

2008-2000 met w/ Richard

- Health wellness

- 2 days week

- Half activity, half nutrition

Students committee

- worked w/ Richard

Activity part

IAP:

Have a list

Functional fitness would be activity

- One of DAPER's instructors

- Rich pick cooking

Pretty hefty \$

- to present well

- just food alone

\$50/ students/class

Provide activity instructor, no equipment

- Goal is half

- Flexibility

- 30 min/2x week minimum

- 30-50 min

②

Student group-led

PE - put together

- ~~all~~ w/ Richard's input

PM Send PE report

Lost staff

Parents of current students

Request for Physical Education Pilot Course

Recommended Course:

Contact:

Email:

Date submitted:

DAPER Mission Statement

The mission of the Department of Athletics, Physical Education and Recreation is to bring students, faculty, and staff together in educational activities that promote healthy lifestyles, enhance a sense of community, foster growth in leadership and teamwork skills, and encourage the pursuit of excellence.

The Mission of the Physical Education Program

The Physical Education Program at MIT seeks to develop physically educated persons while meeting the needs and interests of the MIT community.¹ *Specifically, the mission of the Physical Education Program is to provide learners with the instruction and skills necessary to lead healthy, active lifestyles and to foster both personal growth and a sense of community through physical activity.*

¹ see Content Standards in Physical Education, the National Association for Sport and Physical Education (1995), Appendix A.

Physical Education Learning Outcomes: Upon completion of the General Institute Requirement in Physical Education, the learners will be able to:

1. **Identify the implications and benefits of a physically active lifestyle and apply core concepts of fitness and wellness in their own lives.**
2. **Participate in at least two different self-selected activities while attempting to achieve competency in them.**
3. **Acquire and refine physical skills, contributing to their personal growth.**
4. **Experience the benefits of social interaction through physical activity.**
5. **Demonstrate competency in basic swimming skills by passing the swim test or by completing a beginning swim class.**

Please use the following attached template to address the following points for the Curriculum Committee. Requests are due March 1st for consideration for following academic year. Schedules are solidified for academic year by August 1. All other requests are required a minimum of 2 months prior to the start of the intended quarter and only considered pending availability of resources. Committee review process may take 4 weeks. Classes will be evaluated by Physical Education Curriculum Committee. Student feedback and grades must be submitted into the Physical Education Office no more than 1 week after the completion of the course.

The Department will review course proposals and make a recommendation to the Director of Physical Education. Considerations for pilot course will include but not be limited to:

1. How well the proposal matches the mission and vision of the department.
2. How well the basic criteria have been met.
3. Availability of resources: supervision, facilities, certified instructional staff, equipment, funding etc.
4. Assessment of student interest level.

Upon approval by the Department, the Director shall have the final of determination of whether the course can be offered and the frequency of the offering based on available resources.

Physical Education Pilot Course Application Criteria

1. Course description and prerequisites
2. Hours of formal instruction
3. Hours practicing activity
4. Total hours
5. Anticipated start date
6. Anticipated end date
7. Requested physical education points (justification required if more than 2 are requested)
8. State how first 4 MIT Physical Education objectives will be addressed in class. List as student outcomes.
9. Participants complete 2 page written assignment-2 (to be supplied)
10. Participant complete feedback form (to be supplied)
11. Instructor completes feedback form (to be supplied)
12. Syllabus – list teaching objective and learning outcomes for each day.
13. Describe typical warm up/ cool down that will be used for this activity.
14. Specify what Health and Wellness concepts will be addressed as they relate to the activity such as hydration, nutrition, flexibility, anatomy, stress management, sleep, alcohol education, balance/coordination, outdoor safety skills, basic anatomy, benefits of cardiovascular exercise, resistance training, core training etc.
15. Quantify interest by undergraduate students
16. Quantify interest by graduate students
17. Quantify interest by non-students
18. Course schedule format:
Example: Twelve 40 minute classes that meet twice a week for 6 weeks or 90 minute classes that meet twice a week for 3 weeks during IAP.
19. Class size
20. Facility requirements
21. Equipment needs
22. Proposed class times
23. Possible facility spaces that could accommodate the course.
24. Recommend an instructor (must hold bachelors degree), resume, CPR, FA and with their qualifying certifications, references and demonstrated teaching experience. Physical Education degree equivalent preferred. This person is responsible for review of prerequisites, participant safety, instructor feedback, participant feedback forms, assignments, attendance and grading.
25. List expected instructor pay rate
26. List funding source for equipment, facility space and instructor
27. List other similar activities on campus and how this course will compliment rather than compete or duplicate current programs.
28. If class not located in a DAPER facility, attach facility/instructor emergency action plan including communication to Physical Education Director.
29. Outsourced to Professional Agency: Provide certificate of insurance and list of instructors including types and dates of certifications.
30. Agree to provide Physical Education Director any marketing material for approval a minimum of 2 weeks in advance.

IAP Sample Schedules - six 90 minute sessions in 3 weeks

	Cooking (60 minutes)		Activity (30 min)
	Topics/Themes	Food	
Day 1	Sanitation and Safety v. Budget and Shopping (we could do stations today, one on budget/shopping, the other station on sanitation/safety - we could run them as two 30 - 45 minute presentations) --- 90 minute class today	Safety: Knife safety: cutting with a knife, walking with a knife, handing a knife to someone else; when the stove or oven are hot, how to handle hot dishes... Sanitation: why it is important to wash your hands thoroughly, why you need to clean cutting boards (don't cut raw meat on a wooden cutting board), how can you make sure you do not contaminate your food... Budget: Sample of a weekly or monthly food budget for an MIT student, possibly include typical prices of various food options around campus, provide multiple budgets with a different varying prevalences of cooking and going out and grabbing food to go Shopping: Talk about how to shop smart at the grocery store, shopping in season, show samples of vegetables, fresh ones and ones on their way out, practice knife safety by cutting the vegetables. Serve them with a dip for a simple and healthy snack Salad - show different types of lettuce and discuss each one's benefits (cost, convenience - washed?, nutritional content), various types of fruits, vegetables and protein that could be added. Dressing options. The culmination of various topics today.	Maybe no activity today because it is the introduction class, there is a lot of material to cover
Day 2	Storage (what fruits and vegetables should be refrigerated, how long can food safely be kept - prepared and fresh...) and Menu Mix (balanced plate, 50% fruits and veggies, 25% grain, 25% protein; example meals of what that looks like)	What fruits and vegetables should be refrigerated and which should not, taste test of refrigerated fruits and veggies which way tastes better, looks better, does it matter Create an example of a balanced plate, make the plate using the fruits and vegetables from above	Walking
Day 3	Range Top Techniques	How to steam, pan sear, grill, bake.... foods	Walking
Day 4	Portions and spices (Cook meat and vegetables, spice recommendations for the meats and veggies and various techniques to prepare each - referencing what was covered on Day 3)	Show different cuts of meat and various sizes for a visual, help students understand how much meat they would want to eat (less meat is cheaper and cooks faster, but you want to get enough to eat) Spice recommendations for different types of vegetables and meat, taste test the different meats with the spices to differentiate, and to determine personal favorites	Walking
Day 5	Show and Tell (Ask students to bring in a favorite food that they have prepared as well as a recipe - even if they made it up - students can talk about the food/recipe and then the class can give feedback)		Walking
Day 6	Social Cooking (Talk to students about the logistics of cooking as a group as well as the benefits - let students break into groups and then cook together)		Walking

Cooking @ MIT

Idea Proposal and Evaluation

My comments

Cathy Cao

cjcao@mit.edu

Diandra Drago

ddrago@mit.edu

Neel Hajare

hajare@mit.edu

Michael Plasmeier

theplaz@mit.edu

Amy Zhang

lingyiz@mit.edu

Group Report

15.279 Final Project

Spring 2011



Campus Consulting Company

Prof. Terence Heagney

Campus Consulting Company
84 Massachusetts Avenue, Cambridge, MA 02139

April 13, 2011
Mr. Steven Hall
Chair
Committee on the Undergraduate Program

WTF? Someone different

Dear Mr. Hall:

A month ago, Campus Consulting Company (CCC) suggested the creation of cooking classes at MIT to Committee on the Undergraduate Program (CUP), to which CUP requests a detailed proposal and feasibility analysis of the program. The idea of cooking classes was created to increase student health consciousness and to provide an ~~alternative to the current campus dining plan~~. This report will provide the details of why and how this program runs, as well as evaluation of its value and costs.

word better

singular

scope
associate
costs

To back up our suggestions, CCC gathered data from both students and faculties regarding their opinions on the program. Surveys were sent out to student dorms on both east and west campus; interviews were conducted with the Committee on Curricula (CoC) regarding the establishment of classes, Director of Physical Education regarding the possibility attaching PE credit to the program, and Director of the Campus Facilities Complex regarding the utilization of corresponding public space.

no

was this done

This report proposes ~~more than one~~ solution to every aspect of the program, whether it's staffing, curriculum, location or PE credit, providing CUP with multiple options to choose from. The practicality of each solution is also evaluated, with help from student and faculty opinions. Finally, we also accounted for practical concerns such as cost and resources, providing a holistic view on the program.

bad idea

The idea of cooking classes is a creative solution to both student health and dissatisfaction with the dining plan. Although the sizes and expenses of the program may vary, as our proposal finds, the program itself has proven to be feasible.

single objective

As an objective student consulting group, our goal is to provide as much information as possible to help CUP make the best decision. Therefore, if you have any additional questions, please email us at ccc@mit.edu.

did register?

Finally, Campus Consulting Company would like to thank you for the opportunity to work with the MIT Committee on the Undergraduate Program.

Sincerely,

Amy Zhang, Partner
Campus Consulting Company

Executive Summary

Purpose

The purpose of this report is to analyze the possibility of piloting a campus-wide cooking class at MIT.

Background

In order to assess the benefits, the paper will address student interest, staff support, possible locations, and deployment.

Research

To observe student interest, a survey was sent out. In addition, for staff support, many interviews will be conducted. Questions to consider involve where the cooking class should be located, how often the class should be held, and what would the potentially cost of each class be.

PGT CEC

Table of Contents

Letter of Transmittal.....	Error! Bookmark not defined.
Executive Summary.....	3
Introduction	5
Student Interest.....	6
Staffing.....	13
Curriculum.....	14
Location.....	15
Considerations	15
Alternative Locations	16
PE Credit	200
Deployment	Error! Bookmark not defined.1
Cost.....	Error! Bookmark not defined.
Location.....	Error! Bookmark not defined.
Time.....	Error! Bookmark not defined.
Conclusion.....	22
Appendix A: East Campus Cooking Class Advertisement.....	23
Appendix B: Survey	244

Introduction

He

Over the past few years, MIT has sought to help students eat well so that they can perform their best in class. In order to achieve that goal, MIT has moved to implement a meal plan in five of the dormitories. However, much remains to be done to help achieve that goal.

First, the meal plan does little to help students become self-sufficient after graduating from MIT. In addition, current efforts have largely bypassed those who live in dorms that cook for themselves.

Students recognize this fact, and are clamoring for a program. Of the 246 people who responded to our survey, 86% of respondents said that they would be interested in a program.

There is currently a program at East Campus taught by Victoria Davenport, a Senior Administrative Assistant. (response from program)

Dean for Student Life Chris Colombo has acknowledged that more can be done to help students eat well, particularly at cook-for-yourself dorms. Henry Humphries, Senior Associate Dean for Residential Life and Dining and Director of Dining Richard Berlin, have shown interest in a cooking class program.

We realized that such a program will represent a substantial investment to MIT. While MIT has made these types of investments in the past, we felt that a test program should be established in order to plan for a more permanent program. This test program would help MIT test different models before committing to a full-time facility.

Review TOC

Include alt

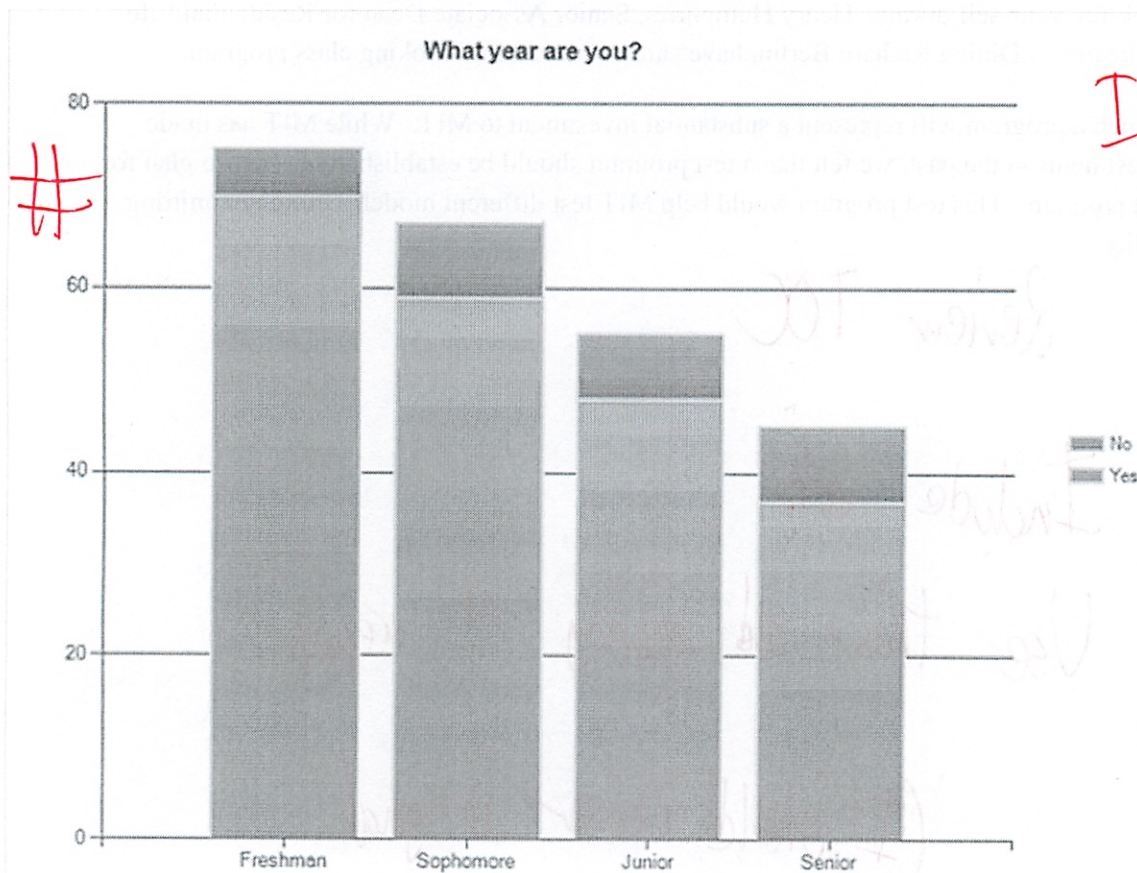
Use this as begining of report

(I should review original)

Student Interest

In order to gather information about cooking class interest on campus, we conducted a survey. After analyzing the results we obtained in the survey, it is clear that many people would support a cooking class. 246 people completed the survey. Of these, 88.6% answered "yes" to "Would you be interested in a cooking class?" Of those who answered "no", the most popular reason was "no time". Therefore, it would be necessary to stress that the cooking class would teach students to make dishes that take very little time. In addition, offering PE credit is a very popular option. 80.1% of those surveyed said they would be interested if offered PE credit.

As the grade level increased from freshmen to seniors, fewer students became interested in the cooking class program. Of those interested, 31.0% were freshman, 27.7% were sophomores, 22.7% were juniors, and 18.6% were seniors. In Graph 1, it can be seen that as the grades increased, interest in the cooking class decreased, but not by much, from 93.3% to 82.2%. In other words, 93.3% of the 31.0% freshmen surveyed would be interested, and this decreased to 82.2% of the 18.6% of seniors.

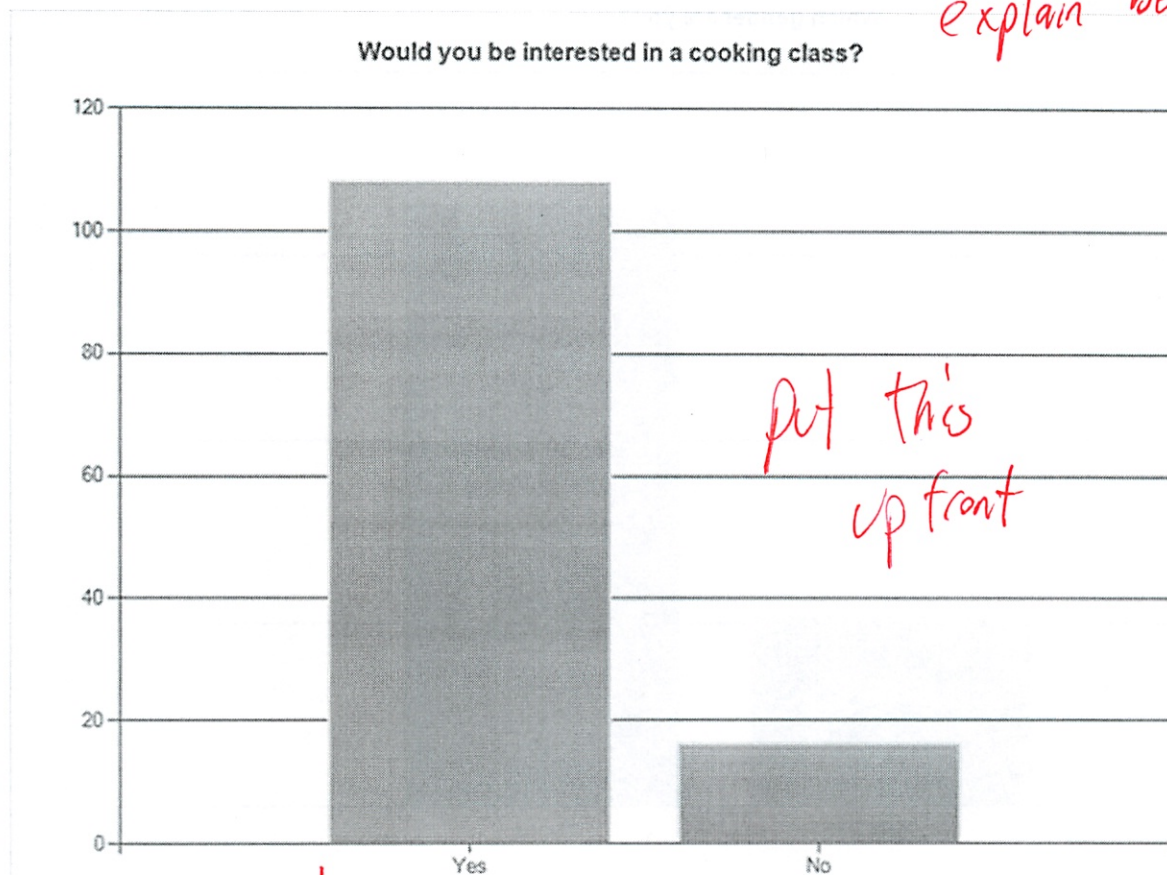


Graph 1. Cross-tab Analysis of Interest vs. Undergraduate Year.

No this is # survey respondents!
"No" box not getting much bigger

Cooking @ MIT: Idea Proposal and Evaluation

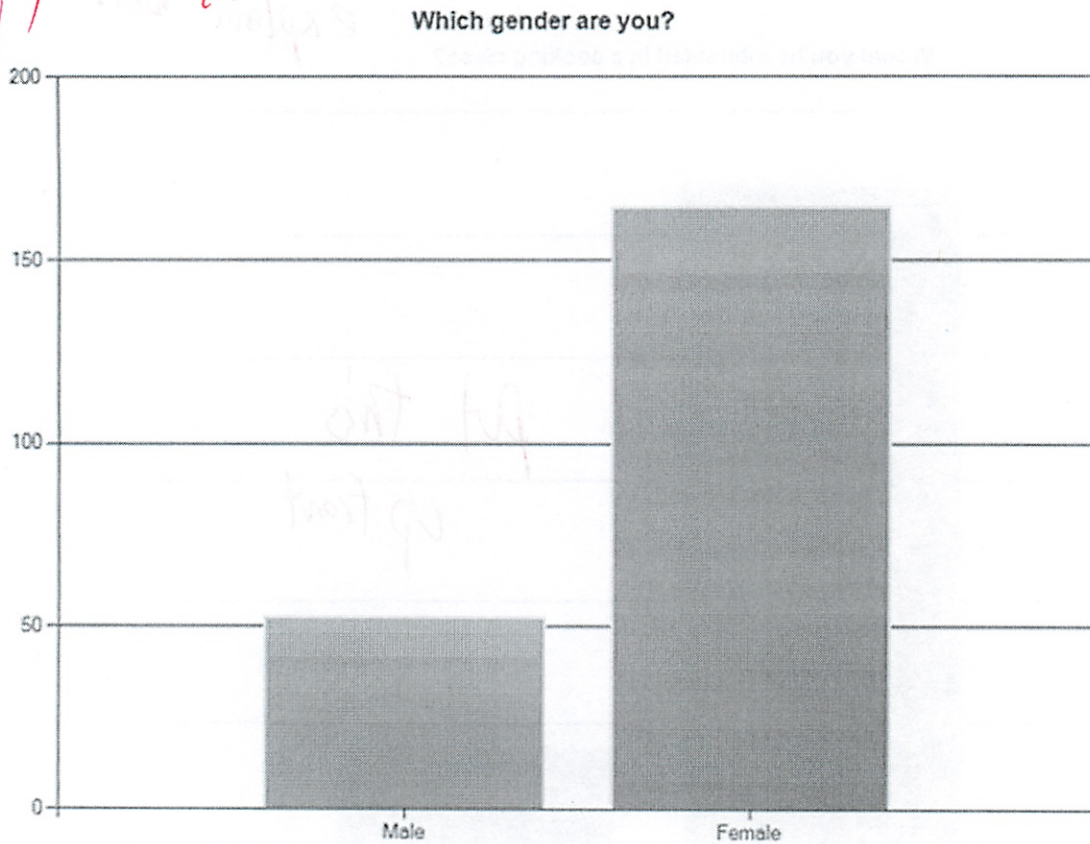
Upperclassmen probably have less time to cook. In addition, they have completed more PE requirements. 50.2% of those interested said they already completed their PE requirements. However, 87.1% of those who completed their PE requirements would still be interested in taking this course.



Graph 2. Interest Level in Students Who Have Completed Their PE Requirements

Of the seniors who responded to the survey, 82.2% said they would be interested in a cooking class, and 75.6% would be interested if they received PE credit. Therefore, even though the seniors have the least amount of interest out of the four grades, they are still very supportive of the program.

In addition, *of the people who responded* 77.1% females and 22.9% males *would be* interested in the cooking class, as shown in Graph 3.



Graph 3. Female vs. Male Interest in Cooking Class

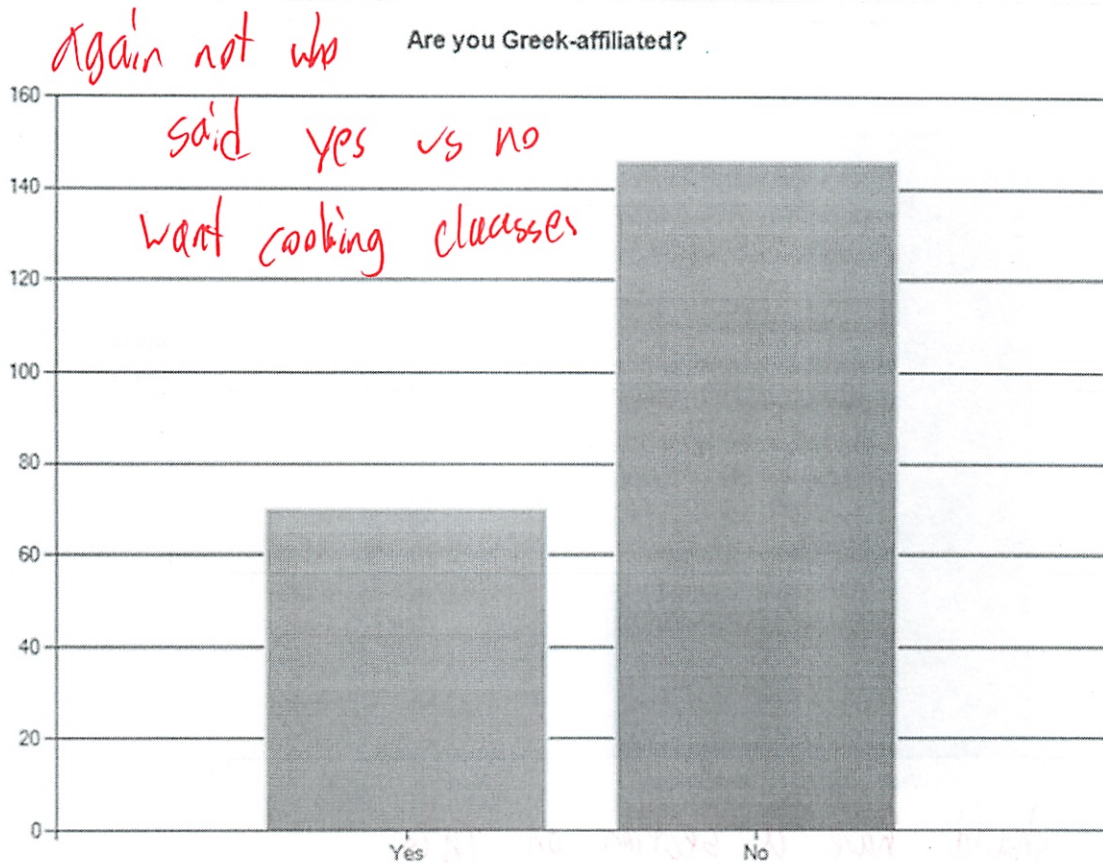
*This is not what we are looking at
77% of respondents ^{who} did survey were female*

*You made it sound like ~~the~~ 22%
of male respondents said ~~no~~ yes
which is not true!!!*

Cooking @ MIT: Idea Proposal and Evaluation

Survey respondents

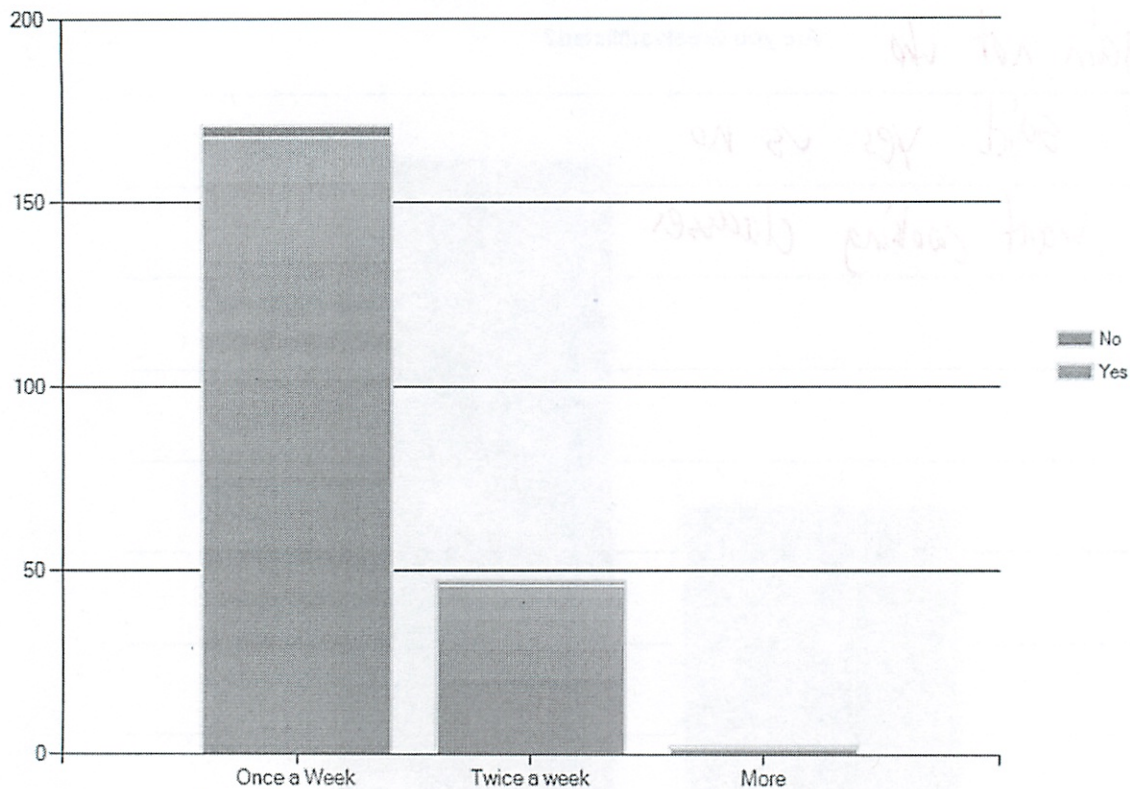
69.8% of those who are interested are not Greek-affiliated, as seen in Graph 4. This could be because many Greek programs have a cooking rotation program which exposes students to those skills.



Graph 4. Greek-affiliated vs. Non-Greek Affiliated Interest in Cooking Class

I don't
eat and probably do not want to eat at their dining hall every day.
but this reason
The dorm most interested in the cooking course was Next House with 13.9%. Because Next House is so far from the rest of campus, the residents are probably less willing to go to other dorms' dining halls to eat and probably do not want to eat at their dining hall every day. Of those who are interested in the cooking class, 77.8% believe the class should be held once a week. 94.2% said they would take this course during IAP. Graph 5 clearly shows that this class should not be held too often.

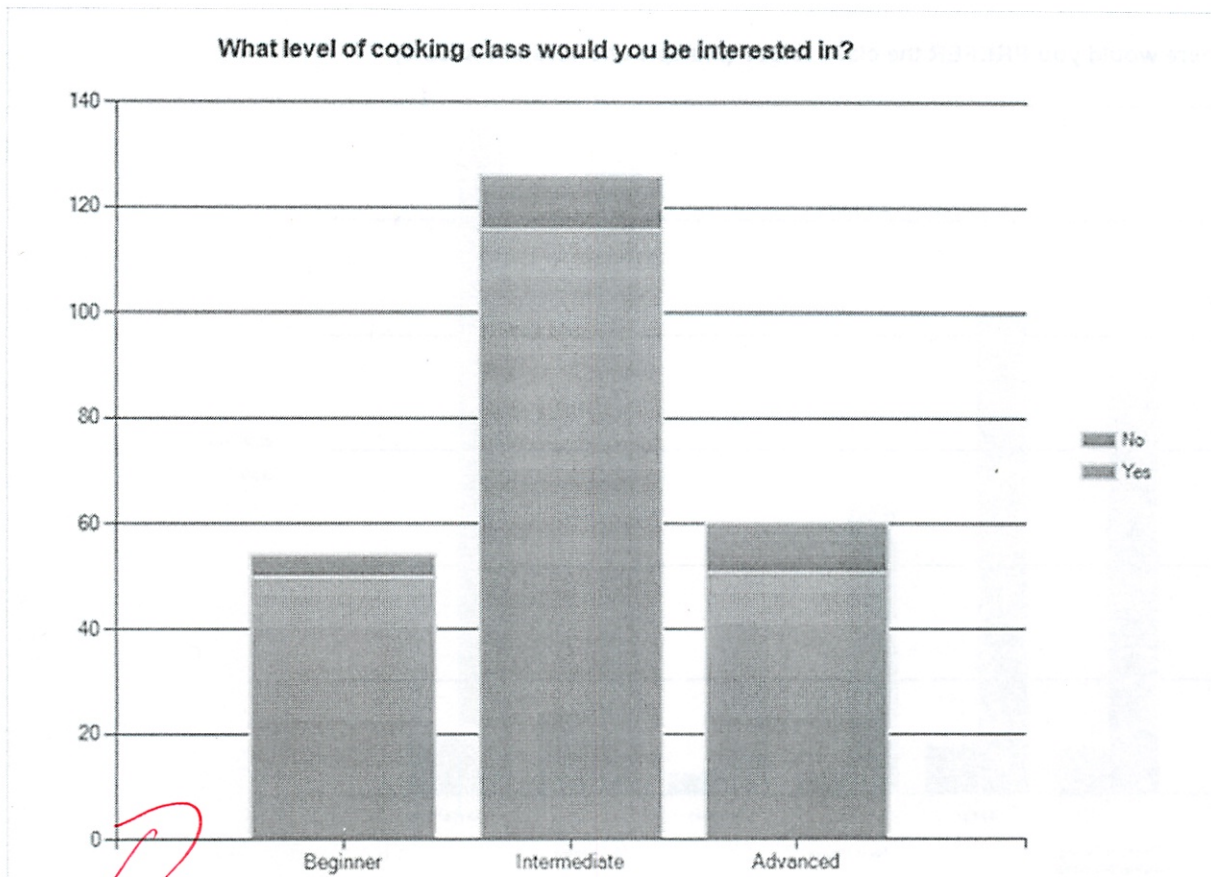
If you answered yes to Question 7, how often do you think the cooking class should be held?



We should have a section on this

Graph 5. How Often Should the Class be held?

When asked if the interested participants cooked, the majority lied between sometimes and very often. 52.3% would be interested in intermediate-level cooking courses. The others are evenly split between beginner and advanced courses. There should probably be more intermediate courses available, as shown in Graph 6.



Graph 6. Interest in Level of Cooking Class

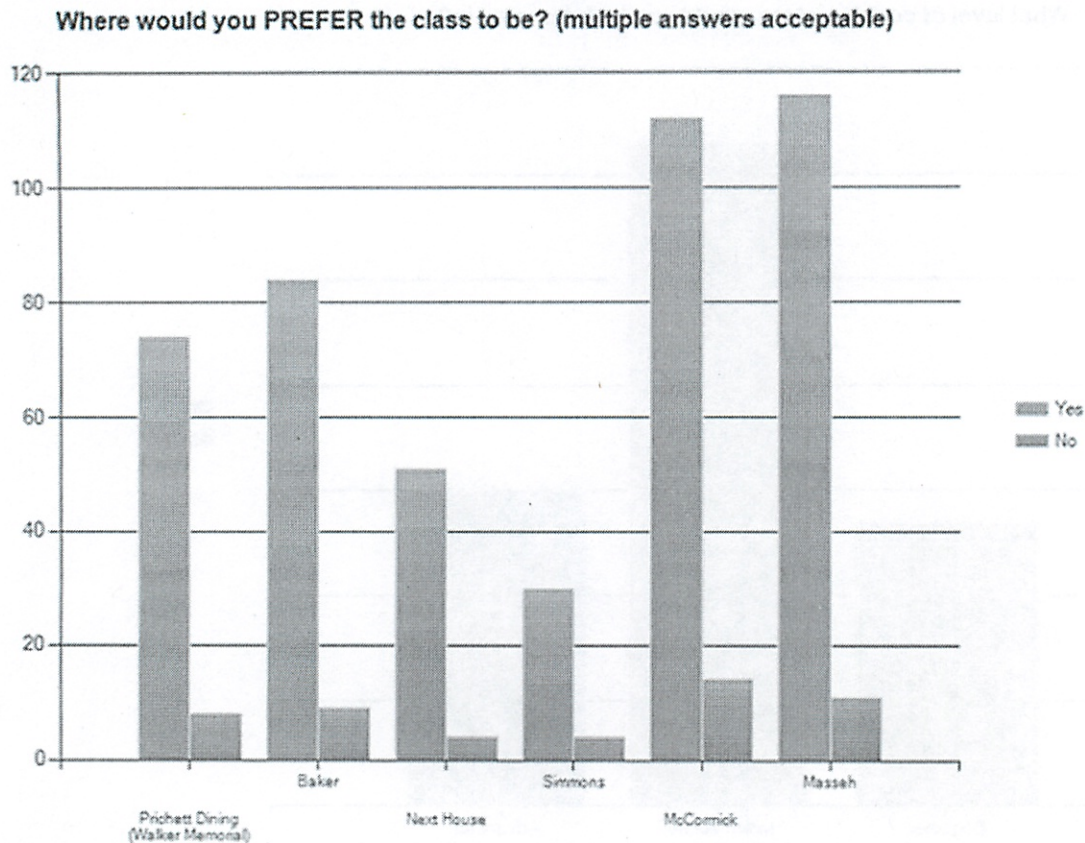
Size of fee

Even if the course were required a fee, 83.5% of the students would be willing to pay. They understand that this would be fair because they would be allowed to eat the meals after. Regarding the location, as shown in Graph 7, most people preferred that the course be held in McCormick, Masseh, or somewhere else central to campus.

Why back to location

perhaps leave location to location

this to curriculum



Graph 7. Preferred Location of Cooking Class.

This section should just
establish interest level.

Subtopics should move to their
respective sections.

Staffing

There are multiple options for the teaching position of the cooking classes.

1. Hire professional chefs or culinary instructors as part-time teachers. This strategy would work especially well for professionals who have on-and-off days, or if students prefer a time in the evening or on non-work days. Similar systems have proven to be successful with the MIT PE instructors.
2. Bring the chefs currently on campus, whether in dining halls or school cafes. This approach might enable us to collaborate with the MIT Committee on Dining to reach a low-cost, highly efficient agreement. *Can't Vol may not do*
3. Depending on student interest, we could also hire student volunteers. There are many talented student cooks on campus who would be more than willing to share their knowledge and skills. Their participation could potentially increase further if they get paid.
4. Invite specific chefs from local restaurants based on student requests. For example, students who enjoy food from Thailand Café might have particular requests about how to make one or two dishes. This way, the students get to sample a wide range of cuisines and focus on their favorite dishes; meanwhile the restaurants increase their publicity and popularity among students.

Rec for something

Bon App has expressed interest

Curriculum

Beg, int, advanced section graph

The content of the proposed cooking classes depends highly on student preference, which could be determined by survey instruments and field interviews.

In general, the dishes taught should be within the limitations of the available kitchenware in student dorms. This ensures the students can actually apply what they learned in class to daily cooking. The basic level classes will focus on dishes that are relatively simple to make. The materials required should also be easily collectable. At a medium level, students may request specific food types and cuisines, increasing the possible variety of dishes.

In the case where PE credit is associated with the cooking class, the content will focus more on health-conscious food. The goal is teach students about the health benefits of the ingredients and nutrients as they are cooking, and to increase their overall knowledge of food and nutrition. The class should also break the myth that healthy equals tasteless, and introduce other healthy options such as fruit smoothies or whole-wheat pasta.

Finally, if enough students have intentions of further pursuing the art of cooking, we could work with MIT to create an official and professional class similar to those offered by culinary schools. Given the cross-registration available with Harvard and Wellesley, this class could host students from all three populations.

More

- cleaning

- food safety

- cleaning

- safe serve

- time + temp

Location

Through the use of survey data, an approximate number of students interested in a cooking class has been determined, as well as relevant information such as their current housing placement, their year, whether they are affiliated with a Greek organization, and the status of the physical education requirements. While these numbers are only rough estimates, an initially interested 217 students out of 245 survey takers leads to many considerations regarding the location of a cooking class and the implementation of the class itself.

Since this class is the pilot version of a permanently established class in the future, there is flexibility to try different approaches without large expenditures. Through the location of this pilot class, we hope to answer a number of questions that will help us make the best possible decisions with regard to a permanent class.

The biggest location considerations are the following: accessibility to students; permanence; availability; current use patterns; and size.

Considerations

) what order is this in?

Accessibility to students

relative to what? put graphs here

The chosen location must be accessible to the students that are interested in the program. According to Graph 1, 126 and 128 students desired a cooking class to be held in McCormick or Maseeh Hall, respectively. There are more survey takers preferring these locations that live in other locations as compared with those that do live in either McCormick or the Phoenix Group (future residents of Maseeh), which erases some of the bias of residents. With this data and through additional comments, we generally see the desire for the class to be held in a central location to campus. With the question on the survey of where to hold the class, there are a number of confounding variables, such as student judgment of the quality of the facility as opposed to strict distance alone. This is why there are a large number of students that prefer Pritchett, despite 86% of survey takers not living in a dormitory near the facility. However, even with dormitories with industrial kitchens, those that were on the outskirts of campus received few votes, such as Simmons with 34 votes and Next House with 55 votes.

Permanence

While this may be an odd thing to consider on an established campus, it is necessary to note that renovations occur over time, and we would not want to pilot a class in a location that we could not potentially consider for a permanent class. We will look at the most popular options which are Maseeh, McCormick, Baker, and Pritchett. McCormick and Baker are both established dormitories that were built in the more recent decades of MIT, and will be unlikely to undergo major renovations that would affect a permanent class in the future. Maseeh is a brand new dorm opening in Fall 2011, so renovations of a large kind are highly unlikely. In the case of Pritchett, however, which is inside the Walker Memorial Building, a large renovation is currently being discussed for the following year. This a compelling reason to not pilot the class in this location despite its relatively appropriate facility, because it will be unlikely to exist

in the future (Walker is talked about being renovated as a performing arts center). However, it would not hurt to take part in the discussions of the future of Walker Memorial, in the case that the class can be part of the considerations on whether to renovate all parts of Walker.

Availability

Although details for the pilot class of not finalized, timing is an important consideration. The location we choose must be appropriate for the audiences we are targeting. Since the most popular options are all dormitories, we must take note of limitations. The industrial kitchens in McCormick and Baker are on a similar use schedule: they would be unavailable during dinner hours Sunday-Thursday, and probably a few hours before due to dinnertime preparation. In the case of Maseeh, which will serve breakfast, lunch, and dinner, the industrial kitchen would not be available at all Sunday-Thursday, except perhaps during the late evening hours. According to the data in Graph 2, 78% of students are in favor of a class that meets once a week, and a Friday or Saturday class would be a possibility given current constraints on the preferred locations.

No weekend not available next year

Current Use Patterns

Student country kitchens in those dorms?

While this is not an issue in the above mentioned locations, as the industrial kitchens have no official use after dining hours, it would be an issue when considering other locations not asked about in this survey. Whether or not other students or student groups use the space on a daily or event based basis would need to be a consideration for a consistent class, as there is a possibility of displacing these groups.

Size

89% of the students taking this survey are in favor of a campus wide cooking class-this is over 215 students. While this is not necessarily the number of students that would actually show up for such a class, it illustrates that there is significant interest. There will never be a space this large, and the space limitations of the final location chosen will limit the number of students that can actually attend. Maseeh, having the only industrial kitchen that will be serving breakfast, lunch, and dinner, is likely to have the largest capacity for a pilot cooking class. McCormick and Baker will large, but smaller, given the fact that the dorms themselves are smaller and they are only serving one meal each day.

Size allows more students to participate

Alternative Locations

Other alternative locations that were not options in the survey include a space in the student center and dormitory floor kitchens (not industrial kitchens). Dormitory floor kitchens would face competition from the residents of that dormitory that may be trying to use that kitchen, but there is much more overall freedom in their availability. The other option would be a minor renovation to a student center space, in which we specifically recommend the Coffee House Lounge (not in use as an actual coffee house).

Oh mention earlier

Coffee House Lounge

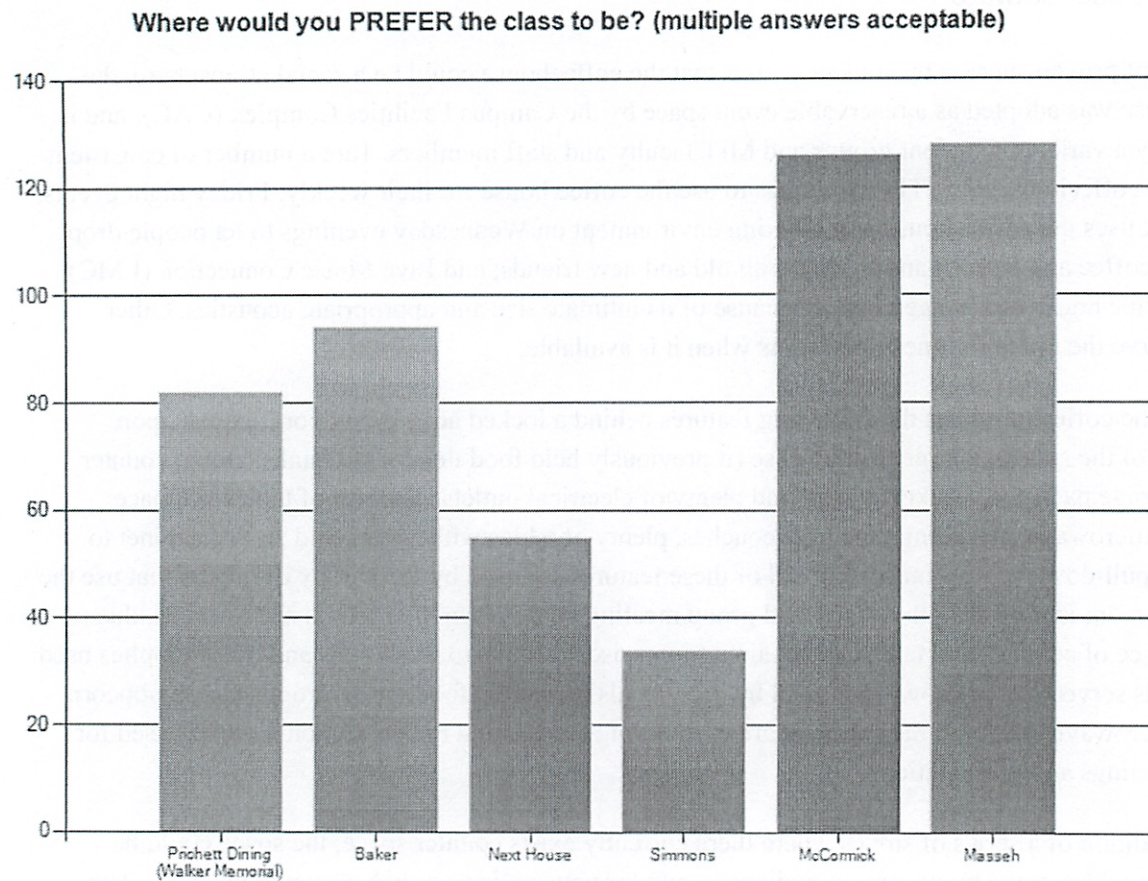
As a result of proven success by student groups that the coffeehouse could be a social atmosphere, the Coffee House was adopted as a reservable event space by the Campus Facilities Complex (CAC), and is now used by a variety of student groups and MIT faculty and staff members. There are a number of consistent users of the coffeehouse. SaveTFP continues to use the coffee house for their weekly, Friday night events; Coffee Talk uses the coffee house as a relaxing environment on Wednesday evenings to let people drop by for free coffee and biscotti and to chat with old and new friends; and Live Music Connection (LMC) uses the coffee house as a concert space because of its intimate size and appropriate acoustics. Other groups reserve the space for one-time events when it is available.

Currently, the coffeehouse has the following features behind a locked accordion door (opened upon reservation of the space): a large display case (it previously held food items), two sinks, ample counter space, a storage pantry, a speaker system and plenty of electrical outlets. The rest of the event space includes a microwave, a vending machine, couches, plenty of tables with chairs, and an AV cabinet to control the pull-down projection screen. All of these features are used by the variety of groups that use the space – the room is used as both a study and group meeting space when the room is not reserved, due to the abundance of couches and tables and chairs; groups use the sinks to wash cups and other supplies used when food is served; the microwave is used by individuals to heat up food, or by groups to pop popcorn or serve microwaveable food; the speakers are used during events; and the projection screen is used for movie screenings and presentations.

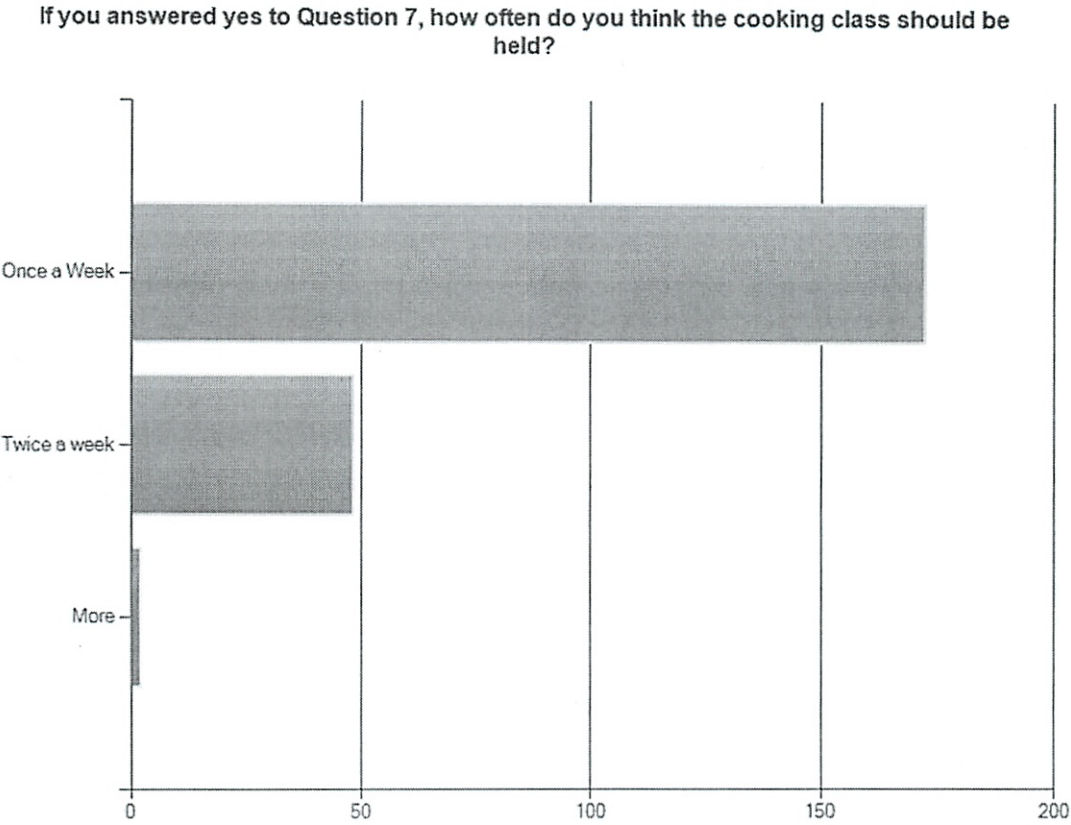
With the addition of a series of stoves where there currently exists counter space, the space could be modified for wider usage by its current audiences, and for new audiences such as a cooking class. The stove tops would still serve as space for existing groups, but open up new opportunities for the space to be used for cooking classes of increased frequency over time, or for student groups.

How about the whole scale replacement of space?

You can say that it is not recommended



Graph 1. Preferred Locations on Campus for a Cooking Class to be Held



Graph 2. Frequency of Cooking Class

PE Credit

This section is pending a conversation with Carrie Sampson Moore on 4/14/2011.

Cost

Free instructors - volunteer?

Amazon Cook set 'section just silly

Heagney wants benefit

- I think mostly edu

- Not \$ saving

Who pays?

- This is separate section, kinda

- We have partial info

- Since kinda need report to fund raise

Conclusion

We believe that there exists sufficient interest in a cooking class, that a program be piloted at MIT. Furthermore, we believe that the program is feasible at many different levels. There is a tradeoff between the formality of the program and the required investment. Many other programs at MIT have a dedicated space and instructor/maintainer. These programs have built up a deep history at MIT and have served many students while they were here. We see that potential for a cooking class as well.

Despite the overwhelming interest, however, we believe that a test program be established first before significant investments are made. This test program could be run at different staffing levels and in different locations.

Need rec.

Will talk Mom.

Appendix A: East Campus Cooking Class Advertisement

As in the past, it's a six-week class that will teach you the basics of cooking. It's taught by Victoria Davenport, Dean Colombo's Senior Administrative Assistant and a former professional chef. She focuses on meals that are cheap and quick to make, and also teaches how to shop for food, how to examine produce, and general cooking principals.

The class is happy to accept those with food allergies and vegetarians, but unfortunately the class cannot be adapted for vegans.

The class will run Wednesday nights: 6-7pm April 6, and 6-8pm April 13, 20, 27, and May 4, 11. It will be held in one of the EC kitchens.

You will be given a list of ingredients for each week (except the first week), and you will be responsible for shopping for these ingredients and bringing them to class. You are responsible for paying for food, but it will be partially subsidized by [EC] DiningComm, so the cost will be no more than \$5 per week, and possibly lower.

Appendix B: Survey

1. Which gender are you?

- ☒ Male
- ☐ Female

2. What year are you?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

3. Are you Greek-affiliated?

- ☐ Yes
- ☐ No

4. Where do you live?

- Baker
- Bexley
- Burton Connor
- East Campus
- MacGregor
- McCormick
- New House
- Next House
- Random Hall
- Senior House
- Simmons Hall
- FSILG
- Off-Campus

5. Which club(s) are you in (if any)?

6. Would you be interested in a cooking class?

- ☐ Yes
- ☐ No

7. If no, why not?

8. If you answered yes to Question 7, how often do you think the cooking class should be held?

- ☐ Once a Week
- ☐ Twice a week
- ☐ More

9. Would you want to take this class during IAP?

- ☐ Yes
- ☐ No

10. Would you be interested in the class if you received PE credit?

- ☐ Yes
- ☐ No

11. Have you completed your PE requirements?

- ☐ Yes
- ☐ No

12. Do you cook?

Never

Sometimes

Very Often



13. What level of cooking class would you be interested in?

- ☐ Beginner
- ☐ Intermediate
- ☐ Advanced

14. Would you be willing to pay for a materials fee (given that you get to eat the food after class)?

- ☐ Yes
- ☐ No

15. Where would you PREFER the class to be? (multiple answers acceptable)

- ☐ Prichett Dining (Walker Memorial)
- ☐ Baker
- ☐ Next House
- ☐ Simmons
- ☐ McCormick
- ☐ Masseh

Other (please specify)

16. Please provide any additional comments:

A large empty rectangular box for providing additional comments. It has a thin black border. On the right side, there is a small vertical scroll bar with a triangular arrow pointing up and another pointing down. On the bottom left corner, there is a small square icon with a left-pointing arrow.

P-Set 4 and 5

$$2/2 + 2/2 = 4/4$$
 4/26/2011

Scope

Good

This team project started off poorly. We spent all of the in-class time arguing about scope. I think that one other team member had strong personal feelings about the project we were doing. I believe that this person was not willing to write stuff in the report that they were not comfortable with personally. I tried to remind this person that we were just writing a report for the purposes to write a report, and that the recommendations did not need to reflect his or her actual beliefs. In addition, I had to remind that person that we could cover something in the report and say that it was not recommended. The other 3 group members were largely apathetic through all this.

Good to recognize it.

I think I may have slipped up and brought my personal feelings into the report. As a result, throughout the rest of the process I aggressively tried to separate the project from real life. I think this confused some of the administrators I talked to. I had previously been working with another girl from the Undergrad Association Committee on Student Life. Because this was a class report, I sought to meet the requirements of the project (having a letter of transmittal, etc) as opposed to trying to target the report to real life. I think that these dual goals messed me up. The rest of the team was not affected as much I feel.

Organization

Our first organizational plan was centered on next steps: I was assigned to talking with administrators; someone else was in charge of a survey, etc. However, at some point as we started to put the paper together, I realized that it would be better to organize around sub-topics: location, time, curriculum, PE credit. I emailed out but some of my group members did not snap up on a section. In addition, old vestiges of the old organization scheme were visible in the draft paper. For example, all of the survey data was analyzed in one section, rather than in a central section.

This only got fixed as I pushed people to snap up sections. I realize now that sections were very uneven – largely proportional to how willing people were to take on additional work. One group member slunk out of doing anything more than a very small section.

Draft

We, myself included, did very little in the first few weeks of the project. I personally treated the project as low priority. We did not meet at all or talk over those weeks. I did schedule meetings with administrators, but I missed one from Carrie Moore about PE credit. This caused me to not be able to complete the section in time for the draft.

On 4/8, I realized that we needed to get the draft done – and we had barely started! I took charge by sending to following email to the team

the following

I just realized this is due next week. We need to bang this out sometime. This weekend is bad (CPW), but we need to set aside several hrs this week to put this together!!! Is everyone clear what section you are working on???? Do you know what needs to be done to complete this?

P-Set 4 and 5

Because it was CPW weekend, I had very little time to work on the paper. I ended up getting into the role of being the organizer for the paper. I emailed each person for their sections. I asked for them 10PM the day before it was due, but because of other homework, I started working at around 12AM. I got the whole team to get on Google Chat while I copy and pasted, without reading, the sections together. I then put in an intro and a conclusion in. One group member still did not have their section in by 2AM, so I sent them the report and told them to put their section in and print and bring the paper to class.

I was very surprised by the grade we got on the draft for having put the thing together on the last day.

Revising and Meeting

After getting the draft back, I continued my self-appointed role as project leader. I took the graded draft home to scan. I also pushed for a group meeting. When no one wrote back confirming a meeting, I just scheduled one. I also went through the draft with a red pen and made comments on everyone's sections, and scanned and sent this out as well. I made it clear that I thought we could improve the report and I mentioned the meeting several times.

I am really proud of how I led the team meeting. I continued my role as project manager when I subconsciously took a seat at the head of the table. I started by going over your and my edits to each person's section. I made it clear how I thought each section could be improved. I then focused on the major recommendation that was provided on the draft: have a recommendation. I then guided the group's discussion of a recommendation for each section. I tried and succeeded to build consensus by having the group member responsible for each section come up with a recommendation. I then asked everyone if they agreed. The group members also asked me for clarification on my handwriting.

A dining event was going on at the same time. As Richard Berlin, director of campus dining, was leaving, I grabbed him and asked him to talk to our group for a few minutes. One of our group members got his/her question answered and another heard useful information to add. The meeting ended when Tom Gearty, Special Assistant to the Dean of Student Life walked in the room and announced that left over snacks were available. This caused our group to disperse, ending the meeting with Richard. I sent Tom a nice email that I did not appreciate this – I am sure he did not realize, but I wanted to let him know. I also did it to "rebalance" our relationship (Tom and I have spoken many times in the past few months and I think we generally have a good professional relationship)

Final Project

4/28/2011

So it is 1am the day before this project is due and I am waiting for 2 of my group members to write in. I have not heard from them since our meeting ended at 7pm. One group member said he was going to stay in the conference room till he or she finished his/her section. I doubt that now, since I don't see work from him.

P-Set 4 and 5

I've spent the last few hours integrating sections people have been sending me. I particular I had to re-write two sections almost from scratch. One of my team members is really hyper and upbeat when presenting information, but unfortunately does not share the same enthusiasm for presenting factual information. The information gets fairly nuanced, but you have to present it accurately. For example, one person we spoke wanted to offer cooking classes of their own. Although I told them about our program, they did not say that they were willing to staff our program. This distinction needs to be made clear. Often it is made clear subtly: "the company supports a cooking class", and not "they will do our cooking class."

In addition, I had to fix a far more serious problem: our stats were wrong. I had told the person who put the stats together this, but that person only made minor changes when he/she resubmitted his/her section to me. For example, this person wrote "77.1% females and 22.9% males would be interested in the cooking class." Despite me pointing out to him/her that this was incorrect (see appendix A), the text was resubmitted as is. These numbers are actually saying that 77% of our respondents were female! Now one could argue that only people who support the program submit the survey, but this should be explained. In addition, one should actually look at the claim that the original group member was trying to make. I asked him/her for the survey website password and I did my own data diving. This is the chart:

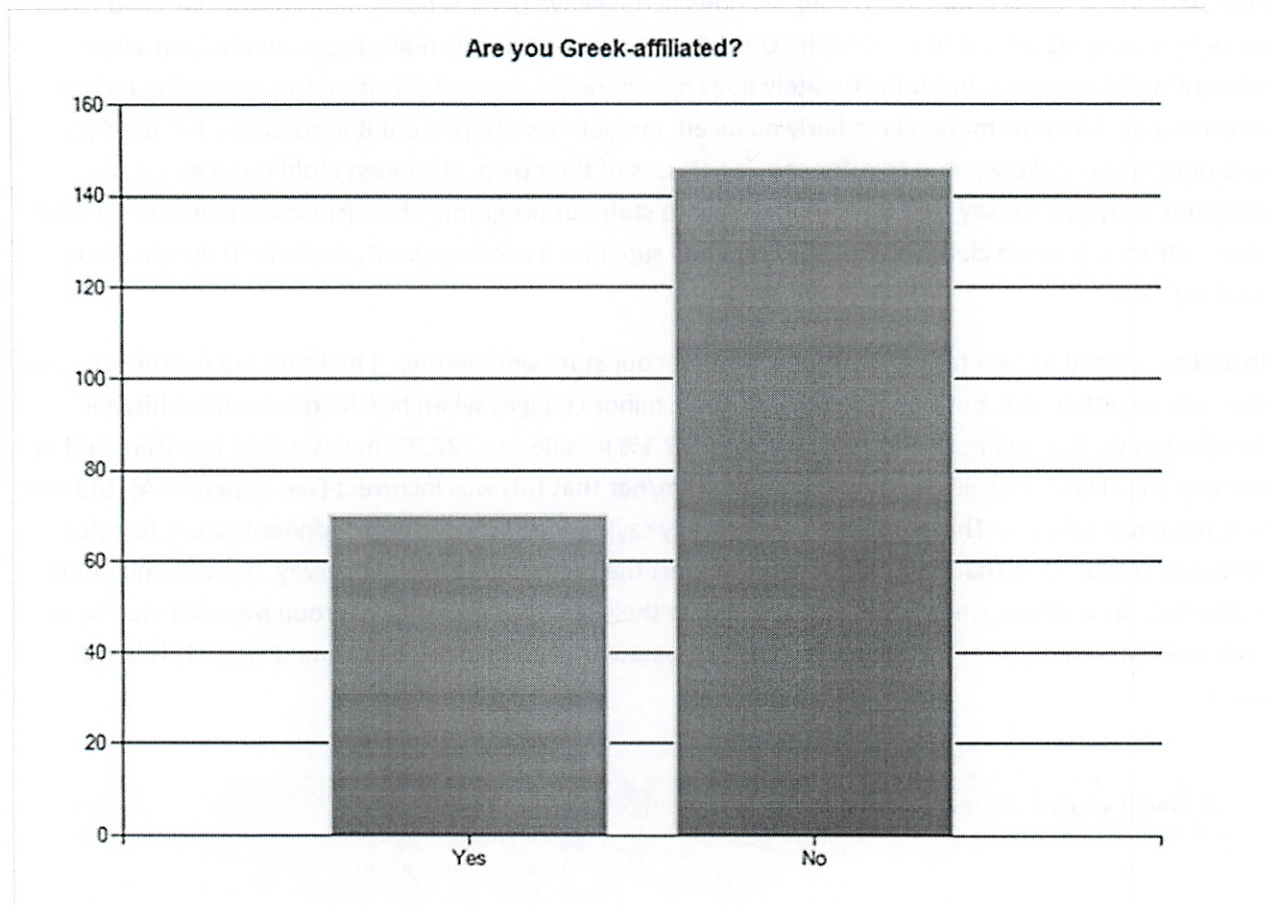
AAA!
Now I
know
what you
were
talking
about.

6. Would you be interested in a cooking class?			
	Which gender are you?		Response Totals
	Male	Female	
Yes	93.1% (54)	87.2% (164)	88.6% (218)
No	6.9% (4)	12.8% (24)	11.4% (28)
answered question	58	188	246
		skipped question	1

Of the men that responded, men are actually more favorable to the project percentage wise!

The problem also repeated itself in the Greek data. This is the original graph. One would have to look at the caption to see that this was only the people interested in cooking classes. The author concluded "69.8% of those who are interested are not Greek-affiliated, as seen in Graph 4. This could be because many Greek programs have a cooking rotation program which exposes students to those skills." However there are more non-greek people at MIT, and we sent the survey to mostly non-greek people. So all this graph tells us is that most people at MIT are non-greek!

P-Set 4 and 5

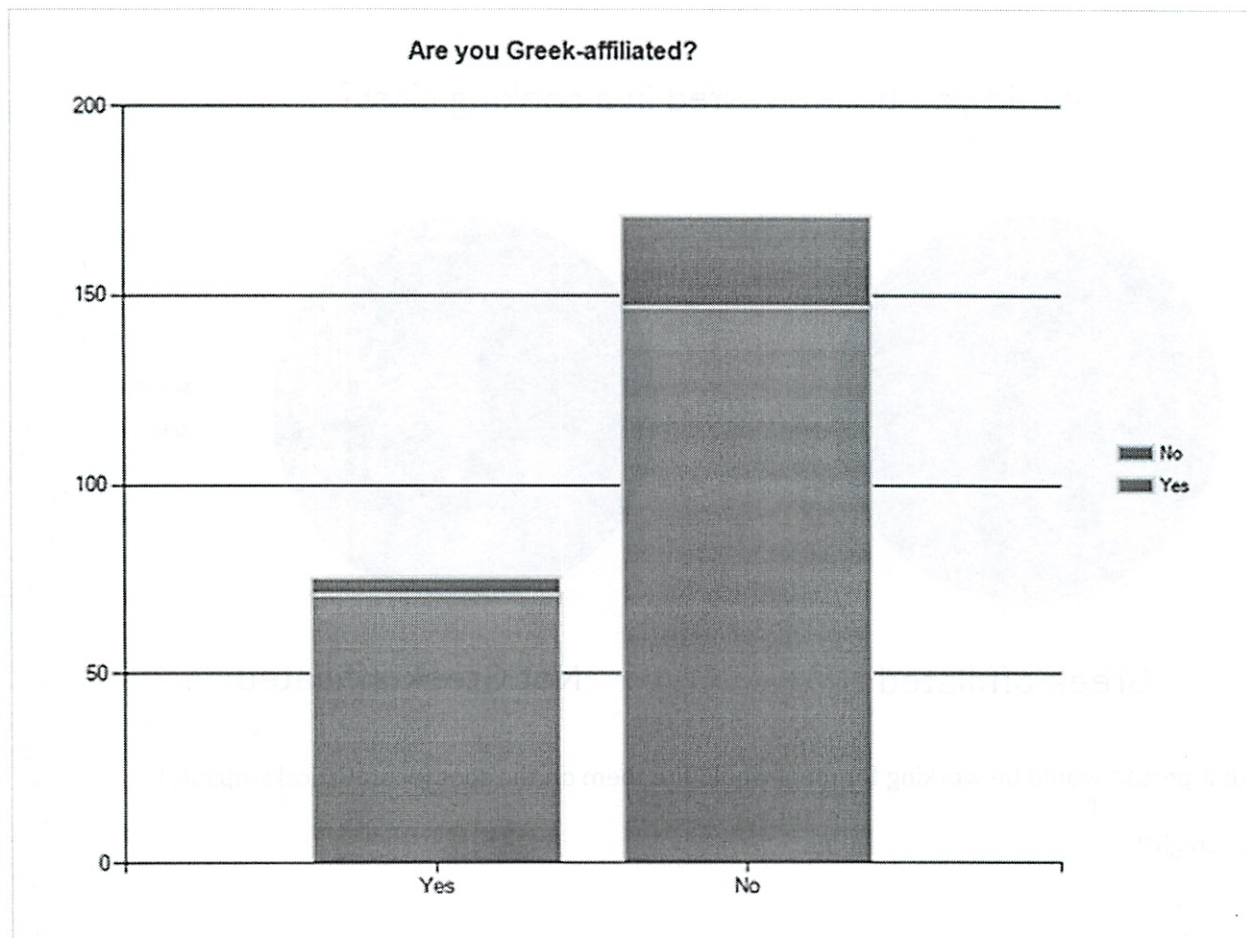


Graph 4. Greek-affiliated vs. Non-Greek Affiliated Interest in Cooking Class

I pointed this out as well. The person's new graph at least tried to show how many people who responded were interested in a cooking class. However the author's analysis was still wrong (but longer)

"69.8% of those who are interested are not Greek-affiliated, as seen in Graph 4. This is likely because the Greek houses have a chef who cooks dinner every night. These houses include 4/6 of the sororities, and probably includes about 22/25 fraternities. Almost every affiliated non-freshman male lives at his fraternity house and most freshmen boys spend every day there. For the sororities, not as many sisters live in the house, but they are allowed to go there for dinner whenever they want to. There is a high interest for non-Greeks because they have to fend for themselves in terms of food. Some of the fraternities even provide lunch every day, and all houses have staple breakfast and lunch foods like cereal, eggs, milk, yogurt, bread, cold cuts, etc. This is also probably why more females are interested in the program than males, as shown in Graph 3."

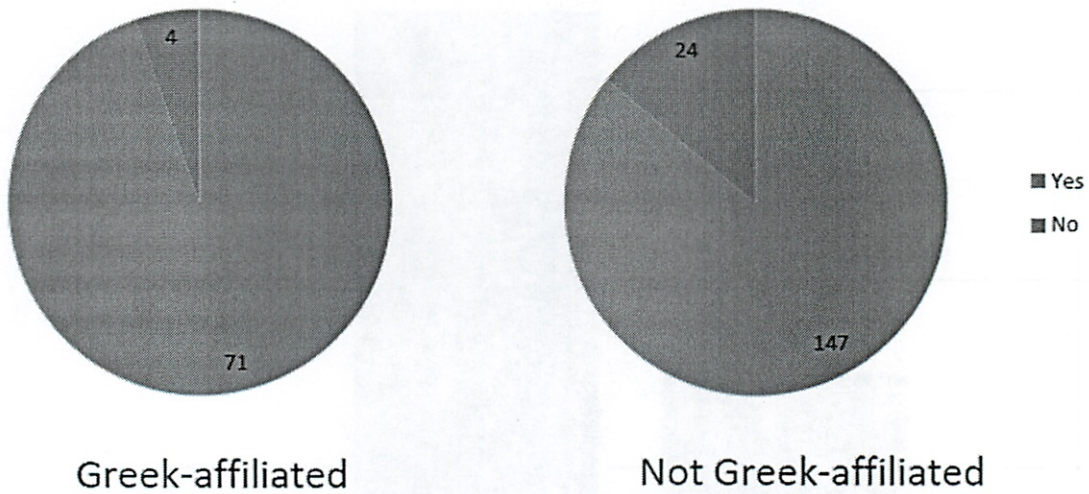
P-Set 4 and 5



If you actually look at the data, the Greek people who responded are actually more interested percentage wise! He is the chart I made

P-Set 4 and 5

Would you be interested in a cooking class?



If that person would be working for me, I would fire them on the spot for statistical stupidity!

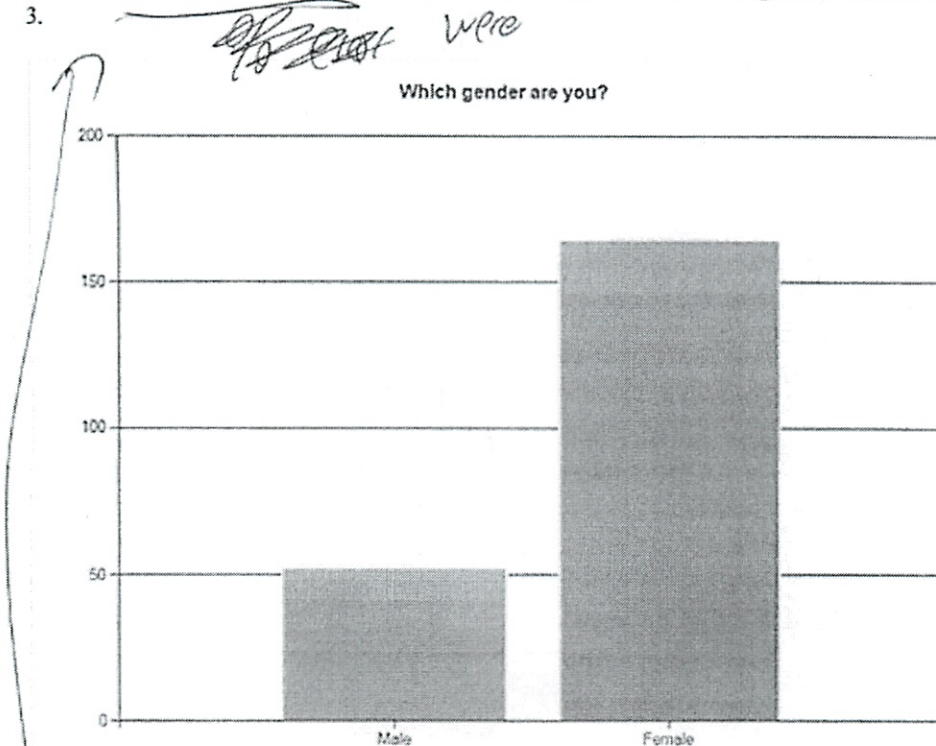
Goodnight!

P-Set 4 and 5

Appendix A

Cooking @ MIT: Idea Proposal and Evaluation

Of the people who responded
In addition, 77.1% females and 22.9% males ~~would be~~ *were* interested in the cooking class, as shown in Graph 3.



Graph 3. Female vs. Male Interest in Cooking Class

*This is not what we are looking at
77% of respondents ^{who} did survey were female*

*You made it sound like ~~22%~~ 22%
of male respondents said ~~no~~ yes
which is not true!!!*

15,279

4/28

Bike Rental

- not doing Hubway
- I can do tough qv
- get data

→ Mass ave

State

Kendall Sq

Sloan

BL

375 bikes

6 users to 1 bike

- Doing on own

- one in Boston

\$17,038 for 15 stations \$150 /bike

1st year startup

\$86,687 ~~Rev~~ revenue year 1

\$69,657 profit

\$254,862 profits year 3

No labor

- ⑧ One person familiar w/ highway
No labor cost
Don't realize benefits of bike share
-

Final Self-Assessment

It seems that every field has its own preference for how to best communicate. I am also in ESD.051 (Engineering, Innovation, and Design) this semester. The lecturer of the class is a young, design-obsessed, tech-entrepreneur named Blade Kotelly. He greatly admires Steve Jobs, and I would say he acts like him. However, you and ^{he} him would not agree on all points of presentation style. For example, you have said that you want people to introduce each other when handing off from one person to another during a presentation. Blade, however, went on a 5 minute rant telling us how he absolutely despises this.

formative, Michael!

I think what it comes down to is that you teach general business presentation, while Blade focused on big, multimedia presentations to VCs. Blade did talk about his work experience today. He was hired as the first designer in a voice telephone system company with 50 employees. I forget exactly how he described it, but let's just say he did not fit in well in the beginning. I think there is room for both approaches, depending on who your audience is. Personally, I think I will be closer to Blade's approach. I want to act like an entrepreneur or product manager in a big company – with significant personal responsibility – not just sit in a cubical like a good intern. I think I was partially successful at doing this in my last job, and I am focusing on improving what I did not do (the more business/hierarchy side of things this class helped with), this summer. If this is not what the company is interested in, I know that that the position would not be a good fit for me, and that better jobs exist. I could always do something on my own as well.

ON A SCALE OF 10, 15
STEVE JOBS'S CREDIBILITY
... 11?

BE FLEXIBLE!
COPE WITH
HIGH CREDIBILITY
AND LOW CREDIBILITY

I've also heard the presentation things many times before at MIT. I don't know if it is my luck with what classes I pick, or if the curriculum requires too many communications classes. My advisor is the instructor for 6.UAT, so I think he covered a light version in the freshmen seminar 6.A53. I took MAS.110, a CI-H because I was interested in it, but because I failed the FEE, it didn't count. I then had to take 21W.732, which was very helpful for my writing. This semester I was in your class, ESD.051, and 4.211, another CI-H. I was also in UPOP this year. Presentations were discussed in all of the classes. Many alumni talk about how MIT left them underprepared to communicate as managers. Perhaps it is just my background, but I think the pendulum has swung too far the other way.

But it is not like I did not learn anything in this class. I liked the small tips, like how to deal with a PR crisis, and the formal structure of writing a report. I wish there was more of this, however, as we talked about in class. I also got better at fitting an agenda in a presentation seamlessly.

I feel that the feedback on the presentations was the most helpful thing about the class. I think that many of the things that were commented on were either random occurrences (like standing in front of the TV screen – that has largely to do with the shape of the room) or trying to fix other things created other problems (because I was so focused on time limit, I rushed). I think my section on the group presentation went much better, since I was not watching the clock. I think I could do better with eye contact – I tend to visualize the "fourth wall" and ignore the audience – perhaps this is a habit left over from the theater days. However, I feel that I engage the audience well during questions and answers. I think this is something to keep in mind – but I do not want to focus on it so much that it distracts me

LET'S SEE
IF WE
CAN GET
PRESENTING
TO MY

Final Self-Assessment

from the presentation and makes the presentation net worse. I also feel that I can further streamline my presentations to focus even more on relevant information. I like to deliver a lot of information quickly in a presentation. I don't think that Blanch likes this style.

You have talked about how I need to get better at communicating with hourly employees. I agree that my thoughts are often complex, or I try to include more information to justify my thoughts. In general, I like this strategy. However, it does not fit well in a soundbite. I would prefer to be in a situation where I would not need to directly work with people who would get confused at the extra information. However, I think that I can issue direct orders, if needed. For example, I did this in the final days of the group presentation. I prefer, however, to stay indirect and build consensus. If this is not what you meant, we should talk about it further.

WE DID HAVE A
CANNED TV TAKE A
BIT. RECALL NUMBER
ONE. RECALL NUMBER
TWO. "YOU CAN'T EAT"
AND YOU CAN'T MARK?
I JUST WANT YOU TO BE ASLE
TO SEE THINGS FROM OUR
PERSPECTIVE OF THESE
TAKING TO.

\$120,000 for Tapa Day

Exotic topping

Both startup costs and depreciation

No home base

Soft-opening

How will they get the space?
@ 77 Mass Ave

Is it a Franchise?

-franchise fee

Labor graph out of wack

(They did really well)

Starbucks

Space next to LaVerdes

Old logo

②

Need to renovate

Criteria - well done

(Extra time helped groups)

How competes w/ existing SB licensees

Other coffee franchises

Starbucks - not healthy

Campus Dining Self-~~Run~~ Owned

Lots of buzz words - traditional stuff people always say

400,000 Rent

- I think this is high

Got # from Rich

Making half a million \$

2.6 million ~~per~~ sales

400,000 profit

Students unsatisfied w/ current coffee option

③

Estimated ~~80% people~~

8,000 people x \$11/week

Assume sy listening

Pitch to their wants, needs, desires

- When not as responsive to needs

Can't assume things

Get angry about it then

Don't avoid the process - Use it to affect

Use to achieve objectives

- like note taking

And that does not at all, resent you

Fresh Market

~~Frank~~

Why telling us some of the history

Picture of store

21,000 sq ft

Consumer targeted presentation, not real investors

Nice slides

Strong pricing power

Map weird

Suburbs or Urban

Never heard of this store

Year over year same-store sales?

Want 500 stores

New tech

-always nebulous

②

Trader Joe's competition?

Whole Foods

- more operationally efficient
- 2x as big
- More full time employees

No paper products, dishwasher

Whats with their weird projections? ???

- overnight
- for free

WTF

Financials - did not get

- part of speaker
- ~~last~~ part just reading it

Conflict how did it ~~do~~ w/ economy before

Comps: - Comparables - metrics they look at

③

Size puts them at disadvantage

Putting dist network in place could be costly

Less benefits

Prices are higher

(Are any of these ~~th~~ meaningful -

things analysts look at

~~what~~ matters long term

very fundamentals

think it is kinda valuable)

Same store sales flat

Live Aug

Presentation to board of hotel group

In Hotel Zone

All inclusive May '10

Drop in profitability w/ all inclusive

Occupancy dropped

Fixed Cost does not matter much

④

Nan (too fast - hard to follow)

Nice graph

Based off cust review

- more explicit breakdown chart/table

Nice charts on lack of variety

Too much fusion/modern

Put the other 3 on the chart

(Blade says have it fade in

Would be more Steve Jobs)

Amber - fading in

Seafood - topical - need

Even Decors at MB does not seem refined

Oh not buffet

Better ops

(And seems better decor - more different)

5

Survey

Brian (can't talk on top of himself)
(needs practice)

not done very well here
- how to best do it

(What was I going to ask?)

How to deal w/ figures in Oral Presentation

- not highlight-type material
- can't leave stuff out for finance people
- otherwise show highlights
- where are ya going to
- start w/ profit
- Look at eyes ~~are~~ ^{are} you
 - are people responding?
 - or bored? - more detail
 - ship

Electronic Communication

- emails
- IM

Advantage,

- quick
- leaves a record
- inexpensive
- not formal

②

Disadvantages

Can forward

Permanent record

(Pressure to answer immediately

Quick; can make mistakes / not think about it

People sent email they regret

Hard to gauge Tone from emails

Wrong person sees

Reply - all

Sending to list - not person

Can ~~use~~ delay send

Keep important stuff on phone

Think of different communication as diff forms of intimacy

- letters

- phone

- email

- im

- face to face

(3)

Face to Face - important when emotional subcontent

- or may be negative, so you can react
- The more important the outcome is, the more important it is to do face to face

Other methods can be avoided

Can track people down in person

- Secretary can stop people from outside Co
- But not inside Co on a mission
- Physical recon

Email, IM, Web Use Policy

- 'implement moderation'

- *
 - why
 - give policy

- each Office has a list

- est a charitable corp

- or have HR send a digest

- ~~HR~~ - Policy on Sexual Harassment

④

I would tell IT to fix email system
- to handle

Web usage

- break time is actually good
- studies shown to help people relax
- monitor amt of time

~~Then~~

I wouldn't care about surfing as long as long
~~as~~ as they get their job done

Perhaps report of amt of web surfing

Depends on company culture - is there a real 9-5
job or a "always working"

Or perhaps make it public - shame?

Punish people for overboard not general restrictions

HR can go overboard

5) No one wanted to give up his/her turf
to ok the all employees messages

- So each dept could approve their own HR, IT, etc
So each dept head could only send to their dept

Prof. When your biz depends on imagination of employees
you can't crack down hard

- Make sure people not interfering w/ other people
 - If they don't like it, they will leave
-

Watch for people just in a bad mood

- Company can be doing fine!

People have plenty of other things to waste time!

- can be inefficient at other stuff

Ther: Fun + Games
Course Eval

(2 min late)

Quiz/Review for funContext

- ~~person~~ audience
- ~~place~~ purpose
- ~~time~~ communicator

2. ~~I transmit important info to Calidoni~~
 Beam me up Scotty

3. Ms. Low ✓

4. strategic ✓

5. ~~a Thomas Baker~~ Can Ex

6. 5 minutes ✓

7. ~~The Committee~~ HR director Ms. Samples

8. a lbs per sq ~~inch~~ inch ✓

9. c Hausman ✓

10. ? The person who the good cover letter was addressed to

5/10

②

Need a good memory

And a few good business jokes