

Office of Facilities Planning
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Meeting Minutes

DATE: Tuesday, November 17, 2009 12:00 p.m.
SUBJECT: Living-Learning Environments Master Plan Task Force
LOCATION: UMC 425

ATTENDEES: Scot Douglass
Kambiz Khalili
Paula Bland
LaRuth McAfee
Cindy Carey
Darna Dufour
Tom Goodhew
Phil Simpson
Robin Suitts
Megan Rose

Living/Learning Environments 11/17 12-2 p.m. UMC 425

1. Consider this committee one that will create a visionary document with direct goals and objectives
2. Flagship 2030
 - a. Residential Colleges for every entering student (including a multi-year option)
 - b. Seeing living and learning communities as both the foundation and main vehicle for implementation of 4-5 of the strategic goals of Flagship 2030
3. Define what makes a community
4. Radically rethink the resources of both housing and academics and how they can work together more effectively and productively
5. If academics are the organizing principle for residence life, a holistic view will ultimately address all of the other relevant issues (community, discipline issues, transition and retention, etc)
6. One of the largest challenges is how we get faculty investment in this idea
 - a. 10 or 12 new live-in faculty apartments in the next 10 years which, depending upon average time living on campus, could mean recruiting 12-30 live-in faculty members over ten years

7. Other University models who have success with these programs have different facilities
 - a. Rice: the live-in faculty has a mansion
 - b. Yale: the art museum loans there artwork to decorate the facility
 - c. MIT had a similar rotating art program, the facilities were always nicer and bigger than the one before
8. 40% of incoming Freshmen are open option, and 95% request to live on Farrand Field
 - a. Concern for what we would need to put out at East Campus to make it attractive if there were a residential component there
9. Housing's view
 - a. Somehow the University needs to address the cost of living in a RAP or a Residential College
 - i. The financial structure of the University needs to change somehow
 - ii. Either have the colleges pay for it, general funds, or general tuition
 - iii. RAP directors are concerned about that the general fund idea would make it easier to cut programs, right now the pot is paid for by the students and goes directly into the RAP pot of money
 - iv. It is considered a college expense that can be considered for financial aid
 1. Some RAPs provide scholarships that primarily waive the RAP fee
 - b. Concept of the growth of the campus: how fast the campus is growing, and can we (housing) grow fast enough to keep pace
 - i. Consider: California is being asked to have an enrollment reduction at all Universities, and we have flexible legislation in which International students would not be considered out-of-state students
 - ii. Managed growth
 - iii. Historically student growth is the leader, then academic programs, then academic facilities
 - c. Money
 - i. How do you pay for it?
 - ii. When fundraising for a new building consider adding a residence hall to the fundraising costs
 - iii. Maybe one of the bullets in the final project would be to include residence halls being converted to RAP/residential colleges in a capital campaign
10. Consider a more integrated residential facility on the core campus
11. This is the vision we have, these are the steps we want to take, and we want to be creative in thinking about ways to accomplish them
12. Sub-committees
 - a. What type of experience do we want students to have?
 - b. Creative ways to accomplish our goals- If the vision was put into play, what are ways to creatively accomplish them?

Action Items:

- Scot will send out an e-mail with suggested sub-committees
- The committee will express desires for their sub-committee

Next Meeting: Tuesday, December 1, 1-3 p.m. UMC 417