MAHARISHI UNIVERSITY OF MANAGEMENT

FIVE-YEAR STRATEGIC PLAN

2013/14 – 2017/18

DRAFT
WHY STRATEGIC PLANNING?

Strategic planning: Why do it?

- Basis for accountability
- Stimulus for change
- Explain business to others
- Set long term direction
- Framework for decision making
- Foundation for operational planning
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SECTION 1: INTRODUCTION

Over the past five years Maharishi University of Management has seen significant enrollment growth and increasing recognition for its Consciousness-Based approach to education. We see the desire for Consciousness-Based education growing on a global scale. The University will continue to experience significant growth over the next 5–10 years.

From 2009–2012 we developed a strategic plan with input from all University constituents, including students, faculty, administrators, trustees, and donors. The plan articulates the future for Maharishi University of Management and charts the steps to achieve it.

In the spring of 2011 we published the first edition of the five-year strategic plan. In the two years since then, many further developments have taken place. After re-engaging many of the same constituent groups in further discussion, we are pleased to present a revised plan that reflects the past two years’ achievements and our re-prioritized expansion initiatives.

Over the past decade, the University has broadened its market appeal, transitioning from incoming classes largely composed of students who were long-term Transcendental Meditation practitioners to those from the general population of non-meditating college-bound students attracted to Consciousness-Based education.

To promote retention of this new generation of students, we have invested significantly in improving the student experience, both in and out of the classroom.

Admissions procedures have also changed. Prospective students are now asked to learn the Transcendental Meditation technique before they enroll, if at all possible, and among the entering student class in 2012 more than 100 had done so.

Online education continues to grow nationwide and worldwide, reshaping higher education. Our start-up efforts in this area are timely and expected to grow into a large department with international reach.

Limitations in Federal financial aid are requiring our students to pay more out-of-pocket than at any time in the past five years, a trend expected to continue. This challenge necessitates new marketing initiatives to reach students who do not require as much
scholarship support, coupled with new academic programs that enable students to secure more outside funding, such as new master’s programs in Maharishi Vedic Science, Media and Communications, and Sustainable Living.

Over the past 12 years we have invested $18 million in new construction and $8 million in renovations to upgrade and expand our facilities. This is to accommodate growth and to achieve our goal of creating a campus in tune with natural law through Maharishi Vedic Architecture.

Development of consciousness, the foundation for our educational approach and our extended community, has seen remarkable growth through the personal experiences of those participating in group practice of the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying.

### FOUNDING GOALS

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

### MISSION STATEMENT

Maharishi University of Management was founded in 1971 by Maharishi Mahesh Yogi to fulfill the highest ideals of education. Foremost among these ideals is developing the full potential of consciousness in every student — to help students develop the ability to think and act in accord with the laws of nature and to live fulfilled and successful lives. This fulfills the long-sought goal of education: to produce fully developed individuals, citizens who can fulfill their own aspirations while promoting all good in society.
We have pioneered a unique system of higher education, Consciousness-Based education, that systematically cultures students’ full creative intelligence, the basis of learning. Consciousness-Based education gives traditional academic study the foundation of complete knowledge of consciousness coupled with simple, natural, scientifically validated technologies for developing consciousness.

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

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

1) *Holistic development of students* — cultivation of consciousness, mind, body, and behavior

2) *Academic excellence* — training at the forefront of knowledge in each discipline and in the ability to think critically and act effectively and ethically

3) *Scholarship that expands the domains of knowledge*, expressed in all four areas of scholarship — discovery, teaching and learning, integration, and application

4) *Improved quality of life* for the individual, the community, the nation, and the world.

**CORE VALUES**

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

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

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

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

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

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

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

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

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

FIVE-YEAR VISION AND GOALS

Maharishi University of Management is a vibrant, growing community, where students, faculty, and staff develop their inner potential through Maharishi's technologies of consciousness, including the Transcendental Meditation technique and TM-Sidhi programs.

By 2018 we will have a total enrollment of 2,572 students, with 1,1196 at our Fairfield campus, creating a diverse community and serving as a model for higher education, offering Consciousness-Based education along with rigorous and innovative academics to raise the achievement of any student to their highest levels. Graduates live healthy, balanced lives, excel in their careers, accomplish their personal goals, and are committed to helping create a better world.

Expand Enrollment – Year Five Goals

• Total enrollment: 2,572
• Fairfield campus: 1,196
• Distance education remote site-based: 300
• Distance education online: 300 FTE (full-time equivalent)

Improved Financial Strength — Year Five Goals

• Total student revenues: $22 million
• Average Revenue per student for standard program (on campus): $17,236
• Fixed costs/percentage of expenditures: 44%
• Cash reserves and lines of credit: 50% of expenditures
• $43 million in pledges and $31 million in cash for the Endowment fund while maintaining the Annual Fund campaign
**Student Learning – Goals for Years 1 – 5**

**GENERAL EDUCATION MEASURES**

- Document high levels of student engagement using the National Survey of Student Engagement, to be administered every two years
- Document critical thinking, reading, writing, math, and information literacy using the ETS Proficiency Profile, particularly in light of new academic initiatives
- Monitor student learning through analysis of the Senior Project program, beginning in 2012–2013.

**INDIVIDUAL PROGRAM MEASURES**

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

**PLANNING, BUDGETING, AND ASSESSMENT**

- Continue to integrate assessment of student learning with strategic planning and budgeting
- Increased faculty compensation initiative

**RECRUITING AND TRAINING**

- Recruiting and training of new faculty to deliver Consciousness-Based education to accommodate enrollment growth

**Growth of Consciousness – Year Five Goals**

- Document improvements in student scores on the Development of Consciousness Questionnaire and the Happiness Scale.
- Inspire faculty and staff for group program attendance – to reach 75%
- Inspire students to learn the TM-Sidhi program – participation reaching 60%
- Inspire number of students going to the Transcendental Meditation Teacher Training Course – 25 per year.
- Public service – increase the contribution to Vedic Scholars support in India (see financial model).
## Five-Year Financial Projections

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Actuals</th>
<th>Budget</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Faculty</td>
<td>64</td>
<td>61</td>
<td>63</td>
<td>66</td>
<td>76</td>
<td>82</td>
<td>89</td>
<td>98</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>201</td>
<td>199</td>
<td>201</td>
<td>202</td>
<td>209</td>
<td>213</td>
<td>217</td>
<td>222</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>1,357</strong></td>
<td><strong>1,293</strong></td>
<td><strong>1,397</strong></td>
<td><strong>1,536</strong></td>
<td><strong>1,774</strong></td>
<td><strong>2,070</strong></td>
<td><strong>2,387</strong></td>
<td><strong>2,572</strong></td>
</tr>
<tr>
<td>Students in Fairfield</td>
<td>603</td>
<td>625</td>
<td>688</td>
<td>750</td>
<td>863</td>
<td>954</td>
<td>1061</td>
<td>1196</td>
</tr>
<tr>
<td>Standard Students</td>
<td>443</td>
<td>494</td>
<td>530</td>
<td>578</td>
<td>638</td>
<td>720</td>
<td>824</td>
<td>936</td>
</tr>
<tr>
<td>Coop Students</td>
<td>115</td>
<td>90</td>
<td>113</td>
<td>133</td>
<td>184</td>
<td>194</td>
<td>197</td>
<td>220</td>
</tr>
<tr>
<td>Coop Off Campus</td>
<td>679</td>
<td>618</td>
<td>609</td>
<td>586</td>
<td>611</td>
<td>716</td>
<td>826</td>
<td>776</td>
</tr>
<tr>
<td>International Sites</td>
<td>75</td>
<td>50</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>200</td>
<td>250</td>
<td>300</td>
</tr>
<tr>
<td>DE – Online</td>
<td></td>
<td></td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>200</td>
<td>250</td>
<td>300</td>
</tr>
</tbody>
</table>

(ALL NUMBERS BELOW ARE IN THOUSANDS)

### Revenues:

- **Student Fees**: 10,743, 11,343, 11,511, 12,267, 14,186, 17,024, 19,774, 22,213
- **Endowment Income**: 603, 743, 975, 1,255, 1,566, 1,588, 1,849, 2,066
- **Annual Fund**: 2,335, 2,209, 2,100, 2,200, 2,200, 2,200, 2,200
- **Other Revenue**: 1,406, 1,333, 1,200, 1,200, 1,100, 1,000, 1,000
- **Auxiliary Enterprises**: 353, 441, 447, 500, 525, 550, 575, 600
- **Total Revenues**: 15,440, 16,069, 16,233, 17,323, 19,577, 22,362, 25,398, 28,079

### Expenditures:

- **Instruction & Academic Support**: 2,782, 3,173, 3,487, 4,054, 4,904, 5,728, 6,740, 7,603
- **Student Recruiting**: 1,463, 1,688, 1,675, 1,767, 1,914, 2,130, 2,471, 2,779
- **Annual Fund**: 143, 251, 267, 272, 278, 283, 288, 294
- **Food Service**: 2,396, 2,353, 2,331, 2,546, 3,049, 3,451, 3,801, 4,284
- **Public Service**: 573, 585, 442, 618, 627, 738, 847, 883
- **Fixed & Semi-Variable Costs**: 7,044, 7,300, 7,322, 8,066, 8,805, 10,033, 11,252, 12,236
- **Total Expenses**: 14,401, 15,350, 15,524, 17,323, 19,577, 22,362, 25,398, 28,079
- **Net Cash Flow**: 1,039, 719, 709, 0, 0, 0, 0, 0
### STRATEGIC INITIATIVES

The strategic initiatives listed below have several defining characteristics:

- They are financed through annual budget expenditures that are new, meaning significantly higher than the previous year.

- They typically represent significant programs of coherent activity that are meant to drive the “dials on the dashboard” by which we measure our progress toward strategic goals.

- They have a minimum planned lifetime prior to which we would not substantially alter their funding.

- Each of these initiatives is meant to drive one or more of the four Strategic Priorities: Increased Enrollment, Financial Stability, Student Learning, and Growth of Consciousness.

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Actuals</th>
<th>Budget</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Investments included in Expenditures above:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash Reserves</td>
<td>1,039</td>
<td>719</td>
<td>709</td>
<td>67</td>
<td>193</td>
<td>525</td>
<td>855</td>
<td>1,112</td>
</tr>
<tr>
<td>Contributions for World Peace</td>
<td>162</td>
<td>200</td>
<td>200</td>
<td>225</td>
<td>227</td>
<td>330</td>
<td>431</td>
<td>460</td>
</tr>
<tr>
<td>Increased Compensation</td>
<td></td>
<td></td>
<td>240</td>
<td>408</td>
<td>578</td>
<td>1,161</td>
<td>1,948</td>
<td>2,234</td>
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<tr>
<td>Retirement</td>
<td></td>
<td></td>
<td>0</td>
<td>69</td>
<td>114</td>
<td>281</td>
<td>360</td>
<td>489</td>
</tr>
<tr>
<td>Increased Deferred Maintenance</td>
<td>0</td>
<td></td>
<td>25</td>
<td>27</td>
<td>130</td>
<td>231</td>
<td>260</td>
<td></td>
</tr>
<tr>
<td><strong>Cash Flow before Strategic Investments:</strong></td>
<td>1,201</td>
<td>919</td>
<td>1,149</td>
<td>793</td>
<td>1,139</td>
<td>2,428</td>
<td>3,825</td>
<td>4,554</td>
</tr>
</tbody>
</table>
INCREASED ENROLLMENT

Increased Student Recruiting Initiative for Standard Program Students

GOALS THIS INITIATIVE CONTRIBUTES TO

- Increased Enrollment

EXPLANATION OF INITIATIVE

Current marketing and recruiting efforts for standard program students are upwardly scalable and the University is committing to additional investment in this area to meet the five-year enrollment goals. The financial model for growth assumes $2,200 extra expense for additional marketing and personnel each year in advance of the intended growth.

The following table highlights the recruiting targets, both US and International.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>144</td>
<td>85</td>
<td>158</td>
<td>96</td>
<td>177</td>
<td>110</td>
<td>205</td>
<td>125</td>
<td>227</td>
<td>140</td>
</tr>
<tr>
<td>Int’l</td>
<td>48</td>
<td>29</td>
<td>53</td>
<td>31</td>
<td>60</td>
<td>37</td>
<td>68</td>
<td>42</td>
<td>76</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>114</td>
<td>211</td>
<td>127</td>
<td>237</td>
<td>147</td>
<td>273</td>
<td>167</td>
<td>303</td>
<td>187</td>
</tr>
</tbody>
</table>

Specific initiatives being launched by the Admissions team to grow enrollment include:

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

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

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

- **Referrals from Transcendental Meditation Centers** — Work with Maharishi Foundation, the organization teaching the Transcendental Meditation program in the US, to increase the number of referrals from the Transcendental Meditation Centers with the increased number of new Transcendental Meditation instructions in America.

- **Full-time writer** — Hire a full-time professional writer, Warren Goldie. Among other projects, he will highlight the success of our alumni, helping reinforce the practical benefit of a Maharishi University of Management education.

- **Public relations** — Hire a professional Public Relations Director to head a much-needed University public relations effort on the national level. Our prospect is currently in charge of public relations for the US government for all of Latin America.

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

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

**WHO IS RESPONSIBLE**

- EC Member – Dean of Admissions
- Department – Admissions
METRICS TO MEASURE SUCCESS

- New Student Enrollment – Standard Programs

RESOURCES NEEDED TO IMPLEMENT

- As outlined in the financial model

TIMELINE

- As outlined above and in the financial model

**Increased Student Recruiting Initiative for Coop Students**

**GOALS THIS INITIATIVE CONTRIBUTES TO**

- Increased Enrollment Coop Students

**EXPLANATION OF INITIATIVE:**

*MS in Computer Science Recruiting Focus*

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

- **International Market:**
  - **Jobsites:**
    - Post "Job-listings" on numerous African, Middle Eastern, Eastern European
    - jobsites--both free and paid.
  - Send targeted emails to jobsite email lists
  - **Web:**
    - Run pay-per-click ad campaigns on Google & Facebook.
    - Frequent posting & communicating with prospective/current/former students on
    - Facebook (1700 members), LinkedIn (600 members) & Twitter (250 followers),
    - Google Blogs.
    - Create added value to our software engineer social media subscribers, by
    - publicizing positive industry trends and internship hiring’s of our students in
    - social media
GRE:
- Send repetitive emails to targeted internationals taking GRE each month.

MSCS Website:
- Frequent updating of ComPro website, including departmental events calendar.
- Publication & dissemination of ComPro monthly e-newsletter (31,000 current subscribers).

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

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

• Agents:
- Manage our Student Referral Agent Program, sending international agents electronic recruiting materials, commissions and support.
- Try to inspire Rajas and National Leaders to recruit MSCS students to get our referral fee.

• Application process:
- Working closely with Admissions staff to provide rapid responses to incoming inquiries, and to receive suggestions for fine-tuning recruiting efforts.
- Target particular popular countries and email photos and quotes from MSCS students from those countries.
• **Visas:**
  
  o Appoint a dedicated person as Consular Office Liaison to maintain regular communications with Foreign Service Posts and the International Student Advisor to maintain a flow of current information and materials to new Posts and Consular officers.
  
  o General Counsel is working with the State Department in Washington to address systemic issues which are impacting visa issuance rates, particularly in the key countries of Ethiopia and Nepal.
  
  o Admissions Representatives conduct regularly assessed practice interview with most applicants to help them prepare for their visa interview.

**WHO IS RESPONSIBLE:**

  o EC Member – Treasurer and General Counsel
  
  o Department – Coop Board and Coop Recruiting Office

**METRICS TO MEASURE SUCCESS**

  o See table below

<table>
<thead>
<tr>
<th>Compro</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Entry (Oct)</td>
<td>80</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>120</td>
</tr>
<tr>
<td>2nd Entry (Feb)</td>
<td>60</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>120</td>
</tr>
<tr>
<td>3rd Entry (June)</td>
<td>50</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Students On Campus</td>
<td>133</td>
<td>184</td>
<td>194</td>
<td>197</td>
<td>220</td>
</tr>
<tr>
<td>Students Off Campus</td>
<td>586</td>
<td>611</td>
<td>716</td>
<td>826</td>
<td>776</td>
</tr>
</tbody>
</table>

**RESOURCES NEEDED TO IMPLEMENT**

  o Budget as indicated in financial model

**TIMELINE**

  o As shown above and in financial model
Improve visa acceptance rates for Coop and standard students

GOALS THIS INITIATIVE CONTRIBUTES TO

- Increased enrollment

EXPLANATION OF INITIATIVE

Same as included in Increased Coop Enrollment section:

- Appointment of a dedicated person as Consular Office Liaison to maintain regular communications with Foreign Service Posts and the International Student Advisor to maintain a flow of current information and materials to new Posts and Consular officers.
- General Counsel is working with the State Department in Washington to address systemic issues which are impacting visa issuance rates, particularly in the key countries of Ethiopia and Nepal.
- Admissions Representatives conduct regularly assessed practice interview with most applicants to help them prepare for their visa interview.

WHO IS RESPONSIBLE

- EC Member – General Council

METRICS TO MEASURE SUCCESS

- Visa acceptance rate increases by 25% from current level

RESOURCES NEEDED TO IMPLEMENT

- $15,000

TIMELINE

- Completed in year one

Increased Online Education

GOALS THIS INITIATIVE CONTRIBUTES TO

- Increased Enrollment
- Financial Stability – Net revenues from online education
EXPLANATION OF INITIATIVE

This initiative has three elements or integrated strategies:

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

• **Element 2:** increase the number of people who are aware of the online offerings. This will be done primarily through the following actions:
  
  o Create expansive domestic and overseas campaigns to attract seekers of knowledge to the website
  
  o Create “communities” around Maharishi Ayurvedic knowledge as it applies to individual lifestyles
  
  o Create cooperative affiliations among various Movement entities (MAPI, The Raj, etc.)
  
  o Create cooperative affiliations among groups that have an affinity for Maharishi’s knowledge

• **Element 3:** produce degree programs
  
  o Support University departments in creating online courses in preparation for offering a full degree program
  
  o Provide guidance and expertise to enable departments to offer a degree program.

WHO IS RESPONSIBLE

  o EC Member – Dean of Faculty, Director of Global Expansion
  
  o Department – DE / Online Education Department

METRICS TO MEASURE SUCCESS

Two metrics:

• Number of degree programs and other course offerings
  
  o By Phase II (see below) the initiative should have produced at least one degree program and be prepared to launch a second program. At least 20 online courses should also be offered during this Phase.
  
  o By Phase III the initiative should produce at least four degree programs and not fewer than 50 online courses. The 50 courses include courses offered as a part of degree programs.
Revenue

- During Phase I the initiative will be funded by the operating budget. This Phase is a capacity building period so that the department will be able to produce online courses.
- During Phase II the initiative will return an increasing surplus to the University while rounding out the capacity building.
- During Phase 3 the initiative will return regular and significant surpluses to the University.

RESOURCES NEEDED TO IMPLEMENT

- Personnel — Most of the personnel positions have been filled as of October 31, 2012. There are graphic design and instructional design positions not yet filled.

- Equipment
  - The department has immediate need of the following:
  - Cameras and other video equipment
  - Computers for processing video files and other graphic files
  - Computers for staff work stations
  - Other office equipment such as printers, etc.

- Facilities
  - The department needs permanent studio space

TIMELINE

- Phase 1 — This is the capacity building Phase that will last for approximate 2 years. Courses and other offerings will be created during this period of development. The department will be generating enough revenues to offset the expenses.
- Phase 2 — This Phase will last for 1 to 2 years as the department is fully developed and begins to return a steadily increasing surplus to the University. This Phase is expected to commence during fiscal year 2013.
- Phase 3 — This is the fully mature stage when the department will be capable of playing a lead role in fulfilling the online aspirations of the University.
Office of Outreach and Engagement

GOALS THIS INITIATIVE CONTRIBUTES TO

- Increased Enrollment

EXPLANATION OF INITIATIVE

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

WHO IS RESPONSIBLE

- EC Member – Craig Pearson
- Department – Outreach and Engagement
- Person – Adrienne Schoenfeld

METRICS TO MEASURE SUCCESS

- People attending Experience the Self course in the summer
- People enrolling as students from Self course

RESOURCES NEEDED TO IMPLEMENT

- Hiring Adrienne Schoenfeld and Imogen Webber

TIMELINE

- Starting 2012/13 and going forward.

Global Development

GOALS THIS INITIATIVE CONTRIBUTES TO

- Increased Enrollment: Total Enrollment
EXPLANATION OF INITIATIVE

Global Development Committee and Office: Responsibilities and 2013 Goals

MISSION: Global Academic Program Development that enhances education and expands our presence and market globally; and generates International Enrollment Growth at Iowa campus, foreign sites, online, and through blended programs. Review and selection of opportunities.

1) Increased International Enrollment Revenues

A. Iowa based
   o Institutional Collaborations — 2013 Goal: Two new Viable International Collaborations
   o Individual recruitment — 2013 Goal: 10% increase in International Enrollments

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

2) Experiential Learning

A. Rotating University
   o Students — 2013 Goal: Two viable Rotating University courses with 20 participants
   o Alumni and Friends — 2013 Goal: One Alumni Rotating University with 15 participants
o Consortium Creation — 2013 Goal: Launching the MUM Study Abroad Consortium with at least two College partners

**B. Internships and Consultancies (e.g. Bhutan, Ireland, Nepal).**

o 2013 Goal: Placing 10 students in international internships and consultancies.

o Creating a for-profit global sustainability consultancy for graduates.

3) **Fund Raising for Global Programs and Scholarships**

o New Donors. 2013 Goal $30,000

o Grants (e.g. SAARC) 2013 Goal: $300,000

o Benefit Events 2013 Goal: $20,000

o Consortium/Alumni: 2013 Goal: $30,000 Surplus

o Faculty Seminars/Webinars 2013 Goal: $10,000

o Consultancies. 2013 Goal: $20,000

o New Initiatives

4) **Distance Education - Formative Supervision**

o Establish Division of Responsibilities vis a vis Continuing Education and For Credit Programs; Academic Departments v. DE Department

o Create Office of Instructional Support: To provide faculty training and aid in Instructional Design and offering of online courses and provide assistance for Academic Technologies (LMS)

o Regulatory Compliance: Financial Aid, Federal, State Licensure and HLC issues

o Administrative Issues: integration of Enrollment and Administration of online programs into infrastructure

o Software/Hardware issues: e.g. uniform LMS choice and legacy interfaces

**WHO IS RESPONSIBLE**

o EC Member – Dean of Global Development

**METRICS TO MEASURE SUCCESS**

o Increased international enrollment

o New International programs successfully started

o Donations to support Global Development
RESOURCES NEEDED TO IMPLEMENT
  - Time and dedication by Dean of Global Development

TIMELINE
  - At end of 2013/14, review short term goals and set new goals based on the level of success

M.A. in Media and Communications

GOALS THIS INITIATIVE CONTRIBUTES TO
  - Student Learning
  - Increased Enrollment
  - Financial Stability
  - Growth of Consciousness

EXPLANATION OF INITIATIVE
Starts in fall 2013 or 2014, with 18 students in the first year. We expect the new graduate program to allow us to retain one key faculty member who is otherwise at risk of leaving and to recruit up to 30-35 undergraduate and graduate students per year who would not otherwise enroll. The present students in the B.A. in Communications and Media have repeatedly asked the faculty about the possibility of continuing with an M.A. This program has already been approved by the HLC and is ready to launch.

WHO IS RESPONSIBLE
  - EC Member – Dean of Faculty
  - Department Chair of Media and Communications

METRICS TO MEASURE SUCCESS
  - Successful start of program in Fall 2013

RESOURCES NEEDED TO IMPLEMENT
  - Startup cost: $30,000

TIMELINE
  - Fall 2013 first entry, subsequent entries each year thereafter
M.S. in Sustainable Living

GOALS THIS INITIATIVE CONTRIBUTES TO

- Student Learning
- Increased Enrollment
- Financial Stability
- Growth of Consciousness

EXPLANATION OF INITIATIVE

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

WHO IS RESPONSIBLE

- EC Member – Dean of Faculty
- Department Chair for Sustainable Living Department

METRICS TO MEASURE SUCCESS

- Start of program

RESOURCES NEEDED TO IMPLEMENT

- Startup: $50,000

TIMELINE

- Proposal to HLC in Spring 2013
- First entry Fall 2013, or 2014

M.S. in Integrative Medicine

GOALS THIS INITIATIVE CONTRIBUTES TO

- Student Learning
- Increased Enrollment
Financial Stability

Growth of Consciousness

EXPLANATION OF INITIATIVE

Starts in fall 2013 or 2014, 16 students first year, Startup: $100,000. The M.S. in Physiology will constitute a major expansion of the Maharishi College of Perfect Health. The online format will open this program to potentially hundreds of health care practitioners and medical students who are eager to be updated in the latest evidence-based integrative health care. This program is yet to be approved by the HLC. With two tracks:

- **Health Professionals** — currently a set of online courses for continuing medical education, by distance education
- **Wellness Consultants** — by distance education – could also be in-residence if we had sufficient faculty.

WHO IS RESPONSIBLE

- EC Member – Dean of Faculty
- Department Chair for Physiology and Health

METRICS TO MEASURE SUCCESS

- Start of program

RESOURCES NEEDED TO IMPLEMENT

- Startup: $100,000

TIMELINE

- First entry Fall 2013, or 2014

Other new degree programs

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

Strategy to increase average student revenue

GOALS THIS INITIATIVE CONTRIBUTES TO
- Increase average revenue per student for standard program students

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

<table>
<thead>
<tr>
<th>Students qualifying for maximum financial aid</th>
<th>UG Students: First-year dependent, on campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 years ago</td>
</tr>
<tr>
<td>SEOG (same size pool, more students)</td>
<td>2,200</td>
</tr>
<tr>
<td>PELL Grant (yearly allotment per student)</td>
<td>4,000</td>
</tr>
<tr>
<td>Perkins Loan (same size pool, more students)</td>
<td>4,000</td>
</tr>
<tr>
<td>Sub/Unsub Loan</td>
<td>2,625</td>
</tr>
<tr>
<td>Personal contribution *</td>
<td>1,600</td>
</tr>
<tr>
<td>Total Funds To the University</td>
<td>14,425</td>
</tr>
<tr>
<td>Percentage of students in this category</td>
<td>50% or less</td>
</tr>
</tbody>
</table>
### Students qualifying for maximum financial aid

<table>
<thead>
<tr>
<th>UG Students: First-year dependent, on campus</th>
<th>10 years ago</th>
<th>5 years ago</th>
<th>Now</th>
<th>5 years later</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Students: First-year dependent, on campus</td>
<td>29,230</td>
<td>30,430</td>
<td>33,830</td>
<td>33,830</td>
</tr>
<tr>
<td>Percent of students in this category</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Students who do not qualify for financial aid

<table>
<thead>
<tr>
<th>Total Funds To the University</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG On Campus</td>
<td>17,506</td>
<td>16,908</td>
<td>17,065</td>
<td>17,562</td>
<td>17,263</td>
<td>17,235</td>
</tr>
<tr>
<td>Masters On Campus</td>
<td>17,384</td>
<td>17,132</td>
<td>18,041</td>
<td>18,070</td>
<td>18,757</td>
<td>19,030</td>
</tr>
<tr>
<td>PhD On Campus</td>
<td>17,758</td>
<td>14,592</td>
<td>11,016</td>
<td>15,918</td>
<td>13,474</td>
<td>19,683</td>
</tr>
</tbody>
</table>

This next table indicates that the average fees per student for standard programs have remained relatively flat for the past five years:

### Regular Standard Program Students Receiving Normal Financial Aid Award

<table>
<thead>
<tr>
<th>Years Ended June 30</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Revenue per On Campus Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG On Campus</td>
<td>17,506</td>
<td>16,908</td>
<td>17,065</td>
<td>17,562</td>
<td>17,263</td>
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<td>11,016</td>
<td>15,918</td>
<td>13,474</td>
<td>19,683</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Revenue per Off Campus and Part-Time Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Off Campus</td>
</tr>
<tr>
<td>Masters Off Campus</td>
</tr>
<tr>
<td>PhD Off Campus</td>
</tr>
</tbody>
</table>

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

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

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

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

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

  o Increase positive awareness of Maharishi University of Management on the Internet and dispel negative misconceptions.

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

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

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

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

**WHO IS RESPONSIBLE**

- EC Member – Dean of Admissions, Chief Administrative Officer, Dean of Faculty
- Department – Admissions, Facilities Management, Media and Communications, Sustainable Living, Physiology and Health

**METRICS TO MEASURE SUCCESS**

- Percentage of students qualifying for maximum financial aid reduced from 70% to 50%, percentage of students qualifying for no financial aid increases from 10% to 20%

**RESOURCES NEEDED TO IMPLEMENT AND TIMELINE**

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

**Endowment Campaign**

**GOALS THIS INITIATIVE CONTRIBUTES TO**

- Student Learning, through providing funding for academic department chairs and distinguished faculty
- Increase Enrollment, through providing funding for renovations on campus to accommodate a growing student population
o Financial Stability, through providing funded student scholarships that can increase our average student revenue
o Growth of Consciousness, through scholarships to Sidha students who are in financial need

EXPLANATION OF INITIATIVE

The University has had a relatively small endowment for many years. To support the growth of the University, including faculty and staff salaries and other initiatives, the Board of Trustees resolved to launch a $50-million endowment campaign, after which the target would be increased to $100 million or more.

o Hired a consulting firm to assist in developing specific strategy and build up organizational infrastructure.

o Hired new Annual Fund director full-time to free the previous Annual Fund directors to work 50% on the Endowment Campaign.

o Hired two full-time staff in the Alumni Office to enhance alumni engagement in support of the campaign.

o Increased the budget for travel and printing.

o Reallocated existing staff to support campaign.

WHO IS RESPONSIBLE

o Trustee – Chairman of the Institutional Advancement Committee and Campaign Cabinet
o University President
o EC Member – Vice President of Expansion
o Co-directors for Institutional Advancement
o Alumni Office Director

METRICS TO MEASURE SUCCESS (ACCUMULATIVE)

o 2013: Raise $9.7 million pledges and net $2.6 million cash
o 2014: Raise $17.7 million pledges and net $7.6 million cash
o 2015: Raise $25.7 million pledges and net $13.5 million cash
o 2016: Raise $33.7 million pledges and net $19.7 million cash
o 2017: Raise $41.7 million pledges and net $26.2 million cash
---

**RESOURCES NEEDED TO IMPLEMENT**

**TIMELINE**

- See financial model

---

**ENDOWMENT CAMPAIGN FUNDING PRIORITIES**

**$50 million Comprehensive Endowment Campaign**

**Expanding Undergraduate Enrollment - $20 million**

*Scholarships enable the University to strategically recruit and retain accomplished students who are committed to inner growth and serving humanity.*

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

**Sustaining Faculty and Staff Excellence - $20 million**

*The service of our professors and administrative staff has long provided a “human endowment” that needs to be supplemented to ensure perpetual academic excellence.***

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

**Creating a Campus Fully in Harmony with Nature - $5 million**

*The University’s mission calls for a campus with residence halls, classrooms, and cultural venues that are sustainable and carbon neutral and that apply Maharishi Vedic Architecture principles.*

- Upgrading of existing academic and residential campus facilities, and improving their energy efficiency ($2 million)

---
o Renovations to accommodate growing campus enrollment and enhance residential life ($3 million)

Investing in Future Generations - $5 million

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

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

Alumni Office

GOALS THIS INITIATIVE CONTRIBUTES TO

  o Student Recruiting through referrals
  o Financial Stability – Annual Fund and Endowment Campaign

EXPLANATION OF INITIATIVE

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

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

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

• **Alumni Surveys** — Plan and conduct a major survey every 1-2 years to determine how to best serve Alumni qualitatively and to create a quantitative measure of Alumni engagement and satisfaction.
• **Class Notes** — Actively promote submission of Class Notes on the alumni website, social networks, and the University Report and distribute class notes in monthly e-newsletters and bi-annual printed Alumni News.

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

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

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

• **Professional Development** — To learn and implement the latest successful practices in alumni engagement, the alumni office staff will attend industry webinars and conferences and develop networking opportunities with alumni professionals at nearby colleges.
  
  o Industry conferences: CASE District 5 & 6 in Chicago in December
  o Webinar training: 2
  o Area Networking: Central College, Iowa Wesleyan

• **Lotus Job Network** — Intern to manage development

• **Mailings**
  
  o LJN postcard: 3700
  o Annual letter from AA Board: 3700
  o Newsletter: 3700

**WHO IS RESPONSIBLE**

  o EC Member – Vice President of Expansion

**METRICS TO MEASURE SUCCESS, RESOURCES NEEDED TO IMPLEMENT, AND TIMELINE**

The following table outlines the metrics:
<table>
<thead>
<tr>
<th>Years Ended June 30</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Alumni with valid addresses</td>
<td>3320</td>
<td>3,413</td>
<td>3,530</td>
<td>3,673</td>
<td>3,831</td>
<td>4,011</td>
<td>4,227</td>
</tr>
<tr>
<td>Intl Alumni</td>
<td>608</td>
<td>691</td>
<td>767</td>
<td>847</td>
<td>943</td>
<td>1,054</td>
<td>1,176</td>
</tr>
</tbody>
</table>

**Annual Fund Participation:**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of US Alumni</td>
<td>8%</td>
<td>11%</td>
<td>13%</td>
<td>15%</td>
<td>17%</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Percentage of Intl Alumni</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Alumni Donors</td>
<td>364</td>
<td>382</td>
<td>467</td>
<td>568</td>
<td>670</td>
<td>794</td>
<td>923</td>
</tr>
<tr>
<td>Average Gift Size</td>
<td>$900</td>
<td>$900</td>
<td>$900</td>
<td>$800</td>
<td>$700</td>
<td>$600</td>
<td></td>
</tr>
<tr>
<td>Estimated Annual Fund Gifts (Thousands)</td>
<td>$274</td>
<td>$344</td>
<td>$419</td>
<td>$511</td>
<td>$536</td>
<td>$555</td>
<td>$553</td>
</tr>
<tr>
<td>Percentage of annual fund</td>
<td>13%</td>
<td>16%</td>
<td>20%</td>
<td>23%</td>
<td>24%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Increased Number of Alumni Donors</td>
<td>18</td>
<td>84</td>
<td>101</td>
<td>102</td>
<td>124</td>
<td>129</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT LEARNING

Initiatives to promote student learning, academic excellence, and rigor

GOALS THIS INITIATIVE CONTRIBUTES TO

- Student Learning

EXPLANATION OF INITIATIVE

- Create new Critical and Creative Thinking Seminars, which all new undergraduate students take as their second course at the University, and train all the faculty in how to bring the values of critical and creative thinking into every course they teach.

- Elevate the frequency of writing in all courses. Open a Writing Center in the library to offer support to students, and hire a director, Colin Heaton, to train eight students as Writing Center tutors. Bring a nationally-recognized consultant in writing-across-the-curriculum here in February to spend a day further training the faculty.

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

- At the end of October 2012, Dr. Susie Dillbeck will give a second presentation to all the faculty in the classroom methodologies of Consciousness-Based education. This presentation will be on integrating Maharishi Vedic Science with the discipline.

- Writing Portfolio for all undergraduate students — This initiative is aimed (a) at helping students put the pieces of their learning together into larger wholes and reflect on that, and (b) increasing the visibility and sense of importance of writing across the curriculum. All students, sometime before their senior year, will submit a portfolio of their writing. The portfolio will contain four pieces of writing, plus a brief reflective essay discussing how the pieces in the portfolio illustrate their growth as a writer and their development 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 words, and at least one must be a research paper demonstrating the student’s ability to use secondary sources and document them properly.
Graduation Portfolio for all undergraduate students — Also planned for 2013–2014, this will be an online portfolio that students begin with their first course at the University. Into the portfolio will go students’ papers and projects from each course, along with a continuously updated CV and a journal in which they reflect on how they are growing. The Senior Project and Writing Portfolio will also go into this. Thus the Graduation Portfolio is the ultimate “deliverable” in the student’s career. The Graduation Portfolio will also be a valuable means of assessing student progress and the undergraduate curriculum as a whole.

WHO IS RESPONSIBLE
- EC Member – Craig Pearson
- Department – Academic Council

METRICS TO MEASURE SUCCESS
- Increased scores in ETS proficiency profile

RESOURCES NEEDED TO IMPLEMENT
- Dr Susie Dillbeck as faculty training speaker,
- Colin Heaton as Writing Center Director,
- Time from all faculty to improve their teaching methods and Senior Project standards.

TIMELINE
- Results should be seen by the end of the year and the initiative will continue to develop after that.
GROWTH OF CONSCIOUSNESS

This section is still being formulated.
Faculty-staff compensation initiative

GOALS THIS INITIATIVE CONTRIBUTES TO

- Improve Student Learning and Increase Enrollment

EXPLANATION OF INITIATIVE

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

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

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

WHO IS RESPONSIBLE

- EC Members – Chief Administrative Officer, Dean of Faculty, Treasurer, Trustees

METRICS TO MEASURE SUCCESS

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

RESOURCES NEEDED TO IMPLEMENT

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

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

Student Life Initiative

GOALS THIS INITIATIVE CONTRIBUTES TO

- Student Learning
- Increased Enrollment (through retention)
- Growth in Consciousness

EXPLANATION OF INITIATIVE

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

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

- Work with the faculty to inspire students for higher states of consciousness through Maharishi’s technologies, including
  - Giving students a “Maharishi Vedic Toolbox,” offering various Maharishi technologies to help students take better care of themselves
  - Establishing a student Maharishi Ayurvedic clinic
- Continue to work with our colleagues to improve student satisfaction, reflected by Student Satisfaction survey and retention rate
- Promote the concept of a “residential campus,” attracting more students to live on campus by
- Continue to improve and maintain physical facilities
Plan, with trustee leadership, for new green Maharishi Sthapatya Vedic residence halls with various housing options

Improve food service to nourish our students with delicious and nutritious food, prepared and served by a happy, positive food service staff

Promote a substance-free campus through

- Regular practice of the Transcendental Meditation and TM-Sidhi programs
- Improved orientation and education
- Support group for students with a history of substance issues, offered in the context of Consciousness-Based education
- A variety of student activities, especially physical activities
- Continued enforcement of University policies

Improve academic and career advising and support through

- Collaboration with and training of academic departments
- Creation of student portal (with Enrollment Center and Admissions) allowing for online curricular planning, enrollment, and degree check
- Workshops for students on career topics
- Creation of a database of internships and employment opportunities

WHO IS RESPONSIBLE

- EC Member – Dean of Student Life

METRICS TO MEASURE SUCCESS

- Retention rates hit targets in financial model

RESOURCES NEEDED TO IMPLEMENT

- As budgeted in financial model

TIMELINE

- Ongoing
Master Plan

GOALS THIS INITIATIVE CONTRIBUTES TO

- Increased Enrollment (through retention and easier recruiting) and increase average student fees

EXPLANATION OF INITIATIVE

- To create a master plan for the current campus that will allow for the systematic development of the campus to meet the growing student population. Confluence, a landscape architecture firm with offices in Des Moines and Iowa City, has been engaged to assist with this master planning process. The purpose of the Campus Master Plan is to provide a vision of the campus designed in accord with the principals of Maharishi Vedic Architecture, the Mission documents of the University, and the Five Year Strategic Plan. The result of this Master Planning Process should be a document that provides both a stable and flexible framework for campus development, construction, and renovation over the coming years. It will include circulation plans for vehicles, bicycles, and pedestrians, as well as building zones for various types of campus buildings and designated green spaces and community spaces. Sustainable practices will be a key component of these plans.

WHO IS RESPONSIBLE

- Chief Administrative Officer

METRICS TO MEASURE SUCCESS

- Completed Master Plan

RESOURCES NEEDED TO IMPLEMENT

- Funds are being donated by a Trustee to hire outside consultant.

TIMELINE

- The master planning process should be complete by May 2013.
Campus Renovations

GOALS THIS INITIATIVE CONTRIBUTES TO

- Increased Enrollment (through retention and recruiting) and increase average student fees

EXPLANATION OF INITIATIVE

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

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

WHO IS RESPONSIBLE

- Chief Administrative Officer

METRICS TO MEASURE SUCCESS

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

RESOURCES NEEDED TO IMPLEMENT

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

- Most of these renovations should be completed by the beginning of 2015.

New system for academic advising

GOALS THIS INITIATIVE CONTRIBUTES TO

- Increased Enrollment

EXPLANATION OF INITIATIVE

Based on student feedback that academic advising could benefit from some improvement, beginning this year all academic advising for undergraduate students is taking place within their major department — their home. Advising for students who have not yet declared a major will be handled by Student Life.

We have had a training session for the faculty who are taking on the role of academic advising, and this training will continue through the year. The departmental academic advisors and the Student Life advisors for undeclared students have been able to meet with most of the students to choose their classes ahead of time this semester, and we’ve noticed that fewer have come to the Enrollment Center to withdraw from courses.

In the past there had been a line on the first morning of the block, but now we have noticed that fewer have come to the Enrollment Center to withdraw from courses. This is good news. There is a more effective level of cooperation among Admissions, Student Life, the Enrollment Center, and the academic advisors.

WHO IS RESPONSIBLE

- EC Member – Craig Pearson
- Department -

METRICS TO MEASURE SUCCESS

- Fewer students dropping courses and/or switching courses last minute
- Contribute to lean initiative through more efficient infrastructure, which also contributes to financial stability.

RESOURCES NEEDED TO IMPLEMENT

- Faculty trained in academic advising, and willing to take the time to do academic advising
TIMELINE

- Starts this year and goes on perpetually.

**Web Content Management System**

**GOALS THIS INITIATIVE CONTRIBUTES TO**

- Student Learning
- Increased Enrollment

**EXPLANATION OF INITIATIVE**

Created two designated positions; webmaster and web programmer, and contracted with an outside consultant to provide a customized content management system. The aim was to distribute access to the University website more widely for internal departments, so the website would better reflect the University’s dynamic community. We expect to see better communication through the website to all University constituencies and increased enrollment.

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

- Development of a web application that enables students and faculty to access information in the Registrar Database.
- Implementation of Magic Hour enables faculty and staff to create and update information about their departments

**(1) Web application** — The first project includes the following five items:

- Student can see what classes they are enrolled in for current or future semesters, and link to a web page authored by faculty to see various reference materials for each class
- Students can see a complete list of all the courses they take, including grades (not GPA).
- Student Directory (searchable) and Faculty Directory (searchable) shows mostly contact information. Students can opt out of this directory and control what contact information they wish to show.
- Students and faculty can maintain and update their own contact information online.
Faculty can see what classes they are scheduled to teach for the current or future semesters.

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

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

PERSONNEL SAVINGS

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

- students not needing to come to the office in Dreier to ask questions
- the office not required to maintain so much personal data on each student
- faculty able to enter grades more efficiently

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

(2) Content management system

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

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

The Magic Hour content management system plays all kinds of roles in addition to the items described above, which are largely expressed in terms of intranet functions: access to internal information by students, faculty and staff.
Most significantly it enables us to enhance the site’s visibility, dynamism, and “stickiness” (user time spent onsite) plus streamlining a number of key marketing activities, including:

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

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

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

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

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

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

WHO IS RESPONSIBLE

- EC Member – Dean of Admissions
- Director of Marketing

METRICS TO MEASURE SUCCESS

- Increased enrollment as projected in financial model

RESOURCES NEEDED TO IMPLEMENT

- Included in recruiting budget in financial model

TIMELINE

- Year one – basic launch complete
- Further functionality developed in each subsequent year
Lean Management Initiative

GOALS THIS INITIATIVE CONTRIBUTES TO

- Financial Stability – reducing fixed costs as a percentage of total expenditures as enrollment grows

EXPLANATION OF INITIATIVE

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

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

WHO IS RESPONSIBLE

- EC Member – Executive Vice President and Chief Administrative Officer

METRICS TO MEASURE SUCCESS

- Administrative expenses track with financial model as enrollment grows

RESOURCES NEEDED TO IMPLEMENT

- Existing personnel

TIMELINE

- Initial launch in year one
- Continuous application in all subsequent years
Training of new faculty to deliver Consciousness-Based education

GOALS THIS INITIATIVE CONTRIBUTES TO

- Improve Student Learning and Increase Enrollment

EXPLANATION OF INITIATIVE

The purpose of this initiative is to maintain and strengthen our current high level of Consciousness-Based Education even as we add new faculty to accommodate increased enrollment. The components of this initiative include:

- Enhancing the recruiting, hiring, and initial orientation of new faculty. This process began in early 2012 with a LEAN process analysis and development of standard procedures. Most steps of the new procedures have been implemented, beginning in summer 2012.

- A new Faculty Training Program has begun under the leadership of the Dean of Teaching and Learning, Dr. Jane Schmidt-Wilk. Two Faculty Development Workshops on Consciousness-Based education were held, in May 2012 and October 2012, led by Dr. Susie Dillbeck.

- Development of criteria for certification in Consciousness-Based education

WHO IS RESPONSIBLE

- EC Member – Dean of Faculty, Dean of Teaching and Learning, Academic Planning Council, and the Faculty Personnel Committee

METRICS TO MEASURE SUCCESS

- Class observation reports
- Number of faculty reaching certification
- NSSE and SSI reports on academic quality items
- Retention and time-to-graduation data

RESOURCES NEEDED TO IMPLEMENT

- Released faculty time for training
- Full-time Dean of Teaching and Learning (already in place)

TIMELINE

- 2012-2013: Observe all classes
o Spring Semester, 2013: Offer Faculty Training Course to recently-hired faculty
o By 2014: Approve criteria for certification in Consciousness-Based education
o Continuing from 2014: train and certify all faculty; train and certify new faculty

INITIATIVES CONTINGENT ON FUNDING

We are at a very dynamic and encouraging point in the University’s history, poised for significant expansion of student enrollment and public recognition, leading to increased revenue, increased academic richness and prestige, and increased momentum for further growth.

To take maximum opportunity of this time, further investment will be essential. The University’s operating budget by itself cannot support this growth. The five initiatives presented totals roughly $350,000.

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

(1) Funded Scholarships - $50,000

Last fall we lost five potential students from the master’s program in Maharishi Vedic Science. After all financial aid had been awarded, they were each still short. The result was that we lost $87,500 in tuition revenue (not to mention the four students)

INVESTMENT NEEDED

$50,000 in funded scholarships would allow the University to leverage those funds by admitting up to 5 full-time master’s students who otherwise could not afford to attend. Each master’s student would require about $10,000 of these funds.

RETURN ON INVESTMENT – 72%

Each scholarship recipient would bring approximately $15,000 in revenue (if living off campus) and $22,000 in if living on campus — in addition to the $10,000 in funded scholarship per student. Thus the $50,000 investment would generate an additional $80,000 – $100,000 in addition revenue, plus the additional students in our programs. An annual investment of this amount would produce the same return year after year. Internal rate of return (IRR) – 72%.
(2) MA in Education – $16,000

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

INVESTMENT NEEDED

An investment of $16,000 to fund an initial marketing campaign and hire one new faculty member for two months prior to the start of the program. After the program starts, it is assumed that the faculty member is paid for by student tuition.

RETURN ON INVESTMENT – 261%

(3) Faculty Research – $16,000

Faculty research and publication has dipped somewhat over the past 10 years, due to the loss of some research faculty and greater emphasis on teaching. Faculty research and publication is important not only to fulfill the scholarship part of our mission and ensure that Maharishi University of Management is engaged with the wider higher education community but to keep the faculty lively in their disciplines, enrich their teaching, and create research opportunities for undergraduate and graduate students.

INVESTMENT NEEDED

An investment of $32,000 is needed for:

Funding for faculty to attend conferences — conferences in their discipline and conferences on teaching and learning — so that there are more opportunities for scholarly exchange and research between faculty and colleagues at other institutions and more visibility for Maharishi University of Management in the academic community.

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

**RETURN ON INVESTMENT – 182%**

The suggested funding will support four faculty to attend two conferences per year and reduce their teaching load by two courses (40%). Additional revenues from this activity will fund increasing the number of faculty participating to eight over a three-year period without additional investment. The additional revenue, as shown in the chart below, is calculated based on the assumption that this activity will contribute to increasing overall recruiting and retention activities to yield 10, 20, and 40 additional students in years two, three, and four respectively.

(4) **Campus Beautification – $115,000**

Our campus has come a long way over the past decade, with so much new construction, culminating in the Argiro Student Center and the Schwartz-Guich Sustainable Living Center. But as far as the overall appearance of the campus, we still have a ways to go.

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

**INVESTMENT NEEDED**

<table>
<thead>
<tr>
<th>Frat 10 Landscaping</th>
<th>$6,000</th>
<th>$60,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frat 11 Painting</td>
<td>$5,000</td>
<td>$55,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$115,000</strong></td>
</tr>
</tbody>
</table>

**RETURN ON INVESTMENT – 33%**

As mentioned above, the additional revenue, as shown in the chart below, is calculated based on the assumption that this activity will contribute to increasing overall recruiting and retention activities to yield 5, 10, and 20 additional students in years two, three, and four respectively.
(5) IT Systems Upgrade - $150,000

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

a. This is essential to handle additional students. The system we have now is not sufficient even for the students we have and we must be prepared for growth.

b. Two full time positions plus up to $100,000 for software costs.

c. Our Student Information System (Rama) is very old and not up to any current standards of function or usage.

d. This should include student finance, student information, student portal for DE, advising, grades, etc.

e. The first step is to do an audit and build an architecture and plan for the campus software.
SECTION 3: STATEMENT OF LONG-TERM GOALS

This statement of long-term goals bridges our founding goals and our Strategic Plan. It is aimed at those involved in charting the University’s success. We aspire to achieve these goals, which are both specific and broadly inspirational, in the next 20-30 years.

Our Vision

When the University’s founding goals are achieved, the world will be transformed to heaven on earth.

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

We will create many branches of the University and Maharishi School of the Age of Enlightenment and collaborations with schools throughout the world, extending Consciousness-Based education to students globally.

Enlightenment and invincibility

The central Fairfield campus will 10,000 students practicing the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying, as an integral part of their education. Through the University’s global outreach of the University, every of the world’s 192 nations will Yogic Flying groups of sufficient size to achieve national invincibility.

In addition to practical technologies for developing consciousness, we also provide the theoretical knowledge that illuminates this growth. By giving students both direct experience and intellectual understanding, Maharishi Vedic Science and Technology enables all students to rise rapidly in higher states of consciousness — enlightenment.

We provide ample scholarships for students from around the world to study at Maharishi University of Management Fairfield to gain the benefits of a Consciousness-Based education.
Academic programs

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

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

We will structure the sequence of undergraduate learning so that in their first year, students gain knowledge of all 12 disciplines, prior to specializing in a particular field.

Our curriculum in every discipline connects the knowledge of the discipline to the basis of life, the unified field, total natural law, the experience of the Self.

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

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

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

Teaching and learning

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

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

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

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

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

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

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

Faculty training and support

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

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

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

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

Our campus

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

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

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

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

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

Our community

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

The local community of meditators and Sidhas attend group programs in the Golden Domes of Pure Knowledge and other group flying facilities, contributing to their own enlightenment and national invincibility.

We offer a complete range of continuing education courses both in the local community and through distance education, ensuring that the development of consciousness, learning, and the application of knowledge are lifelong practices.
Thousands of people retire into our community, living comfortably while participating in advanced programs of experience and knowledge for the rapid growth of consciousness.

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

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

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

**Finance and planning**

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

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

**Global vision**

Around the world, every branch campus and every institution affiliated with the University progresses rapidly to formulate and achieve corresponding goals for their own institutions, communities and nations.