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Meeting Minutes

DATE: Tuesday, November 3, 2009 1:00 p.m.

SUBJECT: Living-Learning Environments Master Plan Task Force

LOCATION: Wolf Law 202

ATTENDEES: Carol Miyagishima
Kambiz Khalili
Paula Bland
Curt Huetson
Cindy Carey
Darna Dufour
Scot Douglass
Tom Goodhew
Phil Simpson
Robin Suitts
Megan Rose

11-3-09 Living-Learning Environments Meeting Minutes

1. Introductions: Phil, Curt, Kambiz, Cindy, Paula, Darna, Tom, Carol, Doug
2. What should we address?
 - a. Live-in faculty as a tenured faculty member
 - b. Create guidelines for Residential Colleges/RAPs
 - c. How to make this enticing for good faculty
 - i. The facility, parking spaces, meal plan
 - ii. What brought Scot into the program?
 1. Part of the bigger vision of the Engineering Honors Program
3. By 2020 likely to be 3,000 to 3,300 more students
 - a. Which would push the Freshmen class to about 6500 students
 - b. Goal to increase upper classmen from 2% to 20%
 - c. After Smith, Willard and Williams Village IIa
 - i. We are still about 1,500 beds short
 - d. This growth with an addition of international students
 - i. Four years and graduate students
 - ii. An initial projection was showing large numbers -- First year:300
Second year:700 Third year:1100

4. East Campus area
 - a. Test fit explanation
 - b. 15-20% area will probably be as much space as residential housing
5. Built space in comparison to green space
 - a. Very important to the community component
6. With expected numbers growth we will need more beds, there is very little room on Main Campus
 - a. Either East Campus, Williams Village or acquisition
7. In a new RAP on East Campus of 250 students, ideally 200 would be Freshmen, and 50 will be upperclassmen living in, the rest would be students coming into study and take classes
8. Community center with dining, child care facility, indoor recreation center
9. We may begin to see a trend with our enrollment increasing, for students to have a higher demand for smaller classroom sizes, like a RAP program provides
10. In regards to International students, we have to decide if they will be housed together, and also if a majority of them will be here for 9 months or 12 months
11. With this in mind, we must also consider a trending push to year-long or more summer intensive learning
12. What about family housing? Who is addressing this, and should there be housing in the flood way?
13. Is there a benefit to adding graduate students into the mix of residence halls? What would this percentage look like? And how much would it help?
 - a. With record high classes of freshmen (like last year's 5,800 class), there is not enough supply for upper classmen beds
14. Resetting the culture should be a goal and a focus of the committee
 - a. For example: engaging students in academic work, social goals and development, promote faculty to constantly remind students that they are here to learn (when students live off campus, we lose the ability to remind students of their priorities)
15. Must consider that housing needs to grow with clusters also
 - a. Can't just have one freshmen residential hall, there needs to be more to create a community
16. Bear Creek style living promotes students to seclude themselves from their peers, for instance only 8% of Bear Creek students have a mean plan

Possible sub-committee focus groups:

1. Changing cultures – social and learning
2. International implications – year long learning
3. Amenities for Living/Learning environments

NEXT MEETING: Tuesday, November 17, 1-3, UMC 425