Report to the Board of Trustees

FEBRUARY 2, 2012

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INTRODUCTION

Dr. Craig Pearson, Executive Vice-President

I can think of no better way to begin this Trustees report than with this letter we received from the mother of an undergraduate student from New York who enrolled last fall. Chris and Ellen Jones hosted the mother a couple of times (she is a meditator), and when she commented on how pleased she was with her daughter’s happiness, they invited her to write something. Here is what she wrote, shared with her permission:

Dear Ellen,

When I told you in October that I had seen a huge change in my daughter since she started at MUM, I hadn’t seen anything yet! When she came home for the winter holidays, she was radiant. She is so very happy in Fairfield, and has grown so much! Thank you, thank you, thank you!

I noticed a profound change in her when she was home for the winter break. I saw in my daughter a new ability to identify and seek out what made her feel healthy. She noticed that she didn’t like the way she felt after she got a little swept up in some late night partying with her friends. She missed meditations, missed sleep, and felt sluggish. Then, for the very first time in her life, she was able to identify why she didn’t feel great and was able to recover without help. She knew that everything she needed was inside of her. She easily started her regular meditation practice again, turned in earlier, ate healthier, went
for more hikes, played more music, and was back on track before she boarded the plane for Iowa. All on her own. This is huge!

I have never seen such independent self-stabilizing behavior in my daughter before. I am so proud of her growth. I am so grateful to all of you at MUM!

One morning in January she explained to me that she now knows what it feels like to be herself and that as long as she continues her regular TM practice, she is just that . . . the very best of herself. I can’t tell you how deeply gratifying that was for me.

I have seen my daughter grow in almost every way imaginable since she started school at MUM. Her artwork is so much more creative now. She is knitting up a storm and figuring out how to make whatever it is that she decides to knit. She has managed to learn to play the guitar and mandolin on her own. She cleaned her room when she was home! On her own! She hasn’t done that ever! Her ADD that she has suffered from all her life has disappeared. She is away from home on her own for the first time and tells me that she feels completely at home in Fairfield. She has made so many friends so quickly. Her convictions have become stronger. Her mother is so thankful!

She doesn’t burn through money anymore; on the contrary, she feels much less of a need to acquire more things. My daughter used to be something of a collector and saver of things. When she came home, she single-handedly and without any parental encouragement made a systematic and very successful effort to get rid of a lot of the extra “stuff” she used to feel she needed. Again, I have to say that she
seems to have learned that all that she really needs is inside, and readily accessible with her meditation program.

My daughter has loved the classes she has taken so far. When she was home, she spoke of all of the classes that she was truly looking forward to taking in the future. This is another area of growth for her, and one that I think was facilitated in a big way by the block program at MUM. She has learned to love learning. She has gained so much knowledge.

I am in awe of her consciousness about life. I am in awe of the awareness and clarity that I see in her now. I even love the dreadlocks! Everything she does seems to be more perfect for her, which makes her happier, and me happier to see her so happy and fulfilled. I can say without any reservation that Maharishi University of Management has done more for my daughter than either she or I knew was possible. And without her grants and scholarships there would be no way we could have sent her, so we thank you from the bottom of our hearts for that!

I can’t say enough about how wonderful all of you at MUM have been to my daughter, and about how enlivening and enriching her experience there has been so far!

Please extend my warm thanks to everyone there!

* * *

It has been less than 12 weeks since the last Board of Trustees meeting. Because of the new calendar in effect this year, this included three weeks of winter break instead of two (there were no complaints).
During this time we hosted CIC 71, during which 39 participants became Yogic Flyers. This number included 20 University students, our Controller (Pradwal Pradan), and 6 Maharishi School of the Age of Enlightenment students. Five participants came from Westchester County, New York, where our alum Jeremy Jones and Tasha Blitz have been working the last four months. As one participant reported:

“The first time I flew — WOW. It is by far the most amazing experience I’ve had so far. I felt strong unity with everything; my fellow Sidhas, the mattress, the air, the Cosmos. I just let myself go and the next thing I noticed I was all over the Place! I was truly enjoying Nature at its purest. It was very blissful and very beautiful. Jai Guru Dev!”

For more CIC 71 experiences, see Appendix 3.

**Invincible America Assembly**

Magnificent experiences also continue to flow from the Assembly. Here is an example of a recent one:

We have been here now a few short weeks and it’s my sixth day in the Dome.

On my first day entering the Dome it felt like I was truly “home.” I hadn’t even closed my eyes yet, when I felt an “inward pull.” When I began my program, it was as though the lid had popped off my brain and all the stress, fatigue, and anxiety of years were pouring out. It was an overflow of so much, leaving me.

At the same time, I could feel my heartbeat and breath slow down and the stress was being replaced by waves of silence, love, stillness
and freedom to just Be. Honestly, it was like a miracle of bliss was taking place, and I did nothing.

All my memories and experiences of being in the Dome came flooding back along with the sutras and Yogic Flying. I could feel my body wanting more and more of this tender unbounded silence. I had thought it would take years to get rid of all of the accumulated “stuff.”

My husband and I are so happy we FINALLY moved here, and I thank Maharishi from the bottom of my heart for his knowledge and beautiful program. There are really no words to say, just silence to express our gratitude. We are back here at our “Home in the Dome.”

For more experiences, please see Appendix 4 at the end of this report.

**Special feature of this report**

This report features an overview of all the surveys and other data we use as the basis of continuously improving various aspects of University functioning, administrative and academic, including the results of these instruments and how we have used them. This will provide the Board with an “interdisciplinary” look at the University through the lens of data we have gathered.

One theme emerging from the academic data is the need for continued faculty focus on improving academic rigor. While the Student Satisfaction Inventory reveals a number of good strengths — in students’ feeling of safety and security on campus, their sense of intellectual growth, their enjoyment of their experience here, their perception of the faculty’s expertise in their fields, and more — there are also some key challenges
relating to their perception of the quality of academic instruction and their
sense of the University’s commitment to academic excellence.

NOTE — Because of the principal focus on Institutional Advancement at
this Trustee meeting, and because time is short, we will not have the
opportunity for extensive discussion on survey results (for example, the
need to increase academic rigor). However, academic quality, teaching, and
scholarship will be primary topics at the May meeting of the Board. We
will invite your suggestions for areas of discussion before the meeting.

Forecast for Fairfield?

Pulitzer Prize-winning author Thomas Freidman wrote the following in his
New York Times column on January 3:

“The I.T. revolution is giving individuals more and more cheap tools
of innovation, collaboration and creativity — thanks to hand-held
computers, social networks and ‘the cloud,’ which stores powerful
applications that anyone can download. And the globalization side of
this revolution is integrating more and more of these empowered
people into ecosystems, where they can innovate and manufacture
more products and services that make people’s lives more healthy,
educated, entertained, productive and comfortable.

“The best of these ecosystems will be cities and towns that combine a
university, an educated populace, a dynamic business community and
the fastest broadband connections on earth. These will be the job
factories of the future.”
Congratulations to Dr. Andy Bargerstock and his students

Dr. Andy Bargerstock, who is now the director of the entire MBA program (not just Accounting MBA), has had several fine accomplishments these past several months.

- **Publication** – He and his PhD student, Manjunath Rao, had a paper published in a refereed academic journal, *Management Accounting Quarterly* (click [here](#) to read it). This article lays the theoretical foundation for Manjunath’s dissertation research proposal. The article proposes a way to test a specific hypothesis in Manjunath’s research. Now that the approach has been published in this journal, they feel confident about proceeding ahead in this area of research where there have not be any significant empirical studies.

Manjunath’s was one of two US PhD candidates recognized as Student of the Year at the September 2011 Lean Accounting Summit, co-sponsored by IMA and the Lean Enterprise Institute. We recall that Dr. Bargerstock was recognized as the 2009 Lean Accounting Professor of the Year by LEI and the IMA. Maharishi University of Management is firmly on the map in the field of lean accounting.

- **Rotary grant** — A community of 10,000 people at the base of the Himalayas in Chitwan province in Nepal will now have a well, thanks to a winning grant proposal submitted to the Rotary International Foundation by Dr. Bargerstock and MBA alum Naya Raj Baral. The grant of $45,700 will cover the costs of a borehole well, pumps, 400,000-liter reservoir tank, and training on the use and maintenance of
the water system for the Jaluke Community in Gaidakot, Navalparasi, Lumbini Zone, Nepal. Dr. Bargerstock is the director of the International Service Committee for Fairfield’s Rotary Club, and Mr. Baral, who is CFO at Maharishi Ayurveda Products International, is a current member of Fairfield Rotary Club and former member of a Rotary Club that meets two miles from the site of this project.

**New study shows reduced stress in school students**

A study published in the *Journal of Instructional Psychology* found the Transcendental Meditation technique significantly decreased psychological distress in public school students. The study, conducted with at-risk minority secondary school students, showed a 36% reduction in overall psychological distress. Significant decreases were also found in trait anxiety and depressive symptoms.

“It’s vital that we start addressing the high levels of emotional stress being reported by high school and college students,” said Charles Elder, M.D., lead author of the study and investigator at Kaiser Permanente Center for Health Research. “Decreased stress can have a positive impact on mental health, and can also reduce the risk for hypertension, obesity, and diabetes — major risk factors for heart disease.”

A total of 106 secondary school students, 87% racial and ethnic minorities, took part in the study. Results showed that over a four-month period, students practicing Transcendental Meditation as part of their school’s Quiet Time program exhibited significant reductions in psychological distress factors compared to controls.

Dr. Sanford Nidich co-authored the study.
Dr. Travis gives presentations in Germany

Professor Fred Travis has again taken the knowledge of the neuroscience of the Transcendental Meditation technique to audiences abroad, most recently on a speaking tour in Germany. Approximately 250 people attended his talk at the Yoga Vidya conference in Bad Meinburg in which he emphasized that Yoga is the complete settling of the activity of the mind. He discussed the three categories of meditation: focused attention, open monitoring, and the effortless self-transcending seen in the Transcendental Meditation technique.

Dennis and Colin Heaton present paper at conference

Dr. Dennis Heaton, professor of management, and Colin Heaton, teaching assistant for Sustainable Living, recently paired up to deliver a paper at an international conference about spirituality and sustainability at the University of Arkansas. The presentation, titled “Consciousness-Based Education: Cultivating Sustainable Minds,” explained that Consciousness-Based education develops holistic thinking by simultaneously cultivating the knower, process of knowing, and the known.

The authors explained that Consciousness-Based education develops broader and more coherent awareness in the knower and organizes the process of knowing through methods such as main point charts and unified field charts to cultivate comprehension of connectedness of the specifics of knowledge with each other and with one’s self in a holistic context.

Regarding the known, they said that the body of knowledge in any discipline at MUM is made more profound and more unified with reference to a theoretical framework of unifying principles which are connected to
one’s personal experience through practice of the Transcendental Meditation technique.

According to Dr. Heaton, this conference was fruitful in establishing personal contacts with leading researchers and consultants in the field of spirituality in management.

**Students place third at National Mediation Tournament**

At the National Intercollegiate Mediation Tournament held at Drake Law School in Des Moines, Iowa, in December, a team of MUM students placed third. They were edged out by University of Texas /Dallas and the University of Wisconsin/Platteville — but beat Boston University. MUM was by far the smallest school competing in the event.

**Iowa Public TV features Ken West’s landscape photography**

Iowa Public TV recently featured the digital photography of faculty member Ken West in an eight-minute segment on the Iowa Outdoors program. The segment interviewed Mr. West about the special techniques he uses in his landscape photography and showed many of his images.

His techniques include “high dynamic range photography,” which entails shooting several versions of the same landscape using different exposures, and then combining them into a single image.

Mr. West’s skill as a photographer has led to his being selected to photograph five of Iowa’s state-designated Scenic Byways.

Click here to see the Iowa Public TV video and here to see Professor West’s photography.
Rotating University courses to head to Mexico, South Africa, Vancouver, San Juan Islands, and the Midwest

Opportunities abound for students and others to travel this spring semester as Rotating University courses head Mexico, South Africa, Vancouver, and the San Juan Islands, as well as a course that will travel to innovative schools in the Midwest.

- **Mexico / Travel Photography** — First up will be a travel photography course that will head to Mexico during the March block. The course will begin February 27 with a week on campus learning about travel photography and videography. Then the students will travel for two weeks in the Yucatan Peninsula, applying their photography and video skills as they are surrounded by spectacular landscapes, pre-Hispanic sites, and colonial architecture. Subjects for their photography will include indigenous festivities and ancient archeological sites such as Tulum, Chichen Itza, Sayil, Kabah and Uxmal. The students will also be visiting natural aquarium parks with abundant marine life, offering an opportunity for snorkeling and underwater photography. In the final week, the students will showcase their work as preparation for a public presentation.

- **The Midwest / Exploring Educational Innovation** — Educational innovation will be the focus of a course being held March 12–22. Open to students and community members interested in learning about current initiatives in education, the course will visit schools and educators working on the cutting edge of school reform. The first week the students will travel to Chicago to visit a charter school, magnet school, turnaround school, and a suburban school with a national reputation. Also on the itinerary will be attractions such as the Chicago Art Institute.
and Shakespeare Theater. The second week will feature a trip to the Iowa City public schools to learn about initiatives in Iowa.

- **South Africa / Eco-Tourism** — Students interested in developing a nature reserve in South Africa as an ecotourism destination are invited to join a course that will be offered April 30 through May 24. In this course, MUM students will work both online and on-site with students at MUM’s partner institutions, the Maharishi Invincibility Institute in South Africa and the Universidad Europeana de Madrid in Spain, to develop the Ezemvelo Nature Reserve as an ecotourism destination. Ezemvelo is an 18-square-mile nature reserve about one-and-a-half hours’ drive northeast of Johannesburg and a half hour east of Pretoria.

- **Vancouver & San Juan Islands / Digital Photography** — Finally, in a summer course that will appeal both to current and prospective students, digital photography will be a focus as the group explores the bustling metropolitan culture of Vancouver, Canada, and the serene beauty of the San Juan Islands. Students will also have the option of focusing on videography. On the Islands, the students will visit various organic farms and learn about sustainable agricultural practices, companion planting, beekeeping, beneficial insects and animals, and cultivating fruits, nuts, flowers, medicinal herbs, and vegetable crops — all with an eye to learning how to photograph these elements. The course will include outdoor activities such as hiking, boating, kayaking, and whale watching.

**Online course on cooking to begin**

A course on cooking using principles of Maharishi Ayur-Veda is the newest offering from MUM’s expanding menu of online courses. This 10-lesson
course covers the basics of food selection and preparation. It includes step-by-step video instructions, recipes, and an explanation of benefits.

Presented by experts and master chefs, the videos discuss the best ingredients, cooking techniques, and recipes for a balanced vegetarian diet. Instructions include how to use food to balance the three different mind-body types, how to use all six tastes to curb cravings, how to adjust one’s cooking to seasonal changes, and how to improve digestion with food and spices.

Presented in a cooking show format, the videos feature chefs creating over 35 dishes from a variety of international recipes. The course starts February 7 but is available on-demand anytime one would like to begin. Instruction also includes live webinars and podcasts, as well as downloadable recipes.

See Online Distance Education (page 96) for more detail on DE activities.

**Argiro parking light uses LED lighting**

In December we installed eight LED streetlights in the parking lot north of the Argiro Student Center and along the road leading from it to the bridge over Crow Creek, thereby taking advantage of state-of-the-art, low-energy lighting. Each light fixture uses only 50 watts of electricity, compared to 400 watts for a standard streetlight. This is the first step in adding LED lighting to the outdoor campus, as well as replacing existing fixtures with LEDs.

**Carbon count reduced 22%**

In our continuing effort to become carbon neutral by the year 2020, a recent tabulation found we reduced its carbon count by approximately 22% over the past three years. Stationary combustion, such as natural gas appliances,
has been reduced by 23%. Mobile combustion (MUM vehicles) has been reduced by 35% and electricity usage by 22%. The reductions may be partly attributed to a number of measures that have been taken, such as fixing gas leaks, replacing boilers with more efficient models, and more efficient lighting.
BUDGET UPDATE

from Michael Spivak, Treasurer

Summary

Both operating receipts and expenditures are trending above budget so far this year. Donations are generally on track to meet fund raising goals, with the possible exception of support for Endowment Campaign operations (see Donations below). If all fund raising goals are achieved, net cash flow will be on budget, which is breakeven this year, within a range of uncertainty of 2% or plus or minus $175,000.

Operating receipts

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

- Standard program receipts are ahead of budget.
- Placements of Computer Professionals students are ahead of budget, but there is some concern that the reduced number of students available for hire may lead to decreased placements in the spring. New student enrollment is below budget by about 10%, but this will have its main impact next fiscal year, not this fiscal year.
- Placements of Accounting Professionals students are behind budget, but because of the small numbers involved, this can change very quickly. New student enrollment is about in line with the budget.
- Non-student room and board and miscellaneous income are about as expected.
- Enterprise receipts, gross and net, are generally ahead of budget.
**Donations**

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

One of our fund raising goals is to cover all Endowment Campaign fund-raising expenditures through June 30, 2012. The target is $564,000, which covers estimated expenses this year of $380,000 plus the campaign expense deficit carried forward from last year. We have collected less than $11,000 for this purpose so far this year. Failure to reach or come close to the goal could result in a very substantial budget deficit, up to $500,000.

However, the University has collected about $370,000 to date in endowment funds that, with the permission of the Trustees, could be used to help make up any short-fall until longer-term pledges can be collected.

The following table lists this year’s fund raising goals compared with last year’s actual results.

<table>
<thead>
<tr>
<th>Project</th>
<th>2011 Actual</th>
<th>2012 Budget Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Fund</td>
<td>$ 2,334,631</td>
<td>$ 2,100,000</td>
</tr>
<tr>
<td>Endowment Campaign operating support</td>
<td>225,180</td>
<td>564,000</td>
</tr>
<tr>
<td>Golden Domes/Invincible America</td>
<td>131,004</td>
<td>135,000</td>
</tr>
<tr>
<td>Global expansion of consciousness-based programs</td>
<td>106,575</td>
<td>200,000</td>
</tr>
<tr>
<td>Sustainable Living Center</td>
<td>562,317</td>
<td>722,000</td>
</tr>
<tr>
<td>Golden Dome Market addition</td>
<td>N/A</td>
<td>115,000</td>
</tr>
<tr>
<td>Collection of prior years’ Annual Fund pledges</td>
<td>178,000</td>
<td>278,000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$ 3,537,707</strong></td>
<td><strong>$ 4,114,000</strong></td>
</tr>
</tbody>
</table>
Expenditures

Most expenditure categories are generally in line with budget but pressing on the high side. The exceptions are insurance costs, which are well over budget, and energy costs which are under budget. The cost of health and worker’s compensation insurance is on track to be over budget by $100,000 or more; property and liability insurance by about $60,000. Thanks largely to a mild winter so far, energy costs are projected to be under budget by $50,000 – $75,000. Of course energy consumption, which depends on the weather, and the incidence of health insurance claims are both highly variable.
**KEY FINANCIAL DRIVERS**

**Student Growth**

Enrollment in standard programs grew by 10% over the previous fall to a record 483, more than doubling in the last five years. The Fairfield campus population (the first three student categories from the bottom in the following chart) increased by 2.5% to a record 613. As a result of a decrease in the number of Professionals students, total U.S. enrollment declined by 4% from 1,277 to 1,231.

![Enrollment Chart]

<table>
<thead>
<tr>
<th>Enrollmenet</th>
<th>Fall '05</th>
<th>Spr '06</th>
<th>Fall '06</th>
<th>Spr '07</th>
<th>Fall '07</th>
<th>Spr '08</th>
<th>Fall '08</th>
<th>Spr '09</th>
<th>Fall '09</th>
<th>Spr '10</th>
<th>Fall '10</th>
<th>Spr '11</th>
<th>Fall '11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int'l Collaborations</td>
<td>104</td>
<td>57</td>
<td>113</td>
<td>83</td>
<td>139</td>
<td>145</td>
<td>72</td>
<td>70</td>
<td>10</td>
<td>0</td>
<td>14</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Prof. Off-Campus</td>
<td>273</td>
<td>285</td>
<td>401</td>
<td>376</td>
<td>468</td>
<td>444</td>
<td>628</td>
<td>605</td>
<td>716</td>
<td>675</td>
<td>679</td>
<td>649</td>
<td>618</td>
</tr>
<tr>
<td>Prof. On-Campus</td>
<td>83</td>
<td>166</td>
<td>135</td>
<td>157</td>
<td>179</td>
<td>287</td>
<td>220</td>
<td>220</td>
<td>103</td>
<td>122</td>
<td>115</td>
<td>114</td>
<td>90</td>
</tr>
<tr>
<td>Campus Interns</td>
<td>7</td>
<td>16</td>
<td>24</td>
<td>24</td>
<td>22</td>
<td>21</td>
<td>33</td>
<td>31</td>
<td>31</td>
<td>33</td>
<td>45</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td>Standard</td>
<td>279</td>
<td>225</td>
<td>238</td>
<td>234</td>
<td>258</td>
<td>256</td>
<td>287</td>
<td>304</td>
<td>365</td>
<td>379</td>
<td>438</td>
<td>443</td>
<td>483</td>
</tr>
</tbody>
</table>

**Revenue per Student**

![Revenue per Student Chart]

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

Years Ended June 30 (000's)
Retention

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

![Reserves as % of Operating Expenditures plus Debt Service](chart)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reserve %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>21%</td>
</tr>
<tr>
<td>2007</td>
<td>10%</td>
</tr>
<tr>
<td>2008</td>
<td>10%</td>
</tr>
<tr>
<td>2009</td>
<td>-10%</td>
</tr>
<tr>
<td>2010</td>
<td>16%</td>
</tr>
<tr>
<td>2011</td>
<td>36%</td>
</tr>
<tr>
<td>2012</td>
<td>33%</td>
</tr>
</tbody>
</table>

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.
INSTITUTIONAL ADVANCEMENT

Nick Rosania, Co-Executive Director

Endowment Campaign

We have retained the services of Graham-Pelton for three additional months beginning November 7 at a reduced time of ½ day per week with Marion Brenner. The Trustee Institutional Advancement Committee has recommended this extension of our contract with Graham-Pelton.

A total of 50 solicitations have taken place to date resulting in 32 pledges totaling $4,275,008 (additional $4,450,000 in bequests). An additional $2,800,000 is pending in asks from five individuals.

<table>
<thead>
<tr>
<th>Gift Level</th>
<th># of Donors Needed</th>
<th>Providing</th>
<th>Cumulative Total</th>
<th># of Gifts Rec’e’d</th>
<th>Total in Gifts Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000,000</td>
<td>1</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5,000,000</td>
<td>2</td>
<td>$10,000,000</td>
<td>$20,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$2,500,000</td>
<td>4</td>
<td>$10,000,000</td>
<td>$30,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$1,000,000</td>
<td>8</td>
<td>$8,000,000</td>
<td>$38,000,000</td>
<td>2</td>
<td>$2,000,000</td>
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<tr>
<td>$500,000</td>
<td>10</td>
<td>$5,000,000</td>
<td>$43,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$250,000</td>
<td>12</td>
<td>$3,000,000</td>
<td>$46,000,000</td>
<td>1</td>
<td>$250,000</td>
</tr>
<tr>
<td>$100,000</td>
<td>15</td>
<td>$1,500,000</td>
<td>$47,500,000</td>
<td>13</td>
<td>$1,764,000</td>
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<td>$50,000</td>
<td>20</td>
<td>$1,000,000</td>
<td>$48,500,000</td>
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<td>$50,000</td>
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<td>$25,000</td>
<td>25</td>
<td>$625,000</td>
<td>$49,125,000</td>
<td>2</td>
<td>$75,000</td>
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<td>$10,000</td>
<td>30</td>
<td>$300,000</td>
<td>$49,425,000</td>
<td>8</td>
<td>$122,500</td>
</tr>
<tr>
<td>$5,000</td>
<td>35</td>
<td>$175,000</td>
<td>$49,600,000</td>
<td>2</td>
<td>$10,000</td>
</tr>
<tr>
<td>Below $5,000</td>
<td>Many</td>
<td>$400,000</td>
<td>$50,000,000</td>
<td>2</td>
<td>$3,508</td>
</tr>
</tbody>
</table>

TOTALS 162 + 28 $4,275,008

Bequests  $4,450,000

Grand Total $8,725,008

In November, MUM contracted with Graham-Pelton for another 3-month consulting extension at 2 days per week for $7000 a month. Marion Brenner, our consultant, continues to take a leading role in training, guiding, and guiding the Board members forward in this 5-year endowment campaign.

In addition to working with the Campaign Cabinet and the staff, Ms. Brenner has started to expand work with individual Trustees who are members of the Campaign Cabinet to help them design efforts for regional cultivation and solicitation activities. In addition to Dr. Bevan Morris, Raja John Hagelin, Mayor Ed Malloy, Jeffrey Abramson, and Ramani Ayer, she is working with Raja Stanley for the Rocky Mountain States, Bud Liebler for the greater Detroit area, Bob Brown for Florida, and Larry Chroman for the Bay Area.

Below is a list of additional cultivation and solicitation tours during November and December for members of the Board of Trustees and MUM administration:

- Fairfield — Dr. Bevan Morris, Mayor Ed Malloy
- Northern California — Raja John Hagelin
- DC and Virginia — The first round of visits was in September with Dr. Morris, Dr. Abramson and Mayor Malloy. Then Jeffrey and Ed organized and executed another round of follow up meetings. These visits resulted in $77,500 in pledges.
- Florida, North Carolina, and Maryland — Scott Brown
- Southern California — David Todt
• Coordinating, scheduling, and creating donor profiles for the tour activities are Nick and Sandra Rosania and Kathy Brooks

**Annual Fund**

Total Annual Fund donations through 1/17/12 are $1,011,923. This is higher than past years at this time as one donor has already given $610,000 during the current fiscal year. Last year at this time, he had contributed $280,000 and the previous year $300,000.
Annual Fund gross proceeds/net proceeds history

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Annual Fund Gross Proceeds</th>
<th>Annual Fund Expenses</th>
<th>Annual Fund Net Proceeds</th>
<th>Expenses as % of Gross AF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>$1,755,355</td>
<td>$125,783</td>
<td>$1,629,572</td>
<td>7.2%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$1,948,248</td>
<td>$116,362</td>
<td>$1,831,886</td>
<td>6.0%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$1,921,018</td>
<td>$122,698</td>
<td>$1,798,320</td>
<td>6.4%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$1,920,280</td>
<td>$124,042</td>
<td>$1,796,238</td>
<td>6.5%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$2,329,448</td>
<td>$133,751</td>
<td>$2,195,697</td>
<td>5.7%</td>
</tr>
<tr>
<td>AVG 06-11</td>
<td>$1,974,870</td>
<td>$124,527</td>
<td>$1,850,343</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

This chart shows gross and net Annual Fund — 6.3% expense ratio seems reasonable.

Annual Fund alumni study

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Annual Fund Donors</th>
<th>Number of Alumni Donors</th>
<th>Dollars Contributed by Alumni Net of Exp</th>
<th>Alumni Donors as % of Annual Fund donors</th>
<th>Alumni Donations as % of Net Annual Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>1,228</td>
<td>302</td>
<td>$267,663</td>
<td>25%</td>
<td>16%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1,065</td>
<td>264</td>
<td>$263,066</td>
<td>25%</td>
<td>14%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1,222</td>
<td>379</td>
<td>$292,249</td>
<td>31%</td>
<td>16%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1,290</td>
<td>416</td>
<td>$228,782</td>
<td>32%</td>
<td>13%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1,190</td>
<td>362</td>
<td>$313,935</td>
<td>30%</td>
<td>14%</td>
</tr>
<tr>
<td>Average 2006-2011</td>
<td>1,199</td>
<td>345</td>
<td>$273,139</td>
<td>29%</td>
<td>15%</td>
</tr>
</tbody>
</table>
The above chart shows MUM alumni donor impact: 29% of donors are alumni, and 15% of dollars collected are from alumni. I am unsure of national university averages and that will be interesting to study. It is encouraging that the alumni donors are increasing as a % of all donors.

**Mission / Objectives / Strategies**

The mission of the Annual Giving Program is to generate annual, on-going, unrestricted support for departments, programs, special projects and scholarships, accomplished by developing and nurturing a habit of giving among alumni, faculty, staff and friends of the University.

**OBJECTIVES**

- Increase online giving
- Acquire new non_donors – young alumni and others
- Retain current donors – LYBUNTS (Last Year But Not This Year)
- Reactivate lapsed donors – SYBUNTS (Some Years But Not This Year)

**STRATEGIES**

- Diversify methods of soliciting donations
  - Email
  - Direct mail – postcards
  - Phone calls – phonathon
- Segment Alumni and Non-Alumni Donors
  - Donor Segments
    - Annual fund donors
    - non-Annual Fund donors
    - Current donors
– Lapsed donors
– Alumni donors
– Donor Clubs (1000 Clubs, Sponsors Clubs, Inactive Club Members)
  o Alumni segments
    – Major
    – Class year
    – Young alumni (last ten years)
  o Additional segments (all groups)
    – Fairfield
    – Non-Fairfield
    – Monthly credit card donors
    – Invincible America participants
    – Monthly direct deposit donors
    – Achievements ezine recipients

• Broaden the base of young alumni participation
  o Promote company matching gifts program
  o Encourage online giving (credit and debit cards) and direct deposits
  o Achievements ezine, alumni spot series “why we give” – (two or three email blasts)

**Planned Giving — Gift Annuity Program**

Last June we proposed that MUM actively promote a charitable gift annuity program to attract new donors and increase giving by existing donors. The Trustee Finance Committee has reviewed and approved the proposal, and now we have launched this new program.
A postcard announcing the program was mailed in January to over 20,000 alumni, donors, and friends. The campaign will also include emails to MUM’s donors and alumni, promotional literature, and a website featuring a user-friendly gift annuities calculator which can be viewed at mum.edu/annuity

Also our planned giving website at Crescendo Interactive has been redesigned in a more user-friendly format with a wealth of information on many planned giving options. It can be viewed at mum.giftlegacy.com.

**Scott Brown and David Todt —**

**activities and feedback from donors and alumni**

**ACTIVITIES**

Scott has called and visited with donors, alumni donors and non-donors, and introduced himself to Transcendental Meditation program directors in Florida, North Carolina, Virginia, Washington DC, and Maryland.

- Spent time sharing strategic plan with emphasis on enrollment, alumni connections and fundraising.
- Two bequests have been identified, one is an undetermined amount, another is 25% of estate.
- Teamed with the alumni office to contact non-donor alumni to invite to small open house receptions.
- David has called and visited with donors, alumni donors and non-donors in the greater Los Angeles and San Diego areas.
RESPONSE

Donors and alumni have been gracious with their time and enthusiastic that MUM is getting out and making contact. One alum said he had gone 36 years without seeing or speaking to anyone from MUM.

FEEDBACK / SUGGESTIONS FROM DONORS AND ALUMNI

- They welcomed and encouraged the idea that MUM is growing in its skills in administration, strategic planning, and fundraising.
- They approved the goal to pay faculty and staff a higher wage.
- Several alumni are willing to give testimonials on why alumni should give back to MUM.
- We should offer more continuing education curriculum to keep those with college degrees in touch and coming back. Not just distance education, but on campus for week-long or 3-4 day intensives.
- We should continue to make contact and partner with Transcendental Meditation centers. Also helpful would be integrating fundraising opportunities to help both MUM and the Transcendental Meditation centers.
- We should share the alumni list with local centers to help alumni stay in contact. This will help give centers a target audience and will encourage alumni to continue their meditation.
- We should coordinate with the Transcendental Meditation organization to provide new meditators an opportunity to learn more about MUM.
- They expressed interest in our offering Maharishi Vedic Science courses in locations where they live.
- We should integrate activities of Admissions, Alumni, Marketing, and Advancement by location.
- We should offer more alumni receptions away from Fairfield.
- We should encourage alumni to serve as mentors to students graduating from MUM, and help them to network.
- International graduates seem especially grateful for their degrees. Perhaps seek them out more for involvement and fundraising purposes.
- The third day of Transcendental Meditation training might be a good time to introduce MUM through a short video, similar to other videos with research from Dr. Travis and MUM. This kind of presentation would demonstrate how quickly the brain reaches a state of coherence both during and outside of meditation. It is helpful for new meditators to see that if they stay regular, in just 2-3 months they achieve higher brain coherence. This kind of knowledge could be presented in a video that mentions the University, its brain research lab, types of classes, meditating campus, unique community, organic food, and Visitors Weekends. Then every new meditator would be introduced to MUM without the Transcendental Meditation teachers having to talk about it themselves. A short 5-7 minute video would be easy to play as part of the three days’ checking. If presented to the Centers as a great tape to reinforce the benefits that come from regular Transcendental Meditation practice (rather than a MUM promotional video), it would more likely be played.
- Scott’s travel plans for the rest of the fiscal year include Pennsylvania, New York, New Jersey, Massachusetts, Connecticut, Tennessee, Kentucky, Ohio, Georgia and South Carolina, and return trips to DC, Maryland, Virginia, Florida, North Carolina, and of course Fairfield.
- David’s travel plans in 2012 include Northern California, Seattle and surrounding areas, Colorado, several metropolitan areas in Texas,
several metropolitan areas in Arizona, repeat trips to Southern California, and select areas in the Midwest within driving distance.

Alumni Relations – achievements since August

In November, the new Alumni Association website launch was officially announced with a postcard mailing to all alumni with valid addresses (3,069 postcards altogether). As of January 17, 222 members have registered for the website. Approximately 50% of the registered members reside in Fairfield and Maharishi Vedic City. Our Facebook group membership has grown to 412 members.

Thanksgiving and Holiday email newsletters were sent to our entire alumni list, offering inspirational good wishes and announcing the latest website feature stories, events, and online donation opportunities.

The new Alum Card has been used as an incentive to attract people to the website as well as to announce our new programs. Local alumni can use the card to receive 10% off at the MUM Store, Golden Dome Market, MUM Press, and the Rec Center. We use a two-pronged approach for Alum Card registrations.

- First, people can request an Alum Card by registering on the site at alumni.mum.edu. So far 220 cards have been requested.
- Second, we have issued 400 cards to graduating students, alumni on staff at MUM, Fairfield alumni, and during regional outreach visits. A total of 620 Alum Cards have been issued.

On December 11, our Winter Graduation Bowling Party at Fairfield’s Flamingo Lanes exceeded capacity with 90 current students, alumni, and
alumni faculty attending. Bowling lessons were offered to international students by Dr. Raul Calderon.

Also in December, to help facilitate Scott Brown’s (our new Major Gifts Officer) visit to Florida, we phoned non-donor alums and helped coordinate their meetings with Scott. Alumni who met with Scott have shown great enthusiasm for our outreach.

Matthew Kendz has completed the LEAN facilitator training.

**Looking ahead**

- **Website and Social Networking goals**
  - Lotus Job Network launch by February 15th. This is another alumni website feature aimed at providing service and thereby attracting membership.
  - Monthly Alumni spotlight features and bi-weekly news posts featuring alumni events.
  - 3-5 Tweets a week to our Twitter subscribers with website update news and events.
  - Adding an EVENTS page to the website with a calendar of events through December 2012.
  - Adding an ALUMNI BUSINESS DIRECTORY page to the website to promote alumni ventures and services.
  - Doubling the number of website members to 440 and Facebook members to 600 by June.
  - Issuing 150 Alum Cards per month.
• **Events and Outreach**
  
  o Completing a schedule of events for 2012 and posting them on the website by end of January. This will include a Fairfield event every 4-8 weeks.
  
  o Arranging regional get-togethers in North Carolina, Seattle, and Florida before spring.
  
  o Weekly phone-campaigns to Alumni to inform them of our programs, identify high probability contacts for regional events, and update our database. We’d like to call the entire list by June.
  
  o Opening the MUM Alumni Association Board meeting to any alumni who wish to attend and growing the board from the current 14 members to 22 by summer.
  
  o Creating monthly alumni phone-conferences with mini-presentations and Q&A by MUM faculty. Recorded presentations could then be used as content on the website.
  
  o Coordinating with Distance Education to feature their courses on the alumni site.
  
  o Setting up a booth at First Fridays Art Walk.

• **Professional Development**
  
  o Researching best practices and effective programs at colleges with comparable alumni numbers.

Webinars, books, and training from leaders in the field.
ADMISSIONS AND MARKETING

Brad Mylett, Dean of Admissions

New student spring enrollment 2012 — 3 weeks early

We had been anticipating a challenging year-over-year spring enrollment comparison. But a late surge of applications, a tremendous effort from the staff, and a strong performance from International admissions helped us overcome the loss of three valuable weeks of recruiting (due to the new calendar, with the spring semester starting after the winter break instead of a block later). The ESL faculty also helped by allowing us to admit additional students for an early February intake. The table below highlights the various groups of students enrolling this spring.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>US undergraduate</td>
<td>53</td>
<td>1</td>
<td>54</td>
<td>55</td>
<td>69</td>
</tr>
<tr>
<td>Int. undergraduate</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>US Graduate Standard</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>7</td>
<td>5</td>
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<tr>
<td>Int. Graduate Standard</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Accounting MBA</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Graduate—Internship</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Graduate—Evening Weekend</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Compro</td>
<td>0</td>
<td>45</td>
<td>45</td>
<td>56</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Standard</strong></td>
<td><strong>80</strong></td>
<td><strong>7</strong></td>
<td><strong>87</strong></td>
<td><strong>81</strong></td>
<td><strong>94</strong></td>
</tr>
<tr>
<td>Total Professional</td>
<td>7</td>
<td>48</td>
<td>55</td>
<td>70</td>
<td>57</td>
</tr>
<tr>
<td>Total New Spring Intake</td>
<td>88</td>
<td>56</td>
<td>144</td>
<td>154</td>
<td>153</td>
</tr>
<tr>
<td>------------------------</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>New students from China – these figures are included above</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td>17</td>
</tr>
</tbody>
</table>

**Financial Aid**

For the last two years the “gap” payment (the difference between the full financial aid package and the amount students must pay to MUM) has increased. Starting with the Fall 2012 semester, the Federal Pell Grant will be reduced by $600. This reduction, combined with the elimination of the Federal Perkins revolving loan, has reduced the amount of Federal aid available to students. The good news is students will have less debt upon graduation. The challenge is they all must contribute significant-out-of-pocket funds upon enrollment.

**CHANGES IN MINIMUM CASH PAYMENT – LAST 2 YEARS**

<table>
<thead>
<tr>
<th>Income level (thousands)</th>
<th>Payment Gap 2009-2010</th>
<th>Payment Gap 2012-2013</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; $30</td>
<td>0</td>
<td>1,100</td>
<td>1,100</td>
</tr>
<tr>
<td>$30 – $50</td>
<td>0</td>
<td>2,085</td>
<td>2,085</td>
</tr>
<tr>
<td>$50 – $60</td>
<td>3,900</td>
<td>4,900</td>
<td>1,000</td>
</tr>
<tr>
<td>$80</td>
<td>6,500</td>
<td>12,000</td>
<td>5,500</td>
</tr>
<tr>
<td>$90</td>
<td>13,500</td>
<td>19,000</td>
<td>5,500</td>
</tr>
<tr>
<td>$110</td>
<td>14,500</td>
<td>20,000</td>
<td>5,500</td>
</tr>
<tr>
<td>$120</td>
<td>18,200</td>
<td>23,700</td>
<td>5,500</td>
</tr>
<tr>
<td>$140</td>
<td>30,000</td>
<td>32,400</td>
<td>2,400</td>
</tr>
</tbody>
</table>
New staff joining our team

The US Admissions Office has welcomed two new US counselors to join our dynamic team. Owen Blake (a graduate of Maharishi School of the Age of Enlightenment and recently Maharishi University) and Julie Beaufort (a long-time MUM staff and faculty member). Having Julie and Owen on our team will allow our counselors more time to travel and participate in additional recruiting and marketing activities. Jeff Whitten, a 25-year member of Purusha, also an MUM undergraduate program and MBA graduate, will be joining Paul Stokstad and the marketing team. Jeff is brilliant and dynamic and will work with faculty to further develop the departmental websites.

Content management system

We hope to launch this in the next 3-5 months. We signed a contract on January 1 with Magic Hour Communications and will have our first vendor site visit February 2-3. A content management system-enabled website:

- Enables multiple authors and departmental-level stakeholders to publish and update information more rapidly
- Allows individual departments to easily express unique features that become marketing channels to prospective students
- Allows students to view current information at the Enrollment Center site

Progress to date:

- We are continuing our meetings with internal departments on individual site architecture
- We completed department-level architectures for moving existing content and developing new content.
• Working with the vendor will give us an independent look at both architectural and marketing issues, resulting in a stronger web presentation for internal and external customers.

• We will co-develop and test the database integration elements of the site, including password-protected online faculty grade submission and student access to grades.

**Omniture – web analytics**

We are also launching our relationship with the Adobe Omniture Web Analytics/Ad management platform. This entails:

• reviewing our current online ad deployments

• creating a detailed strategic proposal for future ad deployments

• implementing ad and social media tracking tools

• training internal personnel in toolset use, including reporting tools

• launching fully tracked campaigns on Google, Bing, Facebook, etc.

Ancillary projects in lead-generation technologies continue — for example:

• Studentpla.net – a site that will provide articles of interest to school age users and then funnel leads to MUM.edu.

• Social Extract – a social media monitoring service that will seed web conversations with links to our site.

These latter projects are largely funded based on performance (e.g., paid applications).

Among the advantages of Omniture Site Catalyst software platform:
- Allows a single person to manage ad-buys on multiple advertising platforms from a single console, extending the reach of our advertising campaigns without adding personnel
- Allows us to more effectively monitor ad success and deploy ad expenditures where they will have optimal effect
- Allows management reporting through a robust reporting interface so upper level management and trustees can have graphic reports on marketing initiatives

**New landing pages**

Landing pages allow us to target keyword searches, so a search lands at a page better suited to the specific search than a generic home page. When students inquire from one of these new landing pages, we note in Goldmine which page they came from. Here are the new pages, live and working, and starting to get hits.

- **Lean accounting (MBA/Accounting):**
  [http://www.mum.edu/contact_lean](http://www.mum.edu/contact_lean)

- **Enlightenment:**
  [http://www.mum.edu/contact_enlightenment.html](http://www.mum.edu/contact_enlightenment.html)

- **Meditation:**
  [http://www.mum.edu/contact_meditation.html](http://www.mum.edu/contact_meditation.html)

- **Spirituality:**
  [http://www.mum.edu/contact_spirituality.html](http://www.mum.edu/contact_spirituality.html)

- **Consciousness-Based education:**
  [http://www.mum.edu/contact_cbe.html](http://www.mum.edu/contact_cbe.html)
- Transcendental Meditation
  
  http://www.mum.edu/contact_tm.html

- “Go big”
  
  http://www.mum.edu/contact_gobig.html

- The four aspects of learning at MUM
  
  http://www.mum.edu/contact_fouraspects.html

- Yoga
  
  http://www.mum.edu/contact_yoga.html

**iPhone / iPad app**

Working with Gradmags.com, we have just completed the publication of an iPhone/iPad app that currently features many of our Admissions brochures, including:

- MUM undergraduate programs
- MUM graduate Programs
- Assessing Student Outcomes
- MUM Alumni
- Celebrating 40 Years of Consciousness-Based Education
- Maharishi University of Management – The Story of Consciousness-Based Education (the “Viewbook”)
- Consciousness-Based Education

Users can page through these publications on their devices. We have enhanced the publications with embedded videos, which can be accessed from within the document. We will promote the app via Blogs, Twitter, and our Alumni Office.
You can get this app on the Apple App Store or at this URL.

Gradmags did this for us at no charge since they are just entering the admissions department promotion market and needed another demo.

We hope to use this venue or the vendor for a serialized publication, MUM Magazine.

**Streamlining (Lean) initiatives**

These measures will help save time and improve prospective student experience:

- **Allow students to save a partial application and finish it later** — This big project is about 75% done, and soon we will be in the testing phase. That will be much more efficient for students who begin the application and find they cannot complete it in one sitting. This will streamline the application process for the student.

- **Students go directly to checklist** — Admissions Counselors wanted applicants to be able to go directly from the application payment page to the checklist, enabling them to immediately begin working on their application requirements. We have implemented this. A link on the payment thank-you page takes applicants to “get a head start on requirements.” When applicants click on the link, it takes them to the appropriate checklist for their program.

**Outreach activities to generate applicants and students**

Local Governors taught the Transcendental Meditation technique to 15 students at Joliet Junior College (JJC) in Joliet, Illinois in November, and most of these students plan to come to a Visitors Weekend in February.
About 20 students joined the Transcendental Meditation Club at JJC. By the end of January, the club will become officially chartered, allowing more support from the college and campus culture.

In February, Dr. Fred Travis and JJC Professor Pat Tinken will give several presentations on “Brain Mapping: Meditation and Higher States of Consciousness in the Student Mind.” Dr. Tinken will teach a class this coming fall that includes Transcendental Meditation instruction.

Local Governors have begun promoting these events to JJC’s 16,000 students, including its 600 veterans who belong to the Veteran’s Alliance at JJC. Governors are promoting MUM Visitors Weekends to these groups and including the Wellness Warrior approach to PTSD for the veterans.

Jeff May, the former chairman and current vice-chair of the JJC Board of Trustees and 36-year Sidha is visiting MUM in late February. Dr. May is working with Laurina Carroll, a Chicago-area Governor, on a presentation on the benefits of Transcendental Meditation in higher education to Association of Community College Trustees at their annual meeting later this year.

**Compro Admissions**

*Please see the Compro section, page 92.*
Enrollment

The chart on the next page shows our current enrollment in comparison with last year. Note that though the dates differ, they represent the same point in time in the spring semester, about half-way through the Forest Academy block (the difference in date is due to the new calendar this year.

Tom Rowe comments:

As usual, we expect another wave of continuing students to arrive after Forest to start the February block. Every semester, our numbers seem low until Forest is over. Then a group of students who did not attend Forest return and the numbers bounce back to closer to what one might expect. Also, the numbers will further increase when the new Compro group arrives in February. And even that is not the end of the story. Our online Enrollment Report is cumulative for each semester, adding anyone who becomes enrolled even if part-time. The report does not drop anyone during the semester. Thus the numbers slowly grow all semester long as a few more new and returning students trickle in each block. That is why we can’t ever compare the ending total to one semester to the beginning total of another semester, even if we wait until after Forest Academy block.
<table>
<thead>
<tr>
<th></th>
<th>2/14/2011</th>
<th>1/23/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL ENROLLMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairfield</td>
<td>455</td>
<td>538</td>
</tr>
<tr>
<td>US Distance Education</td>
<td>587</td>
<td>545</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td>298</td>
<td>297</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>744</td>
<td>786</td>
</tr>
<tr>
<td><strong>FAIRFIELD ENROLLMENT</strong></td>
<td>455</td>
<td>538</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td>298</td>
<td>297</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>157</td>
<td>241</td>
</tr>
<tr>
<td><strong>US</strong></td>
<td>303</td>
<td>335</td>
</tr>
<tr>
<td>International</td>
<td>152</td>
<td>203</td>
</tr>
<tr>
<td><strong>Standard Programs</strong></td>
<td>355</td>
<td>409</td>
</tr>
<tr>
<td><strong>Evening and Weekend Programs</strong></td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td><strong>Study-Work (Intern) Programs</strong></td>
<td>39</td>
<td>31</td>
</tr>
<tr>
<td><strong>Co-op On Campus</strong></td>
<td>47</td>
<td>86</td>
</tr>
<tr>
<td><strong>US ENROLLMENT</strong></td>
<td>303</td>
<td>335</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>259</td>
<td>260</td>
</tr>
<tr>
<td>Graduate</td>
<td>44</td>
<td>75</td>
</tr>
<tr>
<td><strong>INTERNATIONAL ENROLLMENT</strong></td>
<td>739</td>
<td>748</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>39</td>
<td>37</td>
</tr>
</tbody>
</table>
Graduate | 700 | 711

| STANDBAD ENROLLMENT | 355 | 409 |
| Undergraduate | 298 | 297 |
| Graduate | 57 | 112 |

| COOP ENROLLMENT | 634 | 631 |
| On Campus | 47 | 86 |
| Distance Education | 587 | 545 |

*Percentage of minority students* — Excluding international students, as of the fall semester we had 82 minority students among our 317 total US students — a fairly high percentage.

**Retention**

The fall-to-spring new student retention rate will not be calculated until next week.
STUDENT LIFE

by Ellen Jones, Dean of Student Life

- Completed smoothest orientation yet, for spring entry, and added a “pre-orientation” for international students
- Worked with Dave Streid and Facilities Management to significantly improve the quality of life in the residence halls (and continue improving it)
- Working with academic deans and Enrollment Center to improve policies to promote student engagement and intervene earlier when students need attention
- Enjoying an outstanding student government — they are respectful, focused on improvements, helpful in providing student feedback on a variety of important issues, including those raised in the Noel Levitz Student Satisfaction Inventory
- Focusing on improving career advising and internship opportunities for our students
- Experiencing fewer student crises, and able to handle them more efficiently when they arise
- Benefiting from the smooth functioning of the department arising from putting policies and procedures into place and creating manuals for the various departmental functions
- Enjoying our ever-improving student body. Our Associate Deans of Students, Elaine Pomfrey and Jan Sickler, are helping teach Science and Technology of Consciousness to our new students, and Elaine shared the following experiences:
One of the activities students do in the first week is personal mapping, in which they depict how they got to MUM. Typically they draw MUM with light rays or stars around it.

Elaine reports that students also totally understand Maharishi’s point that the knowledge of the knower has been lacking in education, express that they have felt this lack themselves and that before coming here it’s been all about ingesting information and getting a job. They deeply appreciate having meditation and traditional education, plus Maharishi Ayur-veda, Yoga Asanas, and the whole package. They want to experience personal growth and learn objective knowledge. Elaine says that their experience is that MUM is like a beacon in the night.
**SUSTAINABLE LIVING CENTER**

Phase I and II of the Schwartz Sustainable Living Center will be completed by the end of February and the building will be ready for classes.

Our Muhurta for moving in is April 18 at 7:20 p.m. We are looking forward to a grand ceremony and will highlight the additional projects that can be funded to take the building 100% off-grid (Phase III). As an example, we hope members of the Wege Foundation board will be able to attend.

Phase II consists of additional renewable energy capacity to bring the building to a *net energy neutral* capacity. The building will produce more energy each year than it uses and feed excess power back into the campus grid. But it will still be connected for electricity when needed, and will use city water and sewage treatment. Phase III will take the building off grid in all ways. Parking, sidewalks, Vastu fence, finish grade are all in final form.

**Sustainable Living Center Finish List**

The following unfunded list are desired but not essential to open the building. One donor has verbally committed to funding the Priority 1 items as well as the kitchen furnishings (a Priority 2 item). Any items not funded within the next few weeks will be included in the overall cost of Phase III, as described above.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office chairs</td>
<td>$800</td>
<td>1</td>
</tr>
<tr>
<td>Table and chairs for office where they meet students regularly</td>
<td>$450</td>
<td>1</td>
</tr>
<tr>
<td>LED task lights for faculty desks</td>
<td>$400</td>
<td>1</td>
</tr>
<tr>
<td>Table in ladies bathroom</td>
<td>$100</td>
<td>1</td>
</tr>
<tr>
<td>Description</td>
<td>Budget</td>
<td>Priority</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Porcelain white boards for classrooms (these are the most expensive type, $900 may be normal)</td>
<td>$2,800</td>
<td>1</td>
</tr>
<tr>
<td>Runners / snow removal mats for entrance</td>
<td>$300</td>
<td>1</td>
</tr>
<tr>
<td><strong>Priority 1 Total</strong></td>
<td>$4,850</td>
<td></td>
</tr>
<tr>
<td>Conference table NW classroom</td>
<td>$600</td>
<td>2</td>
</tr>
<tr>
<td>Kitchenette – cabinets, countertop, sink</td>
<td>$1,200</td>
<td>2</td>
</tr>
<tr>
<td>Lab – tables and cabinets</td>
<td>$2,000</td>
<td>2</td>
</tr>
<tr>
<td>Greenhouse – grow tables / carts</td>
<td>$2,000</td>
<td>2</td>
</tr>
<tr>
<td>Mini-blinds for classroom windows (needed to use LCD projectors)</td>
<td>$2,500</td>
<td>2</td>
</tr>
<tr>
<td>Overhead LCD projects / screens for classrooms</td>
<td>$7,500</td>
<td>2</td>
</tr>
<tr>
<td>Wall-mount TV’s for classrooms (to play videos from MUM Tape Library)</td>
<td>$1,600</td>
<td>2</td>
</tr>
<tr>
<td><strong>Priority 2 Total</strong></td>
<td>$17,400</td>
<td></td>
</tr>
<tr>
<td>Tables &amp; chairs for Student Lounge</td>
<td>$500</td>
<td>3</td>
</tr>
<tr>
<td>Cork board display panels in the corridor arched display niches</td>
<td>$800</td>
<td>3</td>
</tr>
<tr>
<td><strong>Priority 3 Total</strong></td>
<td>$1,300</td>
<td></td>
</tr>
<tr>
<td>Tile floor for student lounge (currently concrete – opens to greenhouse)</td>
<td>$1,000</td>
<td>4</td>
</tr>
<tr>
<td>Plaster the concrete block walls in greenhouse</td>
<td>$5,000</td>
<td>4</td>
</tr>
<tr>
<td>Marmoleum over stained concrete (2 classrooms)</td>
<td>$15,000</td>
<td>4</td>
</tr>
<tr>
<td>Run the In-floor electrical / data wiring (can’t be done until Marmoleum is installed - see above)</td>
<td>$2,400</td>
<td>4</td>
</tr>
<tr>
<td><strong>Priority 4 Total</strong></td>
<td>$23,400</td>
<td></td>
</tr>
<tr>
<td>Patio pavers for north exit patio</td>
<td>$1,500</td>
<td>5</td>
</tr>
<tr>
<td>Add roof and Vedic ornamentation to the East and West verandas</td>
<td>$80,000</td>
<td>5</td>
</tr>
<tr>
<td>Vedic stepped pyramids on towers at four corners of building</td>
<td>$6,550</td>
<td>5</td>
</tr>
<tr>
<td><strong>Priority 5 Total</strong></td>
<td>$88,050</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>$135,000</td>
<td></td>
</tr>
</tbody>
</table>
LEAN UPDATE

Dr. Craig Pearson, Executive Vice-President

At the end of November we had a successful and inspiring four-day training session, led by Dr. Theresa Waterbury from Winona State University. Altogether 22 members of our administration and faculty – including most of the Executive Council — received this training.

Since then, led by Dean of Lean Tom Brooks, we have identified a range of processes that we will put through the Lean process. These are listed below. As you will see, some are broader in scope, some are more focused, but all are important. Please see Appendix 1 for a fuller chart describing who will be involved in each process.

The Lean process for faculty and staff orientation has just been completed and has been much improved as a result.

As we look at process after process using the Lean methodology, we will increasingly establish a *lean culture* at the University.

The Lean training included learning how to estimate the cost savings from any given Lean initiative. We will begin to know what these projects will save us as we move through them.

PHASE 1 PROJECTS

- Campus-wide meeting room reservation process (non-classroom) – *Where do you go to reserve a meeting room?*

- Dorm room inventory process – *Creates a baseline against which room damage is measured*
• Student complaint/suggestion process — *Creates a single, easy-to-use and monitor web-based interface where students can go for all communications*

• Governance and decision-making processes — Two sections: Academic and Administrative Governance — *How are decisions made in MUM’s committee structure, how can it be simplified, and how can communication be improved?*

• Staff/Faculty orientation Part 1 — *What information and training do new staff and faculty receive in the first month, and how can we improve it so as to improve employee satisfaction and retention?*

• Student advising — *Review of all aspects of student advising from entry to graduation*

• Interlibrary loan process — *How can we improve the process of borrowing books from other libraries and loaning books to other libraries*

• Internship processes — *What are the requirements and application procedures for students to enroll in an internship?*

PHASE 2 PROJECTS

• Staff and faculty hiring process

• Staff and faculty training

• Compro exam process

• Financial Aid check process

• Donation process

• Bank card processing

• Purchase order system
- Budgeting process
- Inventory controls and ordering for Golden Dome Market and University Store
- Printing request process
- Admissions — International Admissions
- Compro Admissions process
- Dorm room assignment process
Facilities — Prioritizing projects

Things are going smoothly in Facilities Management. Staffing levels are much better, with all positions filled in maintenance and grounds, but 2-3 positions in custodial and one mechanic’s position remain unstaffed. Cleaning in the dorms is much improved, with no complaints and even a few compliments. This is due mainly to better quality staff and better supervision.

On Friday, January 20, Jim Ridge and Andy Haines, from Aramark’s corporate office, came to campus to lead a Facilities Strategic Planning Session. The purpose of this session was to bring together a number of stakeholders from the University to discuss how to prioritize capital spending over the next 5 years, given our limited resources.

The first part of the all-day session focused on how to distribute priorities among various project goals, such as asset preservation, safety, cost savings, curb appeal, sustainability, etc., as well as serving various campus constituencies. A scheme was presented for setting these broad priorities that will be useful now and in the future.

The second part of the session focused on lists of specific projects that those attending the meeting brought to the table. The group went through these lists collectively and set priorities on a scale from 1 (need to do right away) to 5 (would be nice to do sometime). At the end of the day we had a list of
23 priority 1 projects, the cost of which totaled more the $500,000. This exceeds available funds, so a further round of prioritizing is needed.

The main value for this process was to involve a larger number of people in the Facilities budgeting process and inform them of the broader needs on campus and where their projects fit in with others. In this regard, this was a successful event that we hope to repeat in some manner once or twice each year.

A more detailed report with a list of the projects and their costs will be available by the time of the Feb. 2 meeting. One Priority 1 item worth mentioning now, however, is Master Planning. The group felt strongly that this needs to be a first priority project, even though the cost will be in the range of $50,000–100,000. If we do not make this a top priority now, then when we do think it is a top priority it will be too late — namely when we are ready to build another building or make another major campus improvement. The master planning process will take at least a year to reach a stage where we feel comfortable that everyone agrees on the functions/locations of new buildings and the main circulation plan.

Since the landscape architect that we were working with passed away unexpectedly in December, we are in the process of finding another firm that can lead us in this process. We hope to have more information on this at the meeting.

**Food Service**

Food service is doing well both in terms of diner satisfaction with the high quality of the food and in terms of budget. At this point, 30 weeks into the fiscal year, they are running about $20,000 under the projected budget.
Human Resources

Faculty and staff bonuses were distributed in December to the great appreciation of everyone. All full-time and regular part-time employees working more than 15 hours/week received either cash or in-kind bonuses ranging from $25 to $500, depending on their length of service. The in-kind bonuses were what we called “Vedic Benefits,” which included credit for either Panchakarma at The Raj or the MUM staff clinic, Maharishi Vedic Vibration Technology treatments, Maharishi Gem and Light Therapy, Advanced Techniques of the Transcendental Meditation program, Maharishi Amrit Kalash, or Maharishi Jyotish consultations. Sixty of our faculty and staff took advantage of these Vedic Benefits.

Smaller bonuses were also given to the Aramark and Aladdin employees, which they were most happy to receive.

Roof report

The repair projects on Hildenbrand Hall and the Rec Center have been completed. The new roof on Verrill Hall is being installed and should be completed by the time of the Trustees meeting. We are still waiting for the roofing company to begin work on the new roofs for Frat 106 and 150.

Dorm renovation

We have started the dorm renovation part of the $400,000 loan, with work beginning in Building 143. The second-floor lounge has been renovated, and materials have been ordered for a student kitchen and complete renovation of the bathrooms. Work on those projects will begin soon.
Buildings vacated by Purusha

At this particular moment there are no firm plans for those buildings. Possibilities include:

- Renovate 153 like a 3-star hotel for guests and visitors. This would require $400-500,000, but could have reasonable payback if we can rent it at $50/night to Invincible America participants and other guests.
- Do minimal renovations to 153 to make it habitable for Invincible America participants. It needs new boiler and roof and some room repairs, probably costing $100,000.
- Frat 152 will not become available until the rest of Purusha leave, probably in April. We would only renovate this if there is a need for Invincible America participants or students. We hope to know by April 1 if it is needed so we have time to renovate before August.

Facilities — Recreation Center renovation

by Ken Daley

Exercise and Sport Science’s staff have just completed their most extensive renovations and expansion of the MUM Recreation Center since it opened.

We created a new second story office space at the north end, which allowed us to move the Fitness Assessment Lab into the old office space. The new lab is more intimate and better suited to one-on-one fitness assessments than the previous lab.

The south end of the Recreation Center is now home to a new aerobic / dance space. It had been separated from the rest of the building by netting. The netting is gone, replaced with a steel-and-wood stud wall. Now the
gymnastics, rock climbing, and aerobic / dance space is a large, self-contained gym within a gym.

Part of the floor there is covered with birch wood boards that float on foam blocks, providing a forgiving, joint-friendly workout that is reflected in a full wall of mirrors.

Inside the space, there are no other walls. This allows each space to share its footprint with overflow participants from the other activity spaces. These three spaces now afford a great deal more flexibility in usage. One wall has been specially constructed to be used for teaching parkour moves that involve running up walls and doing flips off the wall. The wall is a huge hit with our students.

The $25,000 dollar project was funded with Student Athletic fees that were pooled over several years.
INTERNATIONAL REPORT
FROM THE GENERAL COUNSEL

by Bill Goldstein

I am in week seven of my current trip to India and Asia and wished to provide you a summary of my activities:

**India**

**MAHARISHI VIDYA MANDIRS**

I enjoyed a 10-city tour of Maharishi Vidya Mandirs over 12 days, speaking to about 8,000 students, parents, and teachers, offering them the MUM College Express program for upper-class secondary students who can top off their education at Maharishi School of the Age of Enlightenment and then move right into Maharishi University of Management.

It was a marvelous experience seeing these successful schools, some with enrollments over 8,000. Many of the principals said there was much interest, and a number of parents I spoke to confirmed this. And in locales like Hyderabad and Chennai, finances do not appear an issue (though many are hoping they will score well on their national exams in March and get accepted at the very selective but inexpensive Indian colleges).

The principals indicate we should be hearing from serious applicants the first week of April. One principal felt she could get about 15 applicants. Girish Ji feels that if we just get a handful of successful applicants next year, that will break the ice for the naturally conservative parents and we will develop a growing regular cohort from the Mandirs in the future.
MAHARISHI VEDIC PANDITS

I had good success at the Embassy on the Pandit project and passports are now starting to come in good numbers. 100 Pandits are now on their way to Maharishi Vedic City — and we expect that same number on almost a monthly basis until we reach 1,200.

China

VISAS

The orientation of our pool of about 16 Chinese students went well. We are at about an 80% visa acceptance rate and rising. A good number of prospects will be waiting till fall to attend, because it is a challenge to come mid-year prior to graduation. Some of our new collaborations are continuing to bear fruit, so we are looking forward to a good fall crop. Computer Science applications are also growing nicely now in China.

Dahui Qi, our long-time collaborator and friend, has started a new college at Peking University, the most prestigious university in China. This college will initially target early learners, but includes an adult and executive MBA program, in which integration of the Transcendental Meditation program and affiliation with MUM could very likely follow. This is a development to keep an eye on.

We have developed some wealthy contacts in China who may be interested in Movement development in China as well as investing in the Maharishi Vedic City sustainable development project.
**Mongolia**

A productive three-day visit to the frozen steppes of Mongolia resulted in seven memoranda of understanding with the most prestigious and successful private and public universities there.

Most promising is our relationship with their finest private university, founded by a visionary president who was so enthralled by our system of education that he, his wife, and his top administrators all learned the Transcendental Meditation technique, instructed by our strong group of Governors the week after I left.

Ikh Zasag International University wishes to roll out collaborative programs immediately. We are working on the models for a DE program at the undergraduate and graduate levels in management and perhaps computer science, to be inaugurated in March or April with visiting lectures by MUM faculty to their MBA students as well as with faculty training. This very creative country has great potential for us. Raja Stanley’s encouragement to go was wise, and we will put this expansion opportunity on the front burner.

**Nepal**

I visited with the embassy and with prospective students to try to enhance the visa acceptance rate there. IT is a tough situation visa-wise in Nepal right now in light of the political and economic instability, but I hope it will ease in the next year.

**Bhutan**

NOTE – The following discussion of Bhutan is confidential to the Board of Trustees.
This was a remarkable culmination to my travels. I had Professor Gamble accompany me on this visit, and our Bhutanese host, the Minister of Education, rolled out the red carpet for us. We met with a number of top education leaders in light of their interest in our sustainability curriculum and its compatibility with their Gross National Happiness ethic. These meetings with responsible Bhutanese decision-makers have yielded several projects there that could yield great fruit for both MUM and the Kingdom of Bhutan.

We also attended, by special invitation, the closing session of Parliament with His Majesty the King, a highlight of our visit. We were deeply impressed by the spiritual air in their hall of government, which made clear the irrepressible sanctity and reverence of Bhutan for the most profound values of life.

- **Sustainable Schoolhouse project** — The Sustainable Schoolhouse project we proposed has been enthusiastically accepted. Professor Gamble is already hard at work designing the highest sustainable schoolhouse on Earth, working with the Ministry’s Chief Engineer, who plans to come to Iowa soon to learn more from us, supported by the Bhutanese government. The country needs habitable, reliable schools in its alpine region, and our Sustainable Living department and interns plan to assist in designing and constructing a passive solar, east-facing school building, with adjoining greenhouse, made of rammed earth and concrete. It is a mere 4-day trek to get there, so only the hardy should apply for this internship, which will also include study and harvesting medicinal herbs on this slope, one of the most prolific herb sites in the Himalayas. Initial work will start in April and will continue through the summer. This project, which will extend over several years, is being
funded by the government of Bhutan thanks to a donation from an Austrian trekker. They are also requesting of us workshops and seminars in Bhutan for their engineers on sustainability and solar technologies to help the country develop self-sufficiency.

- **Gross National Happiness Centre** — Their new Gross National Happiness (GNH) Centre wants us to assist them in developing the Center short- and long-term. For this summer, working with their Director, we have developed a GNH summer camp, to be located at the planned site of the GNH Centre in the mountainous forests of central Bhutan. He will organize secondary and college students to join our Sustainable Living students to create a design exercise and experiment with technologies to be used in the creation of this site. The first building constructed will be a meditation hall.

- **Sustainability College** — The CEO of the planned, visionary Education City, a center of international postsecondary study that will fulfill the country’s mandate to be a knowledge-based society, firmly supports our desire to create a GNH/MUM Sustainability College there.

- **Study abroad programs** — While this is a huge project, still in its fundraising phase, we would like to start solidifying our connection with Bhutanese educators by offering a study abroad program (one semester or a year) for MUM students as early as this fall. A possible initial site for this program is the new campus of the Royal Thimphu College, the first private college in Bhutan (funded by the Royal family). It has one of the most glorious campuses we have ever seen, 8,000 feet up in a forested canyon with 180-degree views of the High Himalaya of Bhutan. All modern, state-of-the-art facilities in the traditional style have recently been completed.
We envision developing this first Bhutan study-abroad program as a kind of consortium and have been discussing this idea with the director of study-abroad programs at Grinnell and DePauw University, a friend of Professor Gamble, who is enthusiastic. We would offer one-month and one-semester programs with a mix of students from MUM and other universities (the standard cost is about $4,000 per month, $10,000 per semester). Students from other schools would first come to Fairfield for a 3-4-week introduction to Consciousness-Based education (including learning the Transcendental Meditation technique) to prepare for their travel to Bhutan with our students. The expected surplus from this endeavor can, among other things, help fund our GNH center at MUM and projects in Nepal, as well as subsidize the participation of Bhutanese students at Royal Thimpu College in this sustainable education program.

- **Organic agriculture projects** — Organic agriculture projects are also being planned in the Bhutan town Paro, at several of the high-end resorts who would like our interns to develop their organic gardens, and with farmers throughout the country through the Ministry of Agriculture.

- **Grant opportunity** — On my last day in Thimphu, the capital city of Bhutan, I met with Dr. Sunil Motiwal, Director of Project Administration and Finance of the SAARC Development Fund. He is a second cousin of Anand Shrivastava and former director of Maharishi Global Trading. SAARC’s international fund headquarters is in Thimphu. There are $300 million (USD) available in social reform grant funds for projects, and because it is a new fund it is not very competitive. Sunil said over 90% of apps are getting approved and he will assist us in the process. Three nations need to be advantaged by the grant project and the lead agency, MUM, would get 3% of grant funds as
G&A. We will now consider grant proposals on this, perhaps in Maharishi Vedic Organic Agriculture for rural villages in three selected countries, sustainable schoolhouses, or CBE integration, either stand alone or as part of a grant proposal for schools.

These concrete projects are establishing strong connections with the highest levels in the kingdom. The Minister and I discussed the timing of securing the Prime Minister’s imprimatur on a Center for GNH at MUM and decided we will launch these projects successfully and then have great momentum for a glorious center in the near future (hopefully inaugurated by our President and Bhutan’s highest-level individuals).

Other more private aspects of the trip may be discussed in person at the Trustee’s meeting.
INSTITUTE OF SCIENCE, TECHNOLOGY AND PUBLIC POLICY

by Gerry Geer

Educational Initiatives

- Dr. Hagelin and the Institute staff continue to play key roles in the expansion of the David Lynch Foundation. Among many other key initiatives:

- The Foundation’s flagship “Quiet Time” program in the San Francisco school district is now in its sixth year, with over 2500 students and 500 faculty and administrators having learned the Transcendental Meditation technique. Attendance in participating schools has risen to 98%, suspensions have plummeted, GPAs have risen, and the “achievement gap” for low-performing students is shrinking. The George Lucas Education Foundation is also preparing a documentary about the SF project for web broadcast.

- American Indian initiatives continue to expand and now include collaborations with influential Native American organizations such as the Native Wellness Institute, the National Indian Youth Leadership Project, and the Seventh Generation Fund, all of whose top leadership have learned the Transcendental Meditation technique.

- Norwich University, the oldest private military college in the US has launched a pilot Transcendental Meditation study in 2011 involving 100 students, and wants to adopt the program campus-wide. Results so far have shown significant reductions in stress, anxiety, and negative mood; increases in emotional coping; and improvements in cognitive function.
Military Initiatives

- *Operation Warrior Wellness*, launched in December 2010 to bring the benefits of Transcendental Meditation practice to veterans suffering from PTSD, has now expanded to include collaborative demonstration projects with Fort Lewis, Washington; Fort Gordon, Georgia; Fort Hamilton, New York; the Jericho Project in NY treating homeless vets; and several Veterans Administration hospitals. See also the new *Operation Warrior Wellness* website.

Peace Initiatives

- Dr. Hagelin continues to work closely with Dr. Howard Settle and Institute staff to build financial support for our two key global coherence-creating groups — the Maharishi Vedic Pandits in the Brahmasthan of India and the Invincible America Assembly — and has been meeting with prospective donors around the world to help fund these projects in perpetuity. As part of this initiative, a beautiful and comprehensive new website has been created that presents this approach: see [www.GlobalPeaceInitiative.org](http://www.GlobalPeaceInitiative.org).

- Dr. Hagelin and the Institute staff continue to work every day to raise the number of Invincible America Assembly participants to 2,500 and beyond as quickly as possible.

Events and Media Coverage

- This fall, award-winning talk show host, actress, and philanthropist Oprah Winfrey visited Fairfield to film a show featuring Maharishi School for her new series “Oprah’s New Chapter” on her Oprah Winfrey Network (OWN) television station. While in Fairfield she visited Maharishi School and Maharishi Vedic City, met with Mayor Ed Malloy
and local townspeople, and meditated with the Invincible America Assembly in the Bagambhrini Golden Dome. Oprah is widely regarded as the most influential woman in the world, and her show, scheduled to air in March, will no doubt create a huge wave of media attention. For her comments about Fairfield and her own Transcendental Meditation practice, just published in O: The Oprah Magazine, see http://kenchawkin.files.wordpress.com/2012/01/oprah-feb-2012.pdf.

- The third annual “Change Begins Within” gala fundraiser for the David Lynch Foundation, held in Los Angeles in December 2011, drew a star-studded audience of 800, including many top actors, musicians, and foundation leaders. Hosts Ellen Degeneres, Russell Brand, and Russell Simmons entertained the audience, strongly endorsed Transcendental Meditation practice, and introduced powerful presentations on Foundation school projects and military initiatives.

- The 2009 “Change Begins Within” gala concert with former Beatles Paul McCartney and Ringo Starr is still generating public awareness and will soon be featured on PBS-TV.

- David Lynch’s documentary of his 16-country tour, titled Meditation, Creativity and Peace, has been distributed in the thousands to countries throughout the world, and MUM is offering a credit-bearing course for students who want to help distribute the film on US college campuses as David Lynch Foundation interns.

- The Institute media team continues its outstanding publicity work, creating and promoting many news reports about Fairfield, Maharishi Vedic City, the David Lynch Foundation, and Transcendental Meditation projects around the world.
Ongoing Promotional Activities

- Institute staff continue to provide extensive developmental and editorial help for a wide array of books, brochures, articles, and presentations designed to promote Maharishi’s programs around the world.

- Dr. Hagelin and the Institute staff are working daily to update and inspire all Governors, Sidhas, and Meditators to become more involved in local and national Movement activities. As part of this initiative, they are providing excellent new online resources to support Transcendental Meditation teaching and follow-up, including ongoing updates of the TM.org website and blogs.
ACADEMIC DEPARTMENTS
Our department employs 17 full-time faculty and 1.5 FTE part-time faculty. In 2011-12, we are teaching 345 credits (equivalent to 86 four-week courses) at an average class size of 14 students and are administering 3 bachelor’s programs, 4 master’s programs, one doctoral program, and a graduate certificate program. In 2011, these business administration programs received a ten-year continuation of our specialized accreditation from the International Assembly for Collegiate Business Education (IACBE).

In this report, we discuss the contribution of our department to the University’s mission of teaching, scholarship and service. We discuss the key metrics by which we assess the effectiveness our department and offer a basic SWOT analysis covering our strengths, weaknesses, opportunities and threats and our planned strategies for the next year.

**Degree programs**

Our degree programs and their headcount enrollments for the past 6 years are shown in the table below.

<table>
<thead>
<tr>
<th>Headcounts of Student Enrollment</th>
<th>2006 Fall</th>
<th>2007 Fall</th>
<th>2008 Fall</th>
<th>2009 Fall</th>
<th>2010 Fall</th>
<th>2011 Fall</th>
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<tbody>
<tr>
<td>BA Business – China (Beijing)</td>
<td>88</td>
<td>111</td>
<td>79</td>
<td>11</td>
<td>14</td>
<td>11</td>
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<tr>
<td>BA Business – South Africa (Neotel)</td>
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<tr>
<td>BA Business</td>
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<tr>
<td>MBA, Acct Prof, Dist Ed Phase</td>
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<td>80</td>
<td>146</td>
<td>160</td>
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<td>112</td>
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<tr>
<td>MBA, Acct Prof, On-campus Phase</td>
<td>26</td>
<td>31</td>
<td>36</td>
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<td>15</td>
<td>26</td>
<td>41</td>
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<tr>
<td>MBA, Daytime</td>
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<td>22</td>
<td>25</td>
<td>30</td>
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<td>MBA, Eve-Weekend (most working for MUM)</td>
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<td>10</td>
<td>12</td>
<td>12</td>
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The **BA program** at Capital University of Economics and Business (CUEB) **in China** has been phasing out over the past year due to the lack of government approval for our foreign degree in China. We are teaching out the last few students in that program by distance education. However, in the past year, our Vice-President for Asian Expansion Yunxiang Zhu has signed partnership agreements with four other Chinese universities that are now supplying students to our BA and MBA programs. We are currently in discussions with Beihua University about the financial terms of our partnership with them, so we can offer a distance education program supported by onsite faculty visits as we had in Beijing with CUEB.

In 2011, we started **BA and MBA programs** under contract with **Neotel**, the third-largest telecom company in South Africa as the linchpin of their “corporate university.” The January 2012 enrollment is now 39. To the HLC and the South African higher education authority, these are officially distance education programs. Since May, 2011 we have been effectively serving these students, who are at multiple locations in South Africa, through web-based education, using Adobe Connect to broadcast and record sessions by remote faculty. We are enriching instruction for Neotel students by having some onsite presence through visits from MUM faculty that are broadcast to all sites by Neotel’s internal videoconferencing system.
Our **BA program** in Fairfield continues to enroll enough students to support cost-effective class sizes, but we relied on our Chinese partners to send us 18 of the 31 students.

The **Daytime MBA** program shows an enrollment that supports good class sizes, but it is also quite dependent on Chinese admissions: 20 of the 38 students in F’11 were Chinese. The Fall 2011 entering class included only 6 Americans, two of whom left after a month or two. To attract the American market, we are working on two initiatives. One is to develop a distinctive MBA offering in Sustainable Business. In the Spring 2011 semester, we offered several new courses in sustainable business and are refining those courses this year. The other is a specialization (4 courses, one semester) in Accounting. This attracted 6 students in the Fall 2011 semester and 4 more in the Spring 2012 semester, most of whom are Americans.

A problem with MBA admissions is that the Admissions Office seems to rely on search-engine optimization to attract applicants to the daytime MBA. In the past year, we have advised Paul Stokstad about how to design the MBA web page, but our faculty have not been consulted on the use of email blasts or advertising for the MBA program, for either its Sustainable Business or the Accounting specializations, and to our knowledge there has been no investment in such advertising.

The **Evening-Weekend MBA** is a single-tracked program with no elective courses in which 80% of the students pay their tuition by working 28 hours per week for MUM. Participants study part-time for 5 semesters to earn their degree.

The Trustees recently reviewed the **Accounting Professionals MBA** program, so we will say only that we continue to have a large number of
distance education students we must serve, and the placement of on-campus students continues to be a challenge. Of the 11 who left campus in May 2011, now 8 months later only 4 have been placed in jobs that permitted them to get MidwestOne loans. However, news from temp-to-perm job agencies is that January 2012 has seen the hottest January job market for accountants in recent memory, with “not enough people to fill the available jobs,” which is an early sign that the economy is recovering.

The PhD program has been the subject of much discussion with the Admissions Office and the Executive Committee over the past two years. Because we offer no scholarships or teaching assistantships, we find it very difficult to attract a sufficiently large cohort of students to offer the year of intensive full-time course work that precedes students’ research phase.

We advertised for a Fall 2011 entry and had 8 qualified applicants in April, but only 1 person came to register in the fall, and that mismatch of institutional commitment and student demand for the program created some embarrassment and a challenging teaching situation for our faculty.

Two years ago, seeing low admissions coming for the Fall 2010 entry, the faculty proposed a half-time PhD program that would permit doctoral students to serve as teaching assistants, but the Fall 2010 entry was deferred by Admissions. One year ago, seeing the challenges coming in admissions for Fall 2011, the faculty again proposed the part-time PhD program, but it was declined by the Executive Committee, who doubted there would be enough work to support teaching assistants, or enough other students who would pay for half-time study, and they suspected the academic quality that we would be able to offer in a half-time program.
Students in the doctoral program progress steadily if slowly, through coursework to proposal preparation as a “candidate” to their dissertation research as shown in the table at right. Two students graduated in 2011, one of whom (Wendy Wu Sanchez) stayed on as an SCI faculty member for Chinese students. There has been almost no doctoral attrition in the past five years. One student this year won a national award for his research on “lean accounting” and had a paper accepted for publication.

**Scholarship and service**

MUM is a teaching institution, not a research institution. This is seen in the teaching loads taken on even by graduate faculty (22 credits per year) and the limited support for research. The Business faculty gave an unusual thrust to research in 2011, because the national *Academy of Management* had announced that its annual summer conference would have the theme “East Meets West: Enlightening, Balancing, Transcending.” Six faculty from MUM attended the conference to present papers, give workshops, and participate in panel discussions. Three of our faculty participated in reviewing scholarly papers for that conference and for academic journals during the year.

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<td>PhD Researcher</td>
<td></td>
<td>3</td>
<td>3</td>
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<td>6</td>
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</tbody>
</table>
However, only 2 of our 17 full-time faculty have been writing papers that would give visibility to MUM as a center for the study of Sustainable Business. As the topic of sustainability has become popular nationally over the past few years, others are writing the books that bring attention and opportunities to speak or consult. At MUM, we want to brand our MBA program as a *Deep Green MBA* (thank you to Paul Stokstad for this phrase) that brings out the knowledge of consciousness as the foundation for sustainability.

To that end, we are starting to plan a summer conference/workshop that would bring faculty, and we hope some students, from other universities and that might result in an edited collection of papers. We recently invited a well-known author, Chris Laszlo, who expressed sincere interest in us after attending two of our sessions at the Academy of Management conference, but he wanted to be paid $5,000 to give a one-day workshop as part of our conference. We are still thinking how to focus the purpose and intended outcomes of this summer conference and how to balance the costs and financial risks of such an undertaking.

As service to the University, our department has been involved regularly in the support of projects for the international Transcendental Meditation movement, usually by writing proposals to governments to establish consciousness-based educational institutions that focus on business or agricultural business. In the last year or so, we have been advised by the Executive Committee that this work should be funded by the requesting organization, so those requests have diminished substantially. One unfunded request that we received recently, and that we are trying to help with, is to develop educational materials on business for a floor of the Tower of Invincibility that is being designed out of International in
Vlodrop, Holland. One of our faculty members took the lead on that project, but he has also faced pressures to take on teaching work outside of MUM to support himself financially, so his time has been limited.

**SWOT analysis and strategies for the Business Department**

Our main strength, relative to competitors, is our distinctive knowledge of consciousness, which has a powerful effect on human and organizational development to support business success. The main opportunity we see is the rising interest in sustainability and the link between consciousness and sustainability, which our strength would enable us to capitalize on.

Our main weakness, relative to competitors in the MBA market, is the lack of time that our faculty can give to expansionary activities in light of our commitments to teaching, administration, and outside sources of income. Our lack of visibility through publications, particularly in trade publications that would make us known as the people who “wrote the book” on consciousness, sustainability, and business, limits our ability to attract colleagues to conferences at MUM and to attract students, particularly American students, to our MBA program. Our dependence on low-paying students from one country (China) is also a serious weakness at the BA and MBA levels.

The main threat we see, in light of our desire for expansion and scholarship, is the aging of our current faculty and our limited ability to recruit new faculty. Dr. Ken Cavanaugh retired in December after nearly 40 years of service that begin when MIU was in Santa Barbara. We need to hire new faculty who have PhD degrees, not just MBAs, and who have PhD’s in fields that our doctoral program does not cover, such as marketing, finance,
accounting, and operations management. Assistant professor salaries in such fields are $80,000–95,000 per nine-month academic year.

If we can find a proper mix of investments in marketing, we should be able to attract attention to a Deep Green MBA program that focuses on the theme of consciousness and sustainability. We want to attract an American, European, and Asian market that can pay a high price for an MBA program and thereby permit the MUM faculty, our department included, to earn higher salaries than the current budget permits.

The Deep Green MBA should be offered online for maximum impact. We have created online support for almost all of our BA and MBA courses, but more work is needed to create a curriculum that is self-sufficient as distance education. This requires time, which is difficult to find in light of our other responsibilities.

Our faculty had a $25,000 grant to develop online curricula for the BA in South Africa, but even with an offer of $2,500 per course, we could not get the faculty to fulfill the design requirements in the time allowed. Now a year late, only a few of the ten courses are completed. The problem was not just money but also a lack of available time given our other responsibilities.

That said, our plan is to offer the MBA program online beginning in the Fall 2012 semester as a half-time program coincident with the Evening-Weekend MBA. We will run our Spring 2012 EW MBA courses as mixed-mode (online and onground) as a test. However, the EW MBA curriculum is not the full Sustainable Business curriculum. It is currently a one-size-fits-all program consisting of a single track of basic and advanced courses in the five main areas of business, one of which is a semester of half-time study in sustainable business. We will need to find the time, during 2012, to fully
operationalize our Sustainable Business courses online so that we can offer both basic and advanced courses simultaneously in the online MBA.

To make a Deep Green MBA credible, our faculty must start publishing articles and, ideally, writing the books that faculty and students at other schools will use. In 2011, the Aspen Institute sponsored a Beyond Grey Pinstripes ranking of MBA programs that focus on sustainability. We submitted detailed data to their web site, but out of 150 entrants, we did not get ranked in the top 100. One of our doctoral students was among the dozen evaluators hired to do this ranking (using an objective system). It seems that our small size, the recency of our new courses in sustainable business, and our lack of publications on sustainability (weighted 25% in the ranking) contributed to our low ranking. However, scholarship in sustainability requires time and attention, which are currently scarce due to our other commitments.

We want to support the scholarship of the faculty with a strong PhD program. Our faculty continue to feel it is not viable to offer a full-time doctoral program that requires students to pay full tuition without scholarship support. We believe a half-time program can be structured for the block system in a way that allows doctoral students to teach or be teaching assistants for some months even during their first year and that is also of high academic quality. Those of our faculty who have doctoral degrees from outside MUM got their degrees in this way on the semester system. The half-time doctoral program may also lend itself to an online delivery that would permit us to widen the range of potential students.

One thought that has been put to us by the Executive Committee is to develop a specialization of the MBA that focuses on hospitality
management. Building 153 might come available as a conference center to be managed by students in such a program. This is an interesting idea, because our Chinese partner on Hainan Island (the Hawaii of China), Qiongzhou University, has a strong program on tourism and hospitality and would like to cooperate with us in that field. We have also seen an opportunity to work with Lothar Pirc and with The Raj to train managers for Maharishi Ayurved Spas, and there may well be an opportunity to involve Jim Belilove in a program that trains managers for assisted living centers. In April, Scott and Vicki Herriott will take a dozen students to South Africa for a course on “Eco-tourism” to be held at the Maharishi Institute’s Ezemvelo nature reserve. A specialization in hospitality management would require us to develop 16 credits of courseware, or 4 new courses.

Our final comment on strategy must include a reflection on the pressures that our department feels to support lower-paying projects overseas. The experience of our department co-chair (Scott Herriott) in guiding the academic budgeting process for 2011-12 has sensitized our department to the need to cultivate programs and students who can pay the high tuition necessary to support sustainable level of compensation for all faculty and staff of the university. Though we are developing tuition policies for international projects that will provide adequate income to meet the incremental costs of such expansion projects, we are cautious about committing the University to projects that only cover incremental costs. We feel that a focus of our limited attention on developing an online MBA is the best choice for 2012.
ENGLISH AS A SECOND LANGUAGE PROGRAM

by Mark Ellinghaus and Laura Tejada, ESL program directors

Current Statistics

- Number of students in Intensive English class
  - January 2012: 10
  - Anticipated February entry: 6–7
- Number of students in Compro ESL support class: Varies with size of group, currently 12
- Faculty: 2 full-time, 4 part-time

What we’ve done

- We have adopted a standardized evaluation tool called the Compass ESL test for placing students in the program and tracking their progress through it.
- We have applied standard national norms for transition from ESL to academic classes based on Compass test performance and communicated these standards to the ESL students and academic departments.
- We have worked with the Admissions department to improve the process for evaluating applicants’ English language proficiency.
- We have developed a framework for expanding the program based on the current best thinking in the field of second language acquisition.

Additional details on the following page.
Compass ESL Exam

- The Compass ESL is a computer-based standardized test for measuring English language proficiency for placement in an ESL program and for determining when students are qualified to exit the program. It is economical to administer (about $4 per test administration), and score reporting is private.

- Because it is computer based, MUM representatives can administer the test to prospective students in other countries who may not have an official score from the TOEFL or IELTS exam. Score reporting is immediate.

- Because students are always anxious to leave the ESL program and begin their formal studies, many students want to leave before they are ready. An objective, standardized score helps the students to see more clearly when they have additional work to do to prepare for college study in English.

- This has enabled us to discontinue the bridge program.

Managed student/applicant expectations

- We have worked with Admissions and MUM website designers to ensure that applicants have a realistic understanding of the requirements for college work in a second language.

- We have taken steps to ensure that new students clearly understand the requirements for exiting the Intensive English Program.

- We have communicated with other MUM departments to ensure that they understand those same requirements.
Our biggest current challenge – 1 level of ESL

- The current ESL student population allows for one level of ESL only — we don’t have enough students for two groups.
  - Advantage: This requires only 2 full-time instructors.
  - Disadvantages: There is wide variation in ability in the same class. This creates difficulty accommodating the needs of beginning and advanced students in an efficient manner. This in turn adversely affects students’ satisfaction and the reputation of the Intensive English Program.

Expansion Plans: Focal Skills

We are transitioning to a new approach to teaching English as a Second Language called the *Focal Skills Approach*. Developed at the University of Wisconsin at Milwaukee, *Focal Skills* is based on the principles of natural language acquisition and develops the key language skills sequentially. Here is a summary of the features of the traditional approach in comparison with the new approach:

TRADITIONAL ESL DESIGN

- Multiple fixed levels
- Students tracked in 1 level at a time
- Difficult to adapt to last minute changes in # of students
- Textbook based, difficult to maintain student interest

FOCAL SKILLS APPROACH

- Progressive skill modules
- Rooted in best thinking on language acquisition
o Designed as 4-week blocks
o Authentic materials, electives for student interest
o Flexibility to adjust to student needs and number of students
o Unique and innovative

Eliminated Bridge Program

- Bridge allowed lower ESL students to take academic classes with ESL instructor support
- Good idea in theory but had several practical drawbacks.
  o Labor intensive for ESL department
  o Students took less responsibility for their learning
  o Concerns that “you don’t need much English to go to MUM”
- Dropped in favor of keeping students in IEP until they are fully ready for academic work in English.

Focal Skills Progression

The chart on the following page shows graphically how students progress through the three focal skills of listening, reading, and writing. Fully implementing the Focal Skills approach will require sufficient student enrollment in the ESL program to justify at least 4 full-time faculty members or part-time equivalent. We have invited the developer of the method to conduct a workshop with us this semester to begin faculty training.
ESL — FOCAL SKILLS PROGRESSION

4-WEEK MODULE
Listening: 3 hours
Elective: 1 hour

After 4 weeks

Test – Listening
Pass

ESL required

International Student
Arrives on Campus

Prior assessments indicate ESL not required

Academic Classes

4-WEEK MODULE
Reading: 3 hours
Elective: 1 hour

After 4 weeks

Test – Reading
Pass

4-WEEK MODULE
Writing: 3 hours
Elective: 1 hour

After 4 weeks

Test – Writing

4-WEEK MODULE
Integrated Academic Module
(pre-collegiate)

After 4 weeks

Compass ESL battery
LITERATURE AND WRITING DEPARTMENT

by Dr. Terry Fairchild, Department Chair

The Literature and Writing department is in the best shape it has been since the early 1990s. When I first arrived in 1990, we had around 20 majors, five full-time faculty in Literature, two full-time composition teachers, and a full-time French and Spanish teacher. We had a brand new MA in Literature program, and we double-tracked (offered at least two courses per block) all our courses. A few years later, as the first flood of “Movement students” began to dry up and we had a significant decline in enrollment, the Literature Department limped along with a handful of students.

In the mid-90s we began to offer a second BA degree in Literature with an Emphasis in Writing. This quickly became our students’ favorite and began to increase the size of our major.

With the creation of the Media and Communications program some years ago, we began to lose some of our majors to this program. But we have also benefited from that program because many of their students take our courses.

Over the past five years, our department has seen a steady increase in majors and the number of students taking our courses. Until this year, we almost never double-tracked because we didn’t want two courses competing for our students. But an analysis last year revealed that our major had among the highest ratios of students per course among the different disciplines. Many of our courses were operating at capacity, and a number had waiting lists of students wanting to get into those courses. This emboldened us to try double tracking for the current year. So far it has
worked out fine. We have tried to offer a writing course and a literature course in most blocks. Next year we may do it in every block.

Another strategy we used to find more students since the mid1990s was to offer courses with broader appeal to the University population. Instead of traditional courses in such topics as Romanticism or the Renaissance, we offered courses like *The Lord of the Rings, The Hero, Music and Literature*, and *Science Fiction*, to name a few. While these are legitimate literature courses, sense of the traditional literary canon was lost. So, next year we will offer a mixture of both traditional, historical courses and the best thematic courses we have been offering recently.

We have also begun to offer two new courses this year to strengthen our students as literature majors and as writers.

- The first course, *Introduction to Literature and Writing*, will introduce students to the major literary and writing concepts, including the academic research paper and the connection between Maharishi Vedic Science and Literature.

- The second course is *Senior Thesis*. For nearly 20 years we have asked our graduating students to do an exit paper (a professional or near-graduate level paper) in which they demonstrate what they have learned in our major. The paper was offered as a directed study supervised by the student’s choice of faculty. We have found that students rarely finished the paper on time, did not have any feedback from fellow students, and did not receive as much faculty attention as they would in a face-to-face course. So we created a course focused on the exit paper. In the Senior Thesis course our primary text will be *The Flow of Consciousness*, a series of tapes Maharishi made on literature, writing,
and language use, edited by Dr. Rhoda Orme-Johnson and Dr. Susan Andersen.

This fall we had 22 majors in Literature and Writing. Some of these majors will soon be graduating and some will not be completing their studies. On the other hand, we have students who are undeclared but take our courses routinely. This past week we have gained three new majors and several others who said they were undecided but wanted to take our courses. So we feel good about our current situation, especially since we believe the University will continue to expand in the coming years.

COMPARISON WITH OTHER SCHOOLS

How does our program compare with literature/English programs elsewhere? The answer is simple: choice. The larger the program, the greater number of courses students can choose from. But when students take our courses over two years, they come away with a representative degree.

Undergraduate programs in literature and writing generally have a few required courses (typically including an American historical course, a novel course, and Shakespeare), and the rest are electives. That does not differ significantly from what we ask. In many cases, we require more courses from our students than other schools.

NEEDS

Our needs for the coming year begin with a full-time composition instructor. As the student body grows, the need for composition courses increases. This year we are offering ten sections, and the Enrollment Center regularly asks us to add more. Some 90% of all our students must take composition, so the need for composition will only grow. The new
composition teacher should be qualified to become the composition
director, a duty I have held along with other administrative duties for more
than a decade. Each of our faculty teaches a composition course, but
without a full-time instructor who could teach five courses a year, we have
to scramble to find qualified people to teach the other sections, a difficult
task. In time we will need two full-time composition instructors.

We will also need another full-time creative writing instructor. Nynke
Passi, one of the most popular teachers on campus (and a recipient of last
year’s Outstanding Teaching award), teaches three courses for us and two
for Media and Communications each year; the rest of us who are more
suited to teaching literature must also teach writing courses.

2011 achievements

- We have continued a trend in the last few years in which the courses we
teach are often at or near capacity.
- Almost every writing course we have taught has had a waiting list.
- Even our straight literature courses have been steadily on the increase.
- Overall, the Literature–Writing major had one of the best average per-
course ratios for 2010-2011.
- Our Chinese partners have shown considerable interest in the Literature
  Major — another opportunity for growth this year.

Plans

- Department faculty Adile Esen and Jim Fairchild are planning our
department’s first Rotating University course next spring — to Paris,
  Rome, and Florence.
- Given the increasing demand for literature and writing courses, we plan to hire one and possibly two composition teachers for next year. This will free our faculty to focus on higher-level Literature and Writing courses.

- We have discussed with the Media and Communications department a plan to start an MA in writing that would serve both departments. Though we are not ready this year to launch this project, we are laying the foundation.

- We would eventually like to hire a second full-time writing instructor to assist Nynke Passi.
COMPUTER SCIENCE DEPARTMENT

Compro Admissions

by Dr. Greg and Elaine Guthrie

Compro Admissions continues to do well in general, but our next (February) entry will probably be lower than planned, with an estimated 45 instead of the estimated 55.

This is largely because although we have been successful in recruiting students from a variety of new countries, we have not yet been able to replace the loss of visas from Ethiopia and Nepal. In addition, such embassy visa bottlenecks are difficult (or impossible) to foresee many months ahead of time when we create our budget and plans in the fall. The February entry does include 5 Ethiopian Green Card holders from the US, a growing source which we continue to pursue. The main financial impact of bringing in fewer students this year is in lowered costs this year, and lowered costs and income (an overall loss) in the next fiscal year.

Bill Goldstein visited the US Embassy in Nepal in mid-January, but did not think the situation would improve much there. Ethiopia continues to turn down every visa. Our recruiting office has been able to stir up interest from new countries, but it is usually just 1–2 from each new country. China and Egypt continue to be our largest current sources of students.

In December, we toured 5 cities in China on a recruiting trip sponsored by the Chinese Ministry of Education (MOE). The tour focused on both recruiting for the master’s program and the undergraduate computer science program. We already have a collaboration with Beijing Language and
Cultural University; we are keen to support the 2 + 2 option, with their students coming to MUM to complete their degree. We are also working with another well-known university (Jianghan in Wuhan) that might be interested in the same kind of collaboration.

Having the MOE support and represent us is good for our future success in China. With so many other agents in China, there is lack of trust unless it is supported by the MOE. So this should help our future recruiting. The MUM-China office (headed by Li Meng), oversees all the activity with the MOE.

US RECRUITING

As requested by the Trustees in the fall, we looked at different ways to improve the US market. Towards this goal, we are working towards offering DE courses, both individually and as a whole degree. We will re-tape a few courses to include more up-to-date knowledge. We hope to begin offering the degree program by August 2012, when the first DE SCI course is being held. The individual DE courses should be started by the end of July. We would advertise this initially through our students. We also hope the large number of US visitors to our website will also be interested in the DE courses.

INFORMATION TO THE RAJAS

The Board of Trustees also requested we send a complete overview of the program and recruiting plans to all the Rajas, with the aim of recruiting from more countries around the world and creating mutual support teams between MUM and our international organization. This would be a win-win situation. Thus far no Rajas have responded, but a Governor in Israel and a Governor in Mexico signed up to be agents for us.
Job Placement


The most recent 4 months (Oct.-Jan.) have shown continued strong activity in IT hiring with 51 students being hired for the first time. For this 4-month period, there were 9 more new hires than were projected in the annual budget that was updated for 10/1/11-6/30/12.

Additionally, 5 students who were struggling to find jobs in 2009 and were suspended due to lack of success in that area, have found work and decided to re-enroll during the past 4 months and take out loans to complete their degree, resulting in $177,000 of additional revenue. Further, students who were laid off-for long periods in 2008/2009 have started working and have made re-payments to MUM. of about $110,000 over the past 4 months.

The IT job market in the U.S. is robust and growing. Our Job Placement office receives about 25 inquiries each month from employers who are seeking to hire software developers from MUM. Several of these companies have visited MUM. in the past 4 months to recruit while the students are still on campus. The campus recruiting visits resulted in about 12 new jobs for our students from Oct.-Jan.

Faculty and academics

We have been trying to hire one or two new senior faculty to replace the six senior faculty who have left the department over the last few years. This has been more difficult than we anticipated. We recruited from our own contacts and placed ads in the main academic resources. We received about
20 applications and invited four different candidates to campus for interviews. To date, none of these have worked out.

On the positive side, Dr. Paul Corazza, one of our top senior faculty who took a leave to work as a senior software engineer at Google a couple years ago, is returning to full-time faculty in February.

We may have sufficient faculty for the current enrollment levels if we do not have CS faculty teaching SCI and Forest Academies, and if we use external faculty to teach DE courses. We will need to hire more if we are to expand enrollment to previous levels.

**Curriculum**

We have added new masters level courses in Software Testing and Software Project Management this year. We plan to expand our undergraduate offerings and 500-level graduate offerings in coming years so we can support independent undergraduate and masters degree programs.
ONLINE DISTANCE EDUCATION

by Perry Bedinger

Distance Education (DE) was designed to progress in three phases:

- **Phase 1** is the capacity building phase in which the focus is on building the ability to produce the sorts of courses that would sustain the DE initiative in the future. Capacity requires equipment, personnel, expertise and infrastructure. Early courses were created with the specific intention of providing the income necessary to build capacity. DE is currently halfway through phase 1.

- **Phase 2** focuses on the creation of degree programs. These programs will be the real income engines for the University going forward.

- **Phase 3** is the mature part of the initiative where the emphasis shifts to extending the reach of MUM, geographically as well as demographically. This phase will seem to be, in part, a reprise of Phase 1 as the core University courses are augmented by courses that the University is uniquely positioned to provide.

**Current Courses**

- Physics and Cosmology
- Self-Reading Pulse course
- Yoga Asanas
- Veda and Physiology
- Buddhism in light of Maharishi Vedic Science
- Maharishi Ayurveda Cooking for Health and Enjoyment
Planned Courses – scheduled for fall 2012

- MA in Maharishi Vedic Science
- MBA in Sustainability
- Certificate in Wellness Consulting
- Diet and Digestion

Continuing Education

DE supported a number of Continuing Education (CE) courses this past year, including:

- Buddhism in light of Maharishi Vedic
- Veda and Physiology (7 repeats of this course were produced)
- The Ramayan I
- The Ramayan II
- Wellness Consulting Modules 1 – 5
- Integrative Medicine for Health Professionals

We are currently seeking a director of Continuing education.

Conclusion

Although progress has been slower than we expected, Online Distance Education has moved more quickly than experts would have predicted given the lack of start-up funding and the need to create the infrastructure to develop, deliver and administer the courses. DE is on track to move solidly into Phase 2 by the end of this calendar Year.