REPORT TO THE BOARD OF TRUSTEES
October 6, 2012

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Dr. Craig Pearson, Executive Vice-President

Any time of year is a good time at Maharishi University of Management, but the beginning of the fall semester, with new students arriving and continuing students returning, is surely one of the best. This also happens to be the University’s 40th year of offering Consciousness-Based education — having started to do so in 1973.

Once again this year, students from around the country and around the world, eager and expectant, have journeyed to southeast Iowa to take advantage of Consciousness-Based education. Once again, there is enormous diversity in our student body — for example, this year we have students from 88 countries altogether, an all-time high (the previous record was 87), including our first undergraduate student from Uzbekistan. And yet they all have in common two desires: to develop themselves from within and to help make the world a better place.

As with students every year, each new student has his or her own unique story of how they came to be here. For example, there is the 43-year-old Latino student who had been managing three cell phone stores in Los Angeles and who, years earlier, and did 3 ½ years of a premed program at UCLA but stopped because it was just too stressful. A friend of his had a son who had just finished high school and was interested in coming here — but had not traveled away from home by himself before and was uncertain about making a solo trip to Fairfield for a Visitors Weekend. The man told the mother he would be happy to accompany her son. He liked the University so much that he decided to enroll here himself. He will major in physiology and health along with Maharishi Vedic Science, and has his eyes on the MA in Maharishi Vedic Science and possibly the PhD.
**First experiences with transcendental Meditation**

For several years now, it has been our impression that new students are having a higher level of experience when they first learn the Transcendental Meditation technique. I make a point to instruct some of the new students at the beginning of each year. During the three days of checking, a young African-American student from the south side of Chicago, described how he had gone deep inside and had the experience of no mantra, no thoughts, no body, no time. Eventually a faint thought arose, the question “where am I,” slightly disturbing the silence. Then after meditation, he told us, the experience of silence seemed to continue. He said there were “gaps of five to six minutes” when there were no thoughts, just wakefulness. He said that when he talked to his friends, in contrast to his usual experience of constantly thinking about what the person is saying, now there were no thoughts — he was just aware and listening. And this after just a few meditations — just as Maharishi predicted we would begin to see in our new students.

Another new student, from Kansas City, told me, while I was checking his meditation last week, “I just love my meditation. Twenty minutes — and sometimes 25 or 30 — go by and it feels like five minutes.”

**Base Camp**

As many of you know, after our new undergraduate students have been here several weeks, we take them on a four-day retreat on the beautiful Current River in Missouri (the men one week, the women the next). They spend a day canoeing on the river and another day on a back-country hike. We camp in University tents, and the food, though simpler than Annapurna fare, is quite good (and just about anything tastes good when you’re camping).

Base Camp gives students a chance to bond with each other and bond in another way with the University, in addition to having a great camping trip in a truly beautiful location. And sometimes there is high adventure, as this past year when a lightning storm struck during the afternoon when a large group of us were canoeing on the river.
Base Camp has been a wonderful tradition, and a venerable one, having begun in 1999. Ken Daley, chair of our department of Exercise and Sport Science and the inspiration and organizing power behind Base Camp, is as good as they get in these things. Dan Burks, the director of our Recreation Center, is also to be commended for his leadership.

As further evidence of how much students enjoy this, I periodically hear from upper-level students that they would like a “Senior Base Camp,” in order to have a similar experience as their MUM career comes to a close.

Experiences of continuing students

The returning students continue to provide evidence that Consciousness-Based education works. Dr. Chris Jones sent me this paragraph, written by a Chinese student in a course he has just finished teaching, as part of an exercise in which students were to describe their personal experience at the University.
“As a student in the Consciousness-Based University, My experience is quite different from before. I was shy and pessimistic before. I did not like to talk to anyone about anything and always had no interest in anything. I was used to looking everything in a pessimistic way with bad mood, bad temper, and always anxious about something in routine life. After study several months here with a healthy, balanced schedule and Consciousness-Based Education in classroom. I find my heart is becoming open little by little, and I adapt to different interpersonal relationship gradually. Deep peace and bliss is rooted in my heart and I learn to enjoy the friendship, the organic food, and harmony environment.”

“This is just one of many,” Dr. Jones says.

I have heard from a number of faculty how much the new undergraduate students appreciate being here and what a good fit they are for the University. Congratulations to Brad Mylett and the Admissions team for enrolling yet another group of great people.

NEW THIS YEAR

- New initiatives to promote student learning, academic excellence, and rigor — As I presented to the Board last May, we are launching a number of initiatives in this area.
  - The new Critical and Creative Thinking Seminars, which all new undergraduate students take as their second course at the University, are currently underway, and all the faculty received training in how to bring the values of critical and creative thinking into every course they teach.
  - We will also be elevating the frequency of writing in all courses. We recently opened a Writing Center, in the library, to offer support to students, and we hired a director, Colin Heaton, who has trained eight students as Writing Center tutors. We will bring a nationally-recognized
consultant in writing-across-the-curriculum here in February to spend a day further training the faculty.

- We are making the Senior Projects in each major more robust and rigorous; they will all now conform to a set of University-wide standards.

- 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 one on integrating Maharishi Vedic Science with the discipline.

- **New academic governance and decision-making structure** — Last spring we put this through the Lean process with a group of academic leaders and came up with a structure that we believe will increase efficiency, disallow things from falling between cracks, improve communication with the faculty as a whole, and further integrate the process of assessment, planning, and budgeting, as requested by the HLC team in 2009. *More detail on page 70.*

- **New system for academic advising** — 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 so far. 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.

- **Office of Outreach and Engagement** — 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 Weber. 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).

IN PLANNING

We are planning three new master’s degrees, for which there is already considerable demand:

- **Master’s in Media and Communication** — hopefully launching next fall, with a DE version starting the following year. The Board will hear more about this during the meeting. For more detailed information, please see page 39.

- **Master’s in Sustainable Living** — with an emphasis on how to create sustainable communities.

- **Master’s in Integrative Medicine** — spearheaded by Drs. Wallace, Schneider, and Rothenberg, 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.

Also in the works:

- **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
EXPERIENCES

I place this section toward the beginning of this report because these experiences so beautifully reflect the power of Maharishi’s technologies of consciousness and the gift we give our students through Consciousness-Based education.

INVINCIBLE AMERICA ASSEMBLY

Day after day, week after week, the Invincible America Assembly continues to give rise to marvelous experiences of higher states of consciousness — experiences that brought such fulfillment to Maharishi. Here is a recent one.

Fullness of Emptiness – The Business of Isness

For the past four years my programs have consisted of the experience of a vast and seemingly empty infinitude of silence. Within this silent, divine and blissful realm, there grew to be the realization of an equal infinitude of a humming and dancing dynamism. Finally, there was no distinction or separation for me of the silence from the dynamism. Both were there together as one thing, infinite silence and infinite dynamism as one unified wholeness. It would seem impossible, but that was the experience and it was a glorious and stunning realization.

The experience in program of dwelling on an infinite plane, an infinite and blissfully empty place, continued, even with this realization that it was both silent and dynamic at the same time. It was a gorgeous experience that I treasured deeply and felt so fortunate to experience day in and day out in program.

In activity pure consciousness was always there through all other states of consciousness. In fact, the “other” states of consciousness, waking, dreaming, deep sleep, for all practical purposes were replaced or overshadowed entirely by the experience of just one state of unbounded awareness that flowed through all aspects of my life. By comparison the other states of consciousness became almost trivial.
Life was good.

Recently in program another experience arose. This experience was as if I had been plugged into some cosmic power outlet. My programs became filled with this cosmic intensity that seemed to wring every drop of stress, doubt, fear, singularity out of me with each encounter. This was not unpleasant, bliss was still there, but it was purposeful bliss, active bliss, intense bliss.

I came to realize as it was occurring, the other experience of the vast silent emptiness had disappeared. I didn’t give this too much thought, since the new experience was so total and enthralling in its own right. But it was a definite change.

Only recently did I realize more clearly what had transpired. And it was a very simple thing. This is so hard to put into words because, again, words cannot, believe me, even come close to describing this. In fact, in some ways, words can only detract from the reality of the experience itself. But they are the only tools we have to even hint at the magnitude of such experiences.

What has changed is that the emptiness became full, and I mean totally and completely full, with no nook or cranny left empty. This fullness that seemed to have obliterated the emptiness was nothing other than my own Self.

The fullness of emptiness is nothing other than Self. It is not an idea of who we truly are. It is the living reality of who we are. It is not even the idea that yes, this emptiness is just myself. It is the living experience of it. It is the Self as all, the Self as totality. The fullness of emptiness is just our own Self.

And so, it continues. I know without any doubt there is more and more and more. Way more. How that will manifest or reveal I have no idea. I only know that it will, and that I am most deeply grateful.

“All I could see was golden light”

I was meditating in the flying hall, enjoying a really nice type of clear transcending. Each time my awareness dipped into the Absolute, it came out
drenched with bliss and very refreshed. It was like taking a cool shower on a hot
day. The next dip went deeper. On the outward stroke, I became aware of a small
globe of golden liquid near the base of my tongue. It was so charming that I had to
drink it. After swallowing, all I could see was golden light. I became aware of a
very intense form of vibrating happiness in my heart. It was so intense! After a
while, the experience calmed down; I resumed program.

“\textit{I experience myself as a lively, silent, infinitely-extending field}”

This is my fourth year coming to attend the Invincible America Assembly. I have
been very fortunate to have spent 20 of the past 40 months here. Each time I have
returned, I have noticed an exponential increase in the quality of experiences
generally – in my own, as well as in the group.

I would like to describe my experiences since arriving back 6 weeks ago.

During program, the complete silence of my Self is often billowing in gentle
waves of crystal-clear stillness. It is rather like the early-morning mists on a lake
or in a meadow, but completely clear, and glowing from inside itself, with a very
bright inner radiance or glow, coming from every side. I am sitting within this
glow, and am also experiencing it as total fullness and liveliness within every cell
of my body and within every fabric and nuance of my awareness.

I am completely still and settled inside. I am as if witnessing a dynamic fluidity of
my very structure and fabric at the same time. I would love to find another word
for the feeling, but I have to say that it is a totally blissful experience, and I am
fulfilled in every possible sense. It is timeless, I am everywhere at once, and I have
no need to ever be anywhere else.

This is becoming a more frequent experience, and one striking result is that my
body is starting to feel to me as if it is made out of that same fabric, rather than
being made of cells and bones etc. I generally feel as light as a feather, and soft
and fluid physically, which for me at age 65 is a great treat! It is also becoming
more and more common for people to comment on how much I am shining. I feel strong and healthy and fit; I sleep like a baby almost every night.

My waking and sleeping seems to have become a continuum over the past couple of years. Waking in the morning feels more like a gentle transition or shifting of my attention, rather than some kind of change of dissimilar states of experience or non-experience. I am not watchful during my sleep, but it seems that I am not losing my ongoing experience of pure awareness when I go to sleep. I am also noticing that if I am awakened or need to get up in the night, I am almost immediately brightly awake – I do whatever needs to be done, then easily slide back into a quiet restful joy.

Nowadays, I feel less like I am me having an experience of the dynamic living Silence, and more like I am the dynamic living Silence having on ongoing experience of me!

Another interesting experience is that oftentimes, during program, if I think about moving into the ring, or to another place in the dome, I feel my body as if immediately “take off” to go there. It is as light as a feather, and full of upward dynamism – it is always a surprise to me that the physical didn’t actually go along too.

Finally, the expression “thousand-headed Purusha” has started to become very clear and obvious to me over the past year or two. Often, whether in or out of program, I experience myself as a lively, silent, infinitely-extending field, which seems at every point within it to be another possible “point of view” (or center of intelligence). It is like every bit of infinity is another possible “me” (or someone who is non-different to me). Sorry, but I can’t find the right words here. I could say that it’s getting mighty crowded in there, BUT they are all blissful, they are all brightly glowing, and they are all ME! So I’m not complaining!

It reminds me of the story about a man who observed a yogi who was ecstatically dancing for hours, all alone and blissfully laughing all the time. Afterwards the
man asked the yogi, “Why are you dancing and laughing here, all alone?” – and the yogi answered, “What do you mean ‘Alone?’”

Over time, I am becoming more and more convinced that I will never again be the same as I was before.

As always, I am eternally grateful to Maharishi (and the wonderful Settles) for making such a glorious life possible for us all.

JAI GURU DEV

EXPERIENCE OF A MILITARY VETERAN LEARNING TRANSCENDENTAL MEDITATION

Before attending Governor Recertification this past summer, Naomi and I were able to give intro/prep lecture presentations at two different veterans centers. Both were well received, and I went to Fairfield knowing we had veterans who wanted instruction in TM when we returned…and that most of them would need financial assistance to learn.

It was the personal interview with the last man, C.R., at the second lecture, that really sparked my passion for this effort. When I saw that there was no address filled in on his personal interview form, I diplomatically suggested he must have overlooked this line.

He barely looked up at me when he answered that he didn’t have an address. He had not worked in quite some time because he could not handle pressure, and he kept having meltdowns, getting into arguments, and even violent confrontations. And that stress had carried over into his home life, where he was constantly arguing with his wife when he wasn’t hiding from the world, shut up in his room. So he and his wife had separated, and he was now living in a tent…in the Everglades.
I looked at this man and my heart just broke.

His face was a mask of sorrow and despair, and he looked utterly shut down; his chest barely moved when he breathed. He looked as if he had lost all hope and I wanted to give him a reason to be patient, to hang in there, until I could secure the course tuition for him to be instructed. So when he asked me if I thought TM could really help him, I told him I was confident it would.

Working with the David Lynch Foundation, I was able to secure scholarship money for C.R. and another vet to learn upon our return from Fairfield. When we called these men to tell them the good news, they were overjoyed and very grateful. So we set the date for their course of instruction.

When C.R. arrived for his instruction he looked very worried and tense. We talked only briefly, and he again expressed hope that this would work. I looked at him at told him that he would now be starting a new chapter in his life, and began his instruction.

He had a good, relaxing experience, barely wanted to open his eyes when his time of meditation was up. I completed his initiation and gave him his going home instructions.

The next day, as I was preparing the lecture hall for the arrival of our students, the door opened, and in walked C.R….and he was smiling, beaming really. I asked him about it, and he said, “Last night I slept through the night…for the first time in 21 years.” That immediately got my attention.

When we discussed experiences, he said he was now back in his home, and with a big smile, that his wife had said it was different when he kissed her. When I replied that we would have to do more research on that, he laughed, and said he had a question: “For months, I have been seeing two psychiatrists, two social workers, a psychologist, just completed an anger management course, an been taking handfuls of medications. And in one day of doing TM I have gotten more relief than all of those other things combined. Is this normal?”
I answered that dramatic results are often reported, and we’ll see how it goes day by day.

The second day of class he mentions that he called six friends. When I ask if that is typical for him, he tells the class that he has not called anybody for months and months. He basically was staying out of sight in his room. But he wanted to reconnect with people, so he made some calls. Everyone in the class recognizes how significant this change is for this man — he is now reaching out to re-establish relationships. Earlier that day, his wife had accompanied him to see one of his social workers, crying tears of gratitude for the change in her husband. (This gets the attention of the social worker, who decides she also must learn TM.) Again, his experiences on his form are very positive. He clearly is practicing correctly and is noticing dramatic changes.

The third day of class, he walks in smiling again, and proceeds to give us a glowing report. He tells everyone, since he learned TM he has been sleeping through the night, and he has had no nightmares. Many people have commented on the change in him — his wife, a social worker, and his pastor. At church, he was hugging people. He reclines comfortably in his seat: “I have my mojo, my life back again. Every veteran with PTSD should be able to learn this. My wife and I want to invite you over for dinner, and I want to become a teacher of this meditation.”

I am so moved by the transformation in this man, I can barely speak. I manage to say, “We’re all very happy for you. As teachers, this is why we teach.”

Two-and-a-half weeks later, he comes to have his meditation checked. His experience is very good, easy, and effortless. Very gratifying also is his understanding of the practice. He mentions that sometimes in meditation he will see images of some of the horrors of war that he witnessed in Iraq, but they are fleeting, and surprisingly lacking in intensity — he just follows the instructions he was given and it is not a problem. He is still sleeping through the night, and has not had a nightmare since he was instructed. And he is talking about working again as a chef.
As we discover in conversation with C.R., he is a very accomplished man, both as a decorated military veteran with Special Forces experience, and as an executive chef of a kitchen in a five star restaurant, who has opened multiple restaurants, and executive chef responsible for food operations at major sports facilities. As he talks, Naomi and I can see the intelligence, command, and confidence expressed through his words, experience and posture. Quite a transformation in 2 1/2 weeks. Amazing.

This is easily the most gratifying experience I have ever had as an initiator.
MORNING SESSION

ADMISSIONS AND MARKETING

Brad Mylett, Dean of Admissions

Including the October Compro entry, Maharishi University of Management enrolled 421 total new students for the academic year 2012–2013 — 30 more than last year. We also enjoyed a record U.S. fall undergraduate enrollment of 109 new US undergraduates, representing a 14% year-over-year increase. The absence of a PhD intake this fall is reflected in the overall lower number of new standard graduate students.

For the second year in a row the percentage of US applicants enrolling from our marketing efforts has been 42%, while referrals have held steady at 58%. Our conversion of accepted US undergraduate applicants to actual enrols has also held steady for the last three years at 76% — one of the highest in the nation — compared to the national average of 49% for private colleges.

Our rather ambitious goals for new standard student fall enrollment 2012 fell short —we hoped to see more students enroll from our China efforts, from Oprah, and from Experience the Self course. Our goals for these three combined areas fell short by about 30 students.

New initiatives

In addition to our ongoing activities we plan to expand our enrollment through the following measures.

- **Content management system** — Deployment of our new Content Management System-enabled website —launching on Victory Day, October 24. 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 is in planning.

• 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.

- **Tennis team** — Tennis-playing students from Maharishi School of the Age of Enlightenment may be more inclined to enroll here if we had a tennis team. We are looking into this possibility.

### Campus Fix-Up

Admissions has helped organize and finance curb appeal projects on campus. Visitors often comment about the visual look of campus — they see great beauty as well as many areas in need of upkeep. The following campus fix up projects have been completed through Admissions.

- **Henn Mansion** — Refinished all 5 exterior mahogany doors applying up to 5 coats of polyurethane. Painted the front entry upper porch and soffit. Removed and replaced rotten wood.

- **Utopia Hall** — Refinished all exterior doors and two 6 foot square intake vents on the south side, removed rust stains from east side. Painted the wood on northeast corner.

- **Library** — Pressure washed east and north sides removing black mildew. Primed and painted all wood window frames and front entry. Primed and painted second story window wall and frames on north side and the cement retaining wall and its metal railing. Primed and painted the upper fascia on north, west and east sides.

- **Buildings 140, 141, and 142** — Pressure washed east side of building including all sides of wings and patios—again to remove black mildew from the brick. Painted the fences around patios and the exposed lower end gables. Also painted the porch stair railings.

- **Dreier Building** — Painted east balcony balustrades.

- **Steam Plant Building** — Replaced 25-year-old broken windows.
3-year spring-and-fall new student numbers

The fall enrollment is highlighted in orange. We’re also showing spring enrollment to show the whole year’s enrollment for this past year and previous years. This is standard reporting procedure for admissions offices at other schools.

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<th>Category of Student</th>
<th>2012 Spring</th>
<th>2012 Fall</th>
<th>2012 Totals</th>
<th>2011 Spring</th>
<th>2011 Fall</th>
<th>2011 Totals</th>
<th>2010 Spring</th>
<th>2010 Fall</th>
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</table>

| Total Standard            | 86           | 171       | 257         | 94           | 175       | 269         | 81           | 156       | 237   |
| Total Professional        | 54           | 87        | 141         | 57           | 58        | 115         | 70           | 70        | 140   |
| Total Evening Weekend/Intern | 3            | 20        | 23          | 2            | 4         | 6           | 3            | 12        | 15    |
| Total New Intake          | 143          | 278       | 421         | 153          | 237       | 390         | 154          | 238       | 392   |
## Fall 2012 New Student Enrollment Goals vs. Actual

### Does not include Compro

<table>
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<tr>
<th>US Enrolls 2012</th>
<th>Goals (set in March)</th>
<th>Actual</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>115</td>
<td>109</td>
<td>-6</td>
</tr>
<tr>
<td>Graduate (standard, intern, evening weekend)</td>
<td>50</td>
<td>41</td>
<td>-9</td>
</tr>
<tr>
<td>Total Undergraduate and Graduate</td>
<td>165</td>
<td>150</td>
<td>-15</td>
</tr>
<tr>
<td>Total Undergraduate and Graduate 2011</td>
<td></td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Year over Year Difference</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

| International Enrolls 2012                            |                      |        |            |
| Undergraduate                                         | 10                   | 11     | 1          |
| Graduate (standard, intern, evening weekend)          | 40                   | 30     | -10        |
| Total Undergraduate and Graduate                       | 50                   | 41     | -9         |
| Total Undergraduate and Graduate 2011                 |                      | 39     |            |
| Year over Year Difference                              |                      |        | 2          |

<p>| New opportunities                                     |                      |        |            |
| China                                                 | 25                   | 11     | -14        |
| Oprah                                                 | 15                   | 3      | -12        |
| Experience the Self                                   | 5                    | 1      | -4         |
| Total Goals vs. Actual                                | 45                   | 15     | -30        |</p>
<table>
<thead>
<tr>
<th>Total Fairfield Campus Fall 2012 (non-Compro)</th>
<th>215</th>
<th>191</th>
<th>-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning Undergrad</td>
<td>260</td>
<td>227</td>
<td>-33</td>
</tr>
<tr>
<td>Returning Graduate (standard, intern, evening weekend)</td>
<td>130</td>
<td>134</td>
<td>4</td>
</tr>
<tr>
<td>New &amp; Return Undergrad</td>
<td>400</td>
<td>343</td>
<td>-57</td>
</tr>
<tr>
<td>New &amp; Return Grad</td>
<td>200</td>
<td>189</td>
<td>-11</td>
</tr>
<tr>
<td>Total Goals vs Actual</td>
<td>600</td>
<td>532</td>
<td>-68</td>
</tr>
</tbody>
</table>

| Total Goals New vs Actual (minus “new opportunities”) | 570 | 562 | 8 |

<table>
<thead>
<tr>
<th>Total new students enrolled — year over year</th>
<th>Fall 2011 Total new students enrolled</th>
<th>Fall 2012 Total new students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>179</td>
<td>191</td>
</tr>
</tbody>
</table>
Factors supporting student decisions to come to MUM

Taken from a survey of entering undergraduates Fall 2012

Values assigned:
- 3 = Super Important
- 2 = Important
- 1 = Less Important
- 0 = Not Important
Major influences in student decisions to attend MUM

- MUM’s Website
- Interaction with MUM Students
- Interaction with MUM counselors
- Your Financial Aid Award
- MUM Videos on Youtube
- Interaction with MUM faculty
- Videos on mum.edu
- Encouragement From Parents
- MUM's printed Literature
- Student DVD
- MUM Student Blogs
- MUM’s Facebook Page
- MUM Blog

Attended another college?

- Yes
- No
What kind of high school did you attend?

- Public
- Private
- GED
- Home school

Did you attend a visitor’s weekend at MUM?

- Yes
- No

Impact of Visitor’s Weekend on decision to enroll

- Major influence
- Minor influence
- No influence
How students first heard about us


<table>
<thead>
<tr>
<th>Year</th>
<th>Marketing</th>
<th>Referrals</th>
<th>Sample Size</th>
<th>% from Marketing</th>
<th>% from Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>39</td>
<td>67</td>
<td>106</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>2011</td>
<td>55</td>
<td>76</td>
<td>131</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>2012</td>
<td>57</td>
<td>80</td>
<td>137</td>
<td>42%</td>
<td>58%</td>
</tr>
</tbody>
</table>

New student enrollment — 10-year comparison

Admissions (Fall and Spring) Standard New Students History (2003 - 2012)
### Data for the pipeline charts above

<table>
<thead>
<tr>
<th>Year</th>
<th># US Inquiries</th>
<th># US Apps</th>
<th>% Conversion Rate of Inquiries to Apps</th>
<th># Accepts</th>
<th>% Conversion Rate of Apps to Accepts</th>
<th># Enrolled US Students</th>
<th>% Conversion Rate of Accepts to Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1705</td>
<td>198</td>
<td>11.61</td>
<td>156</td>
<td>78.79</td>
<td>123</td>
<td>62.12</td>
</tr>
<tr>
<td>2011</td>
<td>1490</td>
<td>252</td>
<td>16.91</td>
<td>184</td>
<td>73.02</td>
<td>143</td>
<td>56.75</td>
</tr>
<tr>
<td>2012</td>
<td>1605</td>
<td>299</td>
<td>18.63</td>
<td>194</td>
<td>64.88</td>
<td>151</td>
<td>50.50</td>
</tr>
</tbody>
</table>

### US UNDERGRADUATE ACCEPT/ENROLL CONVERSION FALL

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Accepts</th>
<th>Total Enrolled</th>
<th>% Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>135</td>
<td>102</td>
<td>75.56</td>
</tr>
<tr>
<td>2011</td>
<td>124</td>
<td>94</td>
<td>75.81</td>
</tr>
<tr>
<td>2012</td>
<td>144</td>
<td>109</td>
<td>75.69</td>
</tr>
</tbody>
</table>
Total enrollment annually since 2000

Since Compro students are still due to arrive next month and the final fall 2012 total is still a guess, this chart reflects spring semester figures from 2000-2012 because those numbers are final.

Magic Hour content management system

Tom Hirsch, Director of Information Services  
Paul Stokstad, Director of Marketing

The Magic Hour content management system (CMS) project is really 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.
Content management system

It’s more difficult to quantify the benefits of this aspect of the project. Paul Stokstad 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 student. Paul 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.

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

US News college rankings — falling out of favor?

Craig Pearson

Perhaps it is a sign of rising collective consciousness: We are seeing articles in prominent publications that are highly critical of the US News and World Report rankings.

These rankings are based on a fundamental absurd notion: that the quality of a college or university can be represented in a single number, and that those numbers can be ranked as a way of comparing the quality of education students receive.

The largest single factor in calculating the rankings, moreover, is “undergraduate academic reputation.” How is this determined? US News sends leaders at colleges and universities around the country a booklet with hundreds of schools listed, asking these leaders to rate the schools according to various scales—a fundamentally impossible task. We imagine that these people see the name Maharishi University of Management and give us the lowest number. So much for open-minded and evidence-based decision making in higher education. (For years I have taken the booklet I receive and drop it into the recycling barrel.)

In any case, here are two excellent articles on this topic:


We will put links to these articles at the bottom of the article I wrote on this topic for our website.

Although *US News* rankings do not influence US students much (except perhaps the very wealthy), they do influence families in other countries. The real solution is rising collective consciousness. But we also send our upcoming *University Report* to officials at all major US colleges and universities. We have impressive news to report, and after a few years of doing this we may see a shift in rankings.

**From a prospective student**

Finally, here is an excerpt from an applicant’s essay that just arrived.

> I wish to gain a rich experience at Maharishi. I don’t necessarily have any wishes for anything, no expectations. I know that going into an experience with an open heart and open mind is important. That will allow me to be a “sponge” in my environment — so to speak. I already have complete confidence in all of the staff, and their ability to share their expertise with the students. I felt their genuine, and helpful nature while at the visitor’s weekend. I know that nothing is a mistake in this world and things will occur the way they are supposed to, and if I’m in the best spiritual condition and open to what Maharishi has to offer me, there seems to be an infinite possibility.
FINANCIAL REPORT

Michael Spivak, Treasurer

2011–2012 RESULTS

The University ended the 2011-2012 fiscal year with a cash flow surplus of $104,000, versus a budget of $17,000. Cash flow from student and campus-related operations exceeded budget by about $770,000, but this amount was offset by a shortfall in fund raising, mainly in Endowment Campaign operating support (see table following), and by unbudgeted construction expenditures for the renovation of Building 153 and the repair of the Dreier Building.

Fundraising results and goals

<table>
<thead>
<tr>
<th>Project</th>
<th>2012 Actual</th>
<th>2012 Goals</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Fund</td>
<td>2,209,000</td>
<td>2,100,000</td>
<td>109,000</td>
</tr>
<tr>
<td>Golden Domes/Invincible America</td>
<td>109,000</td>
<td>200,000</td>
<td>-91,000</td>
</tr>
<tr>
<td>Global expansion of consciousness-based programs</td>
<td>152,000</td>
<td>200,000</td>
<td>-48,000</td>
</tr>
<tr>
<td>Golden Dome Market addition</td>
<td>126,000</td>
<td>115,000</td>
<td>11,000</td>
</tr>
<tr>
<td>Endowment Campaign operating support</td>
<td>187,000</td>
<td>564,000</td>
<td>-377,000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>2,783,000</strong></td>
<td><strong>3,179,000</strong></td>
<td><strong>-396,000</strong></td>
</tr>
</tbody>
</table>
Major variances between last year’s actual results and budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Difference</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increases in cash flow:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased Receipts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Professionals Program</td>
<td>$1,149,000</td>
<td>Higher placements and collections</td>
</tr>
<tr>
<td>Decreased Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>113,000</td>
<td>Reduced energy prices and use</td>
</tr>
<tr>
<td>Decreases in cash flow:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decreased Receipts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Raising</td>
<td>-396,000</td>
<td>See table above</td>
</tr>
<tr>
<td>Accounting Professionals</td>
<td>-214,000</td>
<td>Weak job market</td>
</tr>
<tr>
<td>Increased Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renovate Building 153</td>
<td>-195,000</td>
<td>Not budgeted</td>
</tr>
<tr>
<td>Dreier Building flood repair</td>
<td>-81,000</td>
<td>Not budgeted</td>
</tr>
<tr>
<td>Net Difference from Major Items</td>
<td>$ 376,000</td>
<td></td>
</tr>
</tbody>
</table>

2012-13 Preliminary Budget

The preliminary working budget for 2012-13 assumes a break-even cash flow. Gross receipts from standard program students are expected to be higher as a result of increased enrollment, but net receipts are expected to be about the same due to a 24% increase in student health insurance premiums. This is a response by the insurance industry to new health care rules coming into effect, and is on the low end of premium increases experienced by other independent Iowa colleges and universities. Net receipts from the Computer Professionals program are expected to decline due to the decreased availability of students for hire, a reduction in collections as the amount of outstanding student receivables is reduced, and higher student health insurance premiums. Offsetting the decline in receipts will be reductions in expenditures for construction and Endowment Campaign support.
KEY FINANCIAL DRIVERS

Student Growth - Enrollment

Enrollment in standard programs increased by 3% over the previous fall to a record 497, nearly doubling in the last five years. The Fairfield campus population (the first three student categories from the bottom in the following chart) increased by 2% to a record 628. As a result of a decrease in the number of Professionals students, total U.S. enrollment declined by 5% from 1,231 to 1,172.

Student Growth - Enrollment
Revenue per student

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012 Actual</th>
<th>2012 Bdgt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Prof.</td>
<td>20,194</td>
<td>22,522</td>
<td>23,963</td>
<td>26,117</td>
<td>25,545</td>
<td>27,405</td>
<td>27,481</td>
<td>26,861</td>
</tr>
<tr>
<td>Standard</td>
<td>13,224</td>
<td>13,475</td>
<td>13,186</td>
<td>13,238</td>
<td>13,538</td>
<td>13,632</td>
<td>13,743</td>
<td>13,632</td>
</tr>
</tbody>
</table>

Year ended June 30 ($000s)

Retention

Undergraduate Retention - Spring to Fall

<table>
<thead>
<tr>
<th>Year</th>
<th>S 05 to F 05</th>
<th>S 06 to F 06</th>
<th>S 07 to F 07</th>
<th>S 08 to F 08</th>
<th>S 09 to F 09</th>
<th>S 10 to F 10</th>
<th>S 11 to F 11</th>
<th>S 12 to F 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Undergrads</td>
<td>83%</td>
<td>74%</td>
<td>76%</td>
<td>62%</td>
<td>72%</td>
<td>80%</td>
<td>86%</td>
<td>80%</td>
</tr>
<tr>
<td>New Undergrads</td>
<td>67%</td>
<td>58%</td>
<td>50%</td>
<td>42%</td>
<td>74%</td>
<td>71%</td>
<td>76%</td>
<td>69%</td>
</tr>
</tbody>
</table>
Please see the full retention report, starting on page 71.

**Financial Stability - Reserves**

Note: Undergraduates studying in China excluded from all numbers. “New Undergraduates” includes students who are first-time in a college or university and transfer students. “All Undergraduates” includes continuing and readmitted students.
students. Students who started a semester but left after a short time were included in the initial cohort.

**Glossary**

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

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

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

- **Standard Programs** — academic programs for which students are required to pay in full, absent financial aid arrangements, at the beginning of each semester.
ALUMNI OFFICE

Anna-Maria Cornell and Matthew Kendz, Alumni Office Directors

Overview

The alumni office continues to plan and execute engagement programming that will expand outreach, clean our database, and inspire alumni to give back through financial and volunteer support.

Achievements

- 13 events were held at MUM and Fairfield in the prior year with more than 400 participants
- Lotus Job Network (lotusjobnetwork.org) implements Phase I of marketing and development, completing needed website customizations and enlisting Fairfield employers to regularly post job openings
- Regional events in Las Vegas and Phoenix hosted by Matthew Kendz and David Todt. Both events included a video presentation of the highlights from the opening of the Swartz-Guich Sustainable Living Building
- Steady growth of participation in the Alum Card program with over 1000 cards issued
- “Knowledge Break” live webinar program resumes with 3 events for Fall/Winter and replay option available on the alumni site
- Class Notes launched in August e-newsletter and monthly e-newsletter consistently opened by 22-25% of recipients in accord with industry trends
- 8% of alumni donated to the annual fund 2011/12, accounting for 13% of annual fund revenues

New Strategies and Goals

- Outreach call campaign to all alumni to offer updates and inspiration, identify regional representatives and areas for regional chapters
• Develop regional alumni groups and identify 5 leaders to facilitate 6-8 regional events and dedicated e-mailings. A member of the alumni staff to travel to regional events
• Alumni survey to evaluate programs and identify engagement opportunities
• Hire a full-time intern (or Ideal Administrator) to support the development of Lotus Job Network and alumni customer service
• Develop Literature Reunion (Sept 2013) as the next Annual Signature Event with the support of former and current literature faculty
• Alumni exclusive mailing campaigns to include bi-annual newsletters, letter from the Alumni Association Board, annual fund mailing campaign for first time donors
• Develop Alumni segment of the Study Abroad program with a potential event in Italy in 2013
• Alumni Association membership increase from 15% to 21% for a total of 630
• Attend CASE District Conference in Chicago (Dec. 2012) as part of alumni staff professional development and connect with alumni professionals at nearby colleges
• Continue database clean-up and implement “lost alums” campaign to decrease invalid contacts by 5-10%
• Increase number of alumni participating in the Annual Fund by 3% over 2011–2012
FINANCIAL STABILITY

Prior to the 2011-2012 school year we projected a substantial budget deficit. Over the course of the year our situation consistently improved with increased tuition income, new enrollment, successful fundraising, generous donations, and careful fiscal management. As a result we completed the fiscal year on June 30 with a small budget surplus. Our expanded boarding program was especially instrumental in improving our finances.

STUDENT ENROLLMENT

- 45 new students enrolled. They came from all over the USA and the world: Kansas City, South Carolina, California, Panama, Mexico, Gambia, China
- 11 new boarding students this Fall – 7 from China, three domestic, one from Mexico
- 28 total boarding students: 18 total Chinese, 5 domestic, 4 returning international, 1 new international
- Total enrollment increased to 213 to date, a net increase over last year.

DONATIONS

- Received $22,000 restricted donation to upgrade the school’s technology. The donation will be used to purchase new computers and video projectors for the classrooms.
- $25,000 restricted donation for a new high quality video about the school. Video is finished and ready to be shown.
• Funds were raised to complete a new kitchen for the Seed to Table program and classes have begun. The kitchen holds up to 30 students, with prepping, cooking and washing stations.

NEW TEACHERS

• Welcomed 14 new teachers, the biggest influx in our school’s history. The new teachers are collaborating with veteran teachers, working and learning from them.

• Six of our new teachers are Maharishi School Alumni.
  - **Timothy Walker**, Class of 2002, Dean of the Boys School. A Maharishi School Graduate in 2002, Timothy went on to study English, History and secondary education at the University of Iowa.
  - **Ben Estey**, Class of 2001, Theatre Arts and Speech.
  - **Tasha Blitz**, Class of 2005, Science of Creative Intelligence to the 9th, 10th, and 11th grade girls, and Global Studies to the 9th and 10th grade girls.
  - **Jeremy Jones**, Class of 2005, math and Science of Creative Intelligence classes to the 11th and 12th grade boys
  - **Michael Cook**, Class of 2005, Sustainable Living

• Other New High School Teachers
  - Rick Rudloff, physics and mathematics
  - Brandon Hyde, Global Studies grade 10 boys, American Government, and World History and help with vocal aspects of speech program. Graduate of Fairfield High School.

• **New Lower School Teachers**
  - Syndy Casey, vocal and instrumental
  - Karen Sherbondy, School Library/Media Center director
o Jan Wixon, Resource Teacher
o Diane Denbaum: Physical Education to 5th and 6th grade girls and boys
o Katie Eller: Part-time Preschool teacher
o Bandana Adhikari: Preschool teacher from Nepal

NEW UPPER SCHOOL SCHEDULE

• The Upper School added an elective period after lunch. The Electives include: Cooking, Art, Photography, Theater Arts, Speech, Desktop Publishing, Research in Science and Technology, Ceramics.

• This also allowed us to improve our social studies curriculum with the new Global Studies course and expanded American Government and World History.

• The Middle School will continue on its popular authentic project-based timetable.

• Coherent Common Program: All students (meditators, rising Sidhas, Sidhas) meditate at 3:10. This allows PE and sports practices to extend beyond 5pm, and gives students and coaches a more comfortable routine — they do their full program with their peers and when practice is finished they can go directly home and have dinner.

FROM THE SCHOOL BOARD DIRECTOR

Bob Daniels, School Board Director

The essence of Maharishi School of the Age of Enlightenment is the wonderful knowledge with which Maharishi blessed us. This is reflected in the happy, shining faces one sees at the School, the continued academic excellence our students achieve, and the growth of consciousness they reflect. All of these truly priceless gifts were preserved and built upon last school year by the faculty, staff, students, parents and school board of Maharishi School.
Showing marvelous adaptability, Maharishi School enjoyed success in meeting the challenges of lower local parent numbers and weak local economic conditions.

- **Enrollment** – Maharishi School did this by continuing to implement its 4-pronged marketing plan to increase enrollment and tuition. Enrollment from last fall to this fall improved from 198 to 213. From 2010–2011 to 2011–2012 tuition revenue increased approximately $100,000.

- **Fundraising** – Fundraising efforts were also well rewarded last school year as Maharishi School improved donations approximately $100k. Since overhead was generally held level, this netted break-even performance for the school year, a stellar improvement from the $170,000 loss of 2010–2011.

- **Budget** – Our budget for 2012-13 is not yet complete but continued gains in full-paying international students are expected to offset higher pay for faculty and other normal operating cost increases. We expect better than break-even results for the 2012-13.

Another highlight of the last few months is that now six of our faculty are themselves graduates of Maharishi School. This, and other small improvements in many areas, has created encouraging and positive feedback from parents as the school year begins. Finally, the Board strengthened its relationship with the Maharishi School faculty last year, and both sides look forward to frequent and open communication.
MEDIA AND COMMUNICATIONS

MASTER’S DEGREE PROGRAM
2013-14 BUDGET PROPOSAL

Gurdy Leete, Stuart Tanner, and Patrik Siljestam

Executive Summary

Three years ago (2009), the original proposal for the Media and Communications MA program was approved by the HLC and the Trustees of the university. The original proposal included two tracks, Video Media and Writing, and included hiring additional faculty, both full-time and part-time, as well as an administrator.

The strategic changes in this proposal eliminate many potential obstacles for fulfilling our goals for launching the MA and would provide the department and the University with many benefits:

- This version of the proposal reduces the need to get budget approval for, recruit, and train new faculty. Professor Leete is in favor of launching the MA without the new faculty if necessary and taking on a higher teaching load.
- By not offering the writing track, for now at least, we wouldn’t need to coordinate anything with the Literature Department.
- Dr. Gorini has felt strongly that we would need a full-time faculty member to supervise the program, and Professor Leete would fulfill that role. With his MFA in Filmmaking, he has the appropriate academic credential for the position.
- By having other faculty take up his five undergraduate Web design and animation classes and two of Professor Tanner’s undergraduate classes, we could eliminate our excess capacity for undergraduate courses. We could also more fully utilize our RED ONE camera.
- If we can gain approval for the MA this month, then we have sufficient time to recruit a terrific group of students. After we launch the MA, the success of the
MA students could help us greatly in further improving and expanding our program in the ways we desire.

- This new program could help us make our creative community more attractive to prospective students and industry leaders.

**Review of Student Interest and Student Learning Outcomes**

The present students in the BA in Communications and Media have repeatedly asked the faculty about the possibility of continuing with an MA. In 2010/11, there were 16 students graduating with a BA in Media & Communications. Based on the evidence of the strong, unsolicited interest expressed by our present and recent students; we project that the University will have 18 students enrolled in the first year of the MA program. The program will be very attractive to students wishing to further develop their career and creative voice.

The primary means of assessing student learning in the program will be an evaluation of the students’ writing and video projects completed in twelve weeks of full-time work in CMM 580 or 581. These projects are formulated by the students with the aid of the faculty.

The faculty will develop evaluation rubrics for various types of projects, including TV documentary, infomercial, educational video, web and web or print journalism, fictional video, poetry, fiction, etc. An example of such a rubric is the evaluation grid to be used for a television documentary project, shown in Appendix 3. The key feature of this rubric is the brief narrative description of the level of student learning evidenced (Excellent or “Award-winning,” Good or “Publishable,” Fair or “Amateur-quality”) for each of several attributes by which a media project is to be judged. These attributes are:

- A narrative that is compelling, informative, and insightful, and that conveys a meaningful experience for the audience.
- Visuals that support and enhance the power of the narrative.
- Sound that has been well thought out and executed, and that supports the visual ideas and is in keeping with the feel of the narrative.
• Performances by any human contributors, whether actors or members of the public, that are consistent, very natural and authentic.

• Editing that enhances the impact of the material, with pace, style, and use of images that are highly skillful and that show a great appreciation for the material.

• Presentations by the students of their project, in writing and verbally, that are completely coherent and compelling, and that inspire their audience to want to support and view their project.

As much as possible, the faculty will expect students to have their projects aired or published. Each student or student group will create a website that publishes their projects. The program’s emphasis will be on commercial works in a well-defined genre.

**Teaching Schedule, Enrollment, and Other Demands on the Department**

The program will start in August 2013, by offering only the film/video track of the MA Professor Tanner and Professor Leete will teach all the courses, except SCI and one block that would be taught by capable guest faculty. One staff support person would be needed to administer the program.

Professor Tanner would teach 3 months of MA courses and 1 month of undergraduate courses. Professor Leete would teach 4 or 4.5 months of MA courses and no undergraduate courses. Instructors Susan Romero, Gabe Romero, and Jessica Keen would teach additional undergraduate courses to compensate for this change. They would also take over the department’s undergraduate academic advising and our department’s undergraduate internship program from Professor Leete.

We would need reasonably new iMacs and software and a few additional cameras for the MA. We wouldn’t launch the program next year with 7-year-old iMacs. We would also need additional funding for reliable air conditioning and Internet.
access even though these expenditures wouldn’t be charged directly to the program.

**Proposed Course Schedule**

To offer these courses we would need a RED ONE specialist — Donald Revolinski or someone to replace him if he’s not available.

**Required Core Courses (16 credits)**

<table>
<thead>
<tr>
<th>Month</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Graduate SCI (2 weeks long) - MUM Faculty</td>
</tr>
<tr>
<td>September</td>
<td>MC 500 Advanced Narrative (4 credits), Gurdy Leete</td>
</tr>
<tr>
<td>October</td>
<td>MC 520 Screenwriting (4 credits), Gurdy Leete</td>
</tr>
<tr>
<td>January</td>
<td>Forest Academy: MC571 The Film Review (2 credits), Gurdy Leete or TBD</td>
</tr>
<tr>
<td>May</td>
<td>MC 590 The Media Market (4 credits), Gurdy Leete</td>
</tr>
</tbody>
</table>

(No writing track - at least in the first cohort)

**Video Media track (20 credits)**

<table>
<thead>
<tr>
<th>Month</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>MC 550 The Frame (4 credits), Gurdy Leete</td>
</tr>
<tr>
<td>December</td>
<td>MC 582 The Field (4 credits), Adjunct Faculty</td>
</tr>
<tr>
<td>February</td>
<td>MC 581 Video Media Project (12 credits), Stuart Tanner</td>
</tr>
<tr>
<td>March</td>
<td>MC 581 Video Media Project (continued), Stuart Tanner</td>
</tr>
<tr>
<td>April</td>
<td>MC 581 Video Media Project (continued), Stuart Tanner</td>
</tr>
</tbody>
</table>

To accommodate the new calendar structure, we would perhaps eliminate this course which was included in the proposal to the Trustees and HLC: CMM 570 Critical Analysis (4 credits)

**Performance Measures Expected for 2012-13**

- **Expected Average Class Size**

One FTE student is defined as taking 36 credits in the two-semester academic year. Our expected 18 FTE students will generate 18 x 36 = 648 student-credits. Dividing that by the 36 credits we plan to teach next year yields a predicted
average class size of 648/36 = 18. This is more than the 15.0 that has been set as an expectation by the Executive Council.

- **Expense Per Student**

We look at our faculty and staff requirements, and their expense, and at the other expenses of this program. Not counting the cost of classroom space, using the cost estimates listed below the cost per student is $152,500/18 = $8,472.

- **Faculty Requirement and Expense**

Teaching 36 credits next year would call for 36/20 = 1.8 FTE faculty, and with Professor Leete as program director (0.2 FTE), our faculty requirement will be 2.0 FTE.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FTE</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gurdy Leete</td>
<td>1.1</td>
<td>Director 0.2</td>
</tr>
<tr>
<td>Stuart Tanner</td>
<td>0.6</td>
<td>Teaching in the BA program</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>0.2</td>
<td>To be recruited</td>
</tr>
<tr>
<td>SCI teacher</td>
<td>0.1</td>
<td>Supplied by another department</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **Staff Requirement and Expenses**

An MA program administrator will be required for many important tasks, including recruiting and orienting new faculty, and organizing consulting faculty visits and guest speakers for the seminar series.

This person will also be responsible for the following:

Creating the Web pages for the MA in Communications and Media; recruiting students and answering questions from prospective students; orienting new faculty; evaluating, justifying, and purchasing all hardware and software; monitoring quality of classes offered; collecting Closing the Loop statements for each class; developing the assessment plan for the MA in Communications and Media; writing the first draft of the annual assessment report for the MA in Communications and Media; writing the short annual Trustees Report for the MA in Communications and Media; organizing the library book/media order for the
MA in Communications and Media; organizing and submitting course schedules and faculty teaching loads in the Spring for the MA in Communications and Media; responding to questions for the M.A in Communications and Media program from the Dean of Faculty and others; supervising the program’s office manager; supervising work-study students; training and supervising TAs; program publicity; setting up and publicizing seminars.

<table>
<thead>
<tr>
<th>Staff</th>
<th>FTE</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be determined</td>
<td>1.0</td>
<td>Office manager, Program Administrator</td>
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<tr>
<td>Total</td>
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</table>

**Other Expenses for 2012-13**

Running an MA course in Media and Communications requires an additional media lab. The increase in student numbers at the undergraduate level has in itself put a strain on the Communications and Media program’s existing resources. The new lab must be for the exclusive use of the MA students. It would be very inspiring to the students working at this level if they felt they had their own studio and their own creative space.

The lab will include 18 27” iMacs computers suitable for video editing, and a digital video projector. In addition to part-time access to our RED ONE camera and our current HD camcorders (shared with undergraduate classes), it will also include additional video equipment including 2 additional video camera kits, plus Adobe Master Collection software and Final Cut Studio video editing software.

Our proposed new equipment budget is: $90,110 for the first year, $34,500 for the second year, $12,100 for the third year, for a total of $136,710. So with this new budget, when leased the equipment cost would be: $30,036 (plus interest) per year for three years, starting August, 2013, plus $11,500 (plus interest) per year for three years, starting August, 2014, plus $3,033 (plus interest) per year for three years, starting August 2015.
We would also need additional funding for reliable air conditioning even though this expense wouldn’t be charged directly to the program. There have been problems with the current air conditioning for our BA program. Teaching graduate students will require higher quality facilities in order to satisfy their higher expectations.

**Summary of Expenses**

We are budgeting a personnel expense of $120,000 (Patrik’s estimate) and an office expense of $32,500 for a total of $152,500.

**Alternative Scenarios by Gurdy Leete**

I’ve revised and renamed the plans to cover most of the various possible results of our faculty recruiting efforts:

A. Professor Leete: 1 BA course, 3 MA courses, MA program director = 1.0 FTE  
   • New faculty = 2 MA courses, 1 MA Forest Academy = 0.5 FTE

B. Professor Leete: 1 BA course, 4 MA courses, MA program director = 1.2 FTE  
   • New faculty: 1 MA course, 1 MA Forest Academy = 0.3 FTE

C. Professor Leete: 1 BA course, 4 MA courses, 1 MA Forest Academy, MA Program Director = 1.3 FTE • New faculty: 1 MA course = 0.2 FTE

D. Professor Leete: 1 BA course, 4 MA courses, MA program director = 1.2 FTE  
   New faculty: 1 MA course = 0.2 FTE • MA students take existing Forest Academy classes, not a new one designed for them
E. Professor Leete: 5 MA courses, MA program director = 1.2 FTE • New faculty: 1 MA Forest Academy = 0.1 FTE

F. Professor Leete: 5 MA courses, 1 MA Forest Academy, MA program director = 1.3 FTE • New faculty: none.

G. Professor Leete: 5 MA courses, MA program director = 1.2 FTE • New faculty: none.

MA students take existing Forest Academy classes, not special ones for them.

In Plan E, F and G, Professor Leete would teach no BA courses.

So I suggest:

- If we can recruit appropriate faculty to teach 2 MA courses and 1 MA Forest Academy, we would proceed with Plan A.
- If we can recruit appropriate faculty only for 1 MA course and/or 1 MA Forest Academy, then we proceed with Plan B, Plan C, or Plan E.

If none of the above work out, we proceed with Plan F.

In the budget proposal we would estimate the different cost of each of these plans. The advantage of this multi-tiered strategy is that we don’t have to wait to see if we can recruit faculty to proceed with publicizing the program, because we can fall back on Plan F if necessary.

I think Plan A is best, but there is a good chance we can’t recruit appropriate faculty. And the Dean of Faculty’s office is always under pressure to save money so the likelihood of Plan F seems high, but so it goes.

Plan D and G are the worst from the student viewpoint. Based on my experiences teaching the MA in 3-D Animation and the MA in Web Design years ago, I think that because the MA is short, the students may need a special Forest Academy targeted at them to make them feel like they are getting their money’s worth, especially because we are scrimping on the variety of faculty in their courses.
PROCEDURES FOR NOMINATING, ELECTING, AND ORIENTING NEW TRUSTEES

Raja Tom Stanley

We may soon consider electing additional members to the Board. The Governance and Nominations Committee feels we should have simple but standard procedures for nominating and electing new Trustees. These would serve to familiarize prospective Trustees with Board responsibilities, and allow current Trustees to identify the interests and qualifications of the nominee before his or her election.

The Committee proposes the brief guidelines below, drafted by Raja Tom Stanley, and then revised substantially based on comments by Bob Brown. Members of the Committee made additional comments on Board diversity and critical competencies, which also shared below.

The draft Procedures were sent to all Board members by email, with a request for comment or participation in a group to modify them. In response to the one suggestion for change, a specific reference to the “Qualifications of a Trustee” approved by the Board in May 2012 was added.

PROPOSED FOR APPROVAL BY THE BOARD

Procedures for Nominating, Electing and Orienting New Trustees

These procedures establish an orderly, systematic process for selecting new Trustees, ensuring as much as possible that new Trustees are prepared to fully embrace trusteeship responsibilities and contribute maximally to the success of the University.

1. The Governance and Nominations Committee considers candidates for Trustee nomination. This generally will involve discussion with other Trustees or the full
Board. The “Qualifications of a Trustee” as adopted by the Board in the May 2012 document “Responsibilities, Activities and Qualifications of a Trustee: Summary Statements” shall be taken into account.

2. Candidates being considered seriously will meet with a Trustee representative to discuss Trustee responsibilities and activities and to mutually evaluate interest and qualifications. The representative answers the candidate’s questions, and provides introductory documents for the candidate’s review. These shall include:

- Trustee “Fact Sheet” (2 pages)
- “Responsibilities, Activities and Qualifications of a Trustee: Summary Statements” (adopted by the Board, May 2012, 6 pages)
- “AGB Statement on Board Accountability, January 17, 2007” (10 pages plus 4 pages front and back matter, 14 pages total)

3. The candidate is given further opportunity to speak with the Board representative, other Trustees, and University administration. If the candidate is interested in becoming a Trustee, the Committee may interview the candidate to further evaluate qualifications and prospective areas of focus as a Trustee.

4. The Committee makes its recommendation to the full Board.

5. If the full Board elects the candidate to become a Trustee and the candidate accepts the position, the new Board member is given access through the Board’s website portal to other orientation documents (in preparation).

6. The new Trustee is assigned a Trustee “mentor” (often the Trustee who proposed their election) to help the new Trustee acclimate to their new responsibilities.

**Additional Comments from Governance and Nominations Committee Members**

As a suggestion for the future when we expand our search, it would be great to construct a competency wheel which would list the major competencies we would be looking for on our Board. Naturally, the presumption is that, no one Trustee is likely to possess all of the listed competencies, but as a composite profile the
Board would include all of them. This would ensure that in these days of Trustee responsibilities and needs to grow our enrollment, we should be asking if there are critical competencies that are missing?

One more thought: I hope we make a major objective to improve the breadth of our Board. We need more women, younger outstanding alumni, and racial diversity especially given our international draw. That should be something we strive for. We are way out of balance with White Males of a Certain Age. We’re also too Fairfield centric…. We have no University governance expertise or certified Financial experts like public companies require. This isn’t a complaint, rather an observation. I love and respect my colleagues on the Board. But we are changing generations in both the student body and among the faculty and over time our Board should move in that direction. But we have to put our attention on it for it to happen.

For Reference: The “Qualifications of a Trustee” as adopted by the Board, May 2012

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

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

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

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

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

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

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

8. Strengthening the Board’s collective leadership capacity through balancing professional competencies represented on the Board:
   - experiential competencies (for example, leadership, strategic planning, organizational skills, project management, business experience, non-profit experience, academic experience),
   - professional qualifications and technical expertise (in areas such as financial management, investment management, business administration, information technology, marketing, public relations, human relations, fundraising and development, teaching, curriculum development, academic leadership, higher education administration, scientific disciplines, the arts, etc.),[^1]
   - distinguished record of achievement as a member of a core constituency of the University (faculty, administration, alumni);

9. Reflecting the diversity of our world family, including for example:
   - expanding generational diversity,

[^1] The Board may consider reserving a number of seats for those who have extensive academic training and teaching experience at MUM or other higher education Consciousness-Based colleges and universities.
• representing opportunity for global expansion of the University through diversity of geographical, cultural, ethnic, and personal background,
• increasing gender diversity.
The January 2010 report of the Higher Learning Commission’s 2009 team that visited the University called for a commission-mandated focused visit “on leadership, planning, compensation, and assessment,” scheduled for May 2013. One of their suggestions was that the University mission documents be reviewed and approved by the Board of Trustees. In addition, the Association of Governing Boards of Colleges and Universities holds that a fundamental responsibility of university boards is to approve the mission and purpose of the institution, and periodically, to reexamine and reshape that mission as needs and conditions indicate (AGB Statement of Board Accountability, 2007, pp. 2 and 10).

In August, Raja Tom Stanley invited Trustees and about 18 other faculty and administration to join a working group to review the existing University Mission Documents for possible change. These documents have been formulated over many years, with hundreds of hours dedicated to the process of reviewing and revising them. At the same time, it was felt it might be helpful to condense them and distinguish between vision, mission, and values statements. Another goal of the working group was to formulate a comprehensive statement of concrete long-term aspirational goals based on the discussion led by Dr. Morris at the morning session of the Trustee meeting last February.

In all, 10 people indicated interest in participating in the working group (4 Trustees and 6 faculty and administration), and participated in an initial meeting. Unfortunately, due to other responsibilities, the working group was not able to follow through with its planned process and timeline.

The working group did produce an initial draft of a comprehensive statement of concrete, long-term aspirational goals for the University. These are intended to serve as a bridge between the University’s Founding Goals and the University’s current Strategic Plan (which covers 3-5 years). They are both specific and broadly inspirational — a blueprint for achievement over the next 20-30 years for every University department and constituency.
Based on the work they did do, the administration recommends the Board resolve the following regarding University Mission documents:

- to retain our existing Founding Goals
- to retain the existing Mission Statement
- to replace the existing statement of Core Values with the somewhat streamlined statement of Core Values
- when time permits, to review the mission documents again with an eye towards condensing them, distinguishing between vision, mission, and values statements, and incorporating additional ideas raised by working group members
- as part of the University’s strategic planning process, involve all University departments in reviewing and completing the comprehensive statement of concrete, long-term aspirational goals of the University.

**FOUNDING GOALS**

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

**CURRENT MISSION STATEMENT**

Maharishi University of Management was founded in 1971 by Maharishi Mahesh Yogi to fulfill the highest ideals of education. Foremost among these ideals is developing the full potential of consciousness in every student — to help students develop the ability to think and act in accord with the laws of nature and to live fulfilled and successful lives. This fulfills the long-sought goal of education: to
produce fully developed individuals, citizens who can fulfill their own aspirations while promoting all good in society.

We have pioneered a unique system of higher education, Consciousness-Based education, that systematically cultures students’ full creative intelligence, the basis of learning. Consciousness-Based education gives traditional academic study the foundation of complete knowledge of consciousness coupled with simple, natural, scientifically validated technologies for developing consciousness.

These technologies are the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying. This integrated approach develops students’ ability to manage their lives successfully, to grow steadily in health, happiness, and wisdom, and to achieve professional success and personal fulfillment.

Our unique educational programs fulfill a commitment to four broad areas of responsibility:

1. **Holistic development of students** — cultivation of consciousness, mind, body, and behavior
2. **Academic excellence** — training at the forefront of knowledge in each discipline and in the ability to think critically and act effectively and ethically
3. **Scholarship** that expands the domains of knowledge, expressed in all four areas of scholarship — discovery, teaching and learning, integration, and application
4. **Improved quality of life** for the individual, the community, the nation, and the world
CURRENT PUBLISHED CORE VALUES – Recommend replacing

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

1. **Development of consciousness** — Water the root to enjoy the fruit. We use Maharishi’s techniques, including Transcendental Meditation, to develop the full potential of our consciousness and create peace in ourselves and the world. Group practice of these techniques is most powerful.

2. **Consciousness-Based education** — Enjoy 200% of life: 100% of the outer, material value and 100% of the inner, spiritual value. This is our specialty, our unique contribution to education. Consciousness-Based education develops students from within and promotes holistic growth.

3. **Engaged learning** — Knowledge is gained from inside and outside. We engage students through active learning and rigorous academics, without the stress commonly experienced by university students. We encourage open inquiry by our students, faculty, and administration to culture receptivity and engagement in the process of gaining knowledge.

4. **Continuous improvement** — The nature of life is to grow. We are all committed to proactively improving ourselves and our University.

5. **Progressive communication** — The art of speaking lies in truthful speech which is always uplifting, never harmful. We value honest, respectful, and non-judgmental communication.

6. **Generosity of spirit** — Giving is the basis of receiving. We cultivate trust, kindness, and generosity to promote growth in ourselves and our community.

7. **Honoring diversity** — The world is my family. We honor cultural diversity as well as diverse backgrounds and viewpoints. We welcome everyone’s contributions.

8. **Campus in harmony with natural law** — Maximize the intelligent use the environment. We are committed to creating a campus in accord with Natural Law — a new model of sustainability.
9  **Health and happiness** — The purpose of life is the expansion of happiness. We value a campus culture that promotes balance, health, enjoyment, and a spirit of fun.

**REVISED CORE VALUES – Recommended new version**

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.
ENROLLMENT

The following table shows a year-over-year enrollment comparison. Standard Programs and Standard Enrollment refer to Fairfield students, other than Co-op and intern students, who pay at the beginning of each semester. Intern students attend classes part-time and earn tuition credit by working on campus, so do not contribute to student receipts. The most significant enrollment trends are highlighted.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td><strong>TOTAL ENROLLMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fairfield</td>
<td>613</td>
<td>628</td>
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<tr>
<td>• U.S. Distance Education</td>
<td>618</td>
<td>544</td>
</tr>
<tr>
<td>• China</td>
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<td>0</td>
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<tr>
<td>• South Africa</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Undergraduate</td>
<td>343</td>
<td>350</td>
</tr>
<tr>
<td>• Graduate</td>
<td>888</td>
<td>860</td>
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<tr>
<td><strong>FAIRFIELD ENROLLMENT</strong></td>
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<tr>
<td>• Undergraduate</td>
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<td>• Graduate</td>
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<td>• U.S. Citizens</td>
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<tr>
<td>• Non-U.S. Citizens</td>
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<td>• Standard Full-Time Programs</td>
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<td>• Standard Part-Time Programs</td>
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<td>• Study-Work (Intern) Programs</td>
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<td>• Co-op On Campus</td>
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<tr>
<td>• Undergraduate</td>
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<tr>
<td>• Graduate</td>
<td>97</td>
<td>112</td>
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ONLINE EDUCATION ENROLLMENT HISTORY

Online education enrollment history

The DE initiative covers two types of courses: on-campus courses and online courses. Total Student enrollment is given in each category

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Start Date</th>
<th>Total enrollment</th>
<th>Paid enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Reading Pulse</td>
<td>Dec 2010</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Physics 1st course</td>
<td>Jan 2011</td>
<td>350</td>
<td>166</td>
</tr>
<tr>
<td>Physics 2nd course</td>
<td>Jan 2012</td>
<td>78</td>
<td>72</td>
</tr>
<tr>
<td>Maharishi Yoga Asanas</td>
<td>June 2011</td>
<td>79</td>
<td>71</td>
</tr>
<tr>
<td>The Essence of Buddhism</td>
<td>July 2011</td>
<td>70</td>
<td>66</td>
</tr>
<tr>
<td>Ayurvedic Cooking</td>
<td>Nov 2011</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td>Veda and Physiology Online</td>
<td>Mar 2012</td>
<td>93</td>
<td>87</td>
</tr>
<tr>
<td>STC</td>
<td>Feb 2013</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>Oct 2012</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Bhagavad Gita</td>
<td>Apr 2013</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Naturally Trim (formerly Naturally Thin)</td>
<td>May 2012</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td>Maharishi Vastu</td>
<td>Aug 2012</td>
<td>111</td>
<td>111</td>
</tr>
</tbody>
</table>
Wellness Consultant online  | Sept 2012 | 3 | 3
Consciousness Based Education  | Sept 2012 | 11 | 11

**Totals**  | 917 | 701

**Current Enrollment**  | 560

### On-Campus Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Start Date</th>
<th>Total enrollment</th>
<th>Paid enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veda and Physiology</td>
<td>June 2011</td>
<td>530</td>
<td>529</td>
</tr>
<tr>
<td>The Essence of Buddhism</td>
<td>July 2011</td>
<td>70</td>
<td>66</td>
</tr>
<tr>
<td>Wellness Consultants</td>
<td>Oct 2011</td>
<td>57</td>
<td>40</td>
</tr>
<tr>
<td>Health Professionals</td>
<td>Oct 2011</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>The Ramayan as Art</td>
<td>Oct 2011</td>
<td>136</td>
<td>136</td>
</tr>
<tr>
<td>Vedic Agriculture</td>
<td>May 2012</td>
<td>73</td>
<td>70</td>
</tr>
<tr>
<td>Brain and Consciousness</td>
<td>Sept 2012</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>The Ladies Brain</td>
<td>Oct 2012</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>Oct 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>976</td>
<td>934</td>
<td></td>
</tr>
</tbody>
</table>

**Current Enrollment**  | 110

**Grand totals**  | 1,893 | 1,635

---

**OTHER ENROLLMENTS**

- **Maharishi School of the Age of Enlightenment** – fall enrollment — **209**
- **Invincible America Assembly** — **495** on the grant last month. Grant participation peaked at 563 in July.
- **Maharishi Vedic Pandits** — 615 Maharishi Vedic Pandits, 26 cooks = **641** total
  564 visa applications have been filed
RETENTION AND GRADUATION RATE

SUMMARY

The retention figure we report to the Federal government — fall-to-fall undergraduate retention for first-time undergraduates (non-transfer students) — rose for the fourth consecutive year, from 75.5% last year to 77.3% this fall.

Other retention figures:

- Undergraduate transfer student retention — dipped slightly, from 68.9% last year to 66.2%, but still higher than the prior two years.

- All new undergraduate retention (first-time students and transfers) — also dipped slightly, from 71.8% last year to 68.9% this year — probably not a statistically significant change, and still higher than the prior four years.

- All undergraduate retention – also dipped slightly, from 78.4% last year to 75.7% this year, but still higher than the prior five years.

NOTE ON THE CHARTS ON THE FOLLOWING PAGES:

On the rows that show “All Undergraduates,” the percentages include not only those enrolled in the baseline semester who returned for the follow-up semester, but also those who successfully completed degree requirements meanwhile. This was not clear before. The percentages for “All Undergraduates” are therefore a measure of institutional success in both having students persist until graduation and return if they have not yet met all degree requirements.
### Fall to Fall Undergraduate Retention and Persistence (two semesters)

<table>
<thead>
<tr>
<th></th>
<th>F 04 to F 05</th>
<th>F 05 to F 06</th>
<th>F 06 to F 07</th>
<th>F 07 to F 08</th>
<th>F 08 to F 09</th>
<th>F 09 to F 10</th>
<th>F 10 to F 11</th>
<th>F 11 to F 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Time Undergraduates</strong></td>
<td>69.6%</td>
<td>66.0%</td>
<td>68.0%</td>
<td>41.5%</td>
<td>51.4%</td>
<td>72.1%</td>
<td>75.5%</td>
<td>77.3%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undergraduate Transfers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>71.3%</td>
<td>57.0%</td>
<td>69.0%</td>
<td>63.5%</td>
<td>55.8%</td>
<td>68.9%</td>
<td></td>
<td>66.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All New Undergraduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>69.4%</td>
<td>62.0%</td>
<td>52.9%</td>
<td>59.0%</td>
<td>64.0%</td>
<td>71.8%</td>
<td></td>
<td>68.9%</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>All Undergraduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>68.9%</td>
<td>65.9%</td>
<td>55.7%</td>
<td>59.6%</td>
<td>68.3%</td>
<td>78.4%</td>
<td></td>
<td>75.7%</td>
</tr>
</tbody>
</table>

(Percentage of new-to-college students enrolled in the fall semester who returned for the following fall semester)

(Percentage of new transfer students enrolled in the fall semester who returned for the following fall semester)

(Percentage of all new students enrolled in the fall semester who returned for the following fall semester)

(Percentage of students enrolled in the fall semester who persisted to graduation during that semester or the next, or returned for the following fall semester)
### Fall to Spring Undergraduate Retention and Persistence (one semester)

<table>
<thead>
<tr>
<th></th>
<th>F 04 to S 05</th>
<th>F 05 to S 06</th>
<th>F 06 to S 07</th>
<th>F 07 to S 08</th>
<th>F08 to S 09</th>
<th>F 09 to S 10</th>
<th>F 10 to S 11</th>
<th>F 11 to S 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All New Undergraduates</strong></td>
<td>87.8%</td>
<td>91.7%</td>
<td>76.5%</td>
<td>80.0%</td>
<td>77.6%</td>
<td>78.6%</td>
<td>85.1%</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

(Percentage of all new students enrolled in the fall semester who returned for the spring semester)

<table>
<thead>
<tr>
<th></th>
<th>S 05 to F 05</th>
<th>S 06 to F 06</th>
<th>S 07 to F 07</th>
<th>S 08 to F 08</th>
<th>S 09 to F 09</th>
<th>S 10 to F 10</th>
<th>S 11 to F 11</th>
<th>S 12 to F 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All New Undergraduates</strong></td>
<td>66.7%</td>
<td>57.9%</td>
<td>50.0%</td>
<td>42.3%</td>
<td>73.6%</td>
<td>71.2%</td>
<td>75.7%</td>
<td>68.5%</td>
</tr>
</tbody>
</table>

(Percentage of students enrolled in the spring semester who returned for the fall semester)

### Spring to Fall Undergraduate Retention and Persistence (one semester)

<table>
<thead>
<tr>
<th></th>
<th>S 05 to F 05</th>
<th>S 06 to F 06</th>
<th>S 07 to F 07</th>
<th>S 08 to F 08</th>
<th>S 09 to F 09</th>
<th>S 10 to F 10</th>
<th>S 11 to F 11</th>
<th>S 12 to F 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All New Undergraduates</strong></td>
<td>82.6%</td>
<td>73.7%</td>
<td>76.3%</td>
<td>62.2%</td>
<td>71.7%</td>
<td>79.6%</td>
<td>85.6%</td>
<td>79.9%</td>
</tr>
</tbody>
</table>

(Percentage of students enrolled in the spring semester who persisted to graduation at the end of the spring semester or returned for the fall semester)
# Spring to Spring Undergraduate Retention and Persistence (two semesters)

<table>
<thead>
<tr>
<th></th>
<th>S 06 to S 07</th>
<th>S 07 to S 08</th>
<th>S 08 to S 09</th>
<th>S 09 to S 10</th>
<th>S 10 to S 11</th>
<th>S 11 to S 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All New Undergraduates</strong></td>
<td>50.0%</td>
<td>53.8%</td>
<td>42.3%</td>
<td>67.9%</td>
<td>59.6%</td>
<td>67.6%</td>
</tr>
</tbody>
</table>

(Percentage of all new students enrolled in the spring semester who returned for the following spring semester)

**NOTES** – Undergraduates studying in China and South Africa are excluded from all numbers.

“All New Undergraduates” includes students who are first-time in a college or university and also transfer students.

“All Undergraduates” includes continuing and readmitted students as well.

Any student who started a semester was in the initial cohort, even if they left after a short time in the first semester.
Related to retention is graduation rate. See the chart below for our graduation rate over the past five years. Graduate rate refers to the percentage of undergraduate students who graduate within six years of enrolling (150% of the normal time to complete a degree).

By way of comparison:

- 58% — the overall national average for first-time, full-time students at all 4-year institutions.
- 65% — the graduation rate for students at private nonprofit institutions
- 56% — the graduation rate for public institutions
- 28% — the graduation rate for private for-profit institutions
- We would note that MUM has many nontraditional and lower-income students who don’t have as much of the usual parental encouragement to finish up.

Click here for more national information.
**Annual Giving**

The total donations received for the Annual Fund for the 2011/2012 FY is $2,209,188, exceeding the goal of $2.1 million. Extraordinary support was given by Dr. Gil Younger, who contributed $880,000, which included a matching offer of $170,000 in June to help us reach the goal. Also, Howard and Alice Settle made a very generous gift of $200,000, the David Lynch Foundation made a generous gift of $100,000, Vincent and Maggie Argiro gave $62,000 and Jeffrey and Rona Abramson gave $50,000. The total donors to the AF during the past fiscal year dropped slightly from 1190 to 1168.

The total restricted donations to the University is $1,744,457. Some of the largest areas of support and donors were:

- **Sustainable Living Center** — $599,496 — Eric and Mary Sue Schwartz—$370,000, Brad Cooke—$100,000, Wege Foundation—$50,000
- **Endowment** — $332,927 — Jeffrey and Rona Abramson $80,000
- **Dome Support** — $127,355
- **Golden Dome Market expansion** — $125,000—Doug and Francie Greenfield
- **Building renovations** — $125,000 — Ramani and Louise Ayer
- **Office of the President** — $83,104
- **ISTPP** — $70,721

**Endowment Campaign**

A Campaign Cabinet meeting is scheduled for October 4 where we will continue to discuss top prospects and strategies for contacting them. One of our newest members, John Lass, is helping to organize meetings in the northwest for Dr. Morris and Ed Malloy.
Dr. Morris has suggested we hold benefactor weekends for individuals, couples, or small groups of six to provide an in depth understanding and experience of the growth and progress of the University, our strategic plan, and opportunities to support Maharishi University of Management. Trustees are invited to work with us to invite their friends and business associates to visit the University.
NEW ACADEMIC GOVERNANCE STRUCTURE

Dr. Craig Pearson, Executive Vice-President

This was one of our major Lean achievements last spring. Outcomes we set for ourselves at the beginning:

- greater integration of planning, budgeting, and assessment (as requested by the 2009 HLC team)
- efficient and centralized coordination of all academic activities and responsibilities
- greater efficiency of decision-making
- having full-time deans (rather than “episodic deans” — that is, deans who can do their dean work only when they do not happen to be teaching)
- clear oversight over all activities, with clear lines of reporting and accountability in all areas
- greater understanding of the process and a greater sense of ownership by all the faculty, along with effective means of communicating with all the faculty about ongoing activities
- greater coordination and integration of the various distance education and international initiatives that have started to spring up
- standardization of meeting times and protocols for the committees

We feel we achieved these outcomes. The chart below shows the structure at a glance. The main new elements include:

- a central Academic Planning Council to oversee all aspects of academic functioning, chaired by the Executive Vice President
- four full-time deanships, each overseeing a distinct area of academic responsibility, with no academic activity falling outside these areas
- four primary committees, each chaired by a dean
Academic Governance • Organizational Chart

Board of Trustees

President

Executive Vice-President

FACULTY SENATE

ACADEMIC COUNCIL

Academic Planning Council
Dr. Craig Pearson,
the four Academic Deans, and Dr. Greg Guthrie

Dean of Faculty
Dr. Cathy Gorini

Dean of Academic Programs
Dr. Chris Jones

Dean of Teaching & Learning
Dr. Jane Schmidt-Wilk

Dean of Global Expansion
Bill Goldstein

Faculty Personnel Committee

Curriculum Committee

Teaching & Learning Committee

Global Expansion Committee

ACADEMIC DEPARTMENTS

INDIVIDUAL FACULTY

Academic Computing Committee

Technology Committee

Academic Standards Committee

Library Committee

Protection of Human Subjects and Animal Rights Committee

Teacher Education Advisory Committee

Publications Committee
HLC VISIT

The focused visit of the Higher Learning Commission will take place Monday and Tuesday, May 6–7, 2013.

The most recent comprehensive visit to MUM took place in October 2009. The team’s January 28, 2010, report recommended a focused visit “on leadership, planning, compensation, and assessment” to take place during 2012-2013. 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:

a. Approved mission statement

b. Updated strategic plan, and multi-year budget

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

d. 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

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

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

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

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

---

**OUTLINE OF OUR REPORT TO THE HLC**

We have already begun writing the report. Certain sections are now being worked on by the people who oversee the respective area. The basic outline is as follows.

**Mission and Strategic Planning**

This section of the self-study addresses four points of evidence required by the 2009 team’s report:

- Approved mission statement
- Updated strategic plan and multi-year budget
- Evidence that strategic plan includes widespread community participation and communication and use
- Evidence that strategic plan has been put into use and evaluated.

**Human Resource Planning and Compensation**

In this section, we address two points of evidence called for in the 2009 team’s report:
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

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

**Assessment of Student Learning Outcomes for Planning and Budgeting**

This section addresses one point from the 2009 team’s report.

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

Ellen Jones, Dean of Student Life

Major initiatives for this year

- **Work with the faculty to inspire students for higher states of consciousness** through Maharishi’s technologies, including
  - Giving students a “Maharishi Vedic Toolbox,” offering various Maharishi technologies to help students take better care of themselves
  - Establishing a student Maharishi Ayurveda clinic

- **Continue to work with our colleagues to improve student satisfaction**, reflected by Student Satisfaction survey and retention rate

- **Continue to clean up the residence halls**, in terms of physical cleanliness and mold prevention and remediation (with our CAO), as well as substance-free living, with highly improved Residential Life staff

- **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
  - Offering meal plan options
  - Building a strong sense of community in the residence halls and planning for themed housing in various “learning communities”

- **Promote substance-free students** 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 by our Governor psychologist, Dr. Jonathan Shapiro. Dr. Shapiro reports a very successful first meeting.
“The students were very excited about the group and love the idea of reading the Science of Being together.”

- Provision of more student activities, especially athletic activities
- Continued policing and enforcing

- **Improve academic and career advising and support** through
  - Collaboration with and training of academic departments (fall entry experienced a substantial step of progress in academic advising)
  - Development of website with self-contained modules covering various aspects of advising
  - Creation of student portal (with Enrollment Center and Admissions) allowing for online curricular planning, enrollment, and degree check
  - Development of various workshops for students on career topics
  - Creation of data base of internships and employment opportunities

- Better integrate and support international students with US students

### Personnel changes

We would like to report the following changes to the trustees:

- **Ellen Jones will be retiring** from her position as Dean of Student Life for personal reasons. “This is an excellent time for the Department of Student Life to undergo a transition,” she says. “The students seem happy, the department is functioning well, and the policies and procedures that have been established during these past three years should create a good foundation on which the next Dean can move forward with confidence and ease. I feel my mission has been accomplished.”

- **Dr. Rod Eason has been appointed Dean of Student Life.** Dr. Eason earned his PhD in Maharishi Vedic Science from MUM, is on the faculty of the Department of Maharishi Vedic Science, and currently chairs the Development of Consciousness Department. He is highly regarded by students and
colleagues alike. He embodies pure knowledge combined with organizing power, has a strong and refined presence, and the skills, nature, and experience to take Student Life to the next level.

- **Sheila Swanson has been promoted to Associate Dean of Students** and will work with Dr. Eason in managing the Department. She is intelligent, kind, soft-spoken, strong, and capable. She has been part of the Student Life core team for two years, and can help make a seamless transition.

- **Jan Sickler, former Associate Dean of Students, has been appointed Director of Career Services.** His skills, experience, and personality are well suited to this position.

- **Graham Torpey, former Associate Director of Residential Life, has been appointed Assistant Dean of Students.** He will oversee the Residential Life Department along with new “dean” responsibilities.

- **Alvaro Monasterio has been appointed Associate Director of Residential Life.** A native of Spain, he brings sharp focus, a delightful personality, quiet strength, and boundless enthusiasm to the position.
RENOVATION REPORT

by Dr. David Streid, Chief Administrative Officer

SUMMARY

In the past three years we have spent over $4.5 million on campus improvements, including major renovations to the High-Rises and some Frats, new roofs, new boilers, lighting, and various other projects. Last May the Trustees approved that we spend another $3.125 million over the next two years on further campus improvements. What follows is a report on this latest project.

The $3.125 million was divided into two main areas:

- mold prevention and remediation — $1.188 million
- other necessary campus improvements, including those required by OSHA and the EPA — about $2 million

We have made major progress in the mold prevention and remediation projects, with drainage improvements to 10 Frat buildings nearly complete, one new roof finished and another started, and 550 new windows received and over 140 of those already installed. In addition we have installed new flooring in student rooms where mold or smells were a problem, as well as have replaced carpet in hallways and lounges. Deep cleaning and treating of potentially moldy areas has also been done, with more to do. At this point we have spent or committed about $560,000 of this portion of the budget.

We have also done a number of small projects in the second category, including improvements to student rooms and dorm common areas that were not directly mold related, improvements to the Argiro Student Center, and renovating three apartments on campus for faculty and staff. We have spent about $87,000 in this category.

Funding is available for the first category through generous donations, over the next several years, of our Trustees Jeffery Abramson and Ramani Ayer, coupled
with Mr. Ayer co-signing for a one-year line of credit for the University. After this one year, we will need to do further borrowing to bridge the gap until the sum of the donations comes in.

Funding for the second category was to come from the Facilities Management operating budget ($125,000), long-term borrowing on asset improvements from the first category, and further donations. At this point we have received no additional donations toward the second category and are unable to do any long-term borrowing on the ongoing capital improvements. Thus all $87,000 has come out of the Facilities operating budget. We cannot continue these projects until we receive more donations or can take out long-term loans. This is a serious situation that needs to be addressed by the Trustees.

Details of Renovation Progress to Date

Our major focus in July and August was on student dorms. During the month before school started we installed new flooring in over 80 student rooms and new carpeting in a number of dorm hallways and lobbies. We will continue to upgrade student rooms and dorm common areas throughout the year.
Hildenbrand Hall, room with carpet tiles

High-Rise room with tile floor
Mold Prevention and Remediation

We are doing a number of large and small projects on campus to keep moisture out of buildings.

- **Replacing roofs** — The first is installing new roofs on buildings. We are finishing the reroofing of Frats, which will complete a major, three-year roofing project that has put new roofs on four of the main classroom buildings as well as all the High Rises and most of the other Frats. Four Frats are getting new roofs – one is finished, work is starting on the next one. Work will be finished by the end of October.
• **Repairing drainage** — We are fixing the drainage around many of the old buildings on campus, including all the Frats and High-Rises. This is to keep moisture from seeping into the basements and lower levels of these buildings. Work on the ten occupied Frats, including 153, will be finished by October 12 if not sooner. Work on the High-Rise dormitories will begin shortly after that.
Replacing windows — We are replacing all the old windows in the Frats and High Rises. The High-Rises and some Frats had this done in the last few years, and now we are installing 550 new windows in the remaining Frats. These windows will greatly improve the energy efficiency of these buildings, provided people do not leave them open when the heat or air conditioning is on. Work is mostly completed on two Frats, all will be done by Thanksgiving.
• **Regrading land** — We are re-grading the areas around the buildings and seeding grass so that water flows away from the buildings. This also helps beautify the campus. Some of this seeding may not take place until next spring, as we have to wait for the ground to settle before grading.

![](image)

153 – Former patio area, being regraded for seeding.

- **HVAC Improvements** - Another focus in reducing moisture is improving HVAC systems. Condensation has been a problem on hydronic (Air conditioning) pipes in the High-Rises. Work has been completed in two buildings to properly insulate and ventilate these pipes so that condensation will not be a problem. The other 3 High-Rises will have this work completed over the winter (when condensation is not a problem). New emergency exit doors are also being installed that will prevent outside moist warm air (in the summer) from penetrating the buildings.

Finally, we have and will continue to eliminate any mold we find in campus buildings through deep cleaning or removing moldy materials. Major deep cleaning of the fan coil units in Hildenbrand hall was completed before students arrived. In addition, many of the 80 rooms that had carpet replaced by either vinyl tile or carpet squares were ones that had musty odors or where moderate spore
counts were detected. We have also replaced the hallway and entrance carpets in a number of dorms where smells were also a problem.

More work to ensure that our buildings are mold free is scheduled for the next two months. We will be doing the same deep cleaning of fan coil units in the High-Rises and Frats as was done in Hildenbrand. More carpets will be replaced with vinyl tile or possibly carpet squares in some areas. Bathroom ventilation will be installed in more Frat bathrooms.

**Frat 153 Renovation**

The renovations actually began with a major renovation of Frat 153 in May. The goal was to create a place where visiting faculty and guests can stay as well as Invincible America Assembly participants. This building is ideally suited for this purpose since each room has its own bathroom. Work is nearly complete on this project, with occupants already moving into the building.

*On the following pages: photos of 153 at the near completion stage*
East entrance with its designer/builder, Duncan McMaster

Inner lobby
Typical bathroom in each room

Typical second floor room with carpet
The actual expenses for renovating Frat 153 have been higher than anticipated. To date, costs have exceeded $320,000 versus the $250,000 budget. There are several reasons. First, in any renovation project, there are expenses that cannot be predicted until the work has begun. This was the case with the 39 bathrooms in this building. Second, we had to stop work on this building in late July so the contractors could focus on room preparations for students arriving in August. When work resumed, we had lost momentum as well as some of the contractors...
who had been working at good prices. Third, we did not initially plan to bring the building to such a good level of finish and appearance, but some of our Trustees inspired us to make this building a place where we can house guests with pride and comfort.

**Balance of Projects and Sources of Funds**

Work has begun on some of the Category B projects as well. These include improvements in the residence halls (previously mentioned) and improvements in the Argiro Student Center, including the new carpet tile in the lower level, new stair treads in the stair well to the lower level, and the new ceramic tile on the front steps (in progress). We also renovated three Frat apartments for faculty and staff (Utopía Park is full) and we needed these to accommodate people arriving in August.
Other pressing projects on hold till funds are available

We have many more pressing projects related to OSHA and EPA requirements that have not yet started. This is because the only source of funds currently available for the balance of the approximately $2 million in projects besides mold remediation is the $125,000 allocated in the Facilities Management operating budget. To date we have spent about $87,000 of this money, so we are no longer in a position to use more of these funds at this point in the year except for emergency projects.

Because we have received no additional donations and cannot do any further long-term borrowing on the ongoing capital improvements, we must halt these other planned projects. This situation needs to be addressed quickly so we can continue with this essential work.
MUM LEAN
Report on Spring Lean Project Implementation

SUMMARY

Last fall 23 staff and faculty, including 7 of 9 Executive Committee members, took a four-day training course in Lean, led by a consultant from Winona State University in Minnesota. During the spring semester of 2012, we undertook 11 projects — an ambitious number right out of the chute, according to the consultant.

In every case we were able to streamline processes, which (1) freed staff time to do more productive work, (2) reduced frustration, (3) improved customer satisfaction, (4) improved employee morale, and (5) helped build capacity, so that as enrollment grows we will not have to add personnel at the same rate. A number of projects will lead to increased student satisfaction, thereby contributing to student retention.

We project savings of $100,000 this year in personnel time, in addition to gains related to increased employee and student satisfaction and retention (not readily calculable). Following is a more detailed summary of each project.

1. Campus-wide Meeting Room Reservation Process

The focus here was on scheduling Dalby Hall and the Festival Hall.

- A systematic pricing sheet for rental rates was developed.
- A Google form was drafted and is under review. Once approved, requests will be made by this form.
- Eventually a webpage and associated online calendar will allow the general public to view the schedules for these two rooms before making a request. Moving to Magic Hour will help.
• EFFECT – This will save time and headache, freeing people to use their time more productively.

2. Dorm Room Inventory Process

Dorm room inventories work from a baseline against which room damage is measured and fines are levied.

• A new form has been created that combines the Inventory Form, the Housing Departure Form, and a new for tracking University furniture if it is moved from a room (e.g., when students bring their own bed). Students fill it out when they move in and again when they leave.

• EFFECT – This new process reduces printed materials and is a more efficient system for the Resident Advisors, Residence Directors, Housing, and Financial Aid.

3. Student Complaint/Suggestion Process

The Lean team for this process outlined standard best practices and procedures to handle complaints and requests and communicate them to departments.

• A standardized central location in Student Life is available where students can call if they don’t know who to go to for complaints/suggestions.

• A prominent web page (part of mum.edu) has been created that shows web links for various types of problems.

• Information Systems will research the possible use of the MUM Helpdesk to be used by multiple departments providing services to students.

• There are two computers where students can go online to make suggestions.

• There is now a large and prominent icon on the website.

• EFFECT – This new system will save time, serve students much more effectively, reduce frustration, and enable us better to monitor trends in student experience and where more attention is needed. Financial savings remain to be calculated.
4. Staff/Faculty Orientation Process

Faculty:

- New faculty require a lot of information up front. Jane Schmidt-Wilk, Dean of Teaching and Learning, will compile CBE DVDs and materials.
- Departments now have a checklist for orienting new faculty.
- Amellia (assistant to the Dean of Faculty) has regular meetings with the Departmental Administrators (DAs) to exchange information on procedures, course materials, and purchasing. DAs now have more of a presence in the department.

Staff:

- The onboarding process begins with the potential hires, starting two months in advance and continuing for two months (previously everything was done in a single day after the person started work).
- New staff also have a mentor in the department.
- EFFECT – This system will provide a much smoother experience for new faculty and staff, resulting in greater faculty/staff satisfaction and retention.

The DOF and HR Office are moving toward greater consolidation. They plan to make common forms and coordinate codes for their different databases.

5. Student Academic Advising Process

- The Student Advising Lean team suggested new and revised procedures for academic advising. The team found 21 points needing improvement.
- Placement testing now takes place before students arrive rather than during orientation week. Admissions will also play more of a role in initial advising.
- Academic advising will now take place primarily in the academic departments, where students feel most at home. Undeclared students will continue to be advised by the Enrollment Center. Faculty have received initial training in this, and faculty advisors will meet periodically during the year to share experiences.
• EFFECT – A more effective and rewarding process for both students and faculty, which will contribute to greater student satisfaction and retention.

6. Inter-Library Loan Process

• The Interlibrary Loan (ILL) Lean identified bottlenecks and gaps in service as well as ways to reduce paper use and do more of the work on computers.
• Spreadsheets have replaced paper forms in borrowing /lending transactions with other libraries. This eliminates the time-consuming management of paper forms.
• Communication between borrowers and lenders will be addressed by adopting more efficient email and resource ordering/receiving/delivery applications. WorldCat QuickStart will be used for patron book searching and Odyssey delivery — both free additions offered by companies that currently serve us.
• Should be implemented by the end of September.
• EFFECT — Reduced time on the part of library staff, fewer mistakes.

7. International Admissions Application Process

International Admissions already had an extensive flow chart mapping each step for processing foreign national applications. The process includes various paths for different levels of applicants (financial, academic, procedures for different programs, etc.).
• 27 recommendations for improvement were identified.
• Several major problems were identified (China, PhD application processing, applicants from poorer countries without finances, no budget for recruiting in northern Europe and Scandinavia, etc.). Follow up discussions have been conducted for some of these concerns.
• EFFECT – One person’s job was eliminated (this person has been reassigned to ES). Also greater efficiency and better customer service, which should have a positive effect on recruiting.
8. Resource Development Office Donations Processing

The Resource Development Office carefully attends to donors. Processing gifts is tailored to different categories of donors and requires attention to detail in responding to donor requests, processing their gifts (check, cash, monthly credit card, one time gift, wire transfer), thanking them in the way they prefer (email, letter, phone call, annual letter, etc.), depositing gifts, and recording gifts and requests in the database.

The team mapped out this extensive process and found several ways to simplify it without compromising personalized attention.

- 5 bank accounts have now reduced to 2 accounts, with an occasional third.
- Thank you letters are now prepared and sent electronically, saving paper and postage and increasing the speed of responding to donors.
- EFFECT – Greater efficiency, fewer mistakes, freeing staff to use their time more productively.

9. Career Counseling Process

The analysis of processes of the Career Services department found that students desire a stronger, customer-service oriented, student-centered approach.

The newly-designed Career Counseling process includes four areas: Know Yourself, Explore Deeper, Identify a Career Path, and Find a Job.

The group recommended re-organizing the Career Services Office and curriculum. The team is suggesting the following initiatives:

- Using a three-track Career Services delivery model integrating communication via the web, personal advising, and workshops.
- Creating a variety of entry points for students (new vs. transfers) and discover how to best cater to these distinct groups.
- Using effective communication channels to inform the students of Career Services available.
• Increasing the use of technology to keep up with the latest trends, to help our students use the many available resources on the web.

• EFFECT – Much improved service to students in this important area, which will contribute to student satisfaction and retention.

10. Academic governance and decision making

The academic governance structure oversees all activities, policies, and procedures in the academic side of the University — planning, budgeting, assessment, creating new programs, monitoring and improving quality, setting academic standards and requirements, etc.

The system had grown complex over time. Faculty did not necessarily understand how the system worked; planning, budgeting, and assessment were not well integrated; items sometimes fell between cracks or required undue time to complete; online and distance education initiatives were not coordinated.

The Lean team redesigned the governance. They

• created a central Academic Planning Council to oversee all aspects of academic functioning, chaired by the Executive Vice President

• established four full-time deanships, each overseeing a distinct area of academic responsibility

• established four primary committees, each chaired by a dean

• merged smaller committees into these major committees to streamline functioning

• established clear lines of reporting and accountability

• reestablished the primacy of the Faculty Senate, and established several ways of communicating with the faculty as a whole

• established the principle that committees should be small (5-6 people) for greatest efficiency and standardized protocols for committee meetings

• EFFECTS — Streamlines the whole process of governance and decision-making, eliminates things falling between the cracks, improves communication
with the faculty as a whole, enhances the faculty’s sense of ownership of the process, integrates planning and budgeting and assessment, better coordinates all academic activities, provides better follow-through on initiatives to improve student learning and student satisfaction, and saves 648 hours/year of time that would have been spent in committee meetings.

11. **Purchase Order and Interbilling System**

- Improved training is the main ingredient — Paul Handelman and Prajwal will focus on this.
- 16 changes were recommended for the PO online system. The incremental changes are underway.
- Interbilling is being reviewed and a projected interface with the online PO process will be piloted and evaluated, then incorporated.
- **EFFECTS** – This improved system will save time and reduce mistakes, improving staff and faculty productivity.

**LEAN – COST SAVINGS ESTIMATES**

<table>
<thead>
<tr>
<th>Lean Project / Department</th>
<th>Category of Savings</th>
<th>Personnel Savings / Reallocation</th>
<th>Money Saved / Reallocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Admission</td>
<td>Labor</td>
<td>1 person reallocated from Accounting MBA to ESL Faculty</td>
<td>$16,656</td>
</tr>
<tr>
<td>Admissions</td>
<td>Labor</td>
<td>1/2 time person; job automated</td>
<td>$6,000</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Labor</td>
<td>1 MUM staff time saved July 2012</td>
<td>$2,338</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Labor</td>
<td>1/4 time MUM staff time saved</td>
<td>$7,014</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Labor</td>
<td>1 MUM staff time saved July 2012</td>
<td>$1,868</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Labor</td>
<td>1/6 time MUM staff time saved</td>
<td>$2,455</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Labor</td>
<td>1/6 time MUM staff time saved July 2012</td>
<td>$267</td>
</tr>
<tr>
<td>Departement</td>
<td>Category</td>
<td>Details</td>
<td>Amount</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Labor</td>
<td>1 MUM staff recouped from GCWP July 2012</td>
<td>$1,764</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Labor</td>
<td>Misc. Hired Labor July 2012</td>
<td>$500</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Supplies</td>
<td>Photocopying (we did large job through the Press and they always invoice for large jobs — but they would not normally charge for MUM Legal Counsel jobs; this was converted to GCWP)</td>
<td>$9,272</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Supplies</td>
<td>Color photocopying</td>
<td>$500</td>
</tr>
<tr>
<td>Pandit Visa Processing</td>
<td>Shipping</td>
<td>Changed from Legal Counsel FedEx Account to GCWP Account</td>
<td>$2,500</td>
</tr>
<tr>
<td>Faculty Governance Committees</td>
<td>Labor</td>
<td>648 faculty man-hours saved @ $20/hour</td>
<td>$12,960</td>
</tr>
<tr>
<td>Resource Development Office Donations Process</td>
<td>Supplies</td>
<td>Software upgrade that will allow for email thank-you’s to donors. Initially an expense, it will save $2500/year; payback in two years.</td>
<td>-$5,000</td>
</tr>
</tbody>
</table>

**Annual Savings 2012–2013**  
$59,094

**Projected Expenses / Savings**

<table>
<thead>
<tr>
<th>Department</th>
<th>Projected Labor Savings</th>
<th>Details</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase Order &amp; Interbilling Processes will happen this fiscal year</td>
<td>Projected Labor Savings</td>
<td>There are 500 online PO’s per month, 6000 per year. Staff will save 5 minutes per online PO or 500 man-hours @ $16 (30 hours/wk x 50 wks/yr, average staff benefit package $25,000)</td>
<td>$8,000</td>
</tr>
<tr>
<td>Dorm Room Inventory Process &amp; Strong Staff</td>
<td>Fines</td>
<td>Tighter handle on rooms; students cannot have two rooms / almost 100% keys returned (safety issue)</td>
<td>$300</td>
</tr>
<tr>
<td>Dorm Room Inventory Process &amp; Strong Staff</td>
<td>Fines</td>
<td>Room damages assessed in timely manner now</td>
<td>$750</td>
</tr>
<tr>
<td>Student Complaint/Suggestion; Staff/Faculty Orientation; Student Academic Advising; International Admissions; Career Counseling; Faculty</td>
<td>Projected Retention</td>
<td>Consider allocating 25% saving in student retention due to collective Lean processes that enhance customer service — project 3 retained students @ $5000/year</td>
<td>$3,750</td>
</tr>
</tbody>
</table>
Governance

<table>
<thead>
<tr>
<th>Projected Expense</th>
<th>International Admissions investing in recruiting for foreign national students in Northern Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room scheduling</td>
<td>Projected savings of half the current time spent — 5.5 hours/wk x 50 wks/yr = 275 hrs/yr or 9 wks/yr x $25,000/yr (standard staff package)</td>
</tr>
<tr>
<td>Dalby Hall and Festival Hall Room Request</td>
<td>Staff/faculty could save 5 minutes per request x 75 requests @ $16/hour</td>
</tr>
<tr>
<td>Conversion to Magic Hour content management system web applications</td>
<td>Enrollment Center will save one staff member — and perhaps another as other features are implemented</td>
</tr>
<tr>
<td>Projected Extra Annual Savings</td>
<td>$40,125</td>
</tr>
</tbody>
</table>

Savings in all of the above from frustration, and gains in employee morale and customer satisfaction: Priceless!

OTHER COST SAVING MEASURES

Review of Maharishi’s purchasing points

We held a purchasing seminar on September 21 that was attended by 50 people from throughout the University who do purchasing to some extent in their areas, including representatives of Aramark and Aladdin.

The seminar was led by Michael Spivak and David Streid using Maharishi’s principles and guidelines for purchasing. The seminar was very successful. The participants enjoyed hearing these principles and shared their own strategies for obtaining good prices in this internet age. This was a very engaged group, excited to get this knowledge and take it into practice.

Examples of Maharishi’s principles that were given:

- Established in Being, perform action.
- Be one-pointed, be simple.
• See the job, do the job, stay out of the misery.
• If we think of defeat, that is what we will get — never think of failure at all.
• Be simple, courteous, and kind.
• Don’t put off until tomorrow what you can do today.
• “Your price is too high, you must come down”

In addition, many practical points were given about doing market research and negotiating for best prices. We will have a follow-up session in a few weeks to get feedback on how this has helped people and further suggestions on saving money. About 7 people wanted to attend the seminar but couldn’t; we are sending them notes on the meeting.
The Institute spearheads a wide range of cutting-edge national projects in the fields of education, health care, business, rehabilitation, and peace.

Collaborations with the David Lynch Foundation

Institute director Dr. John Hagelin and the Institute staff continue to play key organizational and developmental roles in the David Lynch Foundation and its many outreach projects and events around the world. This quarter those initiatives included the following:

- An all-star lineup of comedians honored legendary talent manager and producer George Shapiro during the Foundation’s “Night of Comedy” on June 30 in Los Angeles. The evening featured Russell Brand, Sarah Silverman, and Garry Shandling, with surprise appearances by Jerry Seinfeld and Jay Leno. Proceeds from the gala helped provide the Transcendental Meditation technique to at-risk students, abused women and girls, and veterans with PTSD.

- Veterans Jerry Yellin and Luke Jensen joined Dr. Fred Travis at “Healing the Hidden Wounds of War,” an event held at the Fairfield Arts & Convention Center July 28 to discuss the benefits of Transcendental Meditation practice in alleviating post-traumatic stress. The Veterans Administration is now paying for two large studies in Michigan and Minnesota that will explore these benefits of Transcendental Meditation practice.

- On August 4, the Ft. Hamilton Army Garrison in Brooklyn, NY, hosted a gala Foundation fundraiser to raise awareness and support for the Transcendental Meditation program’s life-changing effects on veterans and first responders. The event featured actress Connie Stevens, FDNY commissioner Salvatore J.
Cassano, Major General James L. Williams (USMC, ret.), talk show host Rita Crosby, actress-comedian Ellen Karis, and many others.

- Pioneering research studies on the positive effects of Transcendental Meditation practice on academic achievement are currently being conducted at several schools and universities across the U.S.

**Publications, presentations, and promotion**

- **Reduction in doctors’ bills among Transcendental Meditation participants** — Institute Fellow and medical researcher Robert Herron, PhD, published research showing a 28% reduction in doctors’ bills over five years among patients who practiced the Transcendental Meditation technique. “If Medicare and Medicaid start covering the Transcendental Meditation technique, it may be possible to greatly reduce skyrocketing health care expenditures and rescue these programs without cutting benefits or raising our taxes,” Dr. Herron said.

- **Global Union of Scientists for Peace** — Dr. Hagelin and Dr. Ashley Deans, the international president and executive vice president of the Global Union of Scientists for Peace, will introduce GUSP presidents in other countries to the outcomes of Consciousness-Based education in preparation for the upcoming National Summit on “Quiet Time in the Classroom” on October 4 in New York. Dr. Deans and Dr. John Fagan will be meeting with GUSP presidents and top scientists as they tour the U.S. and the world.

- **Media** — The dynamic Institute media team continues to create, promote, and popularize many positive newspaper and journal articles, radio shows, TV shows, and public events that showcase the Transcendental Meditation technique, MUM, the David Lynch Foundation, Vedic City, and more.
The Annual Meeting of the Board of Trustees of Maharishi University of Management was held May 23-May 25, 2012 in the Trustees Board Room in the Argiro Student Center on the MUM campus.

**Day 1: Wednesday, May 23, 2012**

There were 25 Trustees present and a quorum was determined to exist.

**TRUSTEES PRESENT AT THE ARGIRO CENTER BOARDROOM**

Dr. Bevan Morris, President  
Dr. Jeffrey Abramson, Chairman  
Dr. Ramani Ayer  
Dr. Rogers Badgett  
Dr. Bruce Curivian  
Mr. Bob Daniels  
Dr. Michael Dillbeck  
Dr. Susan Dillbeck  
Dr. Barbara Dreier  
Mrs. Josie Fauerso  
Dr. Fred Gratzon  
Dr. John Hagelin  
Dr. Vernon Katz  
Dr. Carolyn King  
Mrs. Toby Lieb  
Mayor Ed Malloy  
Mr. Ted McLaughlin  
Mr. Eric Schwartz  
Dr. Tom Stanley  
Dr. Keith Wallace

**TRUSTEES PRESENT BY CONFERENCE CALL**

Mr. Bob Brown  
Dr. Larry Chroman  
Mr. Michael Dimick  
Dr. Christopher Hartnett  
Dr. Bobby Roth

**TRUSTEES ABSENT**

Dr. Vincent Argiro  
Mr. Marsh Belden  
Mr. Jim Danaher  
Dr. Paul Gelderloos  
Mr. Bud Liebler  
Dr. David Lynch  
Dr. Ravi Patel  
Dr. Steven Rubin  
Dr. Bob Wynne
OTHERS PRESENT
Dr. Craig Pearson, Executive Vice-President
Dr. Bill Goldstein, General Counsel
Dr. Ellen Jones, Dean of Students
Dr. Michael Spivak, Treasurer
Dr. David Streid, Chief Administrative Officer
Mr. David Todt, Expansion Vice President
Dr. Susan Tracy, Secretary

The meeting began at 10:05 a.m.

1. Welcome

Dr. Abramson welcomed the Trustees to the meeting. Dr. Stanley did the roll call and reviewed the agenda for the 3 days of meetings.

2. Consciousness-Based Lesson Demonstration

The Trustees meeting began with a demonstration of a Consciousness-Based University lesson taught by Dr. Susie Dillbeck. The lesson was titled *The Educational Theory of Plato*. All the elements given by Maharishi for teaching a lesson were displayed. The Trustees received all the classroom documents as well as a document giving further explanations of each element. Afterwards, the Trustees discussed their experience and the great benefit for the students who as a result of these elements are able to continually expand their awareness, go to deeper levels of the discipline, appreciate it more, learn more easily and retain what they have learned. The Trustees expressed their sincere appreciation for Dr. Dillbeck’s work and expertise for over 40 years.

3. Academic Department Reports

The Trustees heard reports from the Art Department and the Mathematics Department.
ART DEPARTMENT

Professors Jim Shrosbee and Mathew Beaufort

Mr. Jim Shrosbee, Department Chair and reviewed the departmental achievements, the goals for the next year and the challenges. There are 25 students in the major now and bringing in new faculty is important. They are designing a new BFA which should attract even more students. The cost per student is low so there is room to grow at almost no expense.

MATH DEPARTMENT

Dr. Ann Dow

Dr. Dow, Department Chair, reviewed the achievements, goals and challenges. The main challenge that must be addressed is the need for a new faculty member with a PhD in Mathematics. There was discussion regarding the mix of slow and fast learners in the classes and how to challenge the faster students.

The Trustees adjourned at 12:05 for lunch with the Global Student Council in the Argiro Festival Hall.

The meeting resumed at 1:30 p.m.

4. Academic Department Reports (continued)

EDUCATION DEPARTMENT

Professor Paula Armstrong with Dr. Chris Jones

The Department Chair, Ms. Armstrong, reviewed achievements, goals and challenges. Dr. Jones reported on recent student successes. The department will be ready to offer a PhD in Education in a year’s time. There was discussion on faculty regularly presenting their disciplines in light of Maharishi’s knowledge and all the elements of Consciousness-based Education.

5. Treasurer’s Update

The University’s Treasurer, Dr. Spivak, reported that if revenues are received according to budget, a small surplus is anticipated at year end. The Trustees
discussed how the surplus could be estimated each year and the Compro Program’s contribution to the surplus.

6. Building Maintenance and Renovation

Trustee Lieb reported that maintenance standards have been raised satisfactorily. Her wish is to have new Maharishi Vastu Sustainable dorms. The Trustees discussed building new dorms versus renovating the existing 50 year old Frats and High-Rises. The Trustees concluded that only renovation was affordable at this time.

7. Director and Officer Liability

Dr. Goldstein reviewed insurance points. General liability coverage had been expanded from 10 million dollars to 15 million dollars. The Directors and Officers liability coverage has a limit of 5 million dollars but could be expanded to 10 or 15 million dollars. The Trustees asked Dr. Goldstein to see if the additional insured, David Lynch Foundation, could contribute towards the cost of increasing coverage from 10 to 15 million dollars for Directors and Officers liability.

8. Tour of the Sustainable Living Center

At 3:20 the Trustees walked over to the newly inaugurated Schwartz-Guich Sustainable Living Center for a tour and celebration of appreciation for Trustee Eric Schwartz and his wife Mary Sue Schwartz whose vision and generosity brought this beautiful cutting edge building into existence and to all those who carried it to its current level of completion and to those others who gave generously to the project.

The meeting adjourned at 4:15.
Day 2: Thursday, May 24, 2012

There were 24 Trustees present and a quorum was determined to exist.

TRUSTEES PRESENT AT THE ARGIRO CENTER BOARDROOM
Dr. Bevan Morris, President
Dr. Jeffrey Abramson, Chairman
Dr. Ramani Ayer
Dr. Rogers Badgett
Dr. Bruce Currivan
Mr. Bob Daniels
Dr. Michael Dillbeck
Dr. Susan Dillbeck
Dr. Barbara Dreier
Mrs. Josie Fauerso
Dr. Fred Gratzon
Dr. John Hagelin
Dr. Vernon Katz
Dr. Carolyn King
Mrs. Toby Lieb
Mayor Ed Malloy
Mr. Ted McLaughlin
Mr. Eric Schwartz
Dr. Tom Stanley
Dr. Keith Wallace

TRUSTEES PRESENT BY CONFERENCE CALL
Mr. Bob Brown
Dr. Larry Chroman
Mr. Michael Dimick
Dr. Christopher Hartnett

TRUSTEES ABSENT
Dr. Vincent Argiro
Mr. Marsh Belden
Mr. Jim Danaher
Dr. Paul Gelderloos
Mr. Bud Liebler
Dr. David Lynch
Dr. Ravi Patel
Dr. Bobby Roth
Dr. Steven Rubin
Dr. Bob Wynne

OTHERS PRESENT
Dr. Craig Pearson, Executive Vice-President
Dr. Bill Goldstein, General Counsel
Dr. Ellen Jones, Dean of Students
Dr. Michael Spivak, Treasurer
Dr. David Streid, Chief Administrative Officer
Mr. David Todt, Expansion Vice President
Dr. Susan Tracy, Secretary

The meeting began at 10:00 a.m.

Dr. Craig Pearson, Executive Vice President, reviewed survey results which were very encouraging. Dr. Raul Calderon, MUM Alumnus and Director of Evaluations was present. He had analyzed the data and helped design in-house surveys. Dr. Pearson suggested projects that would further strengthen the academic experience for the students: on-going faculty training, critical thinking, a writing program, a writing portfolio and a senior project/thesis, graduate portfolio. The Trustees discussed these projects and how they could be implemented and supervised. The Trustees also discussed adjunct faculty, current student demographics, visiting classes, getting tapes easily and succession planning for ageing faculty.


Dr. Scott Herriott, Dean of the College of Arts and Sciences, reviewed points for the May 2013 Higher Education Commission visit. During this summer the mission statement and aspirational goals will be worked on so they can be approved by the Trustees in the fall and Dr. Herriott will give a workshop and training on strategic planning. Dr. Herriott brought up points on wish lists for large donations, assessments and long term planning. The Trustees discussed these points and also discussed hiring a consultant to evaluate the academic product, tuition level and advise how to get more enrollment and revenue.

The Trustees adjourned for lunch with the Executive Committee and the Academic Deans in the Festival Hall at 12:20. The meeting then resumed at 1:30 p.m.

11. Faculty and Staff Compensation

Trustee Fauerso presented main points of the faculty and staff compensation plan that the Compensation and Evaluation Committee and the Administration have been drafting.

- The goal will be to equalize, stabilize and raise stipends for the senior long term faculty, administrators and staff.
- There will be multiple stipend levels.
• The lowest level in the current plan will be $1,500 per month. BILLS correction and he is incorrect. 1500 is highest level! I wrote this carefully with Michael and Josie for announcement at the June meeting with staff and faculty.

• The compensation plan would be implemented over the next 5 years and would begin July 1, 2012.

After discussion, Mrs. Fauerso made the motion and Dr. Morris seconded the motion and the Trustees unanimously,

RESOLVED, to adopt the main points of the compensation plan presented by the Trustee’s Compensation and Evaluation Committee showing annual cost of up to $400,000, and to implement it over 5 years or less; and to fund it through income from endowment proceeds, operating surpluses, a generous grant from Maharishi Foundation, and other revenue sources as available; and to implement up to approximately $150,000 in raises in Year 1, beginning July 1, 2012, and to retain those raises in 2013-2014, and increase thereafter in increments of approximately $75,000 per year in Years 3-5.

Year-end surplus permitting, the Administration will try to give a small bonus of approximately $300 each to the staff members, at lower levels of pay, who are not eligible to have their stipend increased for 2012-13.

12. Admissions Report

Brad Mylett reported good website changes are in the works. This year will be the largest graduating class in 20 years. He gave a presentation on increasing enrollment by partnering with Joliet College and other community colleges as feeder schools. Mr. Chris Taft reported that the goal for this fall enrollment is 170 standard US students up from 140 last fall. Mr. Paul Stokstad reported on the website improvements that will be ready mid-July.
13. Online Education

Dr. Chris Hartnett had a copy of the book *Innovative University* by Clayton Christensen delivered to the boardroom for each Trustee. Dr. Perry Bedinger spoke of the challenges he is facing bringing the program up to the level of other on-line programs and accelerating the rate of going fully on-line with degree programs. More staff and better tech support are needed. The Trustees discussed these points. They asked for a profit and loss statement and cash flow statement for the Online Education department so details can be seen and it is clear where revenues are coming from. They also asked for a very detailed wish list.


Mr. Bill Goldstein emphasized that the proper development of on line education is very important for International expansion as part of degree programs and shorter courses and blended with site based learning. He listed money making ideas for expansion abroad: Professor Lonnie Gamble’s Sustainable school house project for Bhutan, study abroad programs and an MUM led consortium, internships and consultancies in sustainability and alumni abroad programs The Trustees discussed some of these ideas and asked Mr. Goldstein to keep them informed.

The meeting adjourned at 4:20 pm.
Day 3: Friday, May 25, 2012

Twenty-five Trustees were present and a quorum was determined to exist.

TRUSTEES PRESENT AT THE ARGIRO CENTER BOARDROOM
Dr. Bevan Morris, President  Dr. Fred Gratzon
Dr. Jeffrey Abramson, Chairman  Dr. John Hagelin
Dr. Ramani Ayer  Dr. Vernon Katz
Dr. Rogers Badgett  Dr. Carolyn King
Dr. Bruce Currivan  Mrs. Toby Lieb
Mr. Bob Daniels  Mr. Bud Liebler
Dr. Michael Dillbeck  Mayor Ed Malloy
Dr. Susan Dillbeck  Mr. Ted McLaughlin
Dr. Barbara Dreier  Mr. Eric Schwartz
Mrs. Josie Fauerso  Dr. Tom Stanley
Dr. Paul Gelderloos  Dr. Keith Wallace

TRUSTEES PRESENT BY CONFERENCE CALL
Mr. Bob Brown  Dr. Christopher Hartnett
Mr. Michael Dimick

TRUSTEES ABSENT
Dr. Vincent Argiro  Dr. Ravi Patel
Mr. Marsh Belden  Dr. Bobby Roth
Dr. Larry Chroman  Dr. Steven Rubin
Mr. Jim Danaher  Dr. Bob Wynne
Dr. David Lynch

OTHERS PRESENT
Craig Pearson, Executive Vice-President
Bill Goldstein, General Counsel
Ellen Jones, Dean of Students
Michael Spivak, Treasurer
David Streid, Chief Administrative Officer
David Todt, Expansion Vice President
Susan Tracy, Secretary

The meeting began at 10:00 a.m.
15. Executive Session

The Trustees met privately with Dr. Morris and Dr. Pearson.

The Trustees adjourned for lunch at 11:55 with Trustees only in the Festival Hall. The meeting then resumed at 1:15 p.m.

16. Campus Renovation Projects Discussion

Dr. Streid and Dr. Spivak returned to report on the renovations projects. The Trustees discussed the projects and possible sources of funding and asked them to prepare a resolution.

17. Annual Fund and Endowment Campaign Report

Mr. Rosania reviewed the Annual Fund progress and at this date $850,000 more is needed to reach the June 30 goal of 2.1 million dollars. Mr. Sam Busch and Mrs. Sandra Rosania were also present. Mr. Busch reported on the telethon. The Trustees discussed strategies for increasing the Annual Fund donations.

Trustee Malloy reported that the endowment is at 5.25 million dollars now. He is working with 3 multi-millionaires now to formalize MUM as a beneficiary in their wills.

Trustee Malloy will give a seminar to Trustees to help them learn fundraising skills.

The Trustees discussed the productivity and effectiveness of Mr. Scott Brown, the new Major Gifts officer. Mayor Malloy’s team and the Trustees Institutional Advancement Committee will discuss the issue further.

18. Approval of the Minutes

After discussion, Dr. Gratzon made the motion and Mr. Liebler seconded the motion and the Trustees unanimously,

RESHOLVED, that the minutes of the meeting held on February 2, 2012 were adopted as read.
19. Trustee Emeritus Proposal

Raja Stanley reported that he had researched what other colleges and universities have for the position of Trustee Emeritus. These points were discussed by the Governance and Nominations Committee and they proposed the following changes to the bylaws which are written below.

ARTICLE VI. TRUSTEES EMERITUS

Section 6.01

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

Section 6.02 – To qualify for such election, individuals:

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

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

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

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

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

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

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

After discussion, Dr. Gratzon made the motion and Dr. Abramson seconded the motion and the Trustees unanimously,

RESOLVED, that the MUM Bylaws shall be amended to add the new
ARTICLE VI. TRUSTEE EMERITUS, to establish the position of Trustee Emeritus; and the former Article VI shall become Article VII, Article VII shall become Article VIII and so on to a new total of 14 articles.

**20. Trustee Reappointments and Resignations**

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

RESOLVED, to reappoint the following Trustees for 3-year terms:

- Dr. Jeffrey Abramson
- Dr. Rogers Badgett
- Mr. Bob Brown
- Dr. Larry Chroman
- Mr. Michael Dimick
- Dr. Paul Gelderloos
- Dr. Fred Gratzon
- Dr. Christopher Hartnett
- Dr. Carolyn King
- Mr. Bud Liebler
- Mayor Ed Malloy
- Mr. Ted McLaughlin
- Dr. Ravi Patel
- Dr. Bobby Roth
- Mr. Eric Schwartz
- Dr. Bob Wynne

Ms. Petra Stanley has given her resignation from the Board for personal reasons and the Trustees accepted her resignation.

Mr. Jim Danaher asked to not be reappointed to the Board. Dr. David Lynch asked to be elected to Emeritus Status.
21. Trustee Emeritus Appointments

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

RESOLVED, that to honor their great service and generosity to the University as Trustees, the following are elected as Trustees Emeriti: Dr. Joni Kimberlin, Dr. David Lynch and Ms. Petra Stanley.

22. New Trustee Appointment

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

RESOLVED, that Dr. Maureen Wynne shall be appointed to the Board of Trustees.

23. Chair and Vice-Chair Terms

Dr. Abramson’s term as Board Chair is expiring and the Governance and Nominations Committee recommended that he be re-nominated to the position and Dr. Abramson agreed. Dr. Stanley made the motion and Mrs. Fauerso seconded the motion and the Trustees unanimously,

RESOLVED, that Dr. Jeffrey Abramson is re-appointed to the position of Board Chair for a second 3 year term.

Dr. Argiro’s term as Vice Chair is expiring and he has requested that that he not be re-nominated at this time.

24. Appointments to Board Committees

After brief discussion, Dr. Gratzon made the motion and Dr. King seconded the motion and the Trustees unanimously,

RESOLVED, that for the coming year, members and Chairs of Trustee Committees are appointed as follows:
1. **Academic Committee.**

Co-Chairs: Dr. Michael Dillbeck and Dr. Susie Dillbeck. Members: Dr. Ramani Ayer, Dr. Bruce Currivan, Dr. Vernon Katz, Dr. Carolyn King, Dr. Robert Keith Wallace.

2. **Compensation and Evaluation Committee.**

Chair: Mrs. Josie Fauerso. Members: Dr. Bevan Morris, Dr. Robert Keith Wallace, Mr. Bob Brown, Dr. Maureen Wynne.

3. **Student Life Committee (formerly Student Affairs Committee).**

Chair: Mrs. Toby Lieb. Members: Mrs. Josie Fauerso, Dr. Chris Hartnett, Dr. Carolyn King, Dr Robert Keith Wallace.

4. **Admissions and Public Relations Committee.**

Co-Chairs: Mr. Bud Liebler and Dr. Bobby Roth. Member: Mr. Bob Brown.

5. **Finance Committee.**

Chair: Mr. Bob Daniels Members: Mr. Ted McLaughlin, Mr. Eric Schwartz, Mr Michael Dimick.

6. **Institutional Advancement Committee.**

Chair: Mayor Ed Malloy. Members: Dr. Jeffrey Abramson, Dr. Vincent Argiro, Dr. John Hagelin, Dr. Rogers Badgett, Dr. Larry Chroman, Dr. Ramani Ayer, Dr. Fred Gratzon, Dr. Tom Stanley.

7. **Sustainability Committee.**

Chair: Dr. Jeffrey Abramson. Members: Dr. Barbara Beate Dreier, Mr. Bud Liebler, Mrs. Toby Lieb.

8. **Expansion & Global Affairs Committee.**

Chair: Dr. Chris Hartnett. Members: Dr. Barbara Dreier, Dr. Paul Gelderloos, Dr. Tom Stanley, Dr. Robert Keith Wallace.
9. Governance and Nominations Committee.

Chair: Dr. Tom Stanley. Members: Dr. Jeffrey Abramson, Dr. Ramani Ayer, Dr. Vincent Argiro, Mr. Bob Brown.

10. Executive Committee:

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

25. Trustee Responsibilities

The amended version of the Trustees Responsibilities document is attached to these minutes as Addendum 1. The Trustees had reviewed the proposed document and made amendments prior to the meeting. Dr. Curivan made the motion and Dr. Susie Dillbeck seconded the motion and the Trustees unanimously,

RESOLVED, to adopt the document titled Responsibilities, Activities, and Qualifications of a Trustee: Summary Statements as amended.

26. Procedure for Circulating Draft Documents for Board Approval

The Trustees reviewed the following proposal from Dr. Curivan to provide a systematized way of developing documents that require approval by the Board.

Recommended Procedure for Circulating Draft Documents for Board Approval

1. Trustee committee produces a first draft, listing principal Author and other contributors.

2. Author circulates draft to the whole Board, asking for comments and concerns, with a deadline of at least 10 days, and inviting Trustees to join an Interest Group to work further on the document.

3. The Interest Group corresponds to produce and discuss comments leading to the next draft. This step is repeated for further drafts if needed.
4. Final draft, listing Author and Interest Group members, is sent to the whole Board for review. There should be only minor comments at this time.

5. Document is ready for vote by the Board.

Dr. Stanley made the motion and Mr. Liebler seconded the motion and the Trustees unanimously,

RESOLVED, to accept the procedure for Circulating Draft Documents for Board Approval as presented to the Board on May 15, 2012.

27. Appreciation for Dr. Morris

The Trustees unanimously passed the following resolution in deep appreciation of President Bevan Morris.

WHEREAS, Dr. Bevan Morris has served Maharishi University of Management as its President for 32 years with truly exceptional skill and energy, always upholding the highest ideals of Consciousness-Based education as we have been given them by our founder, Maharishi, and

WHEREAS, throughout these years he also has served Maharishi in an international capacity, most recently as the Prime Minister of the Global Country of World Peace, giving Maharishi’s worldwide Transcendental Meditation Movement the blessings of his enlightened leadership, and

WHEREAS, he has traveled to well over 100 countries around the world, many accompanying Maharishi himself, visiting with leaders in every sphere, and

WHEREAS, Dr. Morris has just completed a 100-day tour of 14 African nations and five Mediterranean nations, speaking about Consciousness-Based education to two presidents, a prime minister, two meditating former presidents, 16 ministers and deputy ministers, and many other government leaders and educators — quickly inspiring them to adopt Consciousness-Based education in their countries, and

WHEREAS, Dr. Morris also spoke at our Consciousness-Based educational institutions in many of these countries and to Governors, Sidhas, and Meditators in all of them, inspiring them by his
very presence — by the fact that one of the very top leaders in Maharishi’s Movement came to see and appreciate them and help them plan for further expansion, and

WHEREAS, Dr. Morris already had made two trips around the world in the last two years and had visited 58 cities around the United States, meeting with potential donors and inspiring people everywhere in the way that he uniquely can do, and

WHEREAS, wherever Dr. Morris has traveled he has continued to maintain his oversight of the University and his connection to the Invincible America Assembly,

THEREFORE BE IT RESOLVED that the Maharishi University of Management Board of Trustees

(a) expresses to Dr. Morris its profoundest gratitude, for his decades of his brilliant leadership and for committing this time and energy for these extended travels and the enormous successes he has achieved, and

(b) wishes that the seeds of Maharishi’s knowledge that Dr. Morris has sown all over the world quickly bear fruit, rapidly expanding Consciousness-Based education worldwide, lifting every nation to invincibility and our precious world family to everlasting peace and prosperity — Heaven on Earth, and

(c) wishes for Dr. Morris himself perfect health and happiness, rapid growth of Unity Consciousness, and speedy fulfillment of all of his desires — which are Maharishi’s desires.

28. Resolution for Campus Renovation

As instructed by the Board, Dr. Streid, Dr. Spivak and Mr. Goldstein presented the resolution for the necessary renovation projects. After brief discussion, Mayor Malloy made the motion and Mr. Liebler seconded the motion and the Trustees unanimously,

RESOLVED, that the Board directs the administration to commit the resources required and in the amounts and manner specified for the following building renovations, remediations and improvements:
a) To be completed within 12 months: Moisture control and mold abatement: 1.128 million dollars.

b) To be completed within 24 months: $2,197,700 (in the aggregate which can be shifted between items in the discretion of the administration)

- Fire Safety Basic Renovations, Repairs: $385,900
- OSHA/EPA Compliance: $237,300
- HVAC- 5 new boilers, Ladies Dome chiller, cooling towers: $294,500
- Roads, sidewalks, landscaping, lighting, further renovations: $580,000
- Major student dorm improvements: $500,000

These commitments are made in light of the gracious commitments of Board members Dr. Ramani Ayer and Dr. Jeffrey Abramson which are acknowledged as follows:

Dr. Ayer agrees to co-sign a short-term 12-month promissory note to service item 1 to the extent of $862,000.

Dr. Abramson kindly agrees to make Endowment fund pledge payments over 2 ½ years of approximately $500,000 with $180,000 to be made in the next 12 months.

The note and balance of expenditures may be serviced from endowment pledges of $312,000 from Dr. Ayer for the next 12 months and $180,000 from Dr. Abramson as well as other pledges, long term debt, operating funds, draws down of lines of credit and additional donations.

29. Next Meetings

The Trustees plan to meet in September about Admissions and in early November to review the strategic plan and the final 2012-2013 budget. Trustees will be notified soon of the exact dates.
30. Meeting Adjournment

There was no further business so the meeting adjourned at 4:30 p.m.

Respectfully submitted,

Susan Tracy, Secretary
ACADEMIC COMMITTEE MEETING MINUTES
September 15, 2012

Trustees present: Dr. Carolyn Gaylord, Dr. Ramani Ayer, Dr. Bruce Currivan, Dr. Susie Dillbeck, Dr. Michael Dillbeck

Academic Administrators present: Dr. Craig Pearson, Dr. Scott Herriott, Dr. Fred Travis, Dr. Chris Jones, Dr. Cathy Gorini, Dr. Jane Schmidt-Wilk

Academic assessment reports of the Graduate School.

Dr. Fred Travis reviewed the main issues being addressed from the previous graduate programs assessment report. The discussion focused primarily on how to increase the scholarly/research climate campus-wide. Suggestions from a recently-constituted faculty research committee included presentations of research at faculty meetings; other appreciation/reward for faculty publications; expectation for new PhD’s joining faculty to publish research from their dissertations; departments working closely with the Grants Office; a faculty website research presence; and financial support from the university either in small grants or rewarding of publishing faculty with more time for research or both. Additional suggestions from the present committee discussion included teamwork and collaboration of faculty on research projects, mentoring in departments, and specifying departmental research goals.

The following was suggested as a practical measure from the level of the Trustees to correspond to the importance of “scholarship” listed as one of the four broad areas of responsibility cited in the Mission statement of the University. The committee proposes that “Faculty Research” be added as an explicit item in the University budget. In this way, it will stay as an item of awareness for the Trustees and academic leaders, independent of the specific amount able to be budgeted in a given year. Faculty research support could be in the form of small grants, or in the form of more time for research of publishing faculty (requiring extra expense for reduced course load). This consideration is in addition to the outstanding work of the Maharishi University of Management.
Research Institute; the aim of this emphasis is to spread the research climate more broadly throughout the University.

2. University faculty development program

Dr. Susie Dillbeck reported on behalf of a subcommittee of this committee that has met several times since May. Items of discussion included how to ensure a permanent archival presence of knowledge about Consciousness-Based education (located with Dean of Teaching and Learning, supporting committee, and Education Department); systematic procedures for assessing and developing mastery of Consciousness-Based education among all faculty, part-time as well as full-time, in terms of development of consciousness and observable teaching methods; and working with newly recruited faculty to develop insights into their disciplines and related teaching skills.

3. Preparation for focused visit from Higher Learning Commission team

Dr. Scott Herriott reported on the progress of preparation of the report for the HLC focused visit in May 2013. The report has been outlined with the following three sections, corresponding to the major issues of the team’s focus: (1) Mission and strategic planning; (2) Human resource planning and compensation; and (3) Assessment of student learning outcomes for planning and budgeting. Recent new faculty hires are an important item of evidence regarding long-term replacement of retiring faculty, which is one element of point 2.