

Office of Facilities Planning
Research Laboratory No. 2, Room 301
453 UCB
Boulder, Colorado 80309-0453
(303) 492-1275
FAX: (303) 492-7186

Meeting Minutes

DATE: Tuesday, December 1, 2009 12:30 p.m.
SUBJECT: Living-Learning Environments Master Plan Task Force
LOCATION: UMC 417

ATTENDEES: Carol Miyagishima
Kambiz Khalili
Paula Bland
Curt Huetson
Tom Goodhew
LaRuth McAfee
Darna Dufour
Cindy Carey
Megan Rose

Living/Learning Task Force 12/1 UMC 417

1. Kambiz, Paula, Tom, Curt, LaRuth, Cindy, Carol, Darna
2. We need to capture the ideology of associating great prestige with the faculty in residence program
 - a. As detailed and honest as we can be
3. Provide numbers about how many faculty/staff need to be added for added students
 - a. Giving suggestions about the size of RCs and RAPs, incite on the planning process, facilities needs, etc.
 - b. Impact of creating other RAPs on other RAPs
4. Review of sub-committees (Highlighted names are data point people for said committee)
 - a. Our short and long-term vision for living-learning communities at CU, Boulder (Cindy, Carol, **LaRuth**, Paula, **Scot**, **Darna**)
 - i. The main goal of this sub-committee would be to define in detail what we want the various living-learning communities to be. This would include at least all of the following: defining what we mean by community and the key elements in its creation; rethinking the

way in which Housing and Academics can work together more effectively; exploring what we expect from faculty-in-residence and how we can recruit them; thinking through the implications/challenges of making RAPs/Residential Colleges the exclusive housing option on campus (both in the long-term and in respect to the transition process; looking at variations between residential programs in relationship to general policy in both the short and long-term (e.g., with an overall goal of x% non-first-year students, will some programs want more than x%, some less than x%); questions of how to integrate departments with these communities, etc...

- ii. Issues: Size/range of a learning community, ratios, how big every RAP on campus is, what kind of classrooms, how many classrooms, needs of the residential community (faculty, academic office hours, recreation, etc.), consider the combination and what type of programs are available
- b. The question of growth and housing resources (Curt, Tom, Scot, Darna)
 - i. The main goal of this sub-committee would be to explore the relationship between all the various projections for growth (incoming class, international students, etc) and the necessary facility resources required by this growth. This would involve looking at the various housing projects already planned and the various estimations of demand. Relevant issues/themes would include the percentage goal of non-first-year students in Residential Colleges/RAPs; the requirement for first-year students to live on campus, the targeted increase of international students, and the requisite ratios of dining and recreational facilities to numbers of beds; the need for housing to get reliable projections, etc. In the end, there would be a synthesis of sub-committees 1 and 2 in respect to the ways in which student population growth limits the quality of living-learning communities
 - ii. Transportation, linkage between campuses (transit, scheduling, etc.), buy in across the board for each program
- c. A workable financial model for funding living-learning communities (Kambiz, Tom, Scot)
 - i. This sub-committee would explore the pros and cons of various funding models for Residential Colleges/RAPs when they become the exclusive model for housing, as well as during the current transition toward this goal. General funds? An increase in the housing bill? ????? This discussion would include the voiced concerns about protecting the various programs, the use of departmental and RAP-specific faculty, the overall concern to have cost-containment; the need for the university to take responsibility within its funding structures for this becoming *the* model for its first-year and beyond educational experience, the subsequent need for living-learning communities to be part of fund-raising initiatives

(alleviating the financial strain on Housing to independently cover all of these costs).

- ii. Sharing costs for these facilities, how are funds distributed/protected for RAPs, lay out a financial model, resolve the social equity problem, distribution of current funds, look at various models, fundraising (how do you create a marketable product in which donors would be interested in giving to)

5. Discussion

- a. Where there are academic buildings it seems logical to create living space also
- b. Is the thought that we center these learning environments on academics?
 - i. There could be concern that this narrow academic development would not be as attractive to students because they consider their residence halls an out from their academic studies
- c. Provide rationale for a sustainable growth rate that includes preambular language about the quality of learning environment we strive for and what we need to maintain this quality

NEXT MEETING: Tuesday, December 15, 12-2, Room TBD