REPORT OF THE PRESIDENTIAL TASK FORCE ON RESIDENTIAL LIFE AND LEARNING: BUILDING ON MICHIGAN TRADITION
March 2005

EXECUTIVE SUMMARY

OVERVIEW

Student learning at the University of Michigan extends far beyond the classroom. We seek to create an exciting and engaging environment in which students of all backgrounds and experiences can succeed and take advantage of the University's vast array of opportunities to connect with one another, with faculty, and with assets and resources for intellectual and personal growth. Living spaces, classes and places of public gathering are all part of this environment. The Commission on the Undergraduate Experience used the simile of the University as a *good city*: "the undergraduate experience at the University of Michigan should give students entry into an inclusive, expansive community, and tools for exploration and change."

The residence halls, and the neighborhoods that they comprise, are vital components in the "good city" of the University. These neighborhoods build upon the University's cosmopolitan and civic-minded nature, are inclusive, dynamic and welcoming. We want them to house attractive and exciting communities that are rich with prospects for students to grow intellectually and personally. These neighborhoods will facilitate, expand and deepen academic experience; be conducive to study; be well-appointed with tools for discovery and learning; and be replete with exciting possibilities for intellectual exploration and collaboration embedded within living spaces. These neighborhoods will also complement students' academic experience with numerous openings for personal growth and encourage reflection in multiple venues with multiple communities not only on what is studied in the classroom but on how that relates to experiential realities. We can envision residential neighborhoods in our "city" that will facilitate the development of "citizens" who are intellectually engaged and cultured; who care about one another; who are good neighbors; who can successfully resolve conflicts; who take ownership in their community; and who want to live and learn together.

UM is now developing plans for a major expansion and revitalization of student residence halls and dining facilities. We have the opportunity to create residential spaces that will help transform students' campus life and enrich Michigan's ability to attract the most intellectually engaged students. We have the opportunity to create something truly new, to create a Michigan difference in residential living.

Charge

President Mary Sue Coleman convened the Presidential Task Force on Residential Life and Learning: Building on Michigan Traditions in the fall of 2004. Chaired by Robert E. Megginson, Associate Dean, Undergraduate and Graduate Education and Professor of Mathematics and Carole S. Henry, Assistant Vice President for Student Affairs and Director of University Housing, the task force was comprised of students, faculty, and staff. The group was charged to:

- Develop a broad vision for residential life that will:
  - Connect academic and residential life more fully and imaginatively, by means of the physical environment and programming
  - Provide opportunities for personal and intellectual development that complement the academic experience, and that promote public engagement
  - Ensure that all students in residence halls have an excellent and well-equipped environment for personal and intellectual growth.

- Apply the principles and framework to the spaces vacated in the Hill Area residence halls, recommending creative uses for those spaces.

- Apply the principles and framework to the consideration of a new residence hall on central campus, and recommend bold, creative concepts to guide the programming for new construction.

- Provide recommendations that afford flexibility in overall use and design so as to better ensure a longer life and better use of resources.

Learning is a complex and holistic activity that occurs across and throughout the curriculum and co-curriculum. Too often, a student's educational experience is seen as fragmented with little attention given to the application and meaning of the classroom experience and information to the student's life. The simple truth is that learning occurs everywhere, and learning spaces exist everywhere; this is particularly evident today. With the explosion of readily available information and access to that information through technology, the boundaries of a campus based learning environment are redefined. With deliberate and purposeful planning, the construction of a multi-use facility provides a unique opportunity to provide an enhanced environment where students synthesize their learning, make richer connections with other students, staff and faculty as a result of their proximity, engage in real life problem-solving, and in short, offer a more seamless learning environment.

HISTORY AND CONTEXT

In 2001, the President's Commission on the Undergraduate Experience issued a report that articulated many points related to student residential life and its role in creating the "good city." Many of the recommendations and findings of the report are applicable to the efforts of this task force, and the opportunities presented as a result of the renovation and master planning process (Residential Life Initiatives) in University Housing. On a related note, a team appointed in the fall, 2001 by the Vice President for Student Affairs, responding in part to the Commission's recommendations, developed a set of Major Guiding Principles for the Residence Halls (Appendix

I). These "Guiding Principles" have been reaffirmed and adopted by this task force to serve as a framework for continued work.

The National Study of Living-Learning Programs, which originated at Michigan and in which Michigan participates, is another valuable component of past work that we used to inform our efforts. The National Study has issued recent reports on the impact of residential environments and living-learning programs on student life and academic engagement. Michigan Learning Community (MLC) students reported:

- Higher levels of intellectual stimulation and academic and social support than non-participants.

- Higher levels of interaction with those who are different from themselves and noted a greater appreciation for people of different races, ethnic groups, and sexual orientations than non-MLC students.

- Higher levels of both formal and informal interactions with faculty members compared to students who did not participate in an MLC. Formal interactions included behaviors such as communication via email, meeting in the instructor's office, requested course-related information, and socializing with faculty members prior to or after class. Informal measures included activities such as accompanying faculty to cultural events, discussion of personal problems, career plans or ambitions, and interaction during social events.

- A greater desire to become deeper learners, an increased enjoyment of intellectual challenge, and an increased motivation to explore different perspectives and ideologies when compared to non-MLC students.

As a component of the Residential Life Initiatives, the University is developing plans to provide a contemporary dining experience through the construction of a new Hill Area dining center. This construction will vacate space in the present Hill Area dining halls, and that vacated space can be utilized for new purposes as well as to better support existing programs and activities in the respective hall or area. Future dining experiences at other campus locations are currently under consideration, and the renovation of additional vacated dining halls might provide similar opportunities to enhance the undergraduate experience. Recently, the Frieze Building has been selected as the site for an innovative project that will include the new undergraduate residence hall and a new "academic gateway" to the campus. This collaboration will enable the construction of a new campus facility with residential space for approximately 500 suite-style beds, and academic space that will provide improved facilities for several academic programs. These will include: the School of Information, Communication Studies, and Film and Video. The Language Resource Center and Sweetland Writing Center have recently been added.

To facilitate the work of the task force, members were provided a binder of a variety of articles and resource materials, and a day long retreat was held to identify guiding principles, opportunities, and priorities for the residential learning experience (Appendix II). Small groups served to identify community spaces, academic programming, the role of technology, and faculty/student interaction.

Following the retreat, three subcommittees primarily focused on core areas of President Coleman's charge and provided recommendations that are contained in this report. These subcommittees addressed the following:

- Use of the Hill area reclaimed dining space
- Programmatic use of space or programs designed to have a relationship with the resident students
- Non-programmatic approach as a use of the space without a relationship to the resident students (i.e. incubator for programs)

PRINCIPLES FOR ENHANCING CONNECTIONS OF RESIDENTIAL AND ACADEMIC LIFE

As a result of the work of the Task Force, several principles have been identified to inform the program concepts and subsequent recommendations. They should be utilized to guide the programming for new construction and renovations, which reinforces the vision of dynamic, new residential neighborhoods with increased integration of residential and academic life.

- Learning spaces are everywhere. This fundamental principle needs to be acknowledged throughout the planning for the renovation of current and the construction of new facilities. The notions of space and boundary are all changing in our high tech world. In the case of North Quad, the development of a mixed-use facility and the co-location of various units are not enough. We must conceive of learning spaces that are truly fused throughout shared and public spaces. Leadership, vision, creativity, and resolve will be needed throughout the planning/implementation of North Quad to maximize the opportunity for any integration of academic and residential life.

- The Report on the President's Commission on Undergraduate Education gave particular emphasis to the importance and positive outcomes associated with increased interactions between students and faculty outside the classroom. The Commission called for a campus ecology that is interconnected, dynamic, and diverse. Such environments promote increased interaction, and the residential experience is uniquely placed to afford more of these opportunities, thereby contributing to student learning and academic success.

- A key element of the residential experience as well as a desired outcome of any renovation or new construction should be the enhancement of campus community. Facility design can have a great impact in the affiliation of students to their institution, feeling at home in their hall, and developing friendships for a lifetime. A positive community is one that helps students "go beyond their own private interests, learn about the world around them, develop a sense of civic and social responsibility, and discover how they, as individuals, can contribute to the larger society of which they are a part" (Boyer, pp. 67-68). Our facilities need to connect and engage students rather than disconnect and disengage. Intentionally linking the classroom and out-of classroom activities helps to sustain community and promote student involvement in the life of the institution.

- Residence halls should have adequate and a variety of spaces that facilitate the development of the "whole" student. These spaces may include music practice rooms, informal performance spaces, small group collaboration rooms, gallery/presentation space, social spaces, recreation room, and spaces for student residence hall governance and organizations. Additionally, academic support spaces should be provided in the residence halls or within a neighborhood and may vary based upon the program. These can include community learning centers, access to computers, advising, tutoring, etc.

- Residence halls should have flexible, multi-purpose, unprogrammed spaces available for spontaneous use for students (as individual and groups) that can be adapted for a variety of activities.

- Residence halls should have state-of-the art information and communications technology. Students today expect technology that is responsive to their needs, and the information revolution has enormous consequences for student learning. Residential and academic spaces as well as any "common" spaces should employ exciting "connection" strategies to the extent possible. Wireless technology in common areas and dining spaces should be strongly considered. Furthermore, in a global interconnected world, technology allows individuals from distant places to be in contact with one another and therefore, enrich the learning experience.

- The Commission on the Undergraduate Experience set goals that reflect the kind of experience students should have at the University of Michigan. The Commission translated and reflected these ideas through the establishment of goals. Renovations to campus housing facilities and especially the construction and development of North Quad provide a viable opportunity to contribute substantially to these goals.

    - Make the campus more interconnected, integrated, and permeable.
    - Connect students to the community and to the world.
    - Treat the undergraduate career as a life-course journey, both intellectually and socially.
    - Equip undergraduates with good maps and good guides for their journeys.
    - Create a student community that is diverse, inclusive, adventurous, and self-reflective.
    - Provide resources and nurture practices that renew the faculty commitment to undergraduate education and enhance student-faculty interaction.

- In addition to relationships whether they be formal or informal among faculty and staff and students from within North Quad, it is expected that North Quad be a "magnet" and draw other undergraduate students and University Community members to the facility through the programs, activities, and services it provides to the undergraduate experience.

- The University has an outstanding tradition of living learning programs, and they have essentially been developed as "retrofits" to existing residence halls. Renovations to halls should consider any program requirements to enhance these academic linkages to the student experience. With the richness of the academic units located in North Quad (and

the adjacent Thayer Building), much opportunity exists for a multidisciplinary and enriched residential experience achieved through close collaboration with all colleagues.

- The University should consider new residential-academic spaces to incubate new programs with successful programs re-located to their permanent homes.

- With regard to physical design, North Quad should serve as a campus gateway; it should interface the campus community with the city of Ann Arbor. The architecture and building design should emphasize and reinforce its theme as a place of connections.

- The involvement of students in all levels of the design and program implementation for renovations as well as the new construction of University housing facilities is strongly recommended. The announcement of renovations as well as a new hall has generated enthusiasm and a renewed sense of commitment.

- The Major Guiding Principles for Residence Education were developed through a visioning process composed of faculty, staff, and students and adopted in 2001. The Task Force reaffirmed them as Guiding Principles for University Housing in 2004 to be used as a framework for this report and University Housing's continued efforts.

SPACE RECOMMENDATIONS FOR ALL RESIDENCE HALLS

The task force was charged with identifying the type of academic programming and social spaces that should ideally be located in any hall within University Housing. Future renovations to the residence halls will provide an array of square footage that could be converted for other uses. Reclaimed dining hall space could be used in a variety of ways to support the academic and social environments for students. Examples include:

- At least one state of the art smart classroom should be available. These facilities would go a long way toward making involvement in the academic life of the residence halls more attractive to faculty, who currently perceive that the current available space is inadequate for academic purposes.



Example of a smart classroom - This angle shows the ceiling mounted video/data projector, the recessed technology control panel and the lectern at the front of the room.

- Spaces for peer-led study sessions should be offered in all halls where square footage will be recovered.
- A number of soundproofed music rehearsal or practice rooms should also be constructed in recovered space. As was noted by President Coleman in the 2004 New Student Convocation, most new students arriving on our campus play a musical instrument. Although most will not participate in organized musical activities at U-M, many value the opportunity to continue playing.
- A portion of the reclaimed space could be used for exercise and workout rooms, supporting the health and well being of students.
- Other square footage could also be designated as recreational space. These areas could include television and lounge space, game rooms, and general meeting/gathering space.
- Additional space should be allocated for increased and refurbished laundry facilities. With the large number of students residing in close proximity, additional washers, dryers, and folding/study space would be appreciated and used by students.
- Since much of the freed-up space will be as a result of centralized dining, there will still be a need for food opportunities in all residence halls. A convenience store or kiosk for snacks and "grab and go" items in all halls is a priority.
- Additional examples for multi-use space in residential areas that could be studied as possible models include:
    - The University of Colorado has banks of such rooms in its new Engineering Center whose plans should be examined.
    - The University of Washington has spaces in new buildings done with Gates funding with design principles and concepts that could be profitably adapted and used.
- Although the redesigned space will be most immediately usable by residents in the Hill area, it should be accessible to all members of the university community and others in the same way that other campus space currently is. Thus, such spaces should, where feasible, be outside the security envelope of the residence halls in which they are placed. This will be particularly important for the Undergraduate Learning Resource Center described later in this report. Consequently, doorways from such spaces into the residential portion of the halls will have the standard security systems that entryways into the residence halls from outside currently possess.
- Although some redesigned space will be in halls that also house Michigan Learning Communities (MLCs), these spaces should not be viewed as "owned" by any MLCs with which they happen to share a residence hall, although such space would be available to such programs on the same basis it is available to others. In particular, a MLC will no doubt find any new classrooms constructed in their halls of value for their programs, and may obtain a natural priority in their use due to their adjacency to them; however, no MLC would be put in charge of scheduling classrooms. Scheduling requests would instead go through Housing or some office set up by Housing for this purpose.
- It is anticipated that the new facilities in reclaimed space will also experience public use, particularly for public events put on by the Michigan Learning Communities and other units of the University. A public space advisory group should be established to encourage

such uses and help set priorities for it, with representation from the MLCs, faculty groups, Housing, students, and other interested groups (e.g., the Ginsberg Center) who may wish to participate.

PROPOSALS FOR VACATED DINING HALL SPACE ON THE HILL

Undergraduate Learning Resource Center

There is a need for an Undergraduate Learning Resource Center (ULRC) in the Hill area, which could be sited in some of the reclaimed space. This center would operate in a scaled-down fashion and combine services from the Science Learning Center, Sweetland Writing Center, Math Lab, and Language Resource Center. Other units could join in with support services for undergraduates, perhaps even experimenting on a small scale with a model for a larger undergraduate resource center of their own. The participating units would not have any space in this ULRC compartmentalized for their own use, but to the extent possible would share the available space as a common area.

The entire ULRC, not just specific space set aside for computer facilities, would have either wireless or Ethernet Internet connections available in all areas because tutoring, group study sessions, and other collaborative learning is becoming increasingly reliant on such connectivity. Beyond that, the ULRC would have some space with state-of-the-art computer facilities with appropriate software loads to support the needs of the participating learning centers, set up so that students can work together on the computers or under the guidance of tutors. During the daytime, these facilities would remain available for group work for students.

The ULRC would also have a number of small "roomlets", perhaps partitioned rather than with full walls, which can be scheduled for peer- and tutor-led group study sessions, using the model already established by the Science Learning Center. Since large areas partitioned into such roomlets sometimes suffer from lighting problems, attention needs to be paid to assuring that lighting in the roomlets is not just minimally acceptable, but in fact pleasing and conducive to a collaborative working environment. Each roomlet should have a large whiteboard and a table with conference-style seating. The Science Learning Center, which has much experience with this model, can be consulted about optimal group sizes. Though in the evening these spaces may receive most of their use for tutor-led study sessions, during the daytime they would also be available for peer-led sessions as well as general group study.

The ULRC would also have space available to the academic advising units of all UM colleges, as well as the advisors of the Comprehensive Studies Program and the Student Athletic Academic Success Program, should they wish to participate. Although some space is already available for this, advisors have expressed strong concerns about the quality and privacy of current space; frankly, questions to them about the adequacy of current accommodations often elicit comments about broom closets and space under staircases. Several advising offices should be available that would be at least of the quality available to advisors in the central college advising facilities, which would be time-shared but not used by more than one advisor at any given time, to provide the privacy that is often essential when advising. Since these offices would be used sequentially by more than one person, provision should be made for lockable private storage space in each,

perhaps with filing cabinets with individual lockable drawers. The advising units should be consulted about their storage needs in this regard. Each office should be provided with a computer with the software loads and connectivity needed by each advising unit.

Though it is recognized that having more direct faculty participation in curricular and co-curricular activities in the residence halls has always been a knotty problem, the space available for them to interact with students has not been very enticing. The ULRC should have several attractive and well-designed offices, separate from those designed for the academic advisors, which would be time-shared by regular university faculty participating in various residence hall based activities such as the Michigan Learning Communities. As with the advising offices, these would not be used by more than one person at a time, and would have lockable individual space available to users. Each would have a computer with the software loads and connectivity needed by the current occupants.

One deterrent to curricular activities in the residence halls has been the lack of available classroom space. On several occasions, lounge space has been used for the purpose and usually not set up for the needs of instructors and students engaging in learning activities that are often based on modern pedagogy. Adjacent to the ULRC should be two or three contiguous modern classrooms seating up to twenty-five students each. Though it is not being recommended that these be computer classrooms, they should otherwise have all the facilities available in U-M's modern technology-enabled classrooms. Flexible seating facilities should be sought, avoiding the standard isolated armchair type seating common in current classrooms. In particular, seating arrangements should be sought that will facilitate cooperative learning. Units likely to use the classrooms, as well as the Center for Research on Learning and Teaching, should be consulted about the appropriate design for seating in the space.

If soundproofing and other design considerations make it at all feasible, these classrooms should be designed with movable partitions between them so that they can be combined to form one large space for auditorium-style presentations. It is recognized that this could impact the design of the seating configurations for the classrooms, but the Michigan Learning Community directors have voiced the need for some auditorium space in the area, and this could satisfy that need.

One reason for having this classroom space adjacent to the ULRC is that during evenings (provided there are no classes scheduled in the classrooms at that time) the space would be available for the largest tutor and peer-led group study and review sessions. Also, when classes are scheduled in these classrooms, students can reserve some of the peer-led group study roomlets for review and study sessions immediately before and after the classes.

RHA (Residence Halls Association) and Housing Related Student Organizations

Residence Halls Association (RHA) and other Housing related student organizations should be provided space for student government chambers, meetings, and assembly business. The Residence Halls Association is the governing body for all students residing in the traditional residence halls. Office space that is in a prominent location and easily accessible would provide all students with the opportunity to share their ideas and concerns with the organization.

RHA should have both a chambers (large enough to fit approximately seventy people, with moveable furniture that could be arranged to have meetings) and an office (with potentially smaller offices for individual executive board members). This space will add credibility and professionalism to the organization and make for a more productive work environment for student leaders.

Space that is allocated for use by the Residence Halls Association should be accessible from both inside the building as well as have an outside entrance. This separate exterior entrance will guarantee access to any student needing to meet with RHA - be they a resident or part of another student organization. This separate outside door is needed for ease of finding the RHA office as well as convenience. Residents should not be subjected to potential security risks associated with more lenient access policies, and allowing RHA to have its own separate door would not pose any security risks if managed appropriately.

Other Housing related student organizations (e.g., hall and multicultural councils, National Residence Hall Honorary (NRHH), K-Grams) could also have space designated for their use to conduct business, hold meetings, and provide direct contact with an organization representative to student residents.

RECOMMENDATIONS FOR NEW CONSTRUCTION

The construction of new student housing is an important and exciting decision on the part of the University especially since it is the first new residential space since the late 1960's. Decisions that are made regarding the design, location, and academic programs in the new facility will not only have an immediate impact on students attending the U of M, but it will shape the experiences of students and the nature of their undergraduate experience for several decades to come. The location of the current Frieze Building places students in the center of campus academic activity and will facilitate greater linkages with academic programs both within and adjacent to the facility.

NORTH QUAD RESIDENTIAL AND ACADEMIC COMPLEX: PROGRAMMATIC CONCEPTS

In discussions regarding the programmatic component of any new facility, three ideas in particular rose to the surface for further development. These ideas are introduced below and would require further development if adopted. Any program concepts that are adopted will largely define the experiences that students will have while living in North Quad and will form the image of the facility to the campus community.

Program concepts for future consideration for residence hall renovation or new construction are included in Appendix III.

1. **North Quad should involve a multidisciplinary living-learning community that is tied to the functions of the academic units in the complex. Elements of the program might include:**

- An annual theme, selected by a faculty-staff-student governance committee, would guide work in the program.
- The residence could include a VIP suite and exhibition space that would help bridge the learning and living community. It would be a place where visiting scholars, artists, and practitioners could be in residence, spending time in classes, having dinner with students, and putting up exhibits. Faculty or staff nearing retirement or on sabbatical leave may find this opportunity appealing.
- Students in the community could take a 1-2 credit course in their first year on the year's selected topic. English 125 courses could be offered in the topic area; first-year seminars would be team-taught (e.g., a scientist and philosopher on stem-cell research). A 0.5 credit mini-course would be the binding class taken by all first-year students on the year's selected topic.
- Sophomore, junior, and senior students could serve as teacher facilitators in the binding mini-course. These same students would play a role in selecting the residents.
- A "Last Lecture Series" could be established to entice faculty members to share their research with students outside the classroom setting. Faculty members would be invited to meet with students, in an informal setting, to discuss a research topic, relevant to the year's selected topic, and its impact on the larger society.
- The program would have faculty associates, given an appropriate stipend, who would be required to sponsor UROP opportunities.
- A "Hopwood" like competition for student projects (a naming opportunity) on the topic each year should be implemented. There could also be student projects, making documentary and other types of films on the year's topic and for which students could travel to multiple locations to do research.
- All teaching and research connected to the residence would involve boundary crossing and team-teaching.

2. **A leading theme for this new community could be Communication in a Global World. This would involve Local and Global components. (A complementary concept, "Global Interdisciplinary Team" is provided in the appendices.)**

Local

North Quad could literally be a gateway between the campus and the Ann Arbor community. Part of carrying out this theme would involve community service projects that connect the students with Ann Arbor, promoting communication between campus and community in a meaningful way. Of course, there are many community service projects already in existence but these could be thought through carefully to extend communication and understanding between town and gown. All academic units housed within the building — School of Information, Communications Studies, Film and Video, and the Language Resource Center — could work with Residence Life to craft these interconnections. Some projects would be integrated with classes; some would be non-credit activities of students living together in small groups or "pods." There are many film opportunities in the local community. The School of Information already has a sizeable community project focus, though much of it is in Detroit. The Department of Communication could be involved both through interpersonal communication activities involving students & community members (like the Ann Arbor Reads project), and through technology.

Global

Brainstorming with these units how to develop first-year seminars and other courses that focus on international/cross-cultural communication would need to be done. Several departments across the campus already have teleconference courses taught locally and at other sites around the world. More of this could be done, with this building an exciting hub for such courses. GIEU (Global Intercultural Experience for Undergraduates) is a terrific example of faculty and students working closely together in international projects covering a wide range of topics. They all fit the question of how to help our students gain culturally competent communication skills. North Quad could have an internal focus on cultural communication, some of which would involve domestic students from various cultural backgrounds, and some of which would involve domestic and international students. Such a focus, now expressed in the annual international leadership retreat for students, would attract international students to this residence hall. A critical mass of such students would go a long way, together with curricular and co-curricular activities providing opportunities for skill development in cultural communication, in giving this residence hall an exciting identity and mission.

Whether local or global, courses and co-curricular activities would benefit greatly from technical training — information technology, filming, discourse analysis, etc.

Students who come to this residence hall and follow some aspects of its core throughout their undergraduate years would leave Michigan as cultural ambassadors — both domestic and international.

3. A complementary, or alternative, function for North Quad might be living-learning programming that engages with Ethical Issues in the Public Domain.

A program dealing with an annual ethical issue, organized with the elements discussed above, would be an appealing program for undergraduates and would help advance the undergraduate component of the President's parallel initiative on Ethical Issues in the Public Domain. We recommend discussions with the Task Force on Ethical Issues in the Public Domain concerning the opportunity that a North Quad living-learning program might represent. It might also be feasible to see "ethical issues" as a component or aspect of *Communication in a Global World*.

4. The use of North Quad as a residentially based academic incubator should be explored.

We envision an academic space that is closely coupled to the residence hall with a mission and architecture that evokes a feeling of a gateway between the residence halls and the greater university community. While several academic programs have already been selected to inhabit the space, additional square footage should be allocated to house one or more academic programs which would be periodically reviewed. The criteria for selection would be clearly defined benefits to both the incubator program and residential life from the connection and proximity to the student residential spaces. Academic programs occupying these spaces should view their location as a privilege that must be periodically justified in competition with other programs that might make better use of the space and synergy with campus residential life.

In this way, the academic space can be thought of as an "incubator" for new programs that will serve the entire academic community. The academic space should be connected to the residence hall in a manner that allows for easy and convenient access to its facilities after hours but above all insures security and privacy of students in the residence hall. It should be equipped with a variety of high tech classrooms that can be easily reconfigured into meeting spaces, and study areas after hours. Highly desirable amenities should be made a part of the new space that will serve as a magnet for the involvement of the greater academic community. If successful, this arrangement can be used as a model for the renovation and creation of future residence halls and serve as a cornerstone for contributing to the undergraduate experience.

The unit or program that is housed in the incubator space should be selected by competition. The committee to decide which program should be housed in North Quad should be composed of representatives from Housing, faculty, staff, and various student organizations. This can possibly include the following or their designees: Provost, Assistant Vice President and Director of Housing, Dean of Students, Associate Director of Housing and Director of Residence Education, Dean of the academic department proposing the idea and professors from that department, Vice President for Student Affairs, and the President of the Residence Halls Association as well as the hall and multicultural council presidents of North Quad.

Criteria for selection should include the ability of the unit or program to take advantage of the close connection with the residential unit and serve as a gateway to the rest of the University. There should be agreed-upon metrics for assessing the success of the program after five years.

The metrics for competitive programmatic space will be based on the following:

- Connection with residents in the community (i.e. North Quad) should be meaningful in that some of the residents are either participating in the academic program of that unit or involved in a project related to that academic unit.

- Not all residents of North Quad should be obligated to participate in the program; rather, the program should be tailored so that residents want to participate.

- Program should be tailored similar to a living-learning community to make use of space in both the residential and academic spaces of the building.

- Program should give residents direct access to academic spaces of the program at any hour.

- Relevance of the program to the residence hall.

- Space requested and how this space will be used.

- Student input from the academic unit on why this program would be beneficial to residents.

- Proposed audience (first, second, third, fourth year, or graduate students).

- Strategy to ensure faculty use the space.
- Specific curriculum and proposed syllabus.
- Any operating or budget needs not funded by the respective school or college.

In the long term we believe that this residence-based incubator space will be of interest to programs that value the nearness of students and, perhaps, access to students at times during which they are not normally in classes (e.g., during the evening and weekends). In the short term this space will be highly valued by academic units that want access to high quality classrooms; over time this attraction will fade as other spaces are renovated and built. We do not believe that this short-term advantage should be included in reasons that can justify the housing of an academic unit in this space at North Quad.

In addition to classrooms and offices, additional space would be available in the building to support the incubator concept. Other space (such as performance space, soundproof musical instrument practice space, video production rooms) in all likelihood will be included in North Quad given the academic units assigned there and/or included in the program design for the students. An incubator concept that takes advantage of other spaces in the building would be scored higher than a concept that does not because it provides another way for the academic unit to connect with the students and the residence hall itself.

Thus, given the above, residence-based academic space can be valued by:
- An academic unit because it provides more direct and convenient access to a group of students after hours;
- Students because it provides convenient access to space that is needed to complete some academic activity; or
- An academic unit because it provides convenient access to classroom space and students working within that space.

While it is important that academic programs utilizing the space should be given time to develop and mature, it is not in the best interest of the University that such programs occupy the space in perpetuity. No matter how successful a program is, there should be a continuing assessment of its effectiveness. Proposals for the academic space should be selected by a review committee and new proposals for the use of the space should be solicited every five years. Proposals should include an agreed upon set of goals and metrics for evaluating the success of the program including a time-line for the lifecycle of the program.

Successful programs should be continued in the North Quad incubator space if there are no other programs that can more effectively use the space. In the event that an existing, successful program loses the competition, every attempt should be made to re-locate such programs to appropriate space on campus with the respective school or college. Unsuccessful programs should be dropped entirely. In this way, the space can be thought of as an incubator where new residential based programs can be launched. (It is our understanding that two incubator

classrooms have been designed for the Undergraduate Science Building. At this time, we are unaware of whether these classrooms would be supportive of the above-mentioned concept).

1. **In general, as programming for North Quad develops, ways in which it might advance current strategic themes and initiatives of the University should be considered.**

We propose to use the new residential space to be built on the Frieze location to help meet President Coleman's four presidential initiatives, announced at the April 2004 Board of Regents meeting, wherever possible. These four initiatives included:

- The development of multi-disciplinary paired and other team-teaching initiatives across departments and colleges
- The development of an initiative for the study of ethical behavior in the public domain
- The development of new prototypes for healthy living and health care.
- The renovation, reconnection, and expansion of residential life on campus.

Our presupposition is that addressing the first three initiatives in the context of residential life will help accomplish the fourth initiative, because a programmatic use of residential space would have an intellectual dimension beyond that now associated with student residences. The space would be both a figurative and literal gateway to the University of Michigan—a new way to enter university life that dramatically connects living and learning with an indispensable subject matter: ethical behavior in the public domain

NORTH QUAD RESIDENTIAL AND ACADEMIC COMPLEX SPACE AND BUILDING DESIGN RECOMMENDATIONS

1. **North Quad should be designed as a campus gateway; it should interface with the campus community and with the city community.**

   The new hall's architecture should reflect the President's vision of a gateway to our community. It might do this by blending various architectural styles found across the campus. By incorporating stylistic elements from, e.g., Angell Hall, the Law Quadrangle, the Power Center, the François-Xavier Bagnoud Building, West Quadrangle, and Palmer Commons, the architecture could mirror the diverse opportunities that this University has to offer and showcase each part of campus in a unique way. While a challenging task, this would be a testament to the pride that Michigan has in its many individual schools and residence hall system.

   So that this residence hall is a true gateway, it should have some of the amenities that are also available in the Michigan Union, Pierpont Commons, and the Michigan League.

   - A gaming/recreation room or bowling alley would attract students to the area at nighttime and decrease feelings of isolation.
   - Residence Life student organization offices could also draw the campus community to the new hall and ease some of the lack-of-space problems these groups currently face.

- Classrooms with up-to-date technology are a must to attract faculty to the facility.
- The new academic space should contain high quality, high tech lecture halls.
- Classrooms that are available for use by all units/departments in North Quad.
- Ample study space.
- Rehearsal, performance, and collaboration space that will help nurture the life of the mind.

2. **North Quad should be highly functional and equipped with state-of-the-art connection spaces and facilities.**

   The space should be comfortable and functional for all users of the space. The functionality should include the availability of all the standard trappings of modern academic space (Massachusetts Institute of Technology, 2004; Northwestern University, 2004; Smarter College Classrooms, 2004; Stanford University, 2004c):

   - Cyber café with small convenience store (Brandeis University, 2004).
   - Addition of a video wall (Stanford University, 2004a, 2004b, 2004d).



Stanford University Video Wall

- Classrooms and meeting rooms of various sizes all equipped with multiple whiteboards and smart-boards Easily configurable learning space which enables group work (e.g., movable chairs and tables)
- Pervasive wireless access, computer-based projection, and so forth.
- Dining Space – offering a contemporary dining experience and with an eye toward attracting members of the community from nearby or adjacent spaces.
- A number of medium sized classrooms with re-configurable chairs and desks serving 50-60 people can function as group learning spaces after hours.



Physics Classroom at Columbia University - This angle shows the Data Jack and Power wired into the front of the tables for student laptop computers.

- A couple of small classrooms can serve as quiet study areas in the evening.
- While this academic space will be most convenient to the academic unit based in the residence hall, this valuable and convenient space should be available to any other unit when it is not scheduled for use by the home unit.
- A state-of-the-art theatre auditorium (approximately 300 seats) should be considered as part of the new North Quad construction. This space could serve as a venue for lectures, performances, and presentations that relate to the academic departments and/or programmatic themes in the building.
- Spaces adjacent to the auditorium should be utilized to display student artwork and projects and could be an entry into to the auditorium, providing additional ways to attract students to the new space.
- A Video Auditorium or video conferencing system designed for interactive distance learning.



Stanford University Video Auditorium

The above-mentioned concepts should integrate well with spaces in North Quad that will allow for:

- Quiet places conducive to study.
- Collaborative spaces where small groups can form and work together (much like the breakout rooms that you might find in an executive residence program).
- Informal performance space where students who are not formally in one of our music or theater programs can still put on performances (think of it as civic theater for the residence halls).
- Music rehearsal rooms so that students who played instruments in high school can continue to play and enjoy them in college even if they do not continue with formal training.



Desktop interface for Video Auditorium

3. **North Quad would address the issue of access by establishing a gold standard for universal or inclusive design**.

- Students with disabilities would be able to enter the building and all of its spaces seamlessly according to an ethic of inclusion. The residence hall would be a space where students with disabilities might live, further enriching the diversity of the resident population. The design of the building should send an immediate message to everyone who sees and enters it that an open and democratic vision of the relation between access and inclusion is maintained in its spaces.

- Several members of the larger committee have raised concerns regarding the proximity of the academic space to the residential space. These concerns deal primarily with safety of the residents as well as privacy. Two campus examples are provided to guide our recommendations concerning proximity, safety, and privacy – The Michigan Union and West Quadrangle, and the East Quadrangle and Residential College.

EXAMPLES OF MICHIGAN FACILITIES TO CONSIDER

Michigan Union and West Quadrangle

The Michigan Union and West Quadrangle is an example of a connection between two buildings having different purposes: student residence and student commons. The former Cambridge Hotel, now Cambridge House, is on the West Quadrangle side of the interface between the two structures. Cambridge House is traditionally the home of upper-class undergraduates. The community formed there is somewhat limited – partially due to the age and experience of the residents. Also, each room has a private bath so that residents need not leave their rooms as often.

Floors in Cambridge are accessed via a key-elevator or stairwells with locked doors at every level (accessed by the elevator key). The security issues at Cambridge House, before individual room doors had automatically locking doors, were internal – few crimes were committed by non-residents. The halls of Cambridge are very quiet and rarely does a student who does not live there find his/her way inside.

Just down the hall from Cambridge House is the Michigan Union, one of the many centers for student life on campus. The Union offers student organization offices, meeting rooms, fast food, and a sit-down restaurant serving lunch. An advantage of Cambridge House is proximity to the Union. Many students choose to live there because of this convenience.

East Quadrangle and the Residential College

East Quadrangle ('East Quad') and the Residential College (RC) is an example of an integrated living-learning community. Nine hundred students are enrolled in a four-year program where first-year and sophomore students are required to live in East Quad. Juniors and seniors can choose to live off campus. Classes are taught within East Quad, and both East Quad residents and non-residents may enroll for these classes. Students taking classes within the RC and not living in East Quad may have their M-Cards encoded to allow them access to the building during the time of their class. Once in the building, they have access to hallways where students live as well as to their classrooms. All RC students, regardless of residency, have access to the amenities of East Quad including the computing site and the community learning center.

When it was time to install the door locking mechanisms on residence hall doors, East Quad was selected first as it had recently experienced several incidents. This might be attributed to its location on the perimeter of campus, but it might also be a result of higher non-resident traffic in residential areas. East Quad is not a model of access that we would endorse for the new residence hall.

Based upon these examples and similar experiences, we advocate that privacy and security be primary concerns for the new residence hall. Toward this end, we recommend that:

- Access to private hallways where resident rooms are located be restricted to only those residents via security measures.
- While connected amenities such as cafés, study spaces, and classrooms are important to student life, student residence hallways should be separate and secure from these public spaces.
- Special security precautions should be taken with this new residence space because it is on the perimeter of campus and somewhat isolated at nighttime.
- Like other residence halls, doors should be equipped with automatic door locks.

RESOURCES

Support and resources to allow faculty and staff to successfully meet new expectations and contribute effectively to student learning outcomes will be necessary. It will require both new financial resources and/or the reallocation of resources away from previous alignments for start up costs for new initiatives and programs as well as continued operational funding. Alumni, corporate sponsors, and external funding through any grant opportunities should also be explored for any specialized facilities as well as possible innovative program concepts that could contribute nationally to the student undergraduate experience.

Since University Housing is self-supporting auxiliary enterprise and engaged in a massive revitalization effort, it would be difficult to assume new academic space and related additional program costs as a result of any hall renovations or new construction. Presently and for quite some time in the future, University Housing will need to allocate significant dollars to upgrade and renovate its housing and dining facilities to adequately provide for the needs of students. A ten-year RLI (Residential Life Initiatives) plan focuses on critical fire and life safety improvements, construction of one hall, and new dining facilities to allow greater value, flexibility, and convenience. Faculty members of the task force noted that they would be more likely to be involved in the residence halls if they were renovated and particularly had more attractive and updated spaces – especially classrooms.

The Report of the President's Commission on the Undergraduate Experience placed a high priority in creating faculty interactions outside the classroom. National research findings also support these recommendations noting that the quality of the undergraduate experience is greatly enhanced when students are able to develop meaningful interpersonal connections with faculty members outside the classroom. There is also no question that the residence halls are natural settings for building these critical connections. Although faculty and graduate student instructors already have a presence in the halls through the living-learning programs, strategies and incentives need to be identified to enhance these opportunities. We strongly support the recommendation from the Report of the President's Commission on the Undergraduate Experience for "aligning faculty rewards and incentives to enhance faculty commitment to undergraduate education with students outside the of the classroom."

Certain key recommendations by the Task Force will require new program development, operational funds for the program as well as funds for facility renewal and upkeep. Although a new living learning community's parent school or college (LS&A, Business School, etc.) would typically include dollars to support new academic initiatives, much like other living learning communities on campus, financial pressures exist throughout the University. As an added note, Housing and the academic department responsible for the community would assume responsibility for developing an agreement to identify issues related to the general maintenance, equipment and computers/related technology replacement and updating of these spaces. As new, possibly unanticipated classroom technology becomes available, it should be installed in the classrooms described above on the same basis it is installed in other technology-enhanced classrooms on campus.

We recommend that new funds for program development and new facilities be secured from private sources and development efforts wherever possible. The North Quad project may represent an exciting possibility in this regard especially with President Coleman's vision to connect the academic and residential life in a dual use or multi-purpose facility.

NEXT STEPS

- It is recommended that a new task force, including representatives of the academic units now designated for North Quad, students, and University Housing carry forward detailed program planning. To achieve President Coleman's vision, careful thought will need to be given to the design and types of spaces that all partners need and can share to facilitate the integration of the residential and academic experience.

When the task force was originally assembled, the location of the new residence hall had not yet been decided. In selecting the Frieze site, the University created a new kind of opportunity — the opportunity to develop a genuine residential-academic complex. Now that the academic units for that complex have been identified, we recommend that the task force be re-constituted to include representatives of those units, additional University Housing staff, and some members of the current task force. This new task force would learn more about the departments to be located there, their relationships, and opportunities to uniquely contribute to the undergraduate experience. Program concepts broadly identified can be further developed and/or new ones can be explored for implementation.

- Convene a meeting with co-chairs John Chamberlin and Marvin Krislov of the President's Task Force, "Ethics in Public Life" to determine whether there are any joint efforts or insights from that committee which would be applicable to the residential experience. Initial understanding is that this task force would primarily focus on ethical issues centered around research, professions, and societal institutions.

- Given the variety of partnerships that will reside in North Quad, a "Council" or comparable format will need to be established to meet regularly to address operational issues, related needs, scheduling, and overall priorities on a regular basis. Members should include students, the academic units located in North Quad, and pertinent departments in University Housing.

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TASK FORCE MEMBERSHIP

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MAJOR GUIDING PRINCIPLES OF UNIVERSITY HOUSING

University Housing must involve students in creating and sustaining inclusive communities in the residence halls in which the students themselves learn to participate and take responsibility.

Residence halls are communities that are intentionally designed to promote student learning and development from faculty, staff and peers. In residential communities, learning is enhanced when students play an active role in creating and maintaining communities so all members feel safe and valued, and when they take responsibility for the community's success in achieving its goals. It is essential that the students who are a part of this community participate in all facets of the community living experience and therefore learn to take responsibility for developing the values and standards and their behaviors and actions within it. The community should be inclusive, reflecting the values of the University, not merely being aware of the differences but coming to learn about, appreciate and respect the differences among each of its members.

The residence halls should provide a critical nexus between the in and out of classroom experience for undergraduate students.

Residence halls provide excellent contexts to help students connect their curricular and co-curricular experiences and should be designed and administered in ways that enhance this potential. They should provide a compelling environment for living and learning, which includes a balance of formal and informal opportunities to provide both support for classroom learning, but also for lifelong learning skills. Student – faculty interaction needs to go beyond merely proximity and space to very intentional and purposeful programmatic linkages. It is recognized that faculty involvement is critical to student success, however residence education cannot accomplish this mission alone. A true partnership between faculty and Student Affairs staff with appreciation for each other's contribution is the beginning of the creation of linkages and the direction toward common goals.

Students' experiences in residence halls should complement their other university experiences in ways that are consistent with the university's learning mission, ideals, and long-standing tradition of promoting excellence and leadership.

The University of Michigan student learning mission is dedicated to public education, academic achievement, respect for diversity, and involvement in community service, and aspires for its graduates to be responsible leaders in society. University Housing should help students understand and come to embrace this philosophy in ways that will enhance their undergraduate experience and continue throughout the rest of their lives.

Students in the residence halls should have opportunities to participate in a wide variety of learning experiences that help them develop in cognitive, personal, social, and spiritual domains.

For many, living in a residence hall is a once-in-a-lifetime living environment that can serve as a relatively safe "laboratory" for the trial and error of refining life skills such as conflict resolution, appreciating and negotiating differences, and problem-solving and community responsibility. Residence halls also provide opportunities for the development of appreciation for the arts, for sciences, for civic engagement, and for personal, social and spiritual development. What makes these opportunities distinctive is they occur within intentionally enriched residential communities in which students learn from peers, professional staff and faculty.

Appendix II

Reference Documents from Initial Task Force Retreat – October 2004

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Supporting Documents

- Psychology 405: Resident Staff Class Syllabus
- Community Learning Centers Brochure
- Community Living Experience Outline
- University Housing Organizational Chart
- Residence Education Organizational Chart
- Mission Statements: Division of Student Affairs, Housing and Residence Education

PROGRAM CONCEPTS AND POSSIBILITIES

The following are simply sketches that were shared with the Task Force initially for possible program ideas intended to stimulate thought relative to the opportunities for partnerships and collaboration in keeping with the President's priorities and vision. The President's Task Force was expected to address the academic program piece of RLI including identifying common elements and specific opportunities within student housing to provide a seamless learning environment. It should also be noted that at some institutions, these special programs are "named" possibly providing an opportunity for a donor. Perhaps individuals or corporate partners could be identified who would be willing to fund special facilities such as an electronic classroom or renovations to classrooms to support any given program.

GLOBAL INTERDISCIPLINARY TEAM

In response to the President's proposed initiatives to increase interdisciplinary research and educational opportunities, focus on ethics, and develop a groundbreaking new learning community that is both academically and architecturally innovative and in response to the university's interest in preparing students to be effective and knowledgeable participants in a global society, a learning community could be developed with a focus on addressing global problems. The proposed program would provide opportunities for interdisciplinary teams of students to identify problems of interest and import and work under the guidance of faculty mentors, graduate students, residence staff, alumni, and other practitioners to identify, design, conduct and develop significant research projects linked to understanding and solving real-world problems. The program would enable students to see the connections between their academic studies and addressing "real" problems, blurring the line between in/out of classroom experiences. The program would actively recruit diverse teams of students including international students to bring not only different disciplinary perspectives to the problems under study but cross-cultural perspectives and frameworks for addressing global problems. In addition, the program would build in ethical discussions of relevance to both problem identification and proposed plans to address these problems.

State of the art technology would be incorporated into the building design to enable these interdisciplinary teams to communicate with student teams from other parts of the world, to share ideas and solicit feedback from outside the campus community, and to share results with relevant audiences.

These proposed programs would draw from traditional campus expertise, faculty, research scientists and in addition from alumni and others who have conducted research and engage in economic and international development activities around the world. Examples of such individuals would include Fulbright Scholars, UM alumni who were Peace Corps volunteers, UM graduate students who entered graduate school following Peace Corp service and international graduate students who are often sent here to gain expertise for prominent positions upon their return to their home country.

Staff members, both student and professional, would be selected for their educational background and experience in directing and addressing such a project.

The facilities would assist in providing an appropriate infrastructure such as research space, office space for related student groups, graduate student/scholar work/office space and common areas. In addition, some specific space such as an academic center for current and past Peace Corps volunteers could be created.

An additional aspect of this concept is its potential flexibility-the "problem" or research question could be selected each academic year, much the same way a theme semester changes each year.

PROGRAM CONCEPT: FUTURE LEADERS PROGRAM FOR PREPROFESSIONALS

Rationale: A great many undergraduate students at the University of Michigan will go on to graduate school and ultimately have careers as leaders in business, law, medicine or public service. Yet there are few structured opportunities for undergraduate students to develop leadership skills and to explore the relationship between leadership, ethics, and social responsibility. In today's business and political climate—where scandal, ethical transgressions and greed are daily headlines—the Future Leaders Program could be designed to shape young undergraduate students into people of conscience and integrity with the potential to provide moral and civic leadership in managed organizations including private enterprise, the nonprofit sector and government.

Potential Primary Partners: Business School, Law School, LS&A (Dept. of Philosophy)

Potential Supporting Partners: Ginsberg Center for Community Service, Medical School, School of Public Health, School of Public Policy

Program Structure: Students would be admitted as freshmen, major in an existing discipline(s), and take special interdisciplinary classes in the program designed to consider the application of business and legal principles to solve ethical issues and social problems. Courses might include topics in environmental stewardship, health care, globalization, etc. Students might have the opportunity to create or manage a nonprofit organization, in the process honing practical skills in accounting, finance, marketing, human resources and law. Students would be required to work together in small teams comprised of a diverse group of domestic and international students who intend to major in business or go on to graduate studies in the professions.

Location: Classes specific to the program would be taught in new classrooms located in the new residence hall or in new classroom space created in a nearby existing residence hall. These classrooms would be state-of-the-art with sophisticated voice, data and video technology. The facility would include program-designated offices, conference facilities, fast communication lines, teleconferencing capabilities, and group and individual study space.

Residential Component: Students would live in a residence hall in the Central Campus residential neighborhood for one or two years—together in a group with upper-class student mentors or interspersed among other students in the same residential neighborhood.

PROGRAM CONCEPT: LIBERAL ARTS BBA

Rationale: The Michigan Business School is contemplating admitting students into the BBA program as freshman, yet there is value in allowing young undergraduate students to explore a variety of liberal arts disciplines. The Liberal Arts BBA would provide students with a foundation in selected liberal arts classes while earning credits toward a BBA degree. The liberal arts BBA might have specialty tracks in the visual and performing arts, international studies, technology, etc. which would allow students to minor or double major in an LS&A department.

Potential Primary Partners: Business School, LS&A

Potential Supporting Partners: Museum of Art, Museum of Natural History, Life Sciences Institute

Program Structure: Students would be admitted to the BBA program as freshmen and take special sections of core LS&A classes such as English and calculus.

Location: Classes specific to the program would be taught in new classrooms located in the new residence hall or in new classroom space created in a nearby existing residence hall. These classrooms would be state-of-the-art with sophisticated voice, data and video technology. The facility would include program-designated offices, conference facilities, fast communication lines, teleconferencing capabilities, and group and individual study space.

Residential Component: Students would live in the new residence hall in the Central Campus residential neighborhood for one or two years with upper-class student mentors.

PROGRAM CONCEPT: AREA STUDIES BBA

Rationale: The world is increasingly interconnected, which brings both opportunities and challenges. To be effective, tomorrow's leaders will need to function in an increasingly international and culturally diverse environment whether working within the United States or abroad. The Area Studies BBA combines business education, language training and culture studies. Students will graduate from this four-year program with a business degree and an understanding of the political, economic and cultural complexities in the world.

Potential Primary Partners: Business School, LS&A (language & culture studies)

Potential Supporting Partners: Center for Chinese Studies, Center for Japanese Studies, Afro-American and African Studies Department, etc.

Program Structure: Students would be admitted to the BBA program as freshmen, take special interdisciplinary classes in the program designed to address issues of globalization, and select one cultural focus area. Students would be required to work together in small teams comprised of a diverse group of domestic and international students.

Location: Classes specific to the program would be taught in new classrooms located in the new residence hall or in new classroom space created in a nearby existing residence hall. These classrooms would be state-of-the-art with sophisticated voice, data and video technology. The facility would include program-designated offices, conference facilities, fast communication lines, teleconferencing capabilities, and group and individual study space.

Residential Component: Students would live in a residence hall in the Central Campus residential neighborhood for one or two years—together in a group with upper-class student mentors or interspersed among other students in the same residential neighborhood.

PROGRAM CONCEPT: THE ETHICS AND ECONOMICS OF HEALTH CARE DELIVERY

Rationale: The nation is facing a crisis in health care that will impact large segments of the nation's population in the future, if it is not already affecting them today. Many people are not covered by health insurance and those who have coverage are finding that employers are scaling back and placing more of the financial burden on employees. At the same time, the cost of health care is escalating at an ever-increasing pace, and concern is growing around the prospect of a haves and have-nots society in which only the wealthy will have access to advanced drugs and treatments. Internationally, concerns and controversy are compounded by AIDS, poverty, trade restrictions and globalization.

All of these issues, and many others, have ethical and economic dimensions that are worthy of study at the undergraduate level. Every citizen in America—whether they be a health care provider, a public health official, a social worker, a corporate leader, a small business owner, a voter, or simply an individual making personal decisions for members of their family—should be informed about and understand the complexities that affect the quality, affordability and accessibility of healthcare. Because many University of Michigan students go on to become leaders in their fields, our students may eventually find themselves in a position to make critical decisions about the future direction of health care.

The University of Michigan enjoys a singular position of having a hospital, health care providers, an insurance company, and health policy experts. We can use these intellectual resources to shape future leaders in the national effort to address the growing crisis in health care, no matter what their choice of careers.

Potential Primary Partners: Medical School, School of Public Health, Business School, LS&A (Dept. of Economics)

Potential Supporting Partners: Ginsberg Center for Community Service, Law School, School of Public Policy, School of Social Work

Program Structure: Students in the Health Care Program would be admitted as sophomores, major in an existing discipline(s), and take special interdisciplinary classes in the program designed to consider the ethical and economic issues affecting health care issues and related social problems. Courses may be supplemented by special lectures, resident scholars, mentorship

programs, community service activities, UROP projects, and international service opportunities in developing economies.

Location: Classes specific to the program would be taught in new classrooms located in the new residence hall. These classrooms would be state-of-the-art with sophisticated voice, data and video technology. The facility would include program-designated offices, conference facilities, fast communication lines, teleconferencing capabilities, and group and individual study space.

Residential Component: Students would live in the new residence hall for one or two years—together in a group with upperclass student mentors.