SPECIAL SECTION
On Continuous Improvement:
The Use of Surveys and Other Data
ON CONTINUOUS IMPROVEMENT:
THE USE OF SURVEYS AND OTHER DATA

by Dr. Craig Pearson

We are committed to continuous improvement of every aspect of University functioning. Here we review the surveys and other instruments we use to gather data for this purpose, what the results have been, and what actions have been taken as a consequence. Here is an overview of this section:

- Measures of student growth
- Individual course and program feedback mechanisms
  - Mid-course student experience forms
  - End-of-course experience forms
  - End-of-year meetings of faculty and students in each academic program
- General academic surveys
  - National Survey of Student Engagement
  - Student Satisfaction Inventory
  - Relation between the NSSE and SSI
- Improving academic quality
  - What the faculty have done thus far
  - Other initiatives going forward
- Development of Consciousness Survey
  - Summary of results
  - Action steps this year
MEASURES OF STUDENT GROWTH

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

**Brain Integration Progress Report**

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

**Experience Questionnaire**

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

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

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

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

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

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

**Perception of Happiness Scale**

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

The Happiness scale was introduced to our assessment program a couple of years ago; thus we do not have enough pre and post test data to do a longitudinal analysis at this time. The following is a summary of the cross-sectional data for the last academic school year 2010-2011.
Results so far show that while MUM students as a whole reported higher levels of happiness compared to other college students, there was no difference in happiness scores between first-year and senior students. Over the next few years, as we collect more longitudinal data, we will be better able to see whether in fact happiness levels change as a result of being at MUM.

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

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

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

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

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

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

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

Results from 2011:

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

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

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

Developed at Duke University Medical School, the Duke Health Profile is a self-report instrument that contains six health measures (physical, mental, social, general, perceived health, and self-esteem) and four dysfunction measures (anxiety, depression, pain, and disability).
MUM students scored higher in 60% of the health scales compared to an adult patient population (we have not been able to locate norms for student populations).

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

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

**ETS Proficiency Profile – Improved reading, critical thinking, information literacy, and writing**

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

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

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

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

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

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**INDIVIDUAL COURSE AND PROGRAM FEEDBACK MECHANISMS**

**Mid-course student experience forms**

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

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

**End-of-course experience forms**

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

*Results summary* — The sheets are gathered by someone other than the instructor and delivered to the Dean of Faculty. After reviewing the forms, the Dean of Faculty gives them to the Department Chair, who reviews them and gives them to the instructor. In principle, the results are used for continuous improvement of each course. In actuality, given the large number of forms, it has not been practical systematically to review all the forms, discern any patterns, and follow up to see whether courses are being modified appropriately.
End-of-year meetings of faculty and students in each academic program

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

GENERAL ACADEMIC SURVEYS

National Survey of Student Engagement (NSSE)

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

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

The NSSE is used to assess the extent to which students engage in and are exposed to proven educational practices that correspond to desirable learning outcomes. You can read more about the NSSE here. The NSSE website describes student engagement as follows:
Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

To represent the multi-dimensional nature of student engagement, NSSE developed five indicators (benchmarks) of effective educational practice:

- level of academic challenge
- active and collaborative learning
- student-faculty interaction
- enriching educational experiences
- supportive campus environment.

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

RESULTS

Data from the most recent administration of the NSSE to our students (Block 9, 2011), showed that, compared with their peers at Iowa and Midwest college and university peers, both first-year and senior students at Maharishi University of Management scored in the five benchmarks as follows:
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>MUM student ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of academic challenge</td>
<td>Lower than their peers</td>
</tr>
<tr>
<td>Active and collaborative learning</td>
<td>Higher than their peers, but only the first-year scores were statistically significant</td>
</tr>
<tr>
<td>Student-faculty interaction</td>
<td>Slightly higher than peers but not statistically significant</td>
</tr>
<tr>
<td>Enriching educational experiences</td>
<td>Slightly higher than peers but not statistically significant</td>
</tr>
<tr>
<td>Supportive campus environment</td>
<td>Slightly higher than peers but not statistically significant</td>
</tr>
</tbody>
</table>

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

**Student Satisfaction Inventory**

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

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

STRENGTHS

- The campus is safe and secure for all students.
- I am able to experience intellectual growth here.
- Nearly all of the faculty are knowledgeable in their field.
- It is an enjoyable experience to be a student on this campus.
- Security staff respond quickly in emergencies.
- Adequate financial aid is available for most students.
- The campus staff are caring and helpful.
- Students are made to feel welcome on this campus.
- Financial aid counselors are helpful.
- This institution shows concern for students as individuals.
- Faculty care about me as an individual.
- There is a strong commitment to racial harmony on this campus.
- New student orientation services help students adjust to college.
- The personnel involved in registration are helpful.
CHALLENGES

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

As indicated, these are basically the same strengths and challenges we have seen in previous SSI results.

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

NATIONAL NORMS

Bear in mind that all of these responses are relative. No matter how satisfied students may be, the results are reported in relation to each other — highest and lowest satisfaction and highest and lowest importance. Thus there will always be areas of high importance / high satisfaction and high importance / low satisfaction.
This is where comparison with national norms can be useful. Here is how the responses from our students compare with responses from four-year private colleges nationally:

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

- **Lower satisfaction vs. national four-year privates**
  - The content of the courses within my major is valuable.
  - The instruction in my major field is excellent.
  - Nearly all of the faculty are knowledgeable in their field.
  - The quality of instruction I receive in most of my classes is excellent.
Higher importance vs. national four-year privates

- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- There is a strong commitment to racial harmony on this campus.
- There is an adequate selection of food available in the cafeteria.
- There is a good variety of courses provided on this campus.
- Freedom of expression is protected on campus.
- My academic advisor is knowledgeable about requirements in my major.
- There is a commitment to academic excellence on this campus.
- Major requirements are clear and reasonable.
- My academic advisor is approachable.
- On the whole, the campus is well-maintained.
- Faculty are usually available after class and during office hours.
- My academic advisor is concerned about my success as an individual.
- There are adequate services to help me decide upon a career.

BIGGER PICTURE: WHAT’S MOST IMPORTANT TO OUR STUDENTS

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

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

OVERALL SATISFACTION OF MUM STUDENTS

The following three summary questions provide a good bottom line overview of how students feel about their experience at MUM. While these items do not provide specific direction on what needs to be changed, they do have strong correlations to institutional success and retention rates. Nationally, institutions with higher scores on these three items also enjoy higher graduation rates, lower loan default rates, and higher alumni giving.
Each question and their response items are listed below with their corresponding mean score and a note stating whether or not MUM’s mean score is statistically different compared to national norms.

**QUESTION 1: So far, how has your college experience met your expectations?**
1 = Much worse than expected  
2 = Quite a bit worse than I expected  
3 = Worse than I expected  
4 = About what I expected  
5 = Better than I expected  
6 = Quite a bit better than I expected  
7 = Much better than expected  

**Mean score = 4.61 (No difference to national)**

**QUESTION 2: Rate your overall satisfaction with your experience here thus far.**
1 = Not satisfied at all  
2 = Not very satisfied  
3 = Somewhat dissatisfied  
4 = Neutral  
5 = Somewhat satisfied  
6 = Satisfied  
7 = Very satisfied  

**Mean score = 5.23 (No difference to national)**

**QUESTION 3: All in all, if you had to do it over, would you enroll here again?**
1 = Definitely not  
2 = Probably not  
3 = Maybe not  
4 = I don't know  
5 = Maybe yes  
6 = Probably yes  
7 = Definitely yes  

**Mean score = 5.43 (Higher than national)**
Lastly, a comparison of mean scores for each summary question for 2003, 2007, 2009, and 2011 data is provided. The data shows a small increase in mean scores for each summary question from 2007 to 2011.

![Comparison of Mean Scores for Summary Questions from 2007 to 2011](image)

We are happy to see this trend of improvement. At the same time, we would certainly like to increase students’ overall satisfaction and enthusiasm.

FEEDBACK FROM GLOBAL STUDENT COUNCIL

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

In response to earlier SSI results, we have devoted a fair amount of time in the annual Faculty Development Seminars and in Faculty Senate meetings to these topics (see section below, “Improving Academic Quality”). Yet, as of this last SSI, we have not moved the numbers much.
Just before the winter break, Dr. Pearson, Dr. Gorini, Dr. Jones, and Ellen Jones had two meetings with the Global Student Council to drill down into the academic results — to try to get a better idea of the student experience as regards academic excellence. We have an excellent group of students in the GSC this year, and we appreciated their insights and sincerity, along with their desire to help.

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

Other Global Student Council comments related to:

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

**Relation between the NSSE and SSI**

There is a strong relation between the results of these two surveys.

- In the NSSE, our students rated their experience of academic challenge lower than students at other schools.
• Likewise, in the SSI, MUM students rated being academically challenged very important yet rated their satisfaction with being academically challenged lower than other college students.

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

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**IMPROVING ACADEMIC QUALITY**

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

**What the faculty have done thus far**

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

1) **FACULTY DEVELOPMENT**

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

The main themes of this program have been:

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

(2) STUDENT FEEDBACK FORMS

The Dean and Associate Dean of Teaching and Learning have been systematically reviewing all of the end of course feedback forms from every class. They note themes within this feedback and then discuss issues that need addressing with department chairs and the faculty to whom they apply.

One faculty member, for example, had one round of very negative feedback and another round of mostly neutral feedback. This feedback was discussed with the Department Chair who then took the same feedback to the faculty member to discuss both problems and remedies. Since this meeting the feedback has much improved.
In another case, we learned from feedback that a faculty member was using an inappropriate assessment practice in one class. Again, this went through the Department Chair and was ended. These are a couple examples of corrections, but there are also many examples of where faculty have been commended for their successes and appreciated for their commitment to effective teaching.

(3) VISITING CLASSES

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

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

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

(4) DEPARTMENT CHAIR OBSERVATIONS

The fourth strategy that we have only just begun to initiate is a system of training the department chairs to themselves be monitors and coaches for their faculty. Dr. Jones will visit Department Chairs classes this semester to give them feedback on their teaching and thereby help them understand the feedback form which they can then use with their faculty.
This strategy is an important supplement to strategy #3 above, because any observation of faculty must be ongoing. An observer, whether department chair, Dean or President, must not only note strengths and weaknesses within any class but must create an agenda for improvement and then follow up on this agenda over time. The Department Chair is best positioned to accomplish this. In addition, this strategy has the potential to make the Department chair exemplars of teaching excellence, seeding each department with high quality teaching.

**Other initiatives going forward**

(1) **END-OF-COURSE FEEDBACK FORMS**

This past year the Dean and Associate Dean of Teaching and Learning (Dr. Chris Jones and Dr. Jane Schmidt-Wilk) have been reviewing all of these forms and met with certain faculty accordingly.

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

The form has also been expanded to include questions about students’ experience with academic challenge as well as with writing/revising, speaking, and group projects, among others.
(2) FIRST-YEAR CRITICAL AND CREATIVE THINKING SEMINARS

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

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

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

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

- Small class sizes — seminar sections would be limited to 15 students.
- CCT seminars would require no previous knowledge of the discipline.
- CCT seminars will be reading-, writing-, and research-intensive courses on specific, fascinating topics in the discipline, rather than introductory survey courses.
• They would give priority to process issues in the discipline (by which we mean the analytic and evaluative skills associated with the use of knowledge in the discipline), rather than coverage of a wide range of content.

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

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

(2) OTHER INITIATIVES UNDER DISCUSSION

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

• **Enhanced writing requirement**

  Writing is not simply a technical skill but is a vital method of learning, of integrating and synthesizing knowledge, promoting critical thinking, self-understanding, self-expression, and intellectual growth. It is not a one-time achievement but develops throughout students’ college careers.
Currently our writing requirement consists of having students take either Composition 1 or 2 or both. Some schools have a further requirement — all students, during the seventh semester, submit a portfolio containing four pieces of writing they have done, plus a brief reflective essay discussing how the pieces in the portfolio illustrate their development as a writer and as a whole. Students may include whatever writing they feel best demonstrates their intellectual and personal growth. All pieces must be at least 500 words long, at least one must be at least 1,500, and at least one must be a research paper demonstrating the student’s ability to use secondary sources and document them properly. Putting such a requirement in place will necessitate that each undergraduate program give students opportunities to write the kinds of papers they will need to include in their portfolios.

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

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

“[The portfolios] give us a broad focus on who a student is,” says Marisa Klages, an associate professor of English at LaGuardia. “It also allows students to take some accountability onto themselves.” . . .

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

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

Summary of results

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

- The responses from 2010 and 2011 were the same for:
  - average age
  - average hours of sleep on weekdays and weekends

General findings for selected questions are as follows.

- In 2010, compared with 2011:
  - The average of number of years of Transcendental Meditation practice was one year greater
  - Meditators indicated greater agreement and less disagreement with the questions on enjoying the practice of Transcendental Meditation and experiencing benefits from Transcendental Meditation.
  - Meditators indicated greater agreement with plans to learn the TM-Sidhi program in the coming year. Moreover, in both years a large percent of students remained undecided about plans to learn the TM-Sidhi program.
  - Sidhas indicated greater agreement and less disagreement with the questions on enjoying the practice of their TM-Sidhi program and experiencing benefits from their program.
o A higher percentage of traditional graduate students planned to continue at MUM.

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

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

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

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

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

• In 2011, compared with 2010:

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

• In both 2010 and 2011:

  o Sidhas had similar responses to the question on enjoyment of group practice — between 68% and 73%, respectively indicated positive enjoyment with group practice.
Undergraduate students had a similar percentages of agreement and
disagreement in plans to continue at MUM — approximately 77% in
both years planned to continue at MUM.

Undergraduate students had a similar percentage of agreement and
disagreement about MUM facilitating personal growth — about 75%
agreed with this question.

**Conclusion**

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

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

**Action steps this year**

Following major changes in each of the last two years, the Development of
Consciousness course requirements for 2011-12 include only minor
revisions to Personal Checking, Residence Courses, and all-campus
meetings. As a result there is much more consistency and continuity to the
course structure. The continuing students know what to expect and do not
have to make any changes from the past to fulfill current-year requirements.
The revisions for this year were made following analysis of the results of the DC survey conducted in the spring of 2011 as well as continuous improvement assessment discussions within the DC department. All proposed changes were then discussed and approved by the DC Advisory Committee. A summary of changes is as follows:

- **Personal Checking**
  - For continuing students – one checking per semester instead of two
  - For new students who have learned the Transcendental Meditation technique at MUM or within four months of arriving at the University — four checkings in their first semester instead of five. This is based on one checking per month and reflects the semester change from five blocks to four.

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

- **All-Campus Meetings**
  - One per semester instead of two
  - For the fall, the meditators were able to choose among several topics including a discussion of experiences, the Global Country of World Peace and the Pandit Project, and Research on Transcendental Meditation and the brain. The spring options are not yet finalized.
  - The Sidhas met with Doug and Linda Birx in the fall and will have the same choice as the meditators in the spring (or choose to again meet with the Birxes)
• **Group Practice**
  
  o Group practice remains the core component of the DC course
  
  o Generally, meditators meditate in the classroom in the afternoon. However, they may submit a request to meditate in the Meditation Hall if they prefer. Either way, the minimum requirement is five group meditations per week.
  
  o Sidhas have the option of early program in Hildenbrand or 143, or regular program in the Golden Domes. The minimum semester requirement is 90 instead of 100 due to the shorter semester but is still based on five group programs per week.

• **Facilities and Equipment**
  
  o The Residence Course facility plays a big part in the overall experience. Many of our courses are held in Building 110, which we also use for Visitors Weekends. Students enjoy this facility and the separation it provides from the rest of the campus. For larger courses we are forced to use the student dorms. This is far from ideal due to the activity level and numerous distractions. According to student feedback, this is one of the main reasons for dissatisfaction with the course. Students who live off campus and are required to move on campus for the course are particularly sensitive to this. The deepening of Transcendental Meditation experience and overall appreciation of the course is much better when we are able to use a dedicated facility. Right now there is a great need to open another frat for Residence Courses. The future of successful courses will depend on expanded facilities.
  
  o Another important part of the Residence Course experience is the presentation of knowledge. Since Residence Courses are primarily
structured around videotapes of Maharishi, an upgrade to our video equipment is essential. All the old TVs need to be replaced by large flat screen monitors. We submitted a request to the Dean of Faculty and are pricing the needed upgrades for the various halls where we teach Residence Courses.

**ADMINISTRATIVE SURVEYS**

**Food survey**

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

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

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

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

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

Executive Committee / Department chair survey

As described in last June’s report to the Board of Trustees, we created a survey soliciting feedback on Executive Committee effectiveness that was given to about 60 academic and administrative department heads and other leaders.
Results — This revealed areas where performance can be improved. Areas of focus include better communication with the faculty and staff about the University’s financial situation, strategic plan, and decision-making processes; more involvement of administrative and academic leaders in the planning and budgeting; more attention with department leaders on training, continuous improvement, and use of dashboards; faster decision-making and responses to communications from people (better “customer service”).

Action steps — We have taken a number of steps in response to this survey:

- As a way to communicate with faculty and staff about the state of the University, we now hold a joint meeting with all the faculty and staff following every Board of Trustees meeting to report on what transpired at the meeting. This gives us an opportunity to update everyone on the budget, the strategic plan, and other issues the Board discussed.

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

- Our Lean initiative provided training to 22 faculty and staff, including a number of young staff, and has already created a spirit of continuous improvement throughout the University. We will administer this survey every few years.

Faculty-staff survey on compensation and retirement

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

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

- The majority of faculty and staff do not support paying faculty or staff of the same rank different salaries (58%).
- There is support for paying different rates for faculty and staff as long as it’s based on differences common in other universities (73%).
- If these faculty or staff work in high-demand or growth areas, a majority still support this, but at a lower level (55%).
- Most staff and faculty feel University’s educational standards cannot be maintained at a satisfactory level with below-average wages (58%).
- Also, most staff and faculty feel that the low level of compensation has led to an unsatisfactory quality of education in some majors (50%). Only 10% disagree with this statement, while 26.5% say they do not have enough information.

- A larger proportion of staff and faculty want a system of compensation consisting of recognizable formulas — eliminating subjectivity and special personal circumstances (43%). A high percentage is also prepared to accept a component for merit that could reflect distinctive contributions of the individual to the mission of the university, as judged by performance reviews (77%).
- A moderate amount of inequality/unfairness is acceptable for 5 years to help the University grow and thereby raise all salaries (59%).
- More are opposed to this if the inequality/unfairness in compensation is substantial (32% for, 39% against).
- Faculty and staff think MUM will have to pay 73% of the pay grades normal for a Midwestern university.
- The majority supports the notion that pay should be transparent on a departmental level rather than University-wide (50%).

- The survey makes clear that low compensation creates real hardship. People find the low pay more of a strain than before. Contributing factors needs arising from impending retirement, health care costs, housing needs, etc. There is a strong feeling that this situation cannot continue. Many regard the years they have given to MUM on low pay as a service to Maharishi’s knowledge. They have been happy to do this and some strongly wish to keep the principle of service. But the pressure from financial constraint is undermining quality of life and causing significant hardship, and some state they view this as contrary to the principle of living 200% of life.
BOARD OF TRUSTEES MATERIALS
Action Points and Minutes
ACTION POINT

**Student costs** – Bob Daniels said he’d like to see cost of bringing student here, how long student stays and what they bring in over 4 years.

RESPONSE

*From Brad Mylett* – Here is an estimate for revenue and time spent on campus; the costs to recruit are quite accurate.

- Undergraduates are here on average for two years. This includes the fact that 75% of undergraduate students are transfer students, as well as attrition. *Standard undergraduates bring in on average $12,500/year in tuition.*

- Standard graduates stay an average one year. *Standard graduates bring in on average $13,500/year in tuition.* (Here we have included the first-year for PhD students; obviously they stay much longer but bring little revenue after the first year, so we are counting only their first year.)

- The 2011 all-in average cost for new standard students at MUM is $3,222/year.

- The 2011 all-in average cost for Compro is $2,378/year.

- Standard students and Compro averaged together = $2,934/year.

Room and board is break-even, so this is omitted from the calculation.
ACTION POINT

**Bonus to faculty and staff** — Bevan requested that we honor Michael’s wish to save the surplus and make sure year goes well. Then later, around the winter holidays, give a bonus.

**STATUS**
Done – the bonus was given in the December paychecks.

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ACTION POINT

**Faculty salaries** — Josie and the Trustee Compensation Committee are working on a plan to be presented soon. The plan will set pay grade standards and then raise the staff and faculty to those standards.

**STATUS**
The Committee is working on this with Dr. Dave Streid.

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ACTION POINT

**Distance Education revenue** — Dr. Morris suggested that Distance Education revenue should be shared with all faculty.

**STATUS**
Currently there is no surplus revenue. What the Distance Education department needs, according to Perry Bedinger, is a loan, not a revenue distribution.

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ACTION POINT

**Grants Office** — Dr. Morris asked that we reestablish our grants office.
STATUS

We had been working with Kay Courtaude, past hero of our Grants Office, who has been working in the grants area at Des Moines University for the last several years and was recently between jobs. However she elected to take a position for an organization in Boston. Steve Schoenfeld (brother of Mark Schoenfeld and husband of Adrienne Schoenfeld) is a possibility.

At the same time, now that Federal funding for the Maharishi University of Management Research Institute is drawing to an end, Robert Schneider and Linda Heaton are working to reconceptualize what they do and are investigating private sources of funding.

MUMRI is focusing on three major areas of activity:

- Completion of the two current NIH-funded studies. Both of these studies are scheduled to end in 2012.

- Securing new funding from both Federal sources and private foundations. Two federal proposals are pending review, one NIH proposal on the effects of the Transcendental Meditation program and heart failure and one to the Department of Defense (DOD) on PTSD. Another PTSD proposal to the DOD is planned for March.

At the advice of the MUMRI Board, future funding will be sought for implementation projects.

MUMRI is also planning to focus attention on private foundations as sources of funding and is presently researching foundation services. The plan is to coordinate this effort with MUM and assist MUM in its effort to increase its grant seeking activities.

- Writing up results of past studies and preparing manuscripts for publication.
ACTION POINT

Create another graduate co-op program — Dr. Morris suggested we create another Compro-style program to bring in more revenue.

STATUS
Suggestions are welcome. At the same time, we want to expand enrollment in programs we have already established.

ACTION POINT

MUM referenced on Movement websites — Dr. Morris asked that Maharishi University of Management be adequately referenced on all Movement websites.

STATUS
There are now links to both Maharishi University of Management and Maharishi School of the Age of Enlightenment on TM.org. See http://www.tm.org/enlightenment. We still need to see about a link on the David Lynch Foundation website.

ACTION POINT

Advanced Techniques for Compro students — Dr. Morris requested that we budget for offering Advanced Techniques to Compro students before they leave campus.

STATUS
Offering CIC is in the budget and can be extended to other Advanced Techniques, contingent on the number of students applying.
ACTION POINT

Increasing faculty income — The Board discussed ways for faculty to earn more: lecturing, helping with Wounded Warrior program, selling Bookstore items online and sharing the profits, ebooks. . . .

STATUS
Faculty lecturing is a good idea but requires work to elevate faculty to the “lecture circuit” level. The best current candidates are Dr. Robert Schneider and Dr. Fred Travis. We are creating websites for them as a next step. As their success grows, we can move other faculty in the same direction. Any plan to increase faculty salaries that adds to their workload, without an adjustment in other responsibilities, may be challenging for them.

ACTION POINT

More marketing for Accounting MBA

STATUS
Among other ideas, the Marketing Department plans to make them the next recipient of a targeted ad campaign (online), now that they have done Sustainable Living, Physiology and Health, and (now finishing up) Media and Communication.

Resolutions that need to be carried out

RESOLUTION: LOAN AUTHORIZATION
The Board authorizes the University to obtain a $435,000 loan: $400,000 for roof repairs and dorm renovations, and $35,000 towards the construction of an addition to the Golden Dome Market.

STATUS
We have an agreement with First National Bank to obtain this loan.
RESOLUTION: APPRECIATION OF THE FACULTY
See the minutes of the Board meeting (next section) for the wording of the resolution.

STATUS
This resolution was sent to all the faculty after the November Board meeting.

RESOLUTION: ESTABLISH CENTER FOR THE STUDY OF GROSS NATIONAL HAPPINESS
See the minutes of the Board meeting (next section) for the wording of the resolution.

STATUS
See the International Report from the General Counsel (page 60) for the latest developments.
A regular meeting of the Board of Trustees of Maharishi University of Management was held on November 12, 2011 in the Trustees Board Room in the Argiro Student Center situated on the MUM campus. There were 23 Trustees present and a quorum was determined to exist.

MEMBERS PRESENT / ARGIRO CENTER BOARDROOM
Dr. Ramani Ayer
Mr. Bob Daniels
Dr. Fred Gratzon
Dr. John Hagelin

Mrs. Toby Lieb
Mayor Ed Malloy
Dr. Tom Stanley, Vice Chairman
Dr. Keith Wallace

MEMBERS PRESENT / BY TELEPHONE
Dr. Bevan Morris, President
Dr. Jeffrey Abramson, Chairman
Dr. Rogers Badgett
Mr. Bob Brown
Dr. Bruce Currivan
Dr. Michael Dillbeck
Dr. Susan Dillbeck
Dr. Barbara Dreier

Mrs. Josie Fauerso
Dr. Christopher Hartnett
Mr. Bud Liebler
Mr. Ted McLaughlin
Dr. Bob Roth
Dr. Steve Rubin
Ms. Petra Stanley

MEMBERS ABSENT
Dr. Vincent Argiro, Vice Chairman
Mr. Marsh Belden
Dr. Larry Chroman
Mr. Jim Danaher
Mr. Michael Dimick
Dr. Paul Gelderloos
Dr. Carolyn King

Dr. Joni Kimberlin
Dr. David Lynch
Dr. Vernon Katz
Dr. Ravi Patel
Mr. Eric Schwartz
Dr. Robert Wynne

OTHERS PRESENT
Dr. Craig Pearson, Executive Vice-President
Tom Brooks, Chief Operations Officer
Bill Goldstein, General Counsel
Dr. Cathy Gorini, Dean of Faculty
Ellen Jones, Dean of Student Affairs

Brad Mylett, Dean of Admissions
Michael Spivak, Treasurer
Dr. David Streid, Chief Administrative Officer
David Todt, Expansion Vice-President
Susan Tracy, Secretary

*The meeting began at 1:00 p.m.*
1. Welcome

Vice Chairman, Dr. Stanley, chaired the meeting, did the roll call and warmly welcomed all the Trustees. He reported that at the 10:30-12:00 “workshop” session they reviewed the campus master plan.

2. Budget and Finance

Mr. Spivak, Mr. Daniels and Mr. Brown commented favorably on the financial reports. The Trustees then discussed the good news that for the first time in 10 years the University is free of short-term debt, building reserves and remaining free of short-term debt. Next the Trustees discussed faculty salary structure, faculty and staff bonuses and when to distribute and finally ways for faculty to earn more income through grants, lecturing and writing books.

Mr. Spivak reported that there has been placement success in the COMPRO program but the critical path there is recruiting. The goal is 60-80 students per entry (fall entry was 49). This is important for future revenues.

3. Institutional Advancement

Mayor Malloy reported that 28 pledges totaling $4,202,508 have been received for the endowment and he is waiting to hear on another $2.5 million. Many visits to potential donors have been completed, follow up meetings and new meetings have been scheduled. He encouraged Trustees to give their contacts to him so meetings could be arranged. A new 3-month contract has started with Graham-Pelton for ½ day per week. MUM’s new Major Gifts Officer Mr. Scott Brown has started work on the East coast.

The Greenfield family has just organized an excellent gift to the Endowment: funding expansion of the Golden Dome Market, almost
doubling it in size, and the additional revenue that will come increased sales will provide an income stream to the Endowment.

The Trustees discussed promising potential donors to the Endowment.

The Trustees thanked Dr. Morris for his extensive travels for the Endowment and Mayor Malloy thanked all the staff working diligently on the Endowment Campaign.

4. Admissions Report

The higher standard for Admissions has brought a group of wonderful, higher quality students to the University this fall reported Dr. Mylett. The Trustees discussed the benefits of this success briefly.

Mr. Paul Stokstad reported on marketing and the website. The focus is to reach the kind of students who should know about MUM.

5. Computer Professionals Program

Dr. Keith Levi, Dr. Greg Guthrie, and Elaine Guthrie met with the Trustees. Discussion went immediately to the issue of Compro students receiving the TM-Sidhi program before leaving MUM for their job placements. Dr. Hagelin said that because these students would not be staying on and contributing to group program it would be better for their program to receive Advanced Techniques. The Trustees agreed to this plan.

6. Accounting MBA Program

A brief report was given by Professor Andy Bargerstock. The financial crisis has lowered salaries for the students. There are 2 new tracks planned. The Trustees discussed the need for more marketing to attract more standard students as well as accounting professionals.
7. Adoption of the Minutes

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

RESOLVED, that the minutes of the meeting held September 11, 2011 were adopted presented in the Trustees Report for the November 12, 2011 Trustees Meeting.

8. Resolutions Passed

The Trustees reviewed and passed several resolutions.

Loan Authorization: After brief discussion, Mrs. Lieb made the motion and Mr. Daniels seconded the motion and the Trustees unanimously,

RESOLVED, that the Board of Trustees authorizes the administration to obtain a $435,000 loan: $400,000 for roof repairs and dorm renovations, and $35,000 towards the construction of an addition to the Golden Dome Market. Donations received from the Greenfield family shall be applied to repayment of the Golden Dome Market portion of the loan.

Committee Changes: Dr. Hagelin made the motion and Dr. Ayer seconded the motion and the Trustees unanimously,

RESOLVED, that the Board of Trustees,

• appoints Dr. Keith Wallace to the Expansion and Global Affairs Committee
• appoints Dr. Chris Hartnett to the Executive Committee
• accepts the resignation of Mr. Eric Schwartz as Chair of the Finance Committee. The new Chair of the Finance Committee will be appointed soon.

**Appreciation to the Faculty** — Dr. Abramson made the motion and Dr. Barbara Dreier seconded the motion and the Trustees unanimously passed the following resolution:

> Whereas, the initial success of the Management Department with the new South Africa Neotel MBA program once again has brought to the our attention the unparalleled purity of dedication of our Faculty, and

> Whereas, this is just one example of the many achievements offered by our Faculty on a continual basis, which form the very backbone of the success of the University for the last 40 years;

> THEREFORE BE IT RESOLVED, that the Board of Trustees of Maharishi University of Management expresses their deepest appreciation and gratitude to the Faculty of the University, and applauds their professional expertise, their personal focus, and their extraordinary dedication to the goals of the Founder, Maharishi Mahesh Yogi, to enlighten all the people of the world.

**Center for the Study of Gross National Happiness** — Dr. Stanley abstained. Mayor Malloy made the motion and Dr. Hagelin seconded the motion and the Trustees unanimously passed the following resolution:
Whereas, following meetings between the Honorable Minister of Education of the Royal Kingdom of Bhutan, Lyonpo Thakur Singh Powdyel, and Dr. Goldstein, General Counsel of Maharishi University of Management, the Ministry of Education of the Kingdom of Bhutan has invited the University to collaborate in offering various educational and research programs, including programs in Consciousness-Based Education, Sustainable Management, and others; and

Whereas, the University welcomes the opportunity to collaborate with the Kingdom of Bhutan in offering programs that

- promote integrated development of both inner and outer life,
- support the growth of consciousness of the people,
- enhance balanced and harmonious outer development, and
- strengthen the cultural integrity of the Kingdom;

THEREFORE BE IT RESOLVED THAT,

- The University hereby establishes the Center for the Study of Gross National Happiness, in collaboration with the Ministry of Education of the Kingdom of Bhutan, such Center to be a division of the University’s Institute of Science, Technology and Public Policy;
- The University shall initiate Faculty and Student Exchanges with the Ministry of Education of the Kingdom of Bhutan; beginning with an exploratory visit by Professor Gamble to Bhutan this winter for a Sustainable CBE Schoolhouse building project; and undergraduate and graduate courses in
Sustainable Business to be taught by Professor Heaton at the Royal University of Bhutan in the spring;

- The Center for the Study of Gross National Happiness shall coordinate and conduct research on Gross National Happiness, congruent with existing research on Maharishi’s Ideal Society Index, and on scientifically proven means to create enlightened citizenry, consolidate national happiness and invincibility in every country, and create a sustainable, harmonious and peaceful world family of nations;

- The Center for the Study of Gross National Happiness shall aim to become a recognized world leader in both researching and promoting practical programs to increase Gross National Happiness and create an Ideal Society, and therefore shall sponsor international conferences thereon starting in the summer or fall of 2012; and

- The Center for the Study of Gross National Happiness and Bhutanese collaboration shall be funded entirely from new grants from private and public sources, outside of the existing University budget, provided however that travel allowances in the initial phases for General Counsel Bill Goldstein and Professor Gamble shall be provided within the current budget, not to exceed $5,000.

9. Next Meeting

The Trustees agreed that the next regular meeting will be held on February 4 from 1:00-4:00 CST.
NOTE – The meeting was subsequently rescheduled for Thursday, February 2, at the same time.

There was no further business and therefore the meeting adjourned at 4:20 p.m.

Respectfully submitted,

Susan Tracy, Secretary
STUDENT AFFAIRS COMMITTEE NOTES

January 2012

Trustees: Carolyn King, Keith Wallace, Chris Hartnett, Josie Fauerso, David Lynch, Jeffrey Abramson, Toby Lieb

1) Orientation

- A great model for new student orientation has been developed and implemented this fall assuring that students get off to a great start.

- Also completed is a “continuing orientation” for continuing students to review expectations and start the year off right. A pre-orientation is being added for international students in beginning in January.

- The details of this new orientation can be viewed at: mum.edu/accepted/week.html

- The feeling on campus is wonderful and the new orientation promotes bonding among the students.

2) Better Quality of Life on campus

Students are focused on their Transcendental Meditation program choosing optional residence courses with reports of great satisfaction by both students and faculty.

The dorms have been dramatically improved. Dave Streid is in constant communication with Aramark to continue to improve and maintain a good level of cleanliness. Administrators will meet with Aramark to set priorities for campus projects related to students.

- Drugs and alcohol continue to have our priority attention with great sense of urgency.
○ The problem has not been eradicated but greatly diminished.
○ Students are taking responsibility for decreasing the usage on campus and reporting violations (where they were reluctant to do so before).
○ Students want a quality of life free from those substances. Ellen Jones feels that they are absolutely moving in the right direction.

• Smoking violations are substantially reduced. Some international students come with a long-standing smoking habit.
• There is an orientation for both new and continuing students on the University’s drug and alcohol and tobacco policies and the significant penalties for infractions.
• There are now policies and procedures in place to identify, counsel and discipline when necessary students who are not engaged in their studies (e.g. multiple unexcused absences and/or grades of Incomplete, Withdrawal or No Credit).
• We have been clarifying who we are as a University and communicating this to prospective and enrolled students, making our expectations clear and up front. Thus the gap between a student’s expectations and experience has been dramatically reduced. The students know what they have signed up for and seem satisfied.

The Student Handbook is completed and available at studentlife@mum.edu on the MUM Student Life Newsletter. We recommend all Trustees sign up to receive the newsletter that gives an up to date listing of student activities. Contact mking@mum.edu.
3) Many students’ feedback mechanisms are in place

- The Noel Levitz Student Satisfaction should be made available to the Trustees at the next meeting.
- Administration seeks student feedback, which feeds into university-wide efforts for continuous improvement.
- Student government, which reflects the collective consciousness of the student body, has a super-fluid relationship with administration.
  - Weekly meetings with Ellen and Department of Student Life.
  - Monthly meetings with Executive Council
  - Good format for communication

4) Student Activities continues to offer a rich array of activities

Also, Vishwa Shanti Café has become a lively, well-used meeting place for students.

5) Student Life Department is functioning smoothly

- Much more efficient now that most of the staff has been here for a while
- Student crises are less frequent and when we have crises we can address them more efficiently
- Policies and procedures have been put into place throughout the department and a department manual is nearly completed… an index will be sent when ready

6) Major needs with which Trustees can help

- We need new dorms and/or renovated existing dorms with housing options — kitchens/suites. Many students are choosing to move off
campus so they can cook. Ellen is going to survey students to find out needs.

- Money to implement compensation plans and achieve pay parity
COMPENSATION AND EVALUATION COMMITTEE NOTES

The Compensation and Evaluation Committee has had several meetings since the last Trustee’s Meeting. We have identified three main areas of concern:

- Review of Compensation of key faculty and staff and identification of ways to improve their compensation in a more equitable way.
- Identification of a model for start-up projects and a second model for sustaining these projects especially with regards to the “special hires” needed.
- Evaluation of the Executive Officers of the University (President and Executive Vice-President)

We have been working on all three areas with some success.

We plan to have a presentation on the Compensation Plan by the May’s Trustees meeting.

The Special Projects models are being developed.

The President and Executive Vice-President submitted goals and the committee reviewed these goals with follow-up calls. A sequence has been suggested for Trustee review of the goals, self evaluation by the Executive Officers after the end of this year and further review by the Trustees.

We are also planning on expanding the number of people who review the Compensation Plan and Special Project Models before presenting to the entire Board.
GOVERNANCE AND NOMINATIONS COMMITTEE NOTES
January 2012

Trustees present: Tom Stanley, Ramani Ayer, Bob Brown
Administration representative present: Michael Spivak

The meeting discussed four principal topics related to Trustee governance:

- responsibilities of a Trustee
- qualifications for new Trustees
- establishing the position of Trustee Emeritus
- Trustee performance evaluation

Discussion of two additional topics, orientation for new Trustees, and creating a Trustee manual, was deferred to a future meeting.

1. Responsibilities of a Trustee. Participants reviewed earlier discussion of essential elements of Trustee responsibilities. Please refer to the preliminary draft proposal “Responsibilities and Qualifications of a Trustee” elsewhere in this Trustee Report.


Of particular interest was the concept introduced by Ramani Ayer of mapping both current and prospective Trustees using a tool called a “competency wheel.” This allows us to identify areas of competency that we need to strengthen on our Board. Individuals are evaluated on
competencies in several dimensions, starting with innermost values, and proceeding outwards:

- personal and interpersonal characteristics, e.g., self-awareness, emotional intelligence, motivation, empathy, open-mindedness, consensus building, communication and relationship aptitudes
- experiential skills, e.g., leadership, strategic development, task execution, business experience, non-profit experience
- technical experience, e.g., finance, information technology, academic leadership, curriculum development, personnel management
- diversity, e.g., generational, gender, ethnic, geographical, constituency representation

3. **Establishing the Position of Trustee Emeritus.** Members discussed the importance of every Trustee being active, and at the same time, the desire to maintain strong relationships with those who have served as Trustee but are not actively fulfilling Trustee responsibilities. Please refer to the “Proposal to Establish the Position of Trustee Emeritus” below.

4. **Trustee Performance Evaluation.** Members discussed the importance of periodic Trustee evaluation. This could incorporate one or more of various elements:

- an anonymous self-evaluation
- an open Trustee Committee self-evaluation
- presentation of results to the administrative Executive Council, with request for comment and recommendations
 incremental evaluation every year, with a more in-depth evaluation every three years or so, including, for example, evaluation of each Trustee by others.

The Compensation and Evaluation Committee of the Board currently is instituting evaluation of the President and Executive Vice-President, involving goal setting and review. A specific proposal for Trustee evaluation will be presented to the Board after greater experience with that process. (Note: Bob Brown is taking the lead in this area.)

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**Proposal to Establish the Position of Trustee Emeritus**

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

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

**Proposed amendment to University Bylaws:**

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

**ARTICLE 6 – TRUSTEES EMERITUS**

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

**Section 6.02** – To qualify for such election, individuals:

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

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

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

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

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

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

**Section 6.04** – A Trustee Emeritus may be removed from office by a vote of 2/3rds (two-thirds) of the Trustees present at a meeting of the Board of Trustees at which there is a quorum, when in the Board’s judgment the welfare of the University is served thereby.
GOALS FOR 2012
PRESIDENT AND EXECUTIVE VICE-PRESIDENT

DR. BEVAN MORRIS
President
Maharishi University of Management

GOALS FOR 2012

Outreach, relationship building and fundraising

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

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

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

TACTICS TO ACHIEVE THESE GOALS

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

University operations

• Set goals and oversee via Dr. Pearson and the EC achievement of key financial drivers for the University including:
  o Student growth – units – Standard, Professional, Distance
  o Revenue/Student targets for each segment
  o Retention %
• Financial Stability - Reserves as % of Operating Expenditures plus Debt Service.

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

TACTICS TO ACHIEVE THESE GOALS

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

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

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

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

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

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

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

• Meet the Invincible America Assembly five times a week to comment on experiences Complete a book on the Experiences of the Invincible America Assembly, and a book of the poetry of the Invincible America Assembly members

TACTICS TO ACHIEVE THESE GOALS

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

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

JAI GURU DEV
University Operations and Mission

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

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

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

- Continuous improvement of students’ academic experience — Working with the academic deans, bring even greater focus to how to elevate students’ experience in the classroom and student outcomes, ensuring that all faculty are taking fullest advantage of the teaching strategies we have received from Maharishi as well as best practices in higher education.
• Performance evaluation – Commence the process of performance evaluation for other members of the Executive Committee, using a procedure we have developed (planning to start this month).

**Development of Consciousness and Fulfillment of Maharishi’s Mission for the University**

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

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

**Improvement of Student Life and Advancement of Academic Excellence**

• Distinguished Lecture Series — At the beginning of this year I established a Distinguished Lecture Series, in which notable people have given presentations to the whole community. Speakers have included:
  
  o *Raja Hagelin* twice, most recently on the topic of the physics of Yogic Flying).
  
  o *Raja John Konhaus* last month speaking on Maharishi Vedic Organic Agriculture, along with Dr. Sarah Konhaus and Pandit Dave.
  
  o *Dr. Hans Herren*, in October – one of the world’s most distinguished agricultural scientists, President of the Millennium Institute in Washington DC, recipient of the World Food Prize, and credited with saving millions of lives in Africa through his work in agro-ecology. Brought by Raja John Fagan.
- **Bal Ram Singh, PhD**, on December 11 – Director of the Center for Indic Studies at the University of Massachusetts Dartmouth, speaking on “Chemistry of the Mind Approaching Mind and Consciousness Physicochemically to Advance Scientific Concepts,” followed by a panel discussion with our scientists and doctors.

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

**Professional and Personal Development**

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

- Make substantial progress on a book I have started writing with Dr. Alarik Arenander, entitled *Staying Sharp*, about avoiding Alzheimer’s through application of the Transcendental Meditation technique and other natural modalities. When this is completed we will resume work on a book entitled *The Cosmic Brain*. 
• Make substantial progress on two books I have been working on with professor Ken Daley, one entitled *Exercise Everywhere* on a new approach to exercise I have conceived and another entitled *The Four Pillars of Fitness*, which promotes the Transcendental Meditation technique as a fundamental component of physical fitness.

• Start work and make substantial progress on a book about educational innovation and Consciousness-Based education in collaboration with Dr. Chris Jones.

**TACTICS TO ACHIEVE THESE GOALS**

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

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

  o Working with other leaders of the University in overseeing ongoing University operations, both academic and administrative

  o Responding to inquiries and communications from faculty, staff, students, and individuals outside the University

  o Participating in regular meetings of the Executive Committee, the academic deans council, the Distance Education advancement group, the Campus Sustainability steering committee, the Lean steering committee, the Global Student Council, the Maharishi University of Management Research Institute, etc.

  o Meeting with all important visitors to the University to inspire them for Consciousness-Based education
Speaking at the monthly Visitors Weekends

Teaching Transcendental Meditation to incoming undergraduate students and follow up with regular personal checking

Contributing content to the University website – for example, I am now in the process of seeing that each academic program page has links on student internships and success stories from alumni — because nationwide, students and parents are increasingly concerned that a college education will lead to a job

Reviewing all major external publications

Writing a regular blog for tm.org, also articles about Maharishi University of Management for the ezine sent periodically to all new meditators in the US

Attending such extra-University meetings as those of the Maharishi School of the Age of Enlightenment Board of Directors, the Iowa Association of Independent Colleges and Universities (representing Dr. Morris in this association of presidents), and the Iowa Coordinating Council for Post-Secondary Education (representing Iowa’s private colleges)

Meeting informally with students, staff, and faculty members

- Continuing to be available to Dr. Morris for any and all tasks or projects for which he may need my assistance
- Continuously thinking about how I can more effectively achieve these goals.

JAI GURU DEV
RESPONSIBILITIES AND QUALIFICATIONS OF A TRUSTEE

PRELIMINARY DRAFT – FEBRUARY 2, 2012

for comment

Prepared for the
Trustee Governance and Nominations Committee
Responsibilities of a Trustee – Summary

Introduction

The purpose of this Summary is to illustrate briefly the manner in which every Trustee shall engage with the University in fulfilling his or her responsibilities. It aims to outline how, and to what degree, each individual appointed as a Trustee should expect and plan to become involved in different aspects of University life — strategic planning, oversight of financial management, fundraising, oversight of operations and programs, Trustee education, meetings and activities, public relations, interactions with University constituencies, Board dynamics, etc.

A separate document, the Trustee Handbook (in preparation), will describe the responsibilities that the Board of Trustees exercises as a Board, and the powers with which the Board is entrusted as the ultimate governing authority of the University. The Trustee handbook also will describe the role of the Board—its scope of action and authority—relative to the President, the Administration, and the Faculty. The Trustee handbook also will describe the resources available to the Trustees in educating themselves to fulfill their role.

This is a preliminary draft, not proposed for approval at the February meeting. Rather, we ask all Trustees to review this Summary (and the companion summary of qualifications of a Trustee), and submit comments and suggestions for improvement to Tom Stanley on behalf of the Governance and Nominations Committee (at rajasthanley@maharishi.net). After further consideration, the Committee will propose revised statements for approval at the May meeting of the Board.
Outline

All Trustees share key responsibilities. Though not every Trustee will be able to dedicate the time and resources required to participate to the fullest extent in every Trustee activity, every Trustee substantially shall fulfill the following.

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

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

3. Each Trustee has the responsibility to ensure the financial health of the University:
   a. to donate $50,000 or more annually to the University; or,
   b. to cultivate the financial support of, and raise $50,000 or more annually from others; or
   c. whenever possible, both of the above; and
   d. to participate actively in raising funds for Annual Fund, endowment, and capital campaigns.
4. Each Trustee, as a member of the Board, has the responsibility to monitor, evaluate and exercise oversight of the University’s performance in fulfilling its mission and purposes:

   a. to establish ongoing monitoring and evaluation procedures
   b. to establish standards and provide oversight of University programs and operations
   c. to provide oversight of academic standards, educational quality and faculty scholarship (with appropriate recognition of the primary role of the Academic Deans and Faculty Senate)
   d. to ensure that the University’s unique mission is given the highest priority in its programs and operations.

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

   a. to participate in Trustee orientation activities, and to be familiar with the Trustee Handbook (in preparation), and other Trustee orientation and education materials
   b. to be thoroughly prepared for Board and Committee meetings by studying the briefing materials sent to Trustees in advance of the meetings
   c. to increase his or her knowledge of the University’s operations, programs and priorities, and the field of higher education generally, and to participate in education leadership training.

6. Each Trustee has the responsibility to participate fully in Trustee activities:

   a. to attend meetings of the Board, and to participate actively in questions and discussion
b. to join and participate in meetings of at least one, and preferably two
   Trustee Committees

c. to meet regularly with faculty, students and other constituencies to
   represent the Board, and convey concerns and opportunities back to
   the Board

d. to interact regularly and gain a deeper familiarity with one or more
   University departments or programs

e. to contribute his or her unique expertise, experience and wisdom on
   behalf of the University.

7. Each Trustee has the responsibility to be a strong proponent of the
   University, its programs and priorities, supporting and promoting the
   University’s public relations:

   a. to employ personal and professional networks of contacts in a
      manner that promotes the University’s mission

   b. to represent the University to outside interests, both privately and in
      public forums.

8. Each Trustee has the responsibility to interact with others in a manner
   that is open-minded, respectful, and appreciative.

   a. to engage with representatives of every University constituency in a
      cooperative and collegial manner

   b. to respect the powers delegated to the officers, faculty, and
      administration of the University, including their authority to
      implement the University’s plans and policies, and to conduct the
      day-to-day operations of the University
c. to pursue with the administration any issue that he or she feels needs resolution or to which he or she may add insight (working principally through the Committees of the Board and the Executive Vice-President)

d. to inform, educate, express the Board’s appreciation to, and inspire University leaders, faculty, staff, students, and supporters.

9. Each Trustee has the responsibility to participate in making Board decisions, and to respect the role and power of the Board as a whole, as the ultimate governing authority of the University.

a. to strive to arrive at decisions through a process of consensus building whenever possible

b. to express all opinions honestly, including divergent viewpoints

c. to respect Board confidentiality

d. to vote freely on all matters that come before the Board and Board Committees

e. to recognize that authority is vested in the Board as a whole, and not in individual Trustees

f. to accept and support Board decisions

g. upon learning of an issue of concern, to bring the matter to the Board Chair or appropriate Board Committee Chair, and the Executive Vice-President (or if a potential liability, directly to the University Legal Counsel) rather than dealing with the situation individually

h. to participate in Trustee self-evaluation, and assessment of the Board.

10. Each Trustee has the responsibility to give priority to his or her own growth of consciousness through the Transcendental Meditation
program, TM-Sidhi program, and other techniques given to us by the Founder, Maharishi Mahesh Yogi.

**Qualifications of a Trustee – Summary**

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

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

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

3. Unwavering commitment to promoting the vision, mission, values and goals of the University, and a strong desire to contribute meaningfully to the institution.

4. Willingness and ability to devote the time, attention and resources necessary to fulfill the responsibilities of a Trustee of the University, as outlined above.

5. Personal and interpersonal characteristics that will contribute to exemplary performance as a member of the Board, such as,

   a. a disposition to maintain strong, self-motivated and independent thinking
b. open-mindedness, empathy, and strong communication and relationship skills

c. an affinity to consensus building and group coherence.

6. Strengthening the Board’s ability to serve the University and its constituencies by increasing the Board’s collective leadership capacity, and balancing the competencies of individual Board members in different dimensions such as:

a. experiential competencies (such as leadership, strategic planning, organizational skills, project management, business experience, non-profit experience, academic experience)

b. professional qualifications and technical expertise (in areas such as financial management, investment management, accounting, information technology, marketing, public relations, human relations, fundraising and development, scientific disciplines, academic leadership, higher education administration, curriculum development, teaching, the arts, etc.)

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

7. Reflecting the diversity of our world family:

a. expanding generational diversity

b. representing opportunity for global expansion of the University through diversity of geographical, cultural, ethnic, and personal background

c. increasing gender diversity.
NOTE: The Board may wish to consider reserving a number of seats for those who have extensive academic training and teaching experience at MUM or other higher education Consciousness-Based Education colleges and Universities.
UPCOMING BOARD OF TRUSTEE EVENTS

The following two events are organized by the Association of Governing Boards.

Several Trustees plan to attend the second of these events, the 2012 National Conference on Trusteeship, to be held in Washington DC April 22-24 (with pre-conference workshops beginning the 21st). Three or more registering as a group before February 4th save $120 each. We will poll those at our February Trustee meeting to see if additional people are interested in attending. See further information at http://www.agb.org/nct.

Ensuring Educational Quality: Governing Board Responsibilities – March 15, 2012, 11:00 am - 2:30 pm

Based on two recent works by AGB, How Boards Oversee Educational Quality and Statement on Board Responsibility for the Oversight of Educational Quality, meeting panelists will discuss the appropriate engagement of governing boards on issues of academic quality – an engagement that respects the prerogatives of faculty and academic administrators, but that helps also to assure stakeholders that the education offered by institutions is of the highest possible quality. Lunch and materials are included.

PANELISTS:

- Matthew Goldstein, Chancellor, The City University of New York
- Mark Epstein, Chairman of the Board, The Cooper Union
- Tori Haring-Smith, President, Washington & Jefferson College
Meeting Location:
The University Club
One West 54th Street
New York, New York 10019

For further information: http://agb.org/events/meeting/2012/ensuring-educational-quality-governing-board-responsibilities

2012 National Conference on Trusteeship

April 22-24, 2012 (with pre-conference workshops beginning April 21)

The 2012 National Conference on Trusteeship will look at the big ideas that are transforming higher education and the role governing boards, together with institutional leaders, play in that transformation. Plenary speakers include, among others, Clay Christensen, author of The Innovative University, and Richard Arum, author of Academically Adrift. The only national gathering designed specifically for higher education boards and institutional leaders, the conference focuses on governance-related issues and provides opportunities to learn best practices, hear how other boards are addressing challenges, interact with board members and leaders from across higher education, and hear from internationally recognized thought leaders.

The conference will take place at the Gaylord National in Washington, D.C. Click here to reserve rooms in AGB’s room block. (Please note that a refundable one night deposit on a credit card will be required for each room reserved at Gaylord National hotel.) For further general information, click here. Click here for a conference schedule.
APPENDICES
**Appendix 1**

**MORE DETAIL ON LEAN PROJECTS**

The following table gives further detail about the lean projects we plan to conduct and who will be involved.

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Sponsor</th>
<th>Project Owner</th>
<th>Facilitators</th>
<th>Team Members</th>
<th>Schedule &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-wide meeting room reservation process (non-classroom) <em>Where do you go to reserve a meeting room?</em></td>
<td>David Streid</td>
<td>David Streid</td>
<td>Matthew Kendz Simon Rodriguez</td>
<td>Anthony Antimuro Brad Onasch Arla Rabalais David Streid Rianna Koppel Melinda Arndt Student as an expert</td>
<td>ROUND 1: Meetings completed/ Project implemented by March 31, 2012</td>
</tr>
<tr>
<td>Dorm room inventory process (use existing scope) <em>Creates a baseline against which room damage is measured</em></td>
<td>David Streid</td>
<td>Anthony Antimuro</td>
<td>Diana Rivera</td>
<td>Graham Torpey Elaine Pormfrey RHD / Gigi RA / Nali</td>
<td>ROUND 1: Meetings completed/ Project implemented by March 31, 2012</td>
</tr>
<tr>
<td>Student complaint/suggestion process (Start Feb 1)</td>
<td>Craig Pearson</td>
<td>Ellen Jones</td>
<td>Chris Taft Tom Hirsch</td>
<td>Stan Lamothe Sheila Swanson Jan Sickler Student</td>
<td>ROUND 1: Meetings completed/ Project implemented by March 31, 2012. Start after Jan 16</td>
</tr>
<tr>
<td>Committees &amp; Committee responsibilities Two sections: Academic and Administrative Governance <em>How are decisions</em></td>
<td>Craig Pearson</td>
<td>Craig Pearson Cathy Gorini</td>
<td>Ken Daley Kathy Brooks</td>
<td>Chris Jones David Streid Elaine Guthrie Cathy Gorini Craig Pearson Graham Torpey or Student Life rep</td>
<td>ROUND 1: Meetings completed/ Project implemented by March 31, 2012</td>
</tr>
<tr>
<td>Committee Topic</td>
<td>Chair</td>
<td>Vice Chair</td>
<td>Secretary</td>
<td>Project Manager</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
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</tr>
<tr>
<td>Made in MUM’s committee structure and how can it be simplified?</td>
<td>David Streid</td>
<td>Stan Lamothe</td>
<td>Steve Totino</td>
<td>Janne Curry</td>
<td>ROUND 1: Meetings simplified/ Project implemented by March 31, 2012</td>
</tr>
<tr>
<td>Staff/Faculty orientation Part 1</td>
<td>David Streid</td>
<td>Stan Lamothe</td>
<td>Steve Totino</td>
<td>Janne Curry</td>
<td>RULE 1: Meetings simplified/ Project implemented by March 31, 2012</td>
</tr>
<tr>
<td>What information and training do new staff and faculty receive in the first month?</td>
<td>David Streid</td>
<td>Stan Lamothe</td>
<td>Steve Totino</td>
<td>Janne Curry</td>
<td>RULE 1: Meetings simplified/ Project implemented by March 31, 2012</td>
</tr>
<tr>
<td>Student advising</td>
<td>Craig Pearson</td>
<td>Scott Herriott</td>
<td>Melissa</td>
<td>Chris Jones</td>
<td>RULE 2: Meetings simplified/ Project implemented by March 31, 2012</td>
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<tr>
<td>Review of all aspects of student advising from entry to graduation</td>
<td>Craig Pearson</td>
<td>Scott Herriott</td>
<td>Melissa</td>
<td>Chris Jones</td>
<td>RULE 2: Meetings simplified/ Project implemented by March 31, 2012</td>
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<td>Interlibrary Loan process</td>
<td>Cathy Gorini</td>
<td>Suzanne Veseley</td>
<td>David Streid</td>
<td>Martin Schmidt</td>
<td>RULE 1: Meetings simplified/ Project implemented by March 31, 2012</td>
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<tr>
<td>Books that we borrow from other libraries or that we loan to other libraries</td>
<td>Cathy Gorini</td>
<td>Suzanne Veseley</td>
<td>David Streid</td>
<td>Martin Schmidt</td>
<td>RULE 1: Meetings simplified/ Project implemented by March 31, 2012</td>
</tr>
<tr>
<td>Internship Processes</td>
<td>Cathy Gorini</td>
<td>Rachel Goodman</td>
<td>Chris Taft</td>
<td>Admissions, PC, and HR</td>
<td>RULE 2: Meetings simplified/ Project implemented by March 31, 2012</td>
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<td>What are the requirements and application procedures for students to enroll in an internship?</td>
<td>Cathy Gorini</td>
<td>Rachel Goodman</td>
<td>Chris Taft</td>
<td>Admissions, PC, and HR</td>
<td>RULE 2: Meetings simplified/ Project implemented by March 31, 2012</td>
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<tr>
<td>PHASE 2 PROJECTS</td>
<td>First Person</td>
<td>Second Person</td>
<td>Third Person</td>
<td>Fourth Person</td>
<td>Notes</td>
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</tr>
<tr>
<td>Staff &amp; Faculty hiring process Part 2</td>
<td>Stan Lamothe Cathy Gorini</td>
<td>Steve Totino Guy Hearst-Jones</td>
<td>Isabelle Levi Amellia Hesse Matthew Kendz (expert)</td>
<td>Sequence with other staff/faculty projects • ROUND 2: Meetings completed but not necessarily implemented by March 31, 2012</td>
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<td>Staff/Faculty training Part 3</td>
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<td>Stan Lamothe Cathy Gorini</td>
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<td>Craig Pearson Tom Hirsch</td>
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<td>Susan Palma</td>
<td>Elaine Pomfrey</td>
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<td>Graham Torpey Leanne Hays</td>
<td>Tom Brooks Kathy Brooks</td>
<td>Jonathan Worcester Elinor Jessup Matt Jaffey Theresa Sickler</td>
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<td>Budgeting process</td>
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<td>Andy Bargerstock, Ellen Jones</td>
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<td>Inventory controls and ordering for Golden Dome Market and University Store</td>
<td>Harry Bright</td>
<td>Andy Cozzens</td>
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<td>Harry Bright</td>
<td>Mike Davis</td>
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<td>Admissions — International Admissions</td>
<td>Brad Mylett</td>
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<td>Admissions Housing Facilities</td>
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Appendix 2
PROPOSED RETIREMENT PLAN

This is a simplified presentation of the proposed retirement plan approved by Dr. Morris for MUM faculty and staff.

Part 1: Conditions for Retirement

- Retirement age is 67 or older.
- Full benefits accrue for those who have worked full-time for Maharishi University of Management for 25 years or more at time of retirement.
- Prorated benefits are available for those who have worked full-time for 10-25 years full time at time of retirement.

Part 2: Benefits

- Base cash benefit is $1,100/month. If the retiree is living in University housing, then the cash benefit will be reduced by $300 to $600 per month, depending on the type of housing occupied. For example, for those living in a frat apartment or full trailer, the cash benefit will be reduced by $600; for those living in half a trailer or 1 or 2 frat rooms, it will be reduced by $300.
- This cash benefit assumes that the individual is receiving at least $500/month in Social Security cash benefits. If the person’s Social Security cash benefit at full retirement age is less than $500 (before any Medicare premium deductions), then the difference between $500 and the actual benefit will be added to the cash benefit.
- Retirees will be responsible for their own food and insurance (which we assume will be Medicare). Retirees may purchase meal passes for Annapurna at the student discount rate.

- Non-cash benefits to include: Golden Dome Market discounts (25%), University Gift Store discounts (25%), Dome pass, Recreation Center pass, some tuition or class attendance benefits.

- Waiver of leased land fees for those who built their own houses on University land.

- Can participate in Invincible America Assembly Settle Foundation grant without loss of benefits.

**Sample Retirement Package**

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<th>Description</th>
<th>Amount</th>
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<td>Standard Benefit</td>
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<td>Deduction for frat apartment</td>
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<td>Addition because Social Security benefit is only $300</td>
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<tr>
<td>Actual Monthly Cash Benefit from MUM</td>
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<td>Amount from Social Security</td>
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<td>Potential From Invincible America Assembly Grant</td>
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<td>Available for Retirement</td>
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Appendix 3
MORE CIC EXPERIENCES

Assembled by Dr. Doug Birx

Here are some experiences from the recent CIC 71 course, completed this month, January 2012.

- “My experience during the Yogic Flying Course was beautiful and profound. An experience that developed a close and intimate relationship with my Self, and a spontaneous instantaneous manifestation of desires from within my Self.”

- “After spending my whole life totally in my head with my heart needing shelter, I’ve spent the last number of years working to break down those barriers and live from my heart more and more. The flying block has made it clear that while I’ve come a long way there is still a bit of this road to go. Not to fret through, I now have a superior vehicle in which to further my journey, and ride in comfort along the way.”

- “I’ve enjoyed the course in a variety of ways and feel that my consciousness has risen as a result of it. The instruction we’ve received has been excellent and the instructors top notch. Surprisingly, one of the most important developments for me are the new friends that I’ve made — I’ve connected deeply with people I admire and respect, making the entire experience much more enjoyable. Last, the food was excellent. I had never eaten much vegetarian food but am now considering becoming a vegetarian.”
• “Deep in my meditation I experienced a level of silence that was like no silence I had ever experienced before. After using my Yogic Flying technique my mind got quiet. I had fallen into a place where my intellect and mind could not go! I could feel a connection with the entire universe. It was so astonishing to me to have reached a place where my intellect and mind could not go. I had become so accustomed to intellectualizing everything in my life, I had seemingly forgotten how to experience things without my intellect getting involved. I immediately had a sense of liberation, one that I had not felt since I was a very young child. This feeling of liberation lead to effortlessly lifting off the ground and into the sky. This glimpse of liberation was a step in recapturing my personal freedom and innocence that I had intellectually discerned away long ago. With every glimpse I feel closer and closer with my true Self.”

• “Bliss is evident within us, it all resides in the nature of life.”

• “In one of my flying programs I clearly heard a voice in my mind say, ‘It’s ok to come out and play!’ It was like a part of who I am spoke to another part giving it the freedom to express this energy as innocently as a child goes out to play. That part of me that had been resisting accepted this innocent invitation with a gleeful and resounding YES! In the stillness of that moment, I began to Fly.”

JAI GURU DEV
Appendix 4
MORE INVINCIBLE AMERICA ASSEMBLY EXPERIENCES

“Totally expanded awareness, total unboundedness, total silence”

From the very moment I close my eyes I find myself in the colorless space of totally expanded awareness, total unboundedness, total silence. Almost immediately I feel my skin tingle as if the hair on my arms has become electrified and it seems as if I am being gently expanded beyond my body and from normal awareness into bliss.

From this point my awareness seems to continually flow between the number two level of pure awareness to the number one level of blissful expansion and light. This shift or flow between the number one level and the number two level continues throughout my rounds, sometimes favoring one sometimes favoring the other. But in general I would describe my experience as a continual kind of knowingness and a continual journey into and exploration of my own Self.

Never before has Maharishi’s term “research in consciousness” had so much meaning for me, so much relevance. For it seems that my program is nothing but that, though it feels more like playing in my own infinitely expanded awareness than like research . . . though I guess you could call it play fueled by curiosity and delight. So maybe that is research.

I am playing, reveling in the utter bliss and blissfulness of my own Self, the singularity, the utter oneness of all that there is, Brahman.
All this is occurring as I progress through the various elements of my Transcendental Meditation and TM-Sidhi programs. It is truly effortless. For no amount of effort could bring one to this state. No. This divine state is granted by some other miraculous means that has no basis whatsoever in effort. Rather it is arrived at in the purest innocence that is somehow structured into the very fabric of this blessing Maharishi has conferred through the mechanism of my TM and TM-Sidhi program. And, I really would have to add, in all honesty, by virtue of the day by day practice of that program in this large group in this divine place. Really, I have no doubt about that.

My sutras now feel to me as if each of them has a distinct personality, if I may use that term... It’s as if each one establishes me for a moment in a kind of pure and innocent and illuminated connection to some fine point of cosmic law where I am being taught, or rather learning, the mechanics of the most fundamental level of creation. It is easy, this research, for I say again, it is totally without effort or even, you might say, without intention.

And with all this going on during my program, life in activity is characterized by a kind of marble smooth seamlessness, a stability and joy and softness that is unshakable.

"So highly saturated with bliss and a smooth effortless delight"

Wednesday morning, after only two days back on the IA Course, my program entered a new phase.

It is altogether a different experience from simple transcendence. It is so highly saturated with bliss and a smooth effortless delight, joy and ease, that
it makes ordinary transcendence pale by comparison. Really, it feels as if I am in the presence of God, or even inside of God, one with God.

This was not a fleeting experience; it lasted throughout both rounds.

What was really exceptional about the experience . . . was what happened between rounds. The deep, and pervasive, and almost solidified quality of the inner silence continued. I didn’t want to even speak. Not because I was afraid of disturbing the silence, but rather because I was completely fulfilled. I needed nothing beyond what I was experiencing, nothing at all. There were no concerns about the outer, phenomenal world whatsoever: no issues, no nagging worries, no list of things to accomplish or address. There was simply nothing from that realm that could in any way disturb this profound level of remarkable inner peace and silence.

At the same time, I clearly perceived everyone and everything as nothing other than my own silent Self. It was as if this silence was the basis for this perception, somehow. This grand, blissful, soothing, infinite silence was also saturated with love . . . love for everything and everyone. It was not a flashy or overwhelming thing. It was very quiet and very profound . . . and supremely unshakable.

JAI GURU DEV