MAHARISHI UNIVERSITY OF MANAGEMENT

Annual Faculty Development Seminar

University Faculty

2012

Maharishi’s Fifth Year of Invincibility
Global Raam Raj
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Annual Faculty Development Seminar

“Throughout the world for the last few years there has been a demand for some change in education. We are happy today to present to the world an ideal system of education where not only will the intellect be fed and satisfied, but the basis of intellect, the field of pure intelligence, the transcendental state of being, the source and basis of life, will be fully realized by everyone. The result will be a life that is not baseless but that has a profound basis on the lively field of all possibilities. This is unified field based life, and for that we have unified field based education.” — Maharishi Mahesh Yogi, In Maharishi Vedic University Inauguration. 1985, pps. 61-2

“Maharishi’s Vedic Science is to be understood, first of all, as a reliable method of gaining knowledge, as a science in the most complete sense of the term. It relies upon experience as the sole basis of knowledge, not experience gained through the senses only, but experience gained when the mind, becoming completely quiet, is identified with the unified field.” — Ken Chandler in “Modern Science and Vedic Science: An Introduction,” from Modern Science and Vedic Science, 1987, 1, v (also online at http://www.mum.edu/msvs/Chandler1.html)

Goal of the course
To refresh the University faculty’s understanding of effective teaching and administrative practices at both the undergraduate and graduate levels within the context of Consciousness-Based Education and the University’s mission.

Objectives of the Course
By the end of the course faculty will (be able to)…
1. Be inspired for another year of progress in building the institution of Maharishi University of Management.
2. Understand the important role of critical and creative thinking in all courses in the context of Maharishi Vedic Science and Consciousness-Based Education.
3. Work seamlessly with the Student Life department in helping protect and support student growth.
4. Understand the role of writing across the curriculum in promoting critical and creative thinking and in supporting learning.
5. Develop challenging and fulfilling final projects at both the undergraduate and graduate levels in the interest of developing critical and creative thinking.
Daily Schedule
10:30 – 12:30 and 1:30 – 3:30

Text

Class Schedule

Monday AM
1) Overview and introduction (15 mins)
2) Maharishi Tape (17 mins, plus appealing points=30 mins)
3) Appreciative inquiry in small groups: What classroom experiences have you had at MUM where critical thinking was at its peak? (25 mins)
4) Break (5 mins)
5) Create a list of five to ten important, intriguing, and beautiful problems (issues) in your discipline that would engage students' critical and creative thinking skills at undergraduate and/or graduate levels. Each department whittles down list to best five. (cf Bean quote from p. 3) (35 mins discussion + 10 mins sharing=45 mins).

Monday PM
1) Presentation by Jane Schmidt-Wilke and Sam Boothby on Critical and Creative Thinking and Consciousness-Based Education (15 mins.)
2) Small group discussions (see handout below) (1:25 mins)
3) Small group presentation to the whole group (20 mins.)

Tuesday AM. Supporting and Guiding Student Growth, Safety, and Well-Being
Organized by Student Life

Tuesday PM Writing Across the Curriculum
1) Relationship between writing, thinking and learning (10 mins.)
2) Read the four misconceptions; form small groups of 4 people each and member of group writes a short analysis of one of the 4 misconceptions (What’s the conclusion? What are the reasons offered?) (20 mins.)
3) Each person reads his or her analysis, and the whole group discusses (60 mins.) Evaluation: is the analysis of the misconception and its counter point sound? Are the reasons for using writing in all courses complete? Persuasive? What’s missing? What other reasons could be offered for or against the use of writing?
4) Full faculty discussion: the value of writing for preparing discussions and for learning (15 mins)
5) Introduction to a rubric for evaluating critical thinking in writing (15 mins.)
Wednesday AM
1) Brief presentation on Bean’s requirements for final projects, theses, and dissertations and assignments leading up to them (15 mins.)
2) Departments revise their final projects in line with these requirements, broken into two groups by undergraduate and graduate programs (1:30 mins)
3) Departments present briefly on revisions made to their final projects (15 mins.)

Wednesday PM
1) Brief presentation on strategies from Bean for using writing to promote critical thinking (15 mins.)
2) Faculty work in small group workshops reading and discussing classroom writing assignments using the criteria that Bean and Kurfiss outline for effective classroom writing assignments (1:25 mins.)
3) Whole faculty discussion of examples of effective writing assignments. (20 mins.)
## Continuing Faculty Development Seminar
### COURSE OVERVIEW CHART
**August 13–16, 2012**

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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</table>
| AM     | **Theme for the Year:** Critical and Creative Thinking, Improved Writing, and New Governance to Improve Educational Quality Across the Curriculum (CP & CJ) | **From Student Life:** Supporting and Guiding Student Growth, Safety and Well-Being: Inspiring Growth toward Enlightenment | **Design of Undergraduate and Master’s Final Projects:** Nature Organizes Around Clear Intentions (FT) | • Review of Classroom Policies  
• The Role of the Department Administrator  
• The new SmartEvals course feedback system  
• New web content management software |
| PM     | **Thinking about Thinking:** Critical Thinking in the Context of Consciousness-Based Education (JSW & SB) | **Writing as Learning** Renewed Focus on Writing Across the Curriculum to Promote Student Growth (CP) | **Designing Challenging Course Assignments:** Promoting Holistic Thinking as a Stimulus for Evolution (CJ) | • New Plans for Faculty Development and Governance (CP, CG, & CJ)  
• Phone call from President Morris |
| Read   | **On Monday** – Definitions of Critical Chinking: pages 5, 19-32  
**For Tuesday** – pages 32-38 and the rest of Part 1 | **For Wednesday** – Part 2 and Chapters 13 (a.m.) and 8 (p.m.) • Bring the student version of the description of the final project for your program for all dept. faculty | **Review Policies Handout** |  |

*Summary of readings from Engaging Ideas by John Bean:  Parts 1 and 2 • Chapters 8 and 13 in Part 3*
Faculty Development Seminar August 2012
Monday Afternoon Handout

Discussion questions and protocol

Faculty organize themselves into small groups (no more than six) around one of the three questions below. Each group chooses a group leader and a recorder (also the group spokesperson later). Each group takes one of the following questions:

1. Is critical thinking consistent with the goals of Consciousness-based Education? Why or why not?
2. For each of the following elements of Maharishi Vedic Science what do you know and what are beliefs or hypotheses for you? Why did you or did you not categorize them in the way you chose?
   a. Existence of pure consciousness
   b. The identity of the Unified field of all the laws of nature as pure consciousness
   c. Seven states of consciousness as a universal sequence of human development
   d. Maharishi (1%) Effect as a means to lasting peace
   e. Improved health through Maharishi Vedic Approach to Health
   f. Better fortune through Maharishi Sthapatya Veda
   g. Maharishi Jyotish and Yagya
3. Are there special considerations involved in applying critical thinking to Maharishi Vedic Science? Why or why not?

Goal of the small group: agree on a conclusion to this issue; or if you cannot agree, outline the two or three alternative positions taken, and make a short presentation to the whole faculty that follows the format associated with critical thinking:

1. Issue: what is the issue implied in the question?
2. Conclusion: what is your group’s thesis or conclusion?
3. Reasons: what reasons are given for this conclusion?
4. Evidence: what evidence supports the group’s reasons?

With regard to question two, we ask that the group quickly evaluate the level of confidence that the group has with the listed seven elements of Maharishi Vedic Science and then go back and discuss reasons for each, starting with the first element (a).

Option for groups that complete the above assignment and still have time:

5. Alternatives: Consider alternative explanations.
6. Assumptions: Identify the assumptions, worldview, or unexpressed paradigms that underlie your group’s conclusion?
Kurfiss’s Definition of Critical Thinking

Critical thinking is a rational response to questions that cannot be answered definitively and for which all the relevant information may not be available. It is defined here as an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can therefore be convincingly justified. In critical thinking, all assumptions are open to question, divergent views are aggressively sought, and the inquiry is not biased in favor of a particular outcome.


Definition of Maharishi Vedic Science from Craig Pearson’s “Introduction” to the Consciousness-Based Education book series (pages 8-9)? Sam, is that correct?

Maharishi has put forward a radically new understanding of human consciousness. In Consciousness-Based education, pure consciousness is understood as the foundation and source of all mental activity, the most silent, creative, and blissful level of the mind—the field of one’s total inner intelligence, one’s innermost Self. (This unbounded value of the Self is written with an uppercase “S” to distinguish it from the ordinary, localized self we typically experience.) Direct experience of this inner field of consciousness awakens it, enlivens its intrinsic properties of creativity and intelligence. Regular experience of pure consciousness through the Transcendental Meditation technique leads to rapid growth of one’s potential, to the development of higher states of human consciousness—to enlightenment.

But consciousness is more, even, than this.

Throughout the 20th century, leading physicists conjectured upon the relation between mind and matter, between consciousness and the physical world; many expressed the conviction that mind is, somehow, the essential ingredient of the universe. But Maharishi goes further. He has asserted that mind and matter have a common source, and that this source is pure consciousness. Consciousness in its pure, silent state is identical with the most fundamental level of nature’s functioning, the Unified Field of Natural Law that has been identified and described by quantum theoretical physicists over the past several decades. Everyone has the potential to experience this field in the simplest form of his or her own awareness. Considerable theoretical evidence, and even empirical evidence, has been put forward in support of this position.

Maharishi has developed these ideas in two bodies of knowledge, the first known as the Science of Creative Intelligence®, the second as Maharishi Vedic Science and Technology℠. The Science of Creative Intelligence examines the nature and range of consciousness and presents a model of human development that includes seven states of consciousness altogether, including four higher states beyond the familiar states of waking, dreaming, and sleeping. These higher states, which develop naturally and spontaneously with Transcendental Meditation practice, bring expanded values of experience of one’s self and the surrounding world. Each represents a progressive stage of enlightenment. Maharishi Vedic Science and Technology examines the dynamics of pure consciousness in fine detail. It reveals the fundamental principles of consciousness that may then be identified in every field of knowledge and every natural system.

Most important for teaching and learning, these sciences reveal how every branch of knowledge emerges from the field of pure consciousness and how this field is actually the Self of every student.
**Consciousness-Based Principles of Ideal Teaching**

*Enlivening the Five Fundamentals of Education to Most Efficiently Develop Enlightened Thought and Action in the Students*

**WHOLENESS OF THE LECTURE:**

All of Maharishi’s principles of teaching have in common that they refine the *expressed* levels of the students’ consciousness—their behavior, speech, perception, thinking, intellect, emotions, or ego—so that the full potential of each of these expressed levels, which is the *unexpressed* field of pure consciousness, can be more quickly stabilized in the students’ awareness for them to live higher states of consciousness.

**MAIN POINTS**

**Main Point 1.**

The most important principle of teaching is Self-referral performance. Established in the Self, the teachers spontaneously teach the students perfectly—in harmony with all the laws of nature governing teaching, learning, and the evolution of the students.

**Main Point 2.**

The Consciousness-Based Principles of Ideal Teaching from Maharishi, which number over 100, have been classified into Five Fundamentals of Education. Here are sample principles of ideal teaching associated with each Fundamental:

**RECEPTIVITY**

1. Teachers teach by example—they are models for the students. Students are more deeply influenced by what teachers are, what they radiate, than what they say.

2. The teacher presents the content of the discipline that is most uplifting, progressive, and evolutionary.

**INTELLIGENCE**

1. Teachers enliven students’ intelligence by organizing knowledge into parts and wholes, showing clear relationships of parts to whole in every lesson and the whole course.

2. The teacher guides the students’ understanding from more surface, concrete values of the subject, to deeper, more powerful and abstract levels of the subject, and then back again to the applied values.

**KNOWLEDGE**

1. The teacher always connects the subject of study to the Self; what the students put their attention on grows stronger in their awareness.

2. All important learning should be on charts. Maharishi has designed instructional wall charts that the teachers create, which connect the parts of knowledge with the whole discipline, and with the
source of all disciplines, the students own Transcendental Consciousness.

**EXPERIENCE**

(1) The teacher alternates understanding and experience in the process of educating. Understanding enlivens the mind and intellect; experience enlivens the senses, feelings, ego, speech, and organs of action.

(2) Teachers are responsible for the *total* development of their students, since growth to enlightenment requires the refinement of all aspects of mind and body.

**EXPRESSION**

(1) Students should express aloud what they have learned—in every lesson, at the end of the day, at the end of the week, at the end of the month, at the end of the year. Expressing what they have learned sets the knowledge in their awareness.

(2) Examinations should provide the opportunity for students to think creatively without anxiety. With access to their notes and books, they are given questions that challenge their abilities to analyze, synthesize, and apply what they have learned.

**Main Point 3.**

All these beautiful principles of teaching, these laws of nature governing teaching and learning, become lively through the regular practice of the Transcendental Meditation and the advanced TM-Sidhi program. At the same time, it is very valuable for teachers to study these principles, conscientiously practice them, and enjoy their marvellous effects on unfolding their students’ potential.
# Classroom Teaching Policies

## THE ESSENTIAL FACTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Essential Policy</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COURSE PREPARATION: CHARTS AND OTHER MATERIALS</strong></td>
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</table>
| **Charts** | • Priorities are the Course Overview Chart, the Unified Field Chart, and the daily main point charts  
• Printed by plotter@mum.edu | Faculty Orientation Course |
| **Chart templates** | Templates for Main Points, syllabi, Unity Charts, and course overview charts can be found in the resource section of the faculty website (see Dean of Faculty Office for details) | Online at mum.edu/resources, with password from Dean of Faculty |
| **Wholeness, Main Points and MVS Points** | • Each wholeness, main point, or MVS point no more than 50 words  
• MVS points together take generally 10% of complete lecture time (5 mins of 50) | Faculty Orientation Course |
| **Copyright** | Use of copyrighted material is *usually* fair if:  
• Your *purpose* is educational or nonprofit and not commercial.  
• You carefully consider the *kind* of work you are copying: a factual textbook is more likely to be fair than copying creative audiovisual software.  
• The *amount* of the work you are using is small.  
• *Market:* Your use does not hurt the copyright owner’s ability to sell the item. | University of Texas Library’s Crash Copyright Course. |
<p>| <strong>TM Scientific Research books</strong> | Every classroom should have the 5-volume Collected Papers series (research on the Transcendental Meditation technique) on display in every classroom. | Faculty Orientation Course |
| <strong>Style Guide</strong> | For your syllabus — Be sure to trademarked and service-marked terminology properly | See the Style Guide at mum.edu/resources |
| <strong>Office Hours</strong> | Individual faculty office hours may vary, but they should be indicated in syllabus, usually Monday afternoons | Faculty Handbook |
| <strong>STUDENT BEHAVIOR</strong> | | |
| <strong>Punctuality</strong> | Students may be docked 1% for every 20 minutes late to class, as measured by lateness registry or faculty attendance records | Student Handbook and Catalog, but neither has specific info re late minutes &amp; conseqs. |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Essential Policy</th>
<th>Reference</th>
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</table>
| Absence:      | • Due to illness or family emergency  
• Students must notify professor of the reason  
• Students responsible to make up the work  
• Students missing more than six sessions (3 days) of 4 credit course, or equivalent, receive an NC and may petition Student Life for a W  
• Student should visit Campus Nurse if illness lasts more than 24 hours | See Catalog under “Registration Policies”                                  |
| excused       |                                                                                                                                                                                                                  |                                                                           |
| Absence:      | • If the student misses without notifying professor, assumed to be unexcused  
• 3% deduction for every session missed  
• Students missing more than 3 days will be dropped with a NC  
• If a student is missing for three consecutive sessions without any contact with the professor, the faculty should notify Attendance Coordinator in the Enrollment Center and an Associate Dean of Students (Jan Sickler or Elaine Pomfrey) immediately after the third session unless there is an immediate concern, in which case the faculty should notify the Deans immediately. | See Catalog under “Registration Policies”                                  |
| unexcused     |                                                                                                                                                                                                                  |                                                                           |
| Red flags     | Any students who are acting out of character, based on prior interactions, should be brought to attention of the Associate Deans of Students                                                                         | Faculty Orientation Course                                               |
| Food in class | Generally discouraged, but at the discretion of the professor                                                                                                                                                     | Faculty Orientation Course                                               |
| Academic      | Penalty for cheating and plagiarism runs from an NC on the affected assignment or exam to suspension from school, depending on the warnings already received and severity.                                             | Student Handbook and Catalog under “Academic Policies/Honor Code”         |
| Honor Code    |                                                                                                                                                                                                                  |                                                                           |
| Contact info  | If you need outside support:  
*Deans of Students*:  
Elaine Pomfrey (x1327, 919-9552)  
Jan Sickler (x1384, 919-7327)  
James Bedinger (641-919-7992)  
Campus Security x 1115 (641-472-1115)  
Dr. Jonathan Shapiro x 1241 (641-472-1241 or 641 233-8105)  
Sandra Prochoska 472-1151 | Campus phone directory                                                   |

# COURSE STRUCTURE

Each student in class should be on your roster or have a signed admit to class slip.

<table>
<thead>
<tr>
<th><strong>First day: Orientation to Classroom Policies</strong></th>
<th><strong>On the first day of class, explain your expectations about</strong> (see also the wording in the standard template for a syllabus that covers much of this material)...</th>
<th>Faculty Orientation Course</th>
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<tbody>
<tr>
<td>• attendance and punctuality</td>
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<td>• homework</td>
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<td>• food in the class</td>
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<td>• communications with you</td>
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<td>• whether and when computers are permitted in class</td>
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<td>• policy re cell phone usage, texting in class</td>
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<td>• standards of appearance</td>
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<td>• standards of respectful behavior</td>
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<td>• how you would like to be addressed</td>
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<tr>
<td>• any safety or security issues students should be alert to</td>
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<td>• special equipment or supplies needed for your course, including texts</td>
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<td>• planned field trips</td>
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<tr>
<td>• meditation- who to see if you need checking or have issues</td>
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<tr>
<td>• academic honor code overview</td>
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<td>• coming to class fresh and well-rested, prepared (can review daily routine)</td>
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<td>• availability of Student Success Center for those who need academic support</td>
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<td>• grading policy</td>
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<thead>
<tr>
<th><strong>By the 3rd day: Monitoring Registration</strong></th>
<th>Each faculty reports students officially enrolled in class by the first Wednesday of the class; all students must be enrolled by this time to continue in a class</th>
<th>See Catalog “Academic Policies/Registration Policies”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Meditation</strong></td>
<td>• Required part of course</td>
<td>In Catalog under “Development of Consc. Program Requirements”</td>
</tr>
<tr>
<td></td>
<td>• 10 minutes in morning before lunch</td>
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<td></td>
<td>• 20 minutes in afternoon before end of class</td>
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| **Maharishi Tapes**                         | • At least one tape to be played in every course.                                                            | Faculty Orientation Course                         |
|                                             | • Appealing points exercise done at the end of each tape to review content                                   |                                                     |

## HOMEWORK

<p>| <strong>Homework Load</strong>                           | Approx. 90 minutes in the evening                                                                           | Faculty Orientation Course                         |</p>
<table>
<thead>
<tr>
<th><strong>Late Homework Policy</strong></th>
<th>Departments may set their own policy, with the basic premise that late homework does not receive the same credit as homework turned in on time.</th>
<th>Catalog under “Academic Policies/General Policies”</th>
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</table>

| **GRADES** |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Grades Due**  | By the second Monday after the course ends (10 days after); sooner is better                                                                                                                             | Faculty Handbook                                  |

| **Honors Grade** | Every syllabus should have an honors option that students may earn if they receive an A- or better in the course; can be for extra credit if students are receiving lower than an A-. | Catalog under “Academic Policies/Grading Policies” |

<table>
<thead>
<tr>
<th><strong>Incompletes</strong></th>
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<tbody>
<tr>
<td>• Incompletes should be given only for inability to fulfill work in the allotted time due to illness, family emergency, or other circumstances beyond the students’ control; not simply for work that cannot be completed in the allotted time.</td>
</tr>
<tr>
<td>• Students have the weekend immediately following the last day of the course to make up work not completed in a course. If they are sick over this weekend, they may receive an “I” which will last for 32 days, after which, if not made up, it becomes an NC.</td>
</tr>
<tr>
<td>Catalog under “Academic Policies/Grading Policies”</td>
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</tbody>
</table>

| **Changing Classes** | Students who wish to change from one course to another must do so during the first day of a two-week block and by the end of the second day of a four-week block. This means they have a maximum of **two days** (for a 4-week course) to make up their mind which course they will take for the block. | Student Handbook; See Catalog “Academic Policies/Registration Policies” |

| **Withdrawal** | Students may leave a course for any reason through the second Monday of the course. After this point they may petition to withdraw based on sickness or family emergency. Other reasons usually lead to an NC. | See Catalog |

| **Meaning of Grades** | Determined with reference to the stated learning objectives of course: A=Excellent, exceptional B=Good; basic comprehension of course concepts and proficiency in course competencies C=Fair; meets minimal expectations for passing NC=No credit; did not attain course objectives at a minimal level | See Catalog “Academic Policies/Grading Policies” |