars, students read books and articles by such experts. Then they practiced locating the thesis or conclusion of the text and the reasons and evidence given in their support.

As the seminars progressed, they began practicing evaluating these reasons and evidence in terms of their logic, research design (if applicable), and completeness. They also learned about the specific kinds of evidence that is accepted in support of theses in the discipline they were studying (textual elements in Literature for example, versus scientific research in Physiology and Health).

How well did the students do? The faculty reported that in all the seminars the students demonstrated mastery of the ability to distinguish the thesis of a reading from its topic and to list the author’s reasons in support of the thesis. In addition, students developed the ability to generate alternative explanations for a thesis as well as creative solutions to problems. They also wrote a paper that was required to have a clearly stated thesis and a series of reasons to support it.

Mastery of evaluation abilities varied across the seminars. Faculty reported that in six of the eight seminars, the students developed the ability to recognize incomplete or missing parts of an argument. In five seminars they gained the ability to locate discipline-specific evidence. Only half of the seminars taught the ability to locate formal or informal logical fallacies, however.

Based on these outcomes, our next step will be to reinforce these thinking skills throughout the rest of the curriculum, particularly in the major courses. Three lessons of our August faculty development seminar were devoted to how to these skills, and all the teaching faculty have received a copy of John Bean’s Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom, which is filled with practical suggestions for classroom practice.

We will continue to emphasize teaching these skills in our faculty development seminars as the year continues to promote campus-wide improvement in these general education goals.

But already we are seeing benefits of using this approach in other courses. The Science and Technology of Consciousness (STC) course, which all new undergraduate take as their first course, began incorporating these values last year. And the faculty has found
that this provides a helpful framework for students who have questions about Maharishi Vedic Science.

Isabelle Matzkin, for example, helped teach the STC course this fall. She told us about a student who was undertaking her first attempt at writing an evaluation (of a text by Maharishi) — and who “felt threatened and reacted strongly.” Isabelle continues:

I discussed her concerns with her in terms of her logic. What alternative points of view did she not see mentioned? How would she describe those? Could she give examples? Could she tell me more about her own experience? She seemed to appreciate that her points were taken seriously and said she didn't really object as strongly as her paper made it seem. I watched her melt as the course moved along, and by the end, she was enthusiastically sharing her viewpoint of the benefits of Transcendental Meditation for the world.

So, I have to say that I'm a fan of this technique. Students are given a chance to work with the new concepts and paradigms of SCI. They're given a forum for expressing their questions and concerns and furthering their understanding. In previous courses, students may not have felt safe about asking questions, so they would take them underground and complain to their friends, maybe even somewhere in town. Now they feel heard. That takes the edge off their complaints, and then they can allow themselves to integrate the knowledge and move forward.

I very much appreciate how I, as a teacher, have a tool to allow students the safety to express any objections, and I don't have to take those objections personally or feel guarded about being defensive. It's all within an academic setting, so my response is concerned with their depth of understanding and their ability to write logically, and that's it. The integrity of the knowledge itself remains untouched.

We owe great thanks to Dr. Sam Boothby, who over the last several years has delved into the field of critical thinking, developed the basic concept and framework for these seminars and got them approved, trained faculty from each department to create and teach them, and provided information for this report.

(2) Writing Across the Curriculum / Writing Center

Along with the time we spent during the Faculty Development Seminar discussing the value of integrating more writing into each course, we knew we had to provide support for this, in the form of creating a Writing Center. Writing Centers, a fairly standard feature at colleges and universities, are typically staffed by trained student tutors. Ideally
students come of their own volition, not because their instructors direct them to (which risks creating negative associations).

We started by hiring Colin Heaton to be the director. Colin had worked in the writing center at Green Mountain College, and he had worked in this capacity in the Sustainable Living department when he returned here.

The library offered to give us half of the reference room for the Writing Center — a good location, adjacent to the lobby and main entrance to the library. They were happy to create another reason for people to come to the library. We put in a new carpet, room dividers, comfortable furniture, and some computers.

During the week before school started, Colin trained a group of eight student tutors.

We told Colin he would be responsible not only for managing the Writing Center and for quality assurance but also for marketing it. We imagined traffic would be slow at first, because it would take time for people to find out about it and because we weren’t sure how much writing faculty would be assigning. But it was busy from the start.

The Writing Center opened its doors on October 1 — and in the first six weeks 90 tutoring sessions had been given to 37 students. Sessions ranged in length from less than a minute to more than three hours, but typically lasting about an hour.

In a recent report, Colin wrote this:

One of our greatest strengths has been our student tutors. Our tutors are bright and intelligent, clear and competent, and warm and welcoming. Working together, we have created a great environment for students to come and work on their papers or to receive one-on-one tutoring. We have a regular retinue of students who come to the Writing Center to work on their homework, even when they don’t need help, just because they love the atmosphere. Other students drop by regularly just to see who is on duty and say hi. One student, a woman from Madagascar named Perpetua, told me “I love this space. It is my home away from home.”

An older student, a gentleman in his 60s who recently switched from Sustainable Living to Media and Communications and who has made frequent use of the Writing Center, wrote Colin this note:

Dear Colin, I want to thank you for all the help you have provided in the Writing Center. Writing has always been a challenge to me but with your support and direction I am starting to get the hang of it. By the way, I got and A in Comp 1 and seem to be doing okay in Comp 2. Thanks again.
Another student had been laboring for a long time on his 50-page MA in Maharishi Vedic Science thesis. In his first session, he informed Colin that he was a “bad writer” and that “writing comes very slow” for him. Colin described the experience in this way:

After discussing his paper for an hour and a half, he realized he needed to completely rewrite his entire 50-page paper, and the prospect of so much work seemed daunting to the point of being overwhelming. The next day he came into the Writing Center with his head held high and a smile on his face. “I know who my audience is,” he told me. When he became clear on his purpose and audience he became energized and excited about the ideas that he had to share.

The Writing Center has also been serving many non-native English speaking students. One tutor, Elaine McMurchy, has developed a reputation with some of the Chinese MBA students, who often come in during her shift. Here is what she had to say about her experiences tutoring these students.

My experience as a tutor has been enlivening as well as challenging! I get to practice my empathetic listening skills while also strengthening my own understanding of language’s inner workings. I have to admit that I was daunted at first because I knew that I would have many ESL students, and that there would not only be language barriers, but also cultural ones. I have been pleasantly surprised by how much I enjoy the challenge of helping these intelligent and often funny and clever individuals refine their words into something they can be proud of.

The faculty have also appreciated having this support. Travis Cox, who teaches in the Sustainable Living program, wrote this:

The Writing Center, and specifically Colin Heaton, was an invaluable resource for me in Block 10 when I was teaching my Creative and Critical Thinking course. Out of the fourteen students I had, four of them needed such significant assistance that, were I to give it, I would have been unable to give the other students the attention they deserved. The papers of two of the students who worked with the Writing Center went from unintelligible to coherent, another student went from “hating” paper writing to kind of enjoying it, and yet another was able to better understand the assignment, which translated into a very well-written essay. The Writing Center made it easier for me to do what I am best at, teaching sustainability, which translated into a better classroom experience for all students.

Tom Dyball taught a Composition 2 course, and wrote the following:
The Writing Center is an invaluable resource for writing class teachers, in my opinion, principally because every class has students who need extra help. Teachers’ time could be used up by these students and the “better” students deprived. I have been able to arrange for Colin Heaton to take care of their needs, so that I can focus on the mainstream. I have found Colin easy to work with and he has made a difference to one of my students' writing already. The Writing Center is indispensable.

(3) Training by Dr. Susie Dillbeck

At the end of October, Susie gave another session to the faculty, this one entitled “Writing and Using Effective Science of Consciousness Points for Main Points Charts and Unity Charts with Reference to Maharishi’s Guidelines.” In her presentation, Dr. Dillbeck shared quotes from Maharishi that had not previously been shared with the faculty about the purpose of integrating the principles of the Science of Consciousness in the curriculum, reviewed broad guidelines about writing main points and unity charts, and introduced the concept of “progression of SCI” throughout the main points of a course.

Jane Schmidt-Wilk, Dean of Teaching and Learning, said this about it:

The session sparked an engaged discussion among some faculty members that continued for a few days by email about the meaning and significance of the fourth line of the Unity Chart, the “impulses line.” I believe that this kind of discussion is very valuable for the faculty as it refreshes, enlivens, and deepens our understanding of Maharishi’s principles of teaching, and I deeply appreciate Dr. Dillbeck’s session in serving as the catalyst for these kinds of insights among the faculty.

And now the faculty have an invaluable resource at their disposal. We are so fortunate that Dr. Dillbeck is guiding the faculty in this way, and we look forward to future sessions.

(4) Senior Project Program

This will help students integrate everything they have learned so far and challenge them to take it further. They will do this during the last several months of study in their major field, i.e., typically in the last blocks of the spring semester. During the Faculty Development Seminar in August, we derived a set of standards that all senior projects would uphold, regardless of the discipline. For example, the project will involve a
substantial piece of work, normally spanning two blocks. Student deliverables will include a significant piece of writing as well as a public presentation.

Students will also step back reflect on their experience in doing the project — what went right, what went wrong and why, what they might have done differently, what they learned from it and will take forward with them, how it helped integrate what they had previously learned in the program, what they gained in integrating Maharishi Vedic Science with their discipline work, how they grew personally.

Finally, the best Senior Projects in each major will go on to the University-wide knowledge fair.

Next Year

Building on these initiatives, we plan next year to

- step up the undergraduate writing requirement to include a writing portfolio, in which students will collect and submit 4 papers from several disciplines

- inaugurate an online Graduation Portfolio program, in which all undergraduate students will maintain an online portfolio throughout their academic career here. In this portfolio they will collect their major work for each course, maintain a resume, and keep a journal in which they reflect on what they are learning and how they are growing. The Graduation Portfolio will represent the wholeness that emerges from all the parts of knowledge of their careers. At other schools that do this, the portfolio becomes a powerful learning tool for students, an effective way for students to share what they are learning with their parents, and an excellent way for the faculty to assess the effectiveness of undergraduate education.

These initiatives enable students to create greater wholenesses out of the parts of knowledge and relate those wholenesses to their own experience and to the Self.

Jai Guru Dev

Craig

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Craig Pearson, Ph.D.
Executive Vice-President
Maharishi University of Management
Fairfield, IA 52557 USA
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