Attached is a draft of the first revision of the strategic plan for Maharishi University of Management.

We were asked to compare the first printed copy of the strategic plan, finalized in the Fall of 2010 (printed in the Spring 2011), and this new revision. Therefore, as a prelude to reviewing the attached draft copy, we will mention a few key comparisons.

1. Enrollment goals have been revised as shown in the charts below.

2. The first version presented seven primary five-year strategic priorities. This draft presents only four main priorities. It was felt that by reducing the number we would make the plan more practical as a tool to unify the activities of all University faculty and administrators. Our hope is that every University employee will be able to recite the four strategic priorities from memory.

3. We have addressed an issue that is key to the long-term financial stability of the institution which was not clearly addressed before – average fees per student in the standard programs.

Enrollment Comparison:
MAHARISHI UNIVERSITY OF
MANAGEMENT
FIVE-YEAR STRATEGIC PLAN
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SECTION 1: INTRODUCTION
INTRODUCTION

Over the past five years Maharishi University of Management has seen significant growth of enrollment and increasing recognition as the premier model of Consciousness-Based Education throughout the world. There is a growing consensus that the desire and need for Consciousness-based education is increasing on a global scale, and the University will continue to be in a period marked by significant growth and expansion over the next 5-10 years.

From 2009 - 2012 the University developed a strategic plan with input from all University constituents including; students, faculty, administrators, trustees, and donors. Utilizing this broad spectrum of input, we developed a plan which articulates the future vision of Maharishi University of Management and charts the steps to achieve that vision. In the Spring of 2011 we printed the first public copy of our five-year strategic plan. Many further developments have happened in these past 24 months and after re-engaging many of the same constituent groups in further discussion we are excited to present a new revised plan that reflects the past two year’s achievements and the latest in our re-prioritization of expansion initiatives.

Over the past several years, the University has been successful in broadening its market appeal, transitioning from incoming classes largely composed of students who were long-term practitioners of the Transcendental Meditation program, to attracting those from the general population of non-meditating college bound students who appreciate the unique appeal of Consciousness-Based Education.

To sustain a high degree of retention of this new generation of students, significant investment has been made to improve delivery of Consciousness-Based Education by our faculty, and in the out-of-classroom experience guided by the Student Life department, where we hired a new Dean and strengthened the whole department.

There have also been significant changes in the recruiting process by Admissions. This includes having prospective students learn TM before they come to MUM, which in the Fall 2012 intake, resulted in more than 100 students learning the TM program in the field before coming to MUM.

On-line education continues to grow in the US with new offerings that potentially are reshaping the field of higher education forever. MUM’s start-up efforts in this area are timely and still expected to develop into a large department with national and international reach.

Limitations in Federal financial aid is requiring our students to pay more out-of-pocket than at anytime in the past five years. That trend is expected to continue. This is a challenge requiring new marketing initiatives and new academic programs which enable
students to secure more outside funding, such as new MA programs in Maharishi’s Vedic Science, Media and Communications, and Sustainable Living.

Over $18 million in new construction and $8 million in renovations has been invested over the past 12 years to upgrade and expand our facilities to accommodate growth and new program requirements to achieve our strategic goal of creating a campus in tune with Natural law through Maharishi Vedic Architecture.

Research in consciousness, the most important foundation for our whole University and extended community has seen remarkable growth through the personal experiences of those participating in the Invincible America Course and in the MA and Ph.D programs of Maharishi’s Vedic Science.
FOUNDING GOALS

Maharishi University of Management was founded in 1971 by His Holiness Maharishi Mahesh Yogi. The goals were developed in light of the fundamental role that education plays in helping society achieve its highest aspirations:

1. To develop the full potential of the individual
2. To realize the highest ideal of education
3. To improve governmental achievements
4. To solve the age-old problem of crime and all behavior that brings unhappiness to our world family
5. To bring fulfillment to the economic aspirations of individuals and society
6. To maximize the intelligent use of the environment
7. To achieve the spiritual goals of humanity in this generation

Please see Appendix: Statement of Long Term Goals – The Grand Vision

EXCERPTS FROM MUM’S MISSION STATEMENT

Maharishi University of Management was founded to fulfill the highest ideals of education. Foremost among these ideals is developing the inner potential of every student. We offer Consciousness-Based education, which integrates traditional academic disciplines with the study of consciousness, and the practice of Transcendental Meditation and the TM-Sidhi programs. This integrated approach develops graduates who achieve personal fulfillment and professional success, and become leaders in creating a better world.
CORE VALUES

These shared values characterize our campus culture and guide University decision-making:

1. Development of consciousness — We are committed to developing our full potential — intellectual, emotional, physical, and spiritual — through the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying. Development of consciousness is the foundation of Consciousness-Based education and of success in all aspects of life.

2. Academic excellence — We promote engaged learning and intellectual inquiry and growth, within a framework that connects the parts of knowledge to the wholeness of knowledge and the wholeness of knowledge to the Self — so that students never feel lost.

3. Health and happiness — We value a campus culture that promotes health and well-being, safety, enjoyment, positivity, and a spirit of fun.

4. Sustainability — We are committed to creating a campus in harmony with natural law and a new model of sustainability that includes inner as well as outer sustainability.

5. Unity within diversity — We celebrate a rich diversity of cultures, backgrounds, and values in our students, faculty, and staff, unified by the shared experience of the field of pure consciousness underlying all of life.

6. Community — We value kindness, respect, honesty, friendliness, and mutual support — byproducts of growth of consciousness.

7. Excellence — We are committed to achieving excellence in all aspects of University life through continuous improvement.

8. World peace — We are dedicated to creating national invincibility and world peace through the group practice of the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying.
SECTION 2: STRATEGIC PLAN
Five-Year Vision and Goals

Maharishi University of Management is a vibrant, growing community, where students, faculty, and staff develop their inner potential through Maharishi’s technologies of consciousness, including the Transcendental Meditation technique and TM-Sidhi Program. Our highest aspiration is to support a group of at least 2,000 Yogic Flyers, large enough to create invincibility for North America. Enrollment in our Fairfield campus will exceed 1,000 students, creating a vibrant, diverse community and serving as a model for higher education, offering Consciousness-Based education along with rigorous and innovative academics to raise the achievement of any student to their highest levels. Graduates have a deep confidence in themselves and live healthy, balanced lives, excel in their careers, accomplish their personal goals, and are committed to helping create a better world.

<table>
<thead>
<tr>
<th>Expand Enrollment – Year Five Goals</th>
<th>Improved Financial Strength Year Five Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Total Enrollment: 2,600</td>
<td>➢ Total student revenues: $23 million</td>
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<tr>
<td>➢ Fairfield Campus: 1,200</td>
<td>➢ Average Revenue per student for standard program (on campus): $18,959</td>
</tr>
<tr>
<td>➢ Distance Education Remote Site-based: 300</td>
<td>➢ Fixed costs/percentage of expenditures: 41%</td>
</tr>
<tr>
<td>➢ Distance Education On-line: 300 FTE (full time equivalent)</td>
<td>➢ Cash reserves and lines of credit: 50% of Expenditures</td>
</tr>
<tr>
<td></td>
<td>➢ $60 million in pledges and $20 million in cash for the Endowment fund while maintaining the Annual Fund campaign</td>
</tr>
</tbody>
</table>
Student Learning – Goals for Years 1 – 5

GENERAL EDUCATION MEASURES

• Document high levels of student engagement using the National Survey of Student Engagement, to be administered every two years

• Document critical thinking, reading, writing, math, and information literacy using the ETS Proficiency Profile, particularly in light of new academic initiatives

• Monitor student learning through analysis of the Senior Project program, beginning in 2012–2013.

INDIVIDUAL PROGRAM MEASURES

• Each academic program utilizes reliable measures of student learning specific to the discipline – administered and monitored annually.

PLANNING, BUDGETING, AND ASSESSMENT

• Integrate assessment of student learning closely with strategic planning and budgeting

• Increased faculty compensation initiative

RECRUITING AND TRAINING

• Recruiting and training of new faculty to deliver consciousness-based education to accommodate enrollment growth

Growth of Consciousness – Year Five Goals

• 30% of students participate in the Brain Integration Progress Report (as freshmen and again as seniors), demonstrating longitudinal growth in brain integration.

• Document improvements in student scores on the Development of Consciousness Questionnaire and the Happiness Scale.

• Inspire faculty and staff for group program attendance – to reach 75%

• Inspire students to learn the TM-Sidhi Program – participation reaching 60%

• Inspire number of students going to TTC – 25 per year.

• Public Service – increase the contribution to Vedic Scholars support in India (see
financial model).
### Maharishi University of Management Strategic Plan, Five Year Financial Projections

<table>
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<tr>
<th></th>
<th>Actuals 2010/11</th>
<th>Actuals 2011/12</th>
<th>Estimates 2012/13</th>
<th>Year 1 2013/14</th>
<th>Year 2 2014/15</th>
<th>Year 3 2015/16</th>
<th>Year 4 2016/17</th>
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<td>100</td>
<td>150</td>
<td>200</td>
<td>250</td>
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</tbody>
</table>

(All NUMBERS BELOW ARE IN THOUSANDS)

**New Endowment Principal:**
- Total Pledges: 2,000, 5,504
- 10,000, 20,000, 30,000
- 40,000, 50,000, 60,000

**ROI on Endowment:** 4%, 4%, 4%, 4%, 4%

**Revenues:**
- **Student Fees:** 10,743, 11,343
- 10,993, 12,519, 14,865
- 18,090, 20,915, 23,386

- **Endowment Income & Other Donations:** 603, 743
- 727, 993, 1,268
- 1,143, 1,343, 1,543

- **Annual Fund:** 2,335, 2,209
- 2,100, 2,100, 2,200
- 2,200, 2,200, 2,200

- **Other Revenue:** 1,406, 1,333
- 1,183, 1,100
- 1,000, 1,000, 1,000

- **Auxiliary Enterprises:** 353, 441
- 441, 575, 600
- 600, 625, 650

**Total Income from Operations:** 15,440, 16,069
- 15,444, 17,287, 19,933
- 23,033, 26,083, 28,779

**Expenses:**
- **Instruction:** 2,098, 2,355
- 2,355, 2,974, 3,959
- 4,913, 5,874, 6,748

- **Student Services & Academic Support:** 694, 818
- 818, 863, 886
- 967, 1,043, 1,121

- **Student Recruiting – Standard Programs:** 903, 1,057
- 1,057, 1,152, 1,317
- 1,521, 1,846, 2,168

- **COOP Recruiting & Placement:** 650, 631
- 631, 615, 629
- 655, 680, 700

- **Annual Fund Campaign:** 143, 251
- 251, 256, 251
- 256, 271, 276

- **Food Service:** 2,396, 2,353
- 2,353, 2,619, 3,105
- 3,618, 4,010, 4,499

- **Public Service:** 573, 585
- 585, 616, 620
- 706, 869, 975

- **General & Administration:** 1,004, 1,070
- 1,070, 1,252, 1,493
- 1,820, 2,104, 2,196

- **Personnel Benefits:** 1,676, 1,711
- 1,711, 1,973, 2,201
- 2,398, 2,611, 2,850

- **Facilities:** 3,240, 3,223
- 3,276, 3,491, 3,799
- 4,171, 4,483, 4,602

- **Cash Service & Reserves:** 1,124, 1,285
- 1,285, 1,466, 1,571
- 1,909, 2,281, 2,637

**Total Operational Expenses:** 14,101, 15,350
- 15,382, 17,287, 19,933
- 23,033, 26,083, 28,779

**Net Cash Flow from Operations:**
- After "Investment" (see below): 1,039, 719
- 52, 0, 0, 0

**Investments:**
- **Cash Reserves:** 1,039, 719
- 52, 69, 139
- 353, 877, 1,205

- **Contributions for World Peace:** 162, 200
- 200, 223, 220
- 358, 453, 552

- **Increased Compensation:** 240, 397
- 558, 1,356, 2,103
- 2,878

- **Retirement:** 0, 169
- 214, 201, 300
- 408

- **Increased Deferred Maintenance:** 0, 23
- 20, 158, 253
- 352

**Cash Flow before Investments:** 1,201, 919
- 492, 878, 1,170
- 2,706, 4,047, 5,475
### Maharishi University of Management Strategic Plan, Five Year Financial Projections

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<td><strong>Aspirational Goals and Financial Model</strong></td>
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<tr>
<td><strong>Total Students</strong></td>
<td>1,430</td>
<td>1,353</td>
<td>1,388</td>
<td>1,740</td>
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<td>19,106</td>
<td>22,611</td>
<td>25,870</td>
<td>28,995</td>
<td>31,066</td>
</tr>
<tr>
<td><strong>Net Cash Flow from Operations:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>After “Investment” (see below):</strong></td>
<td>1,039</td>
<td>719</td>
<td>52</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash Reserves</td>
<td>1,039</td>
<td>719</td>
<td>52</td>
<td>100</td>
<td>280</td>
<td>673</td>
<td>1,023</td>
<td>1,377</td>
</tr>
<tr>
<td>Contributions for World Peace</td>
<td>162</td>
<td>200</td>
<td>200</td>
<td>259</td>
<td>324</td>
<td>478</td>
<td>569</td>
<td>724</td>
</tr>
<tr>
<td>Increased Compensation</td>
<td>240</td>
<td>645</td>
<td>1,256</td>
<td>2,197</td>
<td>3,125</td>
<td>4,085</td>
<td>4,085</td>
<td>4,085</td>
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<tr>
<td>Retirement</td>
<td>0</td>
<td>109</td>
<td>214</td>
<td>201</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Increased Deferred Maintenance</td>
<td>0</td>
<td>59</td>
<td>124</td>
<td>278</td>
<td>309</td>
<td>524</td>
<td>524</td>
<td>524</td>
</tr>
<tr>
<td><strong>Cash Flow before Investments:</strong></td>
<td>1,201</td>
<td>919</td>
<td>492,120</td>
<td>1,232</td>
<td>2,208</td>
<td>3,908</td>
<td>5,507</td>
<td>7,199</td>
</tr>
</tbody>
</table>
STRATEGIC INITIATIVES

The strategic initiatives listed below have several defining characteristics:

- They are financed through annual budget expenditures that are new, meaning significantly higher than the previous year.
- They typically represent significant programs of coherent activity that are meant to drive the “dials on the dashboard” by which we measure our progress toward strategic goals.
- They have a minimum planned lifetime prior to which we would not substantially alter their funding.
- Each of these initiatives is meant to drive one or more of the four Strategic Priorities.

Increased Student Recruiting Initiative For Standard Program Students

1. Goals this initiative contributes to:
   a. Increased Enrollment

2. Explanation of initiative:
   The current marketing and recruiting efforts for standard program students are upwardly scaleable and the University is committing to additional investment in this area to meet the five-year enrolment goals. The financial model for growth assumes $2,200 extra expense for additional marketing and personnel each year in advance of the intended growth.
   The following table highlights the key metrics and corresponding budget investment to achieve the growth targets, including increases in the number of full time Admissions’ Councilors.
Specific initiatives being launched by the Admissions team to grow enrollment include:

- **Content management system** — Deployment of new Content Management System. The University website continues to be most influential component in our recruiting efforts.

- **Two-year college feeder schools** — Creating “feeder schools” with hundreds of students practicing the Transcendental Meditation program at two-year colleges, which we have begun with Joliet Junior College in Illinois.

- **New approach to handling inquiries** — Converting a higher percentage of inquiries to applicants through our new approach to dealing with inquiries. The new approach involves (a) feeding all inquiries to a single person (Peter Orange) rather than spreading them among all the Admissions Counselors, and (b) equipping him with a system that automatically dials the numbers of all the inquiries, then stops dialing as soon as it gets an answer — and displays that person’s information on Peter’s computer screen. Peter has now spoken over 80% of the inquiries that have come in during the month since he started, compared to the 30% our ACs have reached over the past two years.

- **Referrals from Transcendental Meditation Centers** — Working with Raja Hagelin, we are working to increase the number of referrals from the Transcendental Meditation Centers, reflecting the increased number of new Transcendental Meditation instructions in America.

- **Full-time writer** — We have hired a full-time professional writer, Warren Golde. Among
other projects, he will highlight the success of our alumni, helping reinforce the practical benefit of an MUM education.

- **Public relations** — We are working on a good candidate to be a professional Public Relations Director to head a much-needed MUM public relations effort on the national level. Our prospect is currently in charge of public relations for the US government for all of Latin America.

- **New master’s degrees in planning** — In Media and Communications, Sustainable Living, and Integrative Medicine (with two tracks: Health Professionals and Wellness Consultants). Also in the works: the MA in Maharishi Vedic Science will be available through distance education starting in February. The Business Department faculty are starting to put MBA online. And a DE Master’s in Computer Science will soon be ready to launch.

- **Funded scholarships** — Having the flexibility to give funded scholarships to leverage students’ ability to pay for their education at MUM would allow more students to enroll while maintaining our revenue margins. Example: This fall 6 applicants to the MA program in Maharishi Vedic Science fell short by just $4,000 each because of limited ability to obtain a second loan.

### Increased Student Recruiting Initiative For COOP Students

1. **Goals this initiative contributes to:**
   - Increased Enrollment COOP Students

2. **Explanation of initiative:**

   **MS in Computer Science Recruiting Focus**

   **US Market:**

   Created and mail MSCS program poster/brochures to top US CS Departments & selected university international student advising offices.

   **International Market:**
Jobsites:

- Post "Job listings" on numerous African, Middle Eastern, Eastern European jobsites—both free and paid.
- Send targeted emails to jobsite email lists

Web:

- Run pay-per-click ad campaigns on Google & Facebook.
- Frequent posting & communicating with prospective/current/former students on Facebook (1700 members), LinkedIn (600 members) & Twitter (250 followers), Google Blogs.
- Create added value to our software engineer social media subscribers, by publicizing positive industry trends and internship hirings of our students in social media

GRE: Send repetitive emails to targeted internationals taking GRE each month.

MSCS Website: Frequent updating of ComPro website, including departmental events calendar.

Publication & dissemination of ComPro monthly e-newsletter (31,000 current subscribers).

Personal Approach for friend referrals:

- Combining Hi-tech and Hi-touch approach to family of ComPro students. Includes frequent personal interactions, and open-door policy. Take and make student photos available to on-campus students.
- Survey each new entry to get latest feedback on our website, academic program, campus life, and suggestions for reaching more students from their countries.
- Manage ComPro student referral program, allowing current and former students to receive commissions for successful new student referrals.
- Have evening “tea” parties for small groups at Craig Shaw’s apartment to help them feel more at home and appreciated.
- Send birthday wish to every current MSCS student and alumni.

Statistics:

- Regularly generate and analyze application and enrollment reports for fine-tuning approaches & expenditures.

Agents:

- Manage MUM’s Student Referral Agent Program, sending international agents
electronic recruiting materials, commissions and support.

- Try to inspire Raja’s and National Leaders to recruit MSCS students to get our referral fee.

**Application process:**

- Working closely with Admissions staff to provide rapid responses to incoming inquiries, and to receive suggestions for fine-tuning recruiting efforts.

- Target particular popular countries and email photos and quotes from MSCS students from those countries.

**Visas:**

- Appointment of a dedicated person as Consular Office Liaison to maintain regular communications with Foreign Service Posts and the International Student Advisor to maintain a flow of current information and materials to new Posts and Consular officers.

- General Counsel is working with the State Department in Washington to address systemic issues which are impacting visa issuance rates, particularly in the key countries of Ethiopia and Nepal.

- Admissions Representatives conduct regularly assessed practice interview with most applicants to help them prepare for their visa interview.

3. **Who is responsible:**
   a. EC Member – Treasurer and General Council
   b. Department – COOP Board and COOP Recruiting Office

<table>
<thead>
<tr>
<th>Year</th>
<th>Compro On Campus</th>
<th>Compro Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>625</td>
<td>133</td>
</tr>
<tr>
<td>2014/15</td>
<td>650</td>
<td>184</td>
</tr>
<tr>
<td>2015/16</td>
<td>755</td>
<td>194</td>
</tr>
<tr>
<td>2016/17</td>
<td>865</td>
<td>197</td>
</tr>
<tr>
<td>2017/18</td>
<td>815</td>
<td>220</td>
</tr>
</tbody>
</table>

4. **Metrics to measure success:** (see table above)

5. **Resources needed to implement:** Budget as indicated in financial model

6. **Timeline:** As shown above and in financial model

**Increased Online Education**

1. **Goals this initiative contributes to:**
   a. Increased Enrollment
b. Financial Stability – Net revenues from on-line education

2. Explanation of initiative:

This initiative has three elements or integrated strategies:

**Element 1:** increase the number of offerings of credit and non-credit courses

**Element 2:** increase the number of people who are aware of the online offerings. This will be done primarily through the following actions:

a. Create expansive domestic and overseas campaigns to attract seekers of knowledge to the website

b. Create “communities” around Maharishi Ayurvedic knowledge as it applies to individual lifestyles

c. Create cooperative affiliations among various Movement entities (MAPI, The Raj, etc.)

d. Create cooperative affiliations among groups that have an affinity for Maharishi’s knowledge

**Element 3:** produce degree programs

e. Support MUM departments in creating online courses in preparation for offering a full degree program

f. Provide guidance and expertise to enable departments to offer a degree program

3. Who is responsible:

a. EC Member – Dean of Faculty, Director of Global Expansion

b. Department – DE / On-line Education Department

4. Metrics to measure success:

The two measures of success are:

1. **Number of degree programs and other course offerings**

   By Phase II (see below) the initiative should have produced at least one degree program and be prepared to launch a second program. At least 20 online courses should also be offered during this Phase.

   By Phase III the initiative should produce at least four degree programs and not fewer than 50 online courses. The 50 courses include courses offered as a part of degree programs.

2. **Revenue**

   a. During Phase I the initiative will be self-supporting, requiring no funding from the University or other sources. This Phase is a capacity building period so that the department will be able to produce online courses.
b. During Phase II the initiative will return an increasing surplus to the University while rounding out the capacity building.

c. During Phase 3 the initiative will return regular and significant surpluses to the University.

5. Resources needed to implement:
   a. Personnel
      Most of the personnel positions have been filled as of October 31, 2012. There are graphic design and instructional design positions not yet filled.
   b. Equipment
      ➢ The department has immediate need of the following:
      ➢ Cameras and other video equipment
      ➢ Computers for processing video files and other graphic files
      ➢ Computers for staff work stations
      ➢ Other office equipment such as printers, etc.
   b. Facilities
      ➢ The department needs permanent studio space

6. Timeline:
   a. Phase I
      This is the capacity building Phase that will last for approximate 2 years. Courses and other offerings will be created during this period of development. The department will be self-sustaining.

   b. Phase II
      This Phase will last for 1 to 2 years as the department is fully developed and begins to return a steadily increasing surplus to the University. This Phase is expected to commence during fiscal year 2013.

   c. Phase III
      This is the fully mature when the department will be capable of playing a lead role in fulfilling the online aspirations of the University.

---

**Strategy to Increase Average Student Revenue**

1. Goals this initiative contributes to:
   Increase average revenue per student for standard program students

2. Explanation of initiative:

   SWOT Analysis: The chart below illustrates how two types of financial aid our students receive are limited pools that won’t increase with a larger student body
This results in a smaller award and a higher out-of-pocket contribution from each student, just to keep the same level of fees coming to the University. The prediction from the Director of Financial Aid would be that the University would not see any increase in the average fees per student in the standard program category for the five-year horizon unless corrective action is taken.

<table>
<thead>
<tr>
<th>Students Qualifying for Maximum Financial Aid</th>
<th>UG Students: First year dependent, on campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 Years Ago</td>
</tr>
<tr>
<td>SEOG (same size pool, more students)</td>
<td>2,200</td>
</tr>
<tr>
<td>PELL Grant (yearly allotment per student)</td>
<td>4,000</td>
</tr>
<tr>
<td>Perkins Loan (same size pool, more students)</td>
<td>5,550</td>
</tr>
<tr>
<td>Sub/Unsub Loan</td>
<td>2,625</td>
</tr>
</tbody>
</table>

Personal Contribution 1,600 455 1,234 2,694

Undergraduate Enrollment 172 343 674

Percentage of students in this category 50% or less 70%

<table>
<thead>
<tr>
<th>Students Who Do Not Qualify for Financial Aid</th>
<th>10 Years Ago</th>
<th>5 Years Ago</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds To MUM</td>
<td>29,230</td>
<td>30,430</td>
<td>33,830</td>
</tr>
</tbody>
</table>

Percent of students in this category 10% 10%

This chart indicates that the average fees per student for standard programs has remained relatively flat for the past five years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total On Campus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG On Campus</td>
<td></td>
<td>17,506</td>
<td>16,908</td>
<td>17,065</td>
<td>17,562</td>
<td>17,263</td>
<td>17,235</td>
</tr>
<tr>
<td>Masters On Campus</td>
<td></td>
<td>17,304</td>
<td>17,132</td>
<td>18,041</td>
<td>18,070</td>
<td>18,757</td>
<td>19,030</td>
</tr>
<tr>
<td>PhD On Campus</td>
<td></td>
<td>17,758</td>
<td>14,597</td>
<td>11,016</td>
<td>15,918</td>
<td>13,474</td>
<td>19,683</td>
</tr>
<tr>
<td><strong>Total Off Campus and Part Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Off Campus</td>
<td></td>
<td>11,021</td>
<td>13,449</td>
<td>12,799</td>
<td>12,519</td>
<td>13,336</td>
<td>12,257</td>
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<tr>
<td>Masters Off Campus</td>
<td></td>
<td>15,901</td>
<td>16,371</td>
<td>16,613</td>
<td>16,789</td>
<td>13,747</td>
<td>14,271</td>
</tr>
<tr>
<td>PhD Off Campus</td>
<td></td>
<td>13,865</td>
<td>7,733</td>
<td>11,911</td>
<td>14,190</td>
<td>8,815</td>
<td>14,685</td>
</tr>
</tbody>
</table>

Average fees collected from COOP students has also remained relatively flat, however the much higher margin on those programs will not require increasing fees for another few years. However, the University must achieve consistent
growth in the average fees collected by standard program students. The following initiative was developed to achieve that goal.

This Initiative is twofold and very broad in its scope.

Firstly, students participating in Master’s degree programs generally pay a higher average than undergraduate students. The University has been planning to add more masters degree programs for several years. As these new programs come online starting Fall 2013, it will increase the ratio of masters degree students as a percentage of the whole and will naturally result in a higher average student fees per student.

Secondly, 70% of the current US student body qualify for maximum financial aid. This means that their financial aid analysis indicates their ability to contribute personal funds toward the cost of education is minimal. These students typically receive the highest amount of institutional scholarships, which are currently unfunded. If the University can attract students who’s financial aid analysis indicates their ability to contribute a significantly higher amount toward their education than our average, then our average fees per student would increase. Our goal is to decrease the number of students qualifying for maximum financial aid from 70% to 50% and increase the number of “full pay” students, those who’s financial resources allow them to contribute close to the full amount of our published tuition/room & board, from 10% to 20%. In addition, the University intends to raise more scholarship funds as indicated in the Endowment Strategic Initiative.

1. Create new Masters in Media & Communications, Sustainable Living and Integrative Medicine.
   Ongoing – See separate initiatives for each of these programs.

2. Invest in campus infrastructure
   Ongoing – See separate initiative for renovations.

3. Increase positive awareness of MUM on the Internet and dispel negative misconceptions

4. Major PR push to educate general population about the positive attributes of MUM. Hire someone to work on PR and eliminating negativity. Hire a second person to do marketing and work together with PR person, reporting to Admissions marketing department.

5. Increase funded institutional scholarships for students with higher academic performance to improve profile of academic achievement of our student body. Request Trustees to support $50,000/year for extra scholarships in year one, $100k, $150k, and $200k, subsequent years to support on-going scholarships for this initiative.

6. Offer more aid to higher performing students and less aid to lower performing, resulting as further initiative in congruence with #5’s goals above. Balance the
distribution so as to result in neutral affect to total student revenues. Will set criteria and appoint a scholarship review board. (Give something extra to those who have done very well. Middle group stays the same. Those not doing well, reduce a little and let them know it can be restored.)

7. Continue to tie the academic experience at MUM with practical employment. New Admissions position created to gather and publicize data and coordinating with Alumni Office.

3. Who is responsible:
   a. EC Member – Dean of Admissions, Chief Administrative Officer, Dean of Faculty
   b. Department – Admissions, Facilities Management, Media and Communications, Sustainable Living, Physiology and Health

4. Metrics to measure success: Percentage of students qualifying for maximum financial aid reduced from 70% to 50%, percentage of students qualifying for no financial aid increases from 10% to 20%

5. Resources needed to implement and Timeline: This table presents cost estimates and timeline for specific action steps to improve the University’s ability to attract students with higher personal contribution margins. The resources needed to start the new MA programs is detailed in the sections specific to those startup programs.

<table>
<thead>
<tr>
<th>Tuition Revenue Generation Ideas</th>
<th>Benefit 2013/14</th>
<th>Benefit 2014/15</th>
<th>Benefit 2015/16</th>
<th>Initial cost</th>
<th>Ongoing cost</th>
<th>% of max financial aid students</th>
<th>% of all students</th>
<th>% of no financial aid students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create new Masters in Media &amp; Communications</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$30,000</td>
<td></td>
<td></td>
<td>$15,400</td>
<td>$21,563</td>
</tr>
<tr>
<td>Impact</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>100%</td>
<td></td>
<td></td>
<td>70%</td>
<td>20%</td>
</tr>
<tr>
<td>Net Value</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Invest heavily in campus infrastructure (curb appeal)</td>
<td>$544,640</td>
<td>$641,147</td>
<td>$322,320</td>
<td>$2,000,000</td>
<td>$1,800,000</td>
<td></td>
<td>$10%</td>
<td>5%</td>
</tr>
<tr>
<td>Impact</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>100%</td>
<td></td>
<td></td>
<td>70%</td>
<td>20%</td>
</tr>
<tr>
<td>Net Value</td>
<td>$1,553,240</td>
<td>$2,113,673</td>
<td>$941,492</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Eliminate negativity on the Internet</td>
<td>$195,160</td>
<td>$320,773</td>
<td>$322,320</td>
<td>$120,000</td>
<td>$36,000</td>
<td></td>
<td>$10%</td>
<td>5%</td>
</tr>
<tr>
<td>Impact</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>100%</td>
<td></td>
<td></td>
<td>70%</td>
<td>20%</td>
</tr>
<tr>
<td>Net Value</td>
<td>$13,940</td>
<td>$264,337</td>
<td>$961,253</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Endowment Campaign

1. Goals this initiative contributes to:
   a. Student Learning, through providing funding for academic department chairs and distinguished faculty
   b. Increase Enrollment, through providing funding for renovations on campus to accommodate a growing student population
   c. Financial Stability, through providing funded student scholarships that can increase our average student revenue
   d. Growth of Consciousness, through scholarships to Sidha students who are in financial need

2. Explanation of initiative:
The University has had a relatively small endowment for many years. To support the growth of the University, including faculty and staff salaries and other initiatives, the Board of Trustees resolved to launch a $50-million endowment campaign, after which the target would be increased to $100 million or more.
   Hired a consulting firm to assist in developing specific strategy and build up organizational infrastructure.
   Hired new Annual Fund director full-time to free the previous Annual Fund directors to work 50% on the Endowment Campaign.
   Hired two full-time staff in the Alumni Office to enhance alumni engagement in support of the campaign.
   Increased the budget for travel and printing.
   Reallocated existing staff to support campaign.

3. Who is responsible:
   a. Trustee – Chairman of the Institutional Advancement Committee and Campaign Cabinet
   b. University President
   c. EC Member – Vice President of Expansion
   d. Co-directors for Institutional Advancement
   e. Alumni Office Director

4. Metrics to measure success
   a. 2012-13: Raise $5 million pledges and net $1 million cash
   b. 2013-14: Raise $10 million pledges and net $1.5 million cash
   c. 2014-15: Raise $10 million pledges and net $5 million cash
   d. 2015-16: Raise $10 million pledges and net $2.5 million cash
   e. 2016-17: Raise $10 million pledges and net $5 million cash
   f. 2017-18: Raise $10 million in pledges and net $5 million in cash

5. Resources needed to implement:

6. Timeline: See financial model

ENDOWMENT CAMPAIGN FUNDING PRIORITIES
$50 million Comprehensive Endowment Campaign

Expanding Undergraduate Enrollment - $20 million
Scholarships enable the University to strategically recruit and retain accomplished students who are committed to inner growth and serving humanity.

- Endowed scholarships to attract exemplary U.S. students ($2 million)
- Endowed scholarships to attract exemplary international students ($3 million)
- Need/merit-based endowed scholarships for new and transfer students ($15 million)

Sustaining Faculty and Staff Excellence - $20 million
The service of MUM’s professors and administrative staff has long provided a “human endowment” that needs to be supplemented to ensure perpetual academic excellence.

- Endowed chairs and professorships to recognize distinguished faculty ($9.5 million)
- Departmental endowments to enhance budgets and support research ($1.75 million)
- Faculty and staff endowment to establish a sustainable University compensation structure and ensure continued accreditation compliance ($8.75 million)

Creating a Campus Fully in Harmony with Nature - $5 million
MUM’s mission calls for a campus with residence halls, classrooms, and cultural venues that are sustainable and carbon neutral and that apply Maharishi Vedic Architecture principles.

- Upgrading of existing academic and residential campus facilities, and improving their energy efficiency ($2 million)
- Renovations to accommodate growing campus enrollment and enhance residential life ($3 million)

Investing in Future Generations - $5 million
Maharishi School of the Age of Enlightenment, MUM’s K-12 model school, needs to sustain itself into the future by investing in scholarships, faculty and facilities.

- Need/merit-based endowed scholarships ($3 million)
- Endowed funds for faculty support and professional development ($1.5 million)
- Endowment for capital improvements and equipment replacement ($500,000)

Alumni Office – New and Expanded Strategies

1. Goals this initiative contributes to:
   a. Student Recruiting through referrals
   b. Financial Stability – Annual Fund and Endowment Campaign

2. Explanation of initiative:
To fulfill its mission of fostering lively engagement between alumni and the university and to inspire alumni to give back through volunteering and donations, the Alumni office employs a variety of strategies.

**Phone Campaign**
Outreach calls to all alumni once every calendar year are intended to deepen the heart value by keeping alumni connected to the university with information about engagement opportunities.

**Class Representative/Chapter Leader Program**
Recruiting alumni volunteers to serve as Class Representatives and/or Chapter Leaders is a vital element of developing a strong alumni network outside of Fairfield. These leaders would help coordinate events in their areas, distribute Class or Chapter news, collect Class Notes, and maintain an accurate contact list.

**Alumni Surveys**
Plan and conduct a major survey every 1-2 years to determine how to best serve Alumni qualitatively and to create a quantitative measure of Alumni engagement and satisfaction.

**Class Notes**
Actively promote submission of Class Notes on the alumni website, social networks, and the University Report and distribute class notes in monthly e-newsletters and bi-annual printed Alumni News.

**Mailings**
Regularly update alumni about our programs and services through attractive mailing campaigns, including an annual letter from the Alumni Association Board and a bi-annual Alumni Newsletter.

**Annual Signature Event**
Once a year, hold a weekend event that brings a larger group of alumni back to MUM and Fairfield. The annual signature event offers a variety of social gatherings and updates about the University from leading faculty and administrators. September (2013): Literature Reunion.

**Alumni Abroad**
Launching in Spring 2013 an Alumni and Friends Reunion Abroad program to be held at least annually at a site of interest and relevance.

**Professional Development**
To learn and implement the latest successful practices in alumni engagement, the alumni office staff will attend industry webinars and conferences and develop networking opportunities with alumni professionals at nearby colleges.

Industry conferences: CASE District 5 & 6 in Chicago in December
Webinar training: 2
Lotus Job Network
Intern to manage development

Mailings
LJN postcard: 3700
Annual letter from AA Board: 3700
Newsletter: 3700

3. Who is responsible:
   a. EC Member – Vice President of Expansion

4.  – 6. Metrics to measure success, resources needed to implement, and timeline
   (see chart below)
# Five-Year Strategic Plan

## Annual Fund Contributions

<table>
<thead>
<tr>
<th></th>
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<td>Percentage of US Alumni</td>
<td>8%</td>
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<td>13%</td>
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<td>17%</td>
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<td>21%</td>
<td>23%</td>
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<td>Percentage of Intl Alumni</td>
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<td>1%</td>
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<td>Alumni Donors</td>
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<td>Estimated Annual Fund Gifts</td>
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## Alumni Association Participation

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<td>US Alumni Association Members</td>
<td>415</td>
<td>614</td>
<td>706</td>
<td>771</td>
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<td>Percentage of US Alumni</td>
<td>13%</td>
<td>18%</td>
<td>20%</td>
<td>21%</td>
<td>23%</td>
<td>25%</td>
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<td>Intl Alumni Association Members</td>
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<td>5%</td>
<td>6%</td>
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<td>Fairfield Events Held (annually)</td>
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<td>Fairfield Events Attendance</td>
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<td>393</td>
<td>407</td>
<td>423</td>
<td>441</td>
<td>501</td>
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<td>Regional Events Held</td>
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<td>7 to 9</td>
<td>8 to 10</td>
<td>9 to 11</td>
<td>10 to 12</td>
<td>11 to 13</td>
<td>12 to 14</td>
<td>13 to 15</td>
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<td>105-135</td>
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<td>Industry conferences</td>
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<td>Webinar training</td>
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<td>Proposed Annual Alumni Budget</td>
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</table>
Initiatives to promote student learning, academic excellence, and rigor

1. Goals this initiative contributes to:
   a. Student Learning

2. Explanation of initiative:
   a. Create new Critical and Creative Thinking Seminars, which all new undergraduate students take as their second course at the University, and train all the faculty in how to bring the values of critical and creative thinking into every course they teach.
   b. Elevate the frequency of writing in all courses. Open a Writing Center in the library to offer support to students, and hire a director, Colin Heaton, to train eight students as Writing Center tutors. Bring a nationally-recognized consultant in writing-across-the-curriculum here in February to spend a day further training the faculty.
   c. Make the Senior Projects in each major more robust and rigorous; they will all now conform to a set of University-wide standards.
   d. At the end of October Dr. Susie Dillbeck will give a second presentation to all the faculty in the classroom methodologies of Consciousness-Based education. This presentation will be on integrating Maharishi Vedic Science with the discipline.

3. Who is responsible:
   a. EC Member – Craig Pearson
   b. Department – Academic Council

4. Metrics to measure success:
   a. Increased scores in ETS proficiency profile

5. Resources needed to implement:
   a. Dr Susie Dillbeck as faculty training speaker,
   b. Colin Heaton as Writing Center Director,
   c. Time from all faculty to improve their teaching methods and Senior Project standards.

6. Timeline:
   a. Results should be seen by the end of the year and the initiative will continue to develop after that.

New system for academic advising

1. Goals this initiative contributes to:
   a. Increased Enrollment

2. Explanation of initiative:
   Based on student feedback that academic advising could benefit from some improvement, beginning this year all academic advising for undergraduate students is taking place within their major department — their home. Advising for students who have not yet declared a major will be handled by Student Life.
   We have had a training session for the faculty who are taking on the role of academic advising, and this training will continue through the year. The departmental academic
advisors and the Student Life advisors for undeclared students have been able to meet with most of the students to choose their classes ahead of time this semester, and we've noticed that fewer have come to the Enrollment Center to withdraw from courses. In the past there had been a line on the first morning of the block. This is good news and very lean. There is a more effective level of cooperation among Admissions, Student Life, the Enrollment Center, and the academic advisors.

3. Who is responsible:
   a. EC Member – Craig Pearson
   b. Department -

4. Metrics to measure success:
   a. Fewer students dropping courses and/or switching courses last minute
   b. Contribute to lean initiative through more efficient infrastructure, which also contributes to financial stability.

5. Resources needed to implement:
   a. Faculty trained in academic advising, and willing to take the time to do academic advising

6. Timeline:
   a. Starts this year and goes on perpetually.
Office of Outreach and Engagement

1. Goals this initiative contributes to:
   a. Increased Enrollment

2. Explanation of initiative:
   Based on the success of the Experience the Self course this past summer (more than 50 people attended, most of them learned the Transcendental Meditation technique, those already meditating learned an Advanced Technique, participants were inspired in the extreme, young staff and faculty were inspired to help with this, and we made money), we are creating a new Office of Outreach and Engagement, led by Adrienne Schoenfeld, assisted by Imogen Webber. In addition to planning for next year’s Experience the Self course, the office will run a leadership training program for young staff, faculty, and community members as well as outreach programs to families with talented and gifted children and events for educators and health care providers (there were a number of teachers and health care professionals on last summer’s Experience the Self course).

3. Who is responsible:
   a. EC Member – Craig Pearson
   b. Department – Outreach and Engagement
   c. Person – Adrienne Schoenfeld

4. Metrics to measure success:
   a. People attending Experience the Self course in the summer
   b. People enrolling as students from Self course

5. Resources needed to implement:
   a. Hiring Adrienne Schoenfeld and Imogen Webber

6. Timeline:
   a. Starting 2012/13 and going forward.
Training of new faculty to deliver consciousness-based education

1. Goals this initiative contributes to:
   a. Improve Student Learning and Increase Enrollment

2. Explanation of initiative:
   The purpose of this initiative is to maintain and strengthen our current high level of Consciousness-based Education even as we add new faculty to accommodate increased enrollment. The components of this initiative include:
   a. Enhancing the recruiting, hiring, and initial orientation of new faculty. This process began in early 2012 with a LEAN process analysis and development of standard procedures. Most steps of the new procedures have been implemented, beginning in summer 2012.
   b. A new Faculty Training Program has begun under the leadership of the Dean of Teaching and Learning, Jane Schmidt-Wilk. Two Faculty Development Workshops on Consciousness-Based Education were held, in May 2012 and October 2012, led by world-renowned expert in Consciousness-Based Education, Dr. Susie Dillbeck.
   c. Development of criteria for certification in Consciousness-Based Education

3. Who is responsible:
   a. EC Member – Dean of Faculty, Dean of Teaching and Learning, Academic Planning Council, and the Faculty Personnel Committee

4. Metrics to measure success:
   a. Class observation reports
   b. Number of faculty reaching certification
   c. NSSE and SSI reports on academic quality items
   d. Retention and time-to-graduation data

5. Resources needed to implement:
   a. Released faculty time for training
   b. Full-time Dean of Teaching and Learning (already in place)

6. Timeline:
   a. 2012-2013: Observe all classes
   b. Spring Semester, 2013: Offer Faculty Training Course to recently-hired faculty
c. By 2014: Approve criteria for certification in Consciousness-Based Education

d. Continuing from 2014: train and certify all faculty; train and certify new faculty

Global Development

1. Goals this initiative contributes to:
   a. Increased Enrollment: Total Enrollment

2. Explanation of initiative:

<table>
<thead>
<tr>
<th>Global Development Committee and Office: Responsibilities and 2013 Goals</th>
</tr>
</thead>
</table>
| **Mission:** Global Academic Program Development that enhances education and expands our presence and market globally: and generates International Enrollment Growth at Iowa campus, foreign sites, online, and through blended programs. Review and selection of opportunities.

1) Increased International Enrollment Revenues
   A. Iowa based
      i. Institutional Collaborations.
         2013 Goal: Two new Viable International Collaborations
      ii. Individual recruitment
         2013 Goal: 10% increase in International Enrollments

   B. Global Programs - Development and Supervision
      i. Online and Blended programs, degree and non-degree
         2013 Goal: Two new online degree programs and/or comparable online credit courses deliverable globally
     ii. International Sites and Branches
         2013 Goal: One new international locale for site based DE or international program site
     iii. At Home students:
         2013 Goal: Commence delivery of global online credit programs to individuals
     iv. Affiliate Partner Collaborations.
         2013 Goal: Develop the creation of Maharishi Global University with first affiliated higher education partnership, Maharishi Institute of Global Studies in the UK
     v. Faculty to Faculty Seminars/Webinars (e.g. MUST)
         2013 Goal: Creating a Seminar/Webinar Module for faculty to faculty introduction of MUM to Institutional Collaboration Prospects

2) Experiential Learning
   A. Rotating University
      i. Students. 2013 Goal: Two viable student RU’s with 20 participants
      ii. Alumni and Friends. 2013 Goal: One Alumni RU with 15 participants
iii. Consortium Creation. 2013 Goal: Launching the MUM Study Abroad Consortium with at least two College partners

B. Internships and Consultancies (e.g. Bhutan, Ireland, Nepal).
   2013 Goal: Placing 10 students in international internships and consultancies. Creating a for-profit global sustainability consultancy for graduates.

3) Fund Raising for Global Programs and Scholarships
   A. New Donors. 2013 Goal $30,000
   B. Grants (e.g. SAARC) 2013 Goal: $300,000
   C. Benefit Events 2013 Goal: $20,000
   D. Consortium/Alumni: 2013 Goal: $30,000 Surplus
   E. Faculty Seminars/Webinars 2013 Goal: $10,000
   F. Consultancies. 2013 Goal: $20,000
   G. New Initiatives

4) Distance Education - Formative Supervision
   a. Establish Division of Responsibilities vis a vis Continuing Education and For Credit Programs; Academic Departments v. DE Department
   b. Create Office of Instructional Support: To provide faculty training and aid in Instructional Design and offering of online courses and provide assistance for Academic Technologies (LMS)
   c. Regulatory Compliance: Financial Aid, Federal, State Licensure and HLC issues
   d. Administrative Issues: integration of Enrollment and Administration of online programs into infrastructure
   e. Software/Hardware issues: e.g. uniform LMS choice and legacy interfaces

3. Who is responsible:
   a. EC Member – Director of Global Expansion

4. Metrics to measure success:

5. Resources needed to implement:

6. Timeline:
Improve Visa acceptance rates for COOP and standard students

1. Goals this initiative contributes to:
   a. Increased enrollment
2. Explanation of initiative (same as included in Increased COOP Enrollment section):
   • Appointment of a dedicated person as Consular Office Liaison to maintain regular communications with Foreign Service Posts and the International Student Advisor to maintain a flow of current information and materials to new Posts and Consular officers.
   • General Counsel is working with the State Department in Washington to address systemic issues which are impacting visa issuance rates, particularly in the key countries of Ethiopia and Nepal.
   • Admissions Representatives conduct regularly assessed practice interview with most applicants to help them prepare for their visa interview.
3. Who is responsible:
   a. EC Member – General Council
4. Metrics to measure success:
   a. Visa acceptance rate increases by 25% from current level
5. Resources needed to implement:
   a. $15,000
6. Timeline:
   a. Completed in year one

Web Content Management System

1. Goals this initiative contributes to:
   a. Student Learning
   b. Increased Enrollment
2. Explanation of initiative:
   Created two designated positions; webmaster and web programmer, and contracted with an outside consultant to provide a customized content management system. The aim was to distribute access to the University website more widely for internal departments, so the website would better reflect the University’s dynamic community. We expect to see better communication through the website to all University constituencies and increased enrollment.

The Magic Hour content management system (CMS) project is two separate projects:

• Development of a web application that enables students and faculty to access information in the Registrar Database.

• Implementation of Magic Hour enables faculty and staff to create and update
information about their departments

(1) Web application

The first project includes the following 5 items:

• Student can see what classes they are enrolled in for current or future semesters, and link to a web page authored by faculty to see various reference materials for each class

• Students can see a complete list of all their courses taken at MUM, including grades (not GPA).

• Student Directory (searchable) and Faculty Directory (searchable) shows mostly contact information. Students can opt out of this directory and control what contact information they wish to show.

• Students and faculty can maintain and update their own contact information on-line.

• Faculty can see what classes they are scheduled to teach for the current or future semesters.

Each class has a link to the class roster, and another link to enter grades for the class.

Thus the Magic Hour system is not simply a CMS environment. It also provides a set of tools our internal developers can use to provide web front-end display environments to publically display data that is currently only visible in backend data interfaces. That means we will rely less on outside vendors to display legacy data in a useful way.

PERSONNEL SAVINGS

The Enrollment Center estimates savings of one full-time person when these are implemented due to:

• students not needing to come to the office in Dreier to ask questions

• the office not required to maintain so much personal data on each student

• faculty able to enter grades more efficiently

About 13 other items are part of future implementations that will enable additional benefits of more efficient or reduced staff (at least one more staff member). Many of these items are will improve service (including advising) to students which should support increased student satisfaction and retention.
(2) Content management system

It’s more difficult to quantify the benefits of this aspect of the project. MUM Director of Marketing feels that distributing information in the Catalog and Student Handbook throughout the mum.edu website into small pieces where it is most relevant, and updating whenever necessary, will be of great value to the students. He describes it as increasing the self-referral intelligence of the university.

It will enhance retention and recruiting — students expect this kind of access to information, especially transfer students, who are used to this at their previous schools.

The Magic Hour content management system plays all kinds of roles in addition to the items described above, which are largely expressed in terms of intranet functions: access to internal information by students, faculty and staff.

Most grandly it enables us to enhance the visibility, dynamism and “stickiness” of the site (user time spent onsite) plus streamlining a number of key marketing activities, including:

• Having multiple authors add content to the site typically means that a lot more content gets created — event descriptions, portfolios, articles, blog posts, photos, departmental activities, etc. More content creates more web traffic, which results in more search engine prominence for the site.

• A CMS system enhances the marketing department’s ability to quickly deploy ad landing pages and search engine optimized pages — two key industry practices that drive site traffic and enrollment.

• Events, lecture announcements, and calendars drive both initial interest and reengagement, creating many reasons to come to the site again and again.

• An individual portal system (part of the Magic Hour deliverable) allows current and incoming students to feel they are part of something even before they enroll, since they have their own page onsite.

• A CMS system also takes the pressure off of a single webmaster or web team do everything and create everything for all internal parties. No more bottlenecks due to overworked personnel.

From a marketing perspective, a CMS enabled site allows a full chorus of information to greet the user, rather than a single note.

3. Who is responsible:
FIVE-YEAR STRATEGIC PLAN

EC Member – Dean of Admissions
b. Director of Marketing

4. Metrics to measure success:
   a. Increased enrollment as projected in financial model

5. Resources needed to implement:
   a. Included in recruiting budget in financial model

6. Timeline:
   a. Year one – basic launch complete
   b. Further functionality developed in each subsequent year

Lean Management Initiative

1. Goals this initiative contributes to:
   a. Financial Stability – reducing fixed costs as a percentage of total expenditures as enrollment grows

2. Explanation of initiative:
   This was launched as a systematic approach to continuous improvement — as a way to improve customer service across the University, improve employee morale, and build capacity so that we can increase enrollment while keeping expense increases to a minimum.

   In the fall of 2011, we hired a consultant from Winona State University, who took 22 university leaders and faculty and staff through a 4-day training session to become “lean facilitators.” Beyond the cost of the consultant, no extra expense was involved apart from the time invested in the various lean initiatives we undertook. We undertook an ambitious number of initiatives, including academic advising, residential life, academic governance and decision-making, personnel hiring, purchase order procedures, and others. Over time, every process in the University will undergo a lean process, and we will bring the lean lens back to each area every several years. We will likely train another group of lean facilitators at some point in the future.

3. Who is responsible:
   a. EC Member – Executive Vice President and Chief Administrative Officer

4. Metrics to measure success:
   a. Administrative expenses track with financial model as enrollment grows

5. Resources needed to implement:
   a. Existing personnel

6. Timeline:
   a. Initial launch in year one
   b. Continuous application in all subsequent years

Grants Initiative

THIS SECTION UNDER CONSTRUCTION

1. Goals this initiative contributes to:
   a. Increased Enrollment
2. Explanation of initiative:
3. Who is responsible:
   a. EC Member –
4. Metrics to measure success:
5. Resources needed to implement:
6. Timeline:

New Business Incubation Center

1. Goals this initiative contributes to:
   a. Increased Enrollment
2. Explanation of initiative:
3. Who is responsible:
   a. EC Member –
4. Metrics to measure success:
5. Resources needed to implement:
6. Timeline:

M.A. in Media and Communications

1. Goals this initiative contributes to:
   a. Student Learning
   b. Increased Enrollment
   c. Financial Stability
   d. Growth of Consciousness
2. Explanation of initiative:
   Starts in Fall 2013, 18 students first year. We expect the new graduate program to allow us to retain one key faculty member who is otherwise at risk of leaving and to recruit up to 30-35 undergraduate and graduate students per year who would not otherwise enroll. The present students in the B.A. in Communications and Media have repeatedly asked the faculty about the possibility of continuing with an M.A. This program has already been approved by the HLC and is ready to launch.
3. Who is responsible:
   a. EC Member – Dean of Faculty
   b. Department Chair of Media and Communications
4. Metrics to measure success:
   a. Successful start of program in Fall 2013
5. Resources needed to implement:
   a. Startup cost: $30,000
6. Timeline:
M.S. in Sustainable Living

1. Goals this initiative contributes to:
   a. Student Learning
   b. Increased Enrollment
   c. Financial Stability
   d. Growth of Consciousness

2. Explanation of initiative:
   Starts in Fall 2013 or 2014, 20 students first year. Overall theme: Sustainable Community Development, to teach students how to actually create a sustainable community, in most cases from an existing community. We have had a continuous stream of requests over the years for a Masters in SL, both from our own students and non-MUM students who already have an undergraduate degree. Much time was spent developing the basic ideas of an MS/MA program about 3 years ago. This program is yet to be approved by the HLC.

3. Who is responsible:
   a. EC Member – Dean of Faculty
   b. Department Chair for Sustainable Living Department

4. Metrics to measure success:
   a. Start of program

5. Resources needed to implement:
   a. Startup: $50,000

6. Timeline:
   a. Proposal to HLC in Spring 2013
   b. First entry Fall 2013, or 2014

M.S. in Integrative Medicine

1. Goals this initiative contributes to:
   a. Student Learning
   b. Increased Enrollment
   c. Financial Stability
   d. Growth of Consciousness

2. Explanation of initiative:
   Starts in Fall 2013, 16 students first year, Startup: $100,000. The M.S. in Physiology will constitute a major expansion of the Maharishi College of Perfect Health. The online format will open this program to potentially hundreds of health care practitioners and medical students who are eager to be updated in the latest evidence-based integrative health care. This program is yet to be approved by the HLC. With two tracks:
   Health Professionals — currently a set of online courses for continuing medical education, by distance education
   Wellness Consultants — by distance education – could also be in-residence if we had sufficient faculty.

3. Who is responsible:
4. Metrics to measure success:
5. Resources needed to implement:
6. Timeline:

Other New Degree programs

- DE Master’s in Maharishi Vedic Science — planned to start in February
- DE MBA — courses are being converted to DE this year
- DE Master’s in Computer Science — in planning
OPERATIONAL INITIATIVES

Faculty-Staff Compensation Initiative

1. Goals this initiative contributes to:
   a. Improve Student Learning and Increase Enrollment

2. Explanation of initiative:
The purpose of this initiative is to increase faculty and staff salaries across the board, to enable the University to better attract and retain qualified personnel as well as to make compensation more systematic and equitable, eliminating the disparities that have developed in the current structure.

   Progress has already been made on both fronts by a) reinstating pay levels in February, 2011 that were reduced in January, 2009, and b) by giving targeted raises to individuals at the lower end of the pay spectrum who have served at the University full time for at least 5 years.

   Targeted raises will continue in the next fiscal year, as well as taking the first step toward the broader pay equity raises. In the following years only the broader raises will be implemented.

3. Who is responsible:
   a. EC Members – Chief Administrative Officer, Dean of Faculty, Treasurer, Trustees

4. Metrics to measure success: Comparison of compensation to the targets established in the financial model and to similar higher educational institutions. Bring salaries up to the benchmark of 75% of market wages and ideally to market levels thereafter.

5. Resources needed to implement: Financial resources will come from a) specific donations already pledged for the targeted raises, and b) operational revenues as outlined in the 5 year Financial Projections, fourth line from the bottom “Increased Compensation”, which includes income generated from new Endowments funds.

6. Timeline: The next step will be to continue the targeted raises in 2013/2014, as well as begin to implement the broader compensation plan that year. Increments will be made each year as funds are available, with the goal to reach the intermediate target compensation levels in 2017/18 or earlier if possible.

Student Life Initiative

1. Goals this initiative contributes to:
a. Student Learning  

b. Increased Enrollment (through retention)  

c. Growth in Consciousness  

2. Explanation of initiative:  

This initiative was designed to improve student experience *outside the classroom* — to give better services overall along with better support for individual student issues — as the basis of improved student satisfaction and retention.  

Key budget increments: Retained a Dean of Student Life, an office assistant, a Resident Advisor Director, a counselor, and the Student Success Center director. The initiative quickly began to produce the desired outcome — higher student engagement leading to increased retention. Policies and procedures have been clarified and systematized and are now more consistently applied. Communication with students has improved. Key initiatives in this area are outlined in this table:

<p>| Work with the faculty to inspire students for higher states of consciousness through Maharishi’s technologies, including  |
| Giving students a “Maharishi Vedic Toolbox,” offering various Maharishi technologies to help students take better care of themselves  |
| Establishing a student Maharishi Ayurvedic clinic  |
| Continue to work with our colleagues to improve student satisfaction, reflected by Student Satisfaction survey and retention rate  |
| Promote the concept of a “residential campus,” attracting more students to live on campus by  |
| Continuing to improve and maintain physical facilities  |
| Planning, with trustee leadership, for new green Maharishi Sthapatya Vedic residence halls with various housing options  |
| Improve food service to nourish our students with delicious and nutritious food, prepared and served by a happy, positive food service staff  |
| Promote a substance-free campus through  |
| Regular practice of the Transcendental Meditation and TM-Sidhi programs  |
| Improved orientation and education  |
| Support group for students with a history of substance issues, offered in the context of Consciousness-Based education  |
| A variety of student activities, especially physical activities  |</p>
<table>
<thead>
<tr>
<th>Continued enforcement of University policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve academic and career advising and support through</td>
</tr>
<tr>
<td>Collaboration with and training of academic departments</td>
</tr>
<tr>
<td>Creation of student portal (with Enrollment Center and Admissions) allowing for online curricular planning, enrollment, and degree check</td>
</tr>
<tr>
<td>Workshops for students on career topics</td>
</tr>
<tr>
<td>Creation of a database of internships and employment opportunities</td>
</tr>
</tbody>
</table>

3. Who is responsible:  
   a. EC Member – Dean of Students  

4. Metrics to measure success:  
   a. Retention rates hit targets in financial model  

5. Resources needed to implement:  
   a. As budgeted in financial model  

6. Timeline:  
   a. Ongoing  

### Master Plan

1. Goals this initiative contributes to:  
   a. Increased Enrollment (through retention and easier recruiting) and increase average student fees  

2. Explanation of initiative:  

   To create a master plan for the current campus that will allow for the systematic development of the campus to meet the growing student population. Confluence, a landscape architecture firm with offices in Des Moines and Iowa City, has been engaged to assist with this master planning process. 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. It will include circulation plans for vehicles, bicycles, and pedestrians, as well as building zones for various types of campus buildings and designated green spaces and community spaces. Sustainable practices will be a key component of these plans.  

3. Who is responsible: Chief Administrative Officer
4. Metrics to measure success: Completed Master Plan

5. Resources needed to implement: Funds are being donated by a Trustee to hire outside consultant.

6. Timeline: The master planning process should be complete by May, 2013.

Campus Renovations

1. Goals this initiative contributes to:
   a. Increased Enrollment (through retention and recruiting) and increase average student fees

2. Explanation of initiative:

   Continue with campus renovations for 2012-13 and beyond. This is planned specifically to improve students’ on-campus living experience and thereby improve student satisfaction and retention, as well as improve “curb appeal” to aid in the recruiting of new students. It will also be necessary to renovate currently empty buildings to house the additional student population anticipated in this plan. Admissions has helped organize and finance curb appeal projects on campus over the past 6 months. Visitors often comment about the visual look of campus — they see great beauty as well as many areas in need of upkeep.

   We will spend about $1.3 million on dormitory improvements in the 2012-13 fiscal year, including new windows, roofs, room improvements, common room improvements, and moisture control. At least another $500,000 is slated for improvements to currently occupied dorms in 2013-14. Also during the 2013-14 year over $300,000 is slated for improvements to the grounds, including roads, sidewalks, and lighting, that will significantly improve the curb appeal of the campus. In addition to these improvements, three residential buildings that are currently unoccupied will be renovated in 2013 and 2014 to accommodate the growing student population.

3. Who is responsible: Chief Administrative Officer

4. Metrics to measure success: Raise percent of undergraduate students living on campus from the current level of about 60% to 75% by 2016-17.

5. Resources needed to implement: Funds for the improvements to currently occupied dorms and grounds have been approved by the Trustees, but final procurement of these funds through loans and donations is yet to be completed. Funding for the renovations of the vacant buildings will need to be approved by the trustees and sources found.

6. Timeline: Most of these renovations should be completed by the beginning of 2015.
INITIATIVES CONTINGENT ON FUNDING

SECTION STILL BEING DEVELOPED
ONE-YEAR TACTICAL PLAN

SECTION STILL TO BE DEVELOPED
SECTION 3:

STATEMENT OF LONG-TERM GOALS:
IDEAL VISION
The following Statement of Long-Term Goals serves as a bridge between the University’s Founding Goals and the University’s current Strategic Plan (which covers 3-5 years). Its intended audience is those who are involved in charting the University’s success, rather than the general public. The University aspires to achieve these goals, which are both specific and broadly inspirational, in the next 20-30 years.

Our Vision

The entire world is transformed to Heaven on Earth as described by the Founding Goals of the Maharishi University of Management.

The University is a global institution in scope and responsibility. It is the flagship institution in the network through which Consciousness-Based education is adopted in every school, college and university in the world.

We create branches of the University and Maharishi School of the Age of Enlightenment, and extend Consciousness-Based education to all students attending other schools and universities through collaborative relationships.

Enlightenment and Invincibility

The central Fairfield campus has 10,000 students practicing the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying, as an integral part of their education. Through the global outreach of the University, every nation has sufficient Yogic flyers to achieve national invincibility in all 192 countries.

In addition to practice, we provide the theoretical knowledge of the development of consciousness through teaching Maharishi’s Vedic Science and Technology, so that every student is fully prepared for their own growth of experience of higher states of consciousness.

We provide ample scholarships for students from around the world to study at MUM Fairfield to gain the benefits of a Consciousness-Based education.

Academic Programs

We expand our faculty and programs to include 12 core fields of knowledge:

- Law (natural law)
- Education
- Health
- Agriculture
- Economics
- Administration
- Architecture and Engineering
- Defence
- Communication
- Music and Arts
- Religion and Culture
- Supreme Political Science

We structure the sequence of undergraduate learning so that in their first year, students gain knowledge of all 12 disciplines, before having the opportunity to specialize in a particular field.
Our curriculum in every discipline connects the knowledge of the discipline to the basis of life, the Unified Field, total Natural Law, the experience of the Self.

We offer a wide diversity of disciplines, and professional training in those disciplines. We provide students the basis for both enlightened lives and successful and rewarding careers in the fields of their choice.

We ensure that all of our faculty are completely up-to-date with the latest knowledge in their fields.

We continually review every course and program, making improvements to ensure that all are at the very highest level of academic excellence.

**Teaching and Learning**

We ensure that all teaching is at the very highest level, and that the most effective teaching methodologies are employed consistently. These include both the systems of teaching conveyed by our Founder, Maharishi, and the most valuable and appropriate methods found in professional educational practice.

We use the very best of educational tools and technology (e.g. online education) to expand the reach of our courses and programs into every home throughout the world.

**Service and Research**

We train PhDs—enlightened professors and administrators—to lead other schools and universities around the world in adopting Consciousness-Based education.

We form strategic alliances with organizations around the world to rapidly expand the reach of our programs.

Our faculty establish research institutes connected with each of the 12 core disciplines of knowledge. These institutes serve to connect each discipline to its basis in pure consciousness, to expand the knowledge of each discipline, and to promote and implement opportunities for the practical application of knowledge—thus bringing perfection to every profession in society.

Faculty publish, at the very top of their fields, become renowned, world famous.

Every year we host international seminars and symposia in every field, bringing the very best minds in the world to bear on clear parallels between Maharishi’s Vedic Science and Modern Science.

**Faculty Training and Support**

All faculty are dedicated to their role to preserve and protect the whole system of Consciousness-Based education, passing that knowledge in absolute purity from generation to generation. The University administration and Board of Trustees are similarly dedicated to uphold that purity. The structure and every component of Consciousness-Based education—the
techniques, the knowledge, Maharishi’s teaching on every subject, the systems and methodologies of teaching—everything is packaged and preserved.

Immediately, the faculty create comprehensive packages and systems of training, including periodic assessments and refreshers, to pass on the system of Consciousness-Based Education to new faculty everywhere. The faculty create these training materials and methods with the understanding and intention that they will be used for thousands of years.

We ensure that all faculty have the support they need, both professionally and personally, to fulfill their roles through these channels—teaching, curriculum, service and research—so that the University is fully capable to deliver perfection in education.

Maharishi School of the Age of Enlightenment

All of our goals in the field of higher education—global and local—are mirrored by corresponding goals in the fields of primary and secondary education, fulfilled by the faculty, administration and students of Maharishi School of the Age of Enlightenment.

Our Campus

Our central campus in Fairfield provides an ideal environment for living, learning, and teaching. The life of faculty, administrators and students is comfortable, abundant, peaceful and delightful for all, with no strain or pressure.

We continue to reconstruct the entire campus according to the highest principles of Maharishi Vastu, so that everyone lives and works in perfect vastu.

The campus is crowned by a Maharishi Tower of Invincibility, with 12 floors embodying the 12 core fields of knowledge, and with a planetarium at the very top.

The campus is surrounded by Maharishi Vedic Organic farms (including greenhouses and dairies), so that at all times of the year everyone is able to enjoy fresh local Maharishi Vedic Organic produce.

All food that we serve is delicious, vegetarian, organic, and of the very highest quality: Maharishi Vedic Organic, including Maharishi Vedic Organic milk and dairy.

Our Community

The families of everyone in the larger University community grow up in ideal conditions, attending our institutions, living in Maharishi Vastu, being given the total Sat Yuga path to enlightenment. Every child knows the Self and becomes an ideal citizen.

The local community of meditators and Sidhas attend group programs in the Golden Domes of Pure Knowledge and other group flying facilities, contributing to their own enlightenment and national invincibility.
We offer a complete range of continuing education courses both in the local community and through distance education, ensuring that the development of consciousness, learning, and the application of knowledge are lifelong practices.

Thousands of people retire into our community, living comfortably while participating in advanced programs of experience and knowledge for the rapid growth of consciousness.

The University hosts thousands of participants in the Invincible America Assembly who enjoy Brahmichetana, supreme experience—thrilling the environment, serving as a center of national coherence, and nourishing our whole world family: “The World is My Family”—“Vasudhaiva Kutumbakam.”

Within our University community there always is a vast group—thousands—of Vedic scholars from India creating peace for the nation and the world.

We create a massive city of enlightenment, such that angels in heaven would envy those who could live in or even visit such a city.

Finance and Planning

The University builds an endowment to support all of its activities, at least $1 billion (which probably is too little), so that every one of these goals is fulfilled, and everyone connected with the University is looked after from the moment of being born until they have lived 100 years.

All stakeholders of the University participate in the expanded strategic planning to achieve these goals, so that the entire physiology of the University is intimately and integrally involved in our highest vision for our University and our world – and the means to achieve it.

Global Vision

Around the world, every branch campus and every institution affiliated with the University progresses rapidly to formulate and achieve corresponding goals for their own institutions, communities and nations.
APPENDIX
GENERAL EDUCATION REPORT 2011-12

This report presents a summary of the results of the undergraduate general education assessment program for the 2011-2012 academic year. The 7 sections included in this report summarize the results of the general education outcomes and their measurement according to the University’s 7 general education goals:

1. engagement and growth,
2. development of consciousness,
3. growth of practical intelligence,
4. high level of health,
5. improved reading and critical thinking and information literacy,
6. improved writing, and
7. understanding of the interdisciplinary nature of knowledge.

SNAP SHOT VIEW OF GENERAL EDUCATION ASSESSMENT OUTCOMES

The following summary provides a look at the findings, at-a-glance, for each of the seven sections mentioned above. The sections following this summary provide a more detailed look at the general education outcomes and their measurement.

Findings At-A-Glance

1) Engagement and Growth
   a) Student Questionnaire
      i) Twenty-nine seniors rated engagement and growth at 4.5 out of 5 possible points during the senior capstone seminar.
      ii) Note: Last year’s report included a report on Engagement and Growth measured by the NSSE. The NSSE was not administered this year thus no results are presented in this report. The evaluation committee decided it was not necessary to participate in the NSSE this year because previous results have produced similar findings. Instead, the committee felt it would be valuable to focus on addressing specific issues from the previous findings before participating in the NSSE again.

2) Development of Consciousness
   a) Experience Questionnaire
      i) Longitudinal analysis of senior student scores showed a positive change (from first year to senior year) in two of the four categories of development of consciousness (“transcending” and “witnessing during waking”), which suggests that this group of seniors experienced some growth in the development of consciousness.
   b) Happiness Scale
      i) Longitudinal analysis of senior student scores showed a positive increase in happiness scores (from first year to senior year); however, the difference was not statistically significant. Thus, we cannot say at this point in time if the increase was due to chance or to the result of CBE.

3) Growth of Practical Intelligence
   a) Constructive Thinking Inventory
      i) Longitudinal analysis of senior student scores showed little to no change in all four subscales. Emotional coping showed a small positive change (approaching a small effect size) while the other categories were close to zero change. These results
suggest that this group of MUM seniors did not change significantly in practical intelligence over the course of their education at MUM.

ii) First year student mean scores were similar to the senior mean scores in all four subscales. Also, First year student mean scores were more favorable in Emotional Coping and categorical thinking and significantly lower in Behavioral Coping compared to Adult mean scores.

4) High Level of Health
   a) Duke Health Profile
      i) Longitudinal analysis of senior student scores showed positive changes in 3 of the 10 Duke Health subscales (increase in Mental Health score, decrease of Anxiety, and Depression scores). No significant changes were observed in the other 7 health subscales.
      ii) Cross-sectional data showed that senior students had significantly better scores on mental health, perceived health, self-esteem, reduced anxiety, depression, and pain scores. First year students had a significantly better mean score on physical health. This data suggests that senior students have a higher health-related quality of life than first year students.

5) Improved Reading, Critical Thinking, and Information Literacy
   a) ETS Proficiency Profile
      i) Longitudinal analysis of senior student scores in reading, writing, math, and critical thinking showed no significant differences (from first year to senior year). Further analysis is warranted for this finding.
      ii) Cross-sectional analysis showed that MUM first year and senior students’ mean scores were not statistically different. In other words, both first year and senior students had similar mean scores in reading, writing, math, and critical thinking.
      iii) MUM senior student mean scores were below national norms in 7 of 8 categories. MUM first year student mean scores were above national norms in 6 of 8 categories.

6) Improved Writing
   a) ETS Proficiency Profile
      i) Longitudinal analysis of senior student scores in writing showed no significant differences (from first year to senior year). Further analysis is warranted for this finding.
      ii) Cross-sectional analysis showed that MUM first year and senior students’ mean scores were not statistically different. In other words, both first year and senior students had similar mean scores in writing.
      iii) Analysis of a general education rubric used by 5 of the undergraduate departments indicated 90% of the students met or exceeded the standards 4 of the nine categories. However, 47% of the students needed improvement in documentation skills, 28% needed improvement in logical coherence and 25% in awareness of audience.

7) Understanding of the Interdisciplinary Nature of Knowledge
   a) Student Questionnaire
      i) Twenty-nine seniors rated their understanding of interdisciplinary knowledge they gained at MUM at 4.1 out of 5 possible points during the senior capstone seminar.
RECOMMENDATIONS FROM HLC

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 [data] have 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 [a] 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 [the] strategic plan includes widespread community participation and communication and use,

7. Evidence that [a] 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.
2012–2013 GOALS FOR ACADEMIC AND ADMINISTRATIVE DEPARTMENTS

Creating SMART Goals

SMART goals are Specific, Measurable, Attainable, Realistic, Timely

- **Specific** — A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:
  - Who: Who is involved?
  - What: What do I want to accomplish?
  - Where: Identify a location.
  - When: Establish a time frame.
  - Which: Identify requirements and constraints.
  - Why: Specific reasons, purpose, or benefits of accomplishing the goal.

- **Measurable** — Establish concrete criteria for measuring progress toward the attainment of each goal you set. To determine if your goal is measurable, ask questions such as *How much? How many? How will I know when it is accomplished?*

- **Attainable** — When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them.

- **Realistic** — To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. Your goal is probably realistic if you truly believe that it can be accomplished.

- **Time-bound** — A goal must have a target date. If you desire to make a million dollars, but don't set the timeline for it, it won't be motivating. A deadline too far in the future is too easily put off. A goal that's set too close is not only unrealistic, it's discouraging.
ART

Jim Shrosbree, Chair

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

BUSINESS ADMINISTRATION

Dr. Scott and Vicki Alexander Herriott, Co-Chairs

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

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**COMPUTER SCIENCE**

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

**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

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**CREATIVE MUSICAL ARTS**

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

EDUCATION

Paula Armstrong, Chair

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.

LITERATURE AND WRITING

Dr. Terry Fairchild, Department Chair

Goals for next year

• Teach first year CCT seminar Literature and Enlightenment
• 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

MAHARISHI VEDIC SCIENCE

Dr. William Sands, Dean of the College of Maharishi Vedic Science
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 PhD faculty to teach our courses and help administer our MVS programs

**MATHEMATICS**

Dr. Anne Dow, Chair

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

**MEDIA & COMMUNICATIONS**

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

**PHYSIOLOGY AND HEALTH**

Dr. Paul Morehead, Associate Chair

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.

**SUSTAINABLE LIVING**

Dr. David Fisher, Chair

**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

**FOREST ACADEMY PROGRAM**

John Revolinski, Director of the Forest Academy Program

**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

GENERAL EDUCATION
Dr. Sam Boothby, Associate Dean of Arts and Sciences

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

INTERNATIONAL PROGRAMS
Dr. Dennis Heaton, Dean of International Programs

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

MUM LIBRARY
Dr. Suzanne A. Vesely, Director

Goals for next year

• Improve library services by hiring Circulation Manager
• Begin librarian-managed library website
DEAN OF FACULTY
Dr. Cathy Gorini, Dean of Faculty

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

Student Life
Ellen Jones, Dean of Student Life

Goals for next year

• Work with the faculty to inspire students for higher states of consciousness through Maharishi’s technologies, including
  o 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
  o 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
  o 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**
- Collaborate with and training of academic departments to improve advising, networking, and outreach
- Develop website with self-contained modules covering various aspects of advising (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)**

**Administrative Departments**

Dr. Dave Streid, Chief Administrative Officer

**HUMAN RESOURCE OFFICE**

Stan Lamothe, Human Resource Director

**Goals for next year**

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

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**FOOD SERVICE**

Ken Zimmerman, FSD & Sharon Stinogel, Chef

**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.

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**FACILITIES MANAGEMENT DEPARTMENT**

Craig Wagner, Director

**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.
• Annual contracts for Fire Alarm panels, Sprinkler Systems, Fire Extinguishers, Back Flow Preventers and Elevators.
• Replace Main Valves on Interruptible LP Tank. Complies with EPA Standards.
• Annual roof inspections.
• 4 newer vehicles.

### CAMPUS SAFETY
James Bedinger, Campus Safety/Security Director

**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.

### HOUSING & MAILROOM OFFICE
Anthony Antimuro, Director

**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.

### INFORMATION TECHNOLOGY DEPARTMENT
Tom Hirsch, Director

**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.

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**INVINCIBLE AMERICA DEPARMENT**

Jeffrey Cohen, Co-Director

**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.

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**ENROLLMENT CENTER**

Tom Rowe, Registrar and Co-Director

**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.
**EXERCISE AND SPORT SCIENCE**

Ken Daley, Department Head

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.

**BUSINESS ENTERPRISES**

Harry Bright, Director

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 Cafè by 13% to $3,500.