

**Resolution for Living Learning Laboratories
Adopted
April 7, 2014**

**Membership
2013-2014**

Student Members

Casey Byrnes
USGC Students
Lee Jerstad
BEAT
Derek Hugo
Student Government Association

University Area Representatives

John Emert⁽¹³⁾
Academic Affairs
Mary Annette Rose⁽¹⁴⁾
Applied Sciences and Technology
Lohren Deeg⁽¹⁵⁾
Architecture and Planning
Rob Richards⁽¹⁵⁾
Athletics
Gwen White⁽¹⁵⁾
Business
Kevin Kenyon⁽¹⁴⁾
Business Affairs
Sheryl Swingley⁽¹⁴⁾
Comm, Information & Media
Michael Mayfield⁽¹³⁾
Contract Faculty
Jon Lewis⁽¹³⁾
University Dining
John Ludwick⁽¹⁵⁾
Fine Arts
Charles Allen⁽¹³⁾
Telephone & Postal Services
Mai Kuha⁽¹³⁾
Science and Humanities
Klaus Neumann⁽¹⁵⁾
Sciences and Humanities
Ro Anne Royer Engle⁽¹⁴⁾
Student Affairs
Michelle Dudka⁽¹³⁾
Teachers College
Christy Huston⁽¹⁵⁾
University Advancement
James Shimkus⁽¹⁵⁾
University Libraries
John Taylor⁽¹⁵⁾
FSEC

Community Members

Betty Brewer⁽¹⁵⁾
Business Leaders
Barry Banks⁽¹⁵⁾
Red-tail Conservancy
Jon Creek⁽¹⁵⁾
Audubon & Sierra Club
Andrew Raih⁽¹⁵⁾
IU Health Ball Memorial Hospital
Warren Vander Hill
Emeritus

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Council Chair
James Eflin
Resource Person
John Motloch
Resource Person
Augusta Wray
Green Development Specialist
John Vann
Resource Person
Green Initiatives Coordinator
Peggy Weis
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Jeff Culp
Web Manager

Whereas; Ball State University is a signatory of the American College and University Presidents Climate Commitment and a leader among universities in the area of sustainability; and

Whereas; Goal 3, Objective 3 of Ball State University's 2012-2017 Strategic Plan says that efforts will be made to "continue to position the university as a steward of the environment by building on the university's expertise and success in sustainability"; and

Whereas; Living Learning labs lead to a university that is more sustainable by turning the campus into a laboratory for innovation; and

Whereas; Living Learning labs involve what proponents call the "magic triangle": curriculum, campus operations and research. Wherein each aspect of the triangle supports the other; and

Whereas; As best practices are discovered on campus, the work could expand from the campus to surrounding neighborhoods and then to the city of Muncie, the state, nation and world.

Now therefore be it resolved that the Council on the Environment recommends that the university encourage the development of Living Learning Labs across the campus as extensions of its immersive learning initiative.

Background

Last year Portland State University hosted an AASHE workshop on living learning labs. The city of Portland, OR has been recognized as the #1 sustainable city in the U.S. and it is partly due to the work done on the campus of Portland State University. College of Communication, Information, and Media COTE member Sheryl Swingley represented the university and attended the workshop with the support of the provost.

What is a living learning lab?

- For living learning laboratories to work on any campus:
 - The provost needs to champion the concept.
 - Every student takes sustainability courses as part of their respective area(s) of study.
 - Freshmen: *Bring the world to the classroom*; research and write a paper.
 - Sophomores: *Visit the world*; go into the field, collect data and work in a team
 - Juniors: *Simulate the world*; create models and debate scenarios, develop empathy and role play
 - Seniors: *Engage with the world*; do collaborative projects with partner, research, apply knowledge and skills, write team report
 - Projects can be initiated by students, faculty, professional staff, student life, dining services, facilities management and/or outside partners. If an outside partner is involved, all of the work still takes place on campus.
 - Projects should be problem-based and ongoing/replicable, involve applied work and actionable solutions followed by evaluation and research. They also should be visible, transform space on campus and be publicized to university's publics.
 - Projects are usually interdisciplinary.
 - Such efforts usually require the cooperation and support of faculty, professional staff and facilities management working together. To make this possible, it is recommended that TIMs coordinate such efforts. TIMs are trans-academic interface managers. They understand academics and operations. They work to secure and select projects. They serve as neutral go-to person and problem solver.