

# Cooking Classes @ MIT

Idea Proposal and Evaluation

- STILL SIGNS OF  
 HASTY MEMORIZATION,  
 BUT WIND OF MY FLAWS  
 HAVE BEEN REMOVED  
 - STILL REWINDING TO  
 CLEARLY RECOMMEND - YOU  
 GAVE ME REASON WHY YOU  
 UNNECESSARILY. AND WITH YOU  
 DO RECOMMEND. YOU SOME TIMES  
 BUY ME WORDS!  
 10.9/12

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Group Report  
15.279 Final Project  
Spring 2011



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April 28, 2011

Mr. Henry Humphreys  
Senior Associate Dean, Residential Life and Dining  
Dear Mr. Humphreys:

A month ago, Campus Consulting Company (CCC) was asked to look into the details of operating cooking classes at the Massachusetts Institute of Technology (MIT). We were first asked to establish whether there was sufficient student demand for such a program. If we found that there was enough interest, we were asked to think through several different ways that the program could be operated and provide a recommendation.

Suggestions of cooking classes have been floating around campus for the past few years. Cooking classes not only help students not on house dining plans eat healthful meals, but they can help all students cook for themselves after graduation. However, up to now, no formal study has been conducted to evaluate the idea of providing a campus-wide cooking class.

In order to establish a need for cooking classes, the CCC first surveyed undergraduates from dorms on both the east and west side of campus, as well as select FSILGs. We also talked to administrators who have been thinking of setting up programs in the past. After establishing an interest level, we explored ways to set up a pilot program. We believe that a pilot program can help MIT try out different ways of operating the program before dedicating and renovating a space for the program. We looked at curriculum, staffing, length/frequency of classes, and location. ~~We also explored the possibility of offering PE credit.~~ Finally, we accounted for the cost of our recommendations and identified resources that could cover the cost, providing a holistic view on the program.

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 ultimate program may vary, we believe that it is feasible to set up a pilot program without a large commitment of resources.

As an objective student consulting group, our goal is to provide as much information as possible to help you make the best decision. Therefore, if you have any additional questions, please email me at [theplaz@mit.edu](mailto:theplaz@mit.edu).

Finally, Campus Consulting Company would like to thank you for the opportunity to work with you on this issue.

Sincerely,

Michael Plasmeier, Partner  
Campus Consulting Company

NO NEED  
TO HIGHLIGHT  
THIS CLASS

# Executive Summary

## Purpose

The purpose of this report is to ~~analyze the possibility of operating~~ <sup>recommend</sup> a campus-wide cooking class at MIT.

## Background

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, 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.

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

## Research

We conducted interviews with members of the administration, including Richard Berlin, Director of Dining, and Carrie Moore, Director of Physical Education. We also talked to other members of the administration and one food vendor at MIT.

We also conducted a survey which was distributed among undergraduates at MIT. 248 people responded. Questions included where the cooking class should be located, how often the class should be held, and whether the students would be willing to pay a fee.

GOOD NUMBER!  
SMART  
TO  
W/GET LOST IT!

## Findings / MAKE YOUR SUBSIDIES DO MORE WORK FOR YOU!

Students are clamoring for cooking classes. Of the 248 people who responded to our survey, 86% of respondents said that they would be interested in a program. We believe that in order to test different concepts that the program first be established as a pilot program, which requires a minimal commitment of resources. Based on our conversations, we believe that there are current chefs on campus who are willing to volunteer to teach the class. Respondents want an intermediate-level curriculum and we feel it is important to cover food safety. We found that IAP would be the best time for the class, but we have also identified how the program could work during the semester. After evaluating many different spaces, we found that Next House had the largest feasible space for the pilot program. We believe offering PE credit would not be feasible. We've found that a pilot program is feasible for very few resources.

NOT SURE  
WHAT MIT  
MEANS.

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## Introduction

First this report reviews some of the events leading up to this study and a survey of the current sentiment on campus for cooking classes. Next, the report establishes a strong student interest in cooking classes through the use of a survey. The report then explores several possible staffing arrangements before recommending a staffing profile. Next we suggest a curriculum for the program, based on talks with industry insiders and survey data. After that, the report explores possible durations of the class, and what time of year that the class could be offered. Recommendations are provided for when and how often classes should be held. Next, the report establishes criteria for selecting the location of the classes. We then evaluate several on-campus locations according to the criteria before recommending a location for the pilot. Next we evaluate whether the class could qualify for PE credit. Finally, we review the costs associated with our recommendations and propose a funding mechanism.

OK, BUT YOU  
CAN SAY A FEW  
WAZA THINGS  
MESA TABLES!

# Background

Over the past few years, MIT has sought various options to improve student food quality, improving their overall health and helping them perform in their daily tasks. In order to reach this goal, MIT has moved to implement a meal plan in five of the dormitories. However, much remains to be done to achieve the goal. 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.

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.

There is currently a cooking class at East Campus taught by Victoria Davenport, a Senior Administrative Assistant. One student we contacted was satisfied with that program in its current format. However, this program is designed for East Campus residents. We believe that a program should exist which is open to all students.

In response to the selection of Bon Appetite Management Company, Bon Appetite has been trying to get to know the students better. As a result they have offered to lead cooking classes. Bon Appetite is planning on running a series of one-day seminars, one in each dorm.

In our discussions with Richard Berlin we learned of his plans to create a more extensive cooking class. Richard showed us his plans for a 6-class series of cooking classes. The class would start with a heavy emphasis on safety and product identification early on, and then transition to more detailed techniques later on.

Richard also shared with us his dream that a student-kitchen be established. Similar to the Edgerton shop and the glass blowing lab, students would be introduced to the kitchen through an introductory class. After going through the class, students could use the kitchen to prepare meals for their student group

However, setting up a permanent cooking class 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. This report explores the logistics of the pilot program, while keeping an eye on creating a more permanent program.

Bon Appetite

GWD - USA  
MIT - IN - ME - DINE

# Methodology

We used two main strategies to collect data for this report.

To reach undergraduates, we created a short survey. The survey text can be found in Appendix B. The survey first collected demographic information from the students: gender, year, living group, and Greek affiliation. We next asked students what clubs they were in, to see if any patterns emerged. Next we asked students if they would be interested in a cooking class. If they were not interested, we asked them why they were not interested. Next we asked students how often they thought classes should be held, either once a week, twice a week, or more often. We also asked students if they were willing to take the class during IAP. Next we asked students if they would be interested in the class if PE credit was offered. To clarify this data we also asked respondents if they completely their PE requirements. We next asked students if they cook on a 5-point scale from Never to Very Often. After that, we asked students to pick a "level" of the class, either beginner, intermediate, or advanced. We did not further define those levels in our survey. We then asked students if they were willing to pay a material fee, given that they could eat the food after class. Next we asked students to choose where they would prefer where the class would be. Students could multiple-select from the following options: Prichett, Baker, Next house, Simmons, McCormick, Masseh. Lastly we provided a free form text box for any additional comments.

We also talked to administrators and student leaders. We met formally with Richard Berlin, the Director of Dining at MIT and discussed his vision for the program. We also met with Carrie Sampson Moore, the Director of Physical Education at the Department Of Athletics, Physical Education & Recreation to discuss the requirements for PE credit. We also informally discussed the issue with Costantino Colombo, the Dean for Student Life, Henry Humphries, the Senior Associate Dean for Residential Life and Dining, and Marietta Ann Lamarre-Buck, the general manager at for Bon Appetite Management Company at MIT. We also talked to Emily Dunne, from the Undergraduate Association's (UA) Committee on Student Life (CSL).

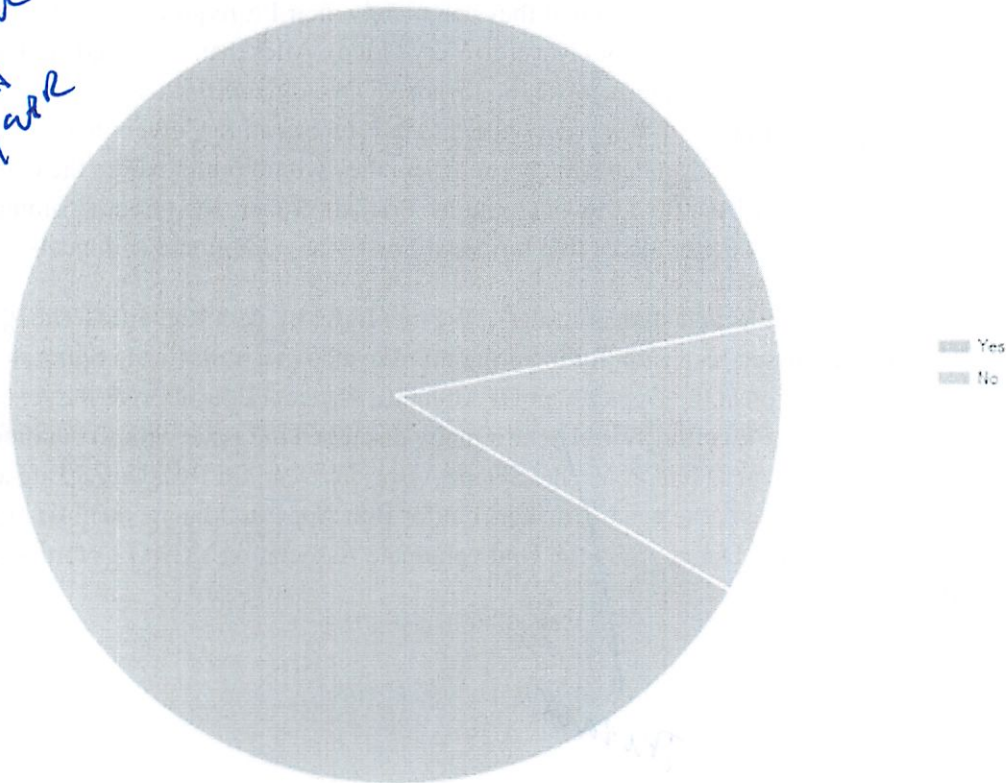
*THW 2/26/14*

# 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. 248 people completed the survey. Of these, as shown in Graph 1, 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 is important to remember the time pressure MIT students face. In addition, offering PE credit is a very popular option.

Would you be interested in a cooking class?

*MUCH SEVER  
FRESH GRAPHA  
THAN "WHAT YEAR  
ARE U IN?"*

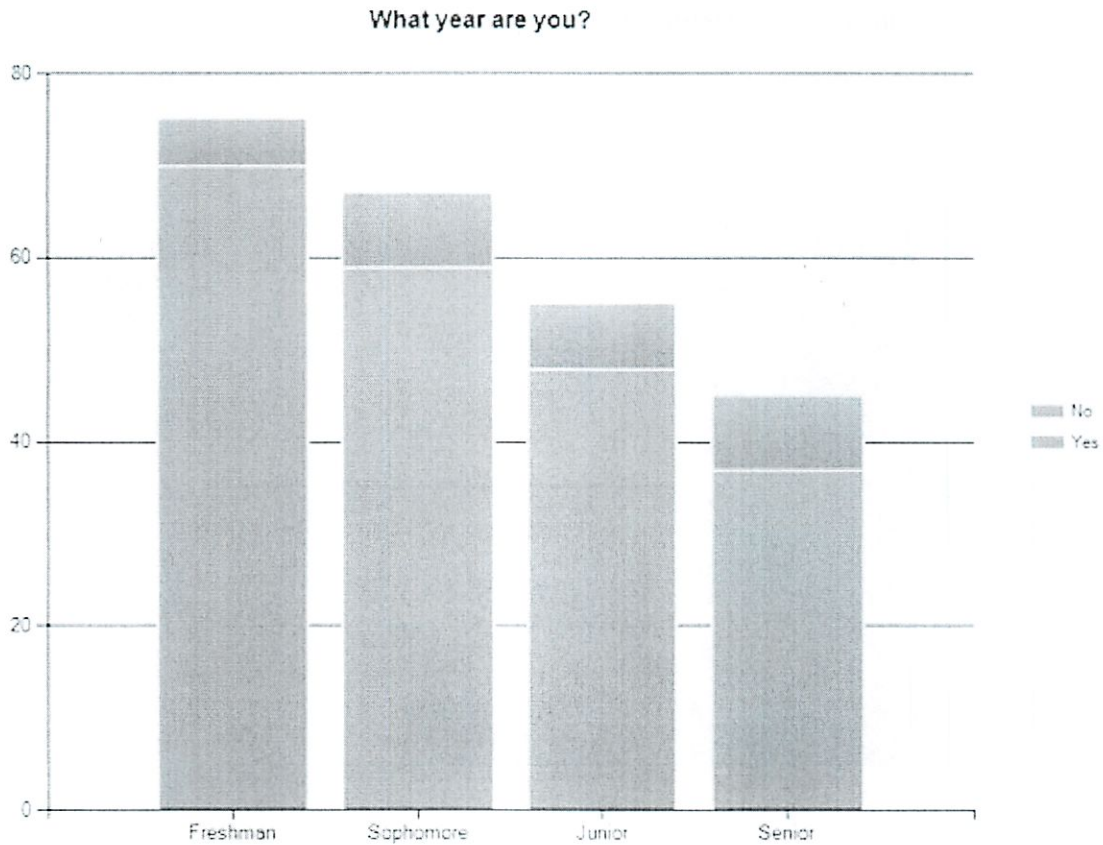


Graph 1. Cooking Class Interest Level

*MUCH SEVER*

As the grade level increased from freshmen to seniors, fewer students responded to our survey. Of those interested, 31.0% were freshman, 27.7% were sophomores, 22.7% were juniors, and 18.6% were seniors. However, we believe that this is because upperclassmen are less likely to respond to email surveys. We know that because of the people who responded, the percent interested only declined slightly, while remaining above 80% in all cases. 93.3% of the freshmen who responded to the survey were interested, while only 82.2% seniors who responded were interested.





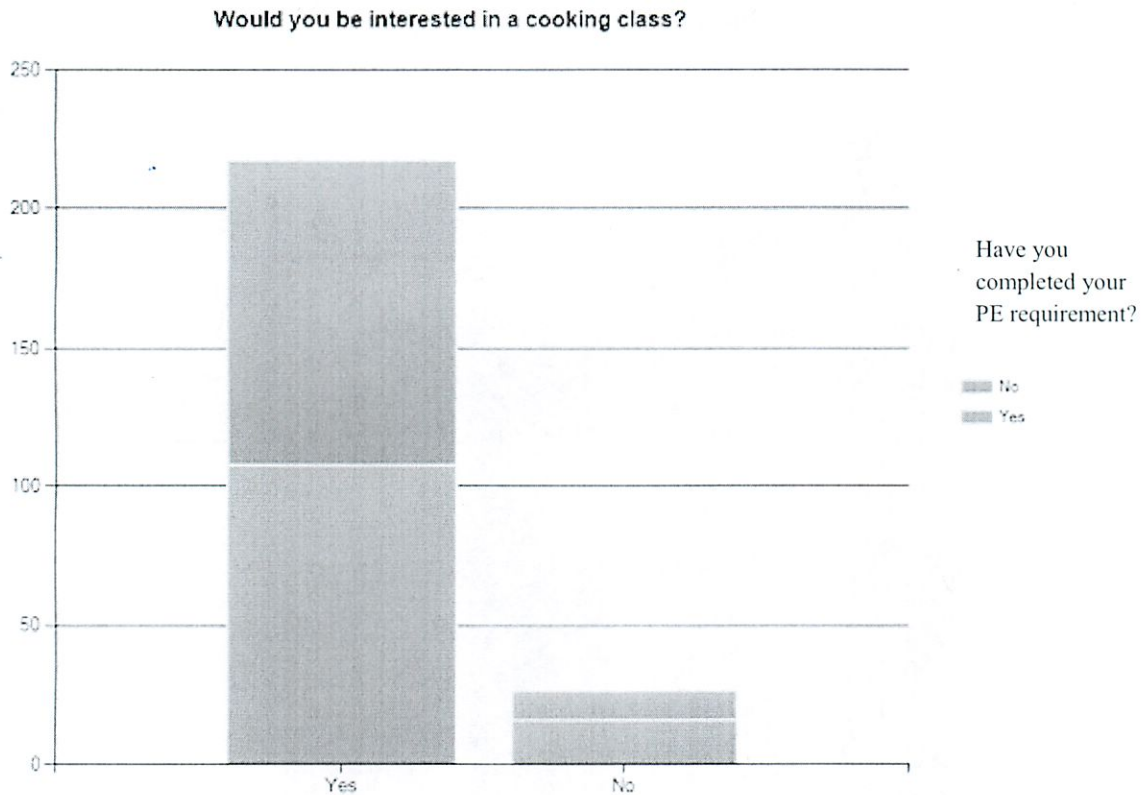
Graph 2. Cross-tab Analysis of Interest vs. Undergraduate Year.

80.1% of those surveyed said they would be interested if offered PE credit. 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.

Of the seniors who responded to the survey, 82.2% said they would be interested in a cooking class, and 75.6% said they 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 and having the program offer PE credit.

Graph 3 shows that students who both students who have and have not completed their PE requirements would be interested in the class if they received PE credit.

*discussing PE credit ok - just don't front it.*

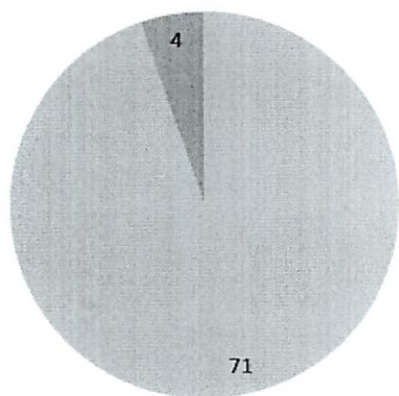


Graph 3. Interest Level in Students Who Have Completed Their PE Requirements

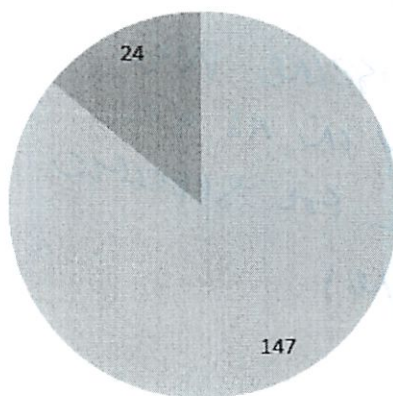
69.8% of those who are responded and are interested are not Greek-affiliated, as seen in Graph 4. This is likely because the Greek houses have a chef who cooks dinner every night. These houses include 4/6 of the sororities, and probably includes about 22/25 fraternities. Almost every affiliated non-freshman 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.

*Access!*

Would you be interested in a cooking class?



Greek-affiliated



Not Greek-affiliated

*GRAPHS  
MUCH BETTER,  
WILL BE  
APPROPRIATE*

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

Far more females than males responded to the survey. Of the 248 respondents, 188 were female. This shows a strong desire from females for the program. However, of the males that responded, 93.1% of them were in favor of a program.

*MUCH BETTER WAY TO  
CHANGE THIS THAN BE  
GRAPH.*

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

Graph 5. Cross-tab Analysis of Interest vs. Gender

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.

Our data clearly shows that students will be interested in cooking classes. Further details, such as preferred locations, curriculum, and frequency of classes, will be presented later in the paper.

Good - bring me  
survey in AS you  
above for SPECIFIC  
things

# Staffing

Given that over 80% of the 248 respondents are interested in a cooking class, we assume this popularity roughly mirrors the big MIT population. That is, if cooking classes are offered, there would be enough student interest to meet attendance requirements.

We proceed to propose details of these classes. In terms of staffing, there are multiple options for the teaching position of the cooking classes, each with its pros and cons.

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. However, the downside is the heavy cost to hire these 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. In particular, for our short-term pilot program, one option is to ask for chef volunteers. The pro is the elimination of costs associated with staffing all together, while the con is the inability to sustain such a program for a long period of time.
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. The negative side of this option is that students have time limitations that may cause unpredictable absences, making it harder to run the program smoothly.
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. But with this option, we have no guaranteed collaboration from restaurants, since they do have to sacrifice both time and money to support such a program.

After considering all four options, the CCC recommends option 2. Because of the conservative and careful mindset of the school, a pilot program would be much more appealing to school officials than a long-term program that may not be feasible. And for such a program of shorter time period, the lower the cost, the better. Option 2 recommends using volunteers from current school chefs, reducing staffing cost to zero. In fact, Bon Appetite has already expressed interest for collaboration by sending chef volunteers, proving the option's feasibility.

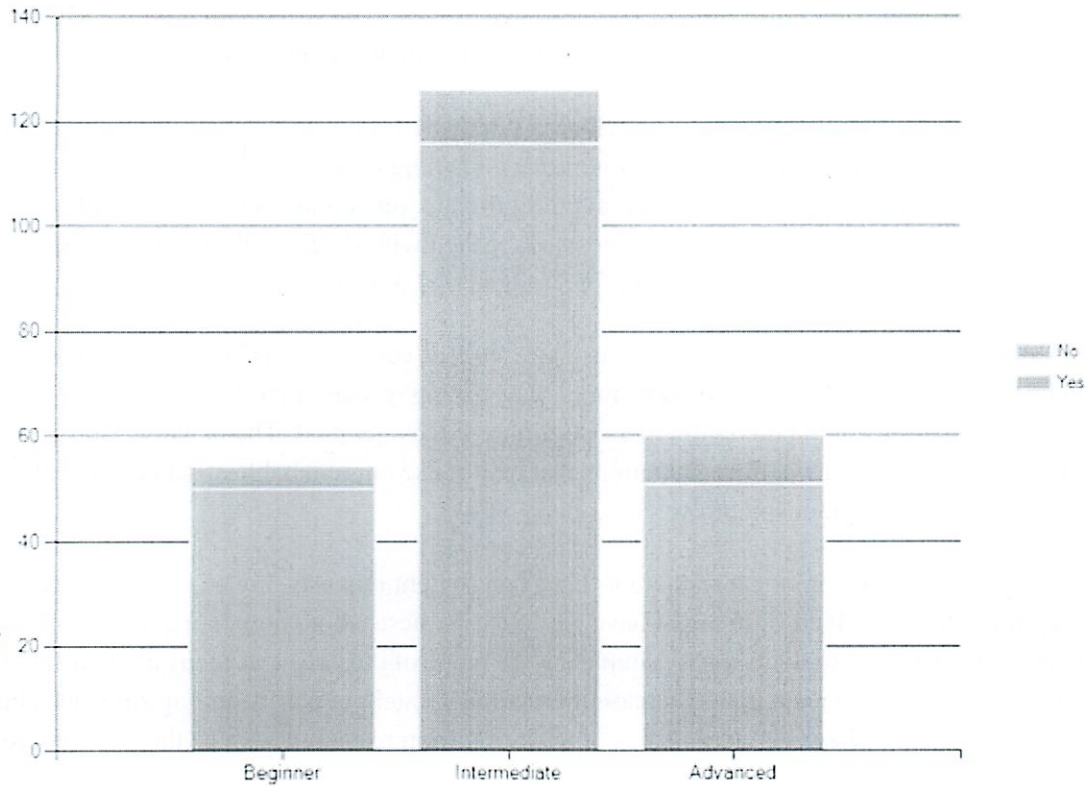
(I good!)  
WHATEVER  
SPELLING IS  
CORRECT?

# Curriculum

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

In our survey, we focused on the level of hardship of these cooking classes. 52.3% said they would be interested in intermediate-level cooking courses. The others are evenly split between beginner and advanced courses. Thus, our focus should be intermediate courses, as shown in the graph below.

What level of cooking class would you be interested in?



more specific Q&A.

In general, the material taught could be divided into two categories: food safety and culinary arts.

1. Food safety. This is a major concern that came up when we talked to Richard (Director of Campus Dining). This category includes product identification for both raw food material and kitchenware, how to handle the food, how long can you keep your food with and without a refrigerator, how to use the equipment in the kitchen. The safety in serving the food is also important, so topics include what time and temperature is appropriate to serve to students, how to safety serve the food, etc. The familiarity with kitchenware is vital; in fact, Richard suggested issuing a certificate once completing this course, and the

RICHARD BERLIN? TELL US!

MR. BERLIN BETTER IN FORMER WRITING.

- certificate guarantees the student's ability to use the common kitchens. The downside of this option is the possible lack of student interest: most students are eager to start making food rather than going through introductory lessons.
- 2. Culinary arts. The dishes taught should be within the limitations of the available kitchenware in student dorms. This ensures that the students can actually apply what they learned in class to daily cooking. The basic level classes would 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. And the only restriction to these classes is the school's approval: for example, Richard believes students should not be allowed to cook until they own the kitchenware certificate.

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.

As for the pilot program CCC is proposing, we recommend combining category 1 and 2 into the same program. In other words, at the beginner level, students would start by learning to how to safely identify and serve food, how to use and clean kitchenware, as well as some simple dishes. Entering the intermediate level, students are expected to be familiar with the basics of cooking, and courses would focus instead on specific dish making.

THIS HAS BEEN PROPOSED  
BY THE BODY OF THE  
REPORT? — OK, IT  
WAS IN BACKGROUND.  
YOU SHOULD HAVE  
HIGHLIGHTED THE  
RECOMMENDATION  
BETTER.

LOTS OF GUNS COME, BUT  
SOME UNEXPLAINED ELEMENTS  
AND MED-TOWNSHIP  
(“MESHUP”)  
AND MED-TOWNSHIP  
FRAMES

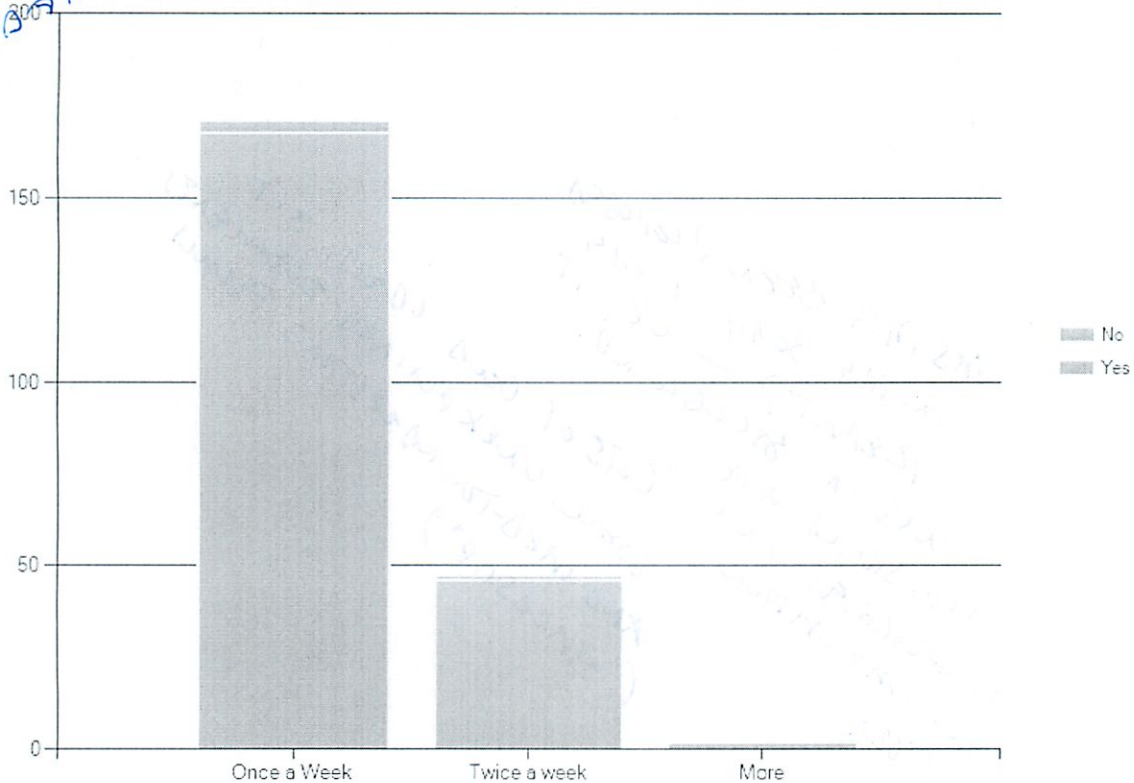
# Time

*SKIP THE ARGUMENT*  
Cooking classes can be of various length and depth. In terms of time, the program could be set up as long-term, short-term, or one-time session. For long-term, the class would run through the entire semester; short-time encompasses a few weeks; and one-time would be a single session lasting a couple of hours.

*YOU ARE ALREADY RECOMMENDING!*  
In order to finish the coursework described in the Curriculum section, we recommend at least 6 sessions, each being about 2 hours long.

*THE SURVEY PRE-EXISTS YOUR RECOMMENDATION*  
Next, we used survey to gather student opinions about the frequency of these classes. Of those who are interested in the cooking class, 77.8% believe the class should be held once a week. The graph below 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?

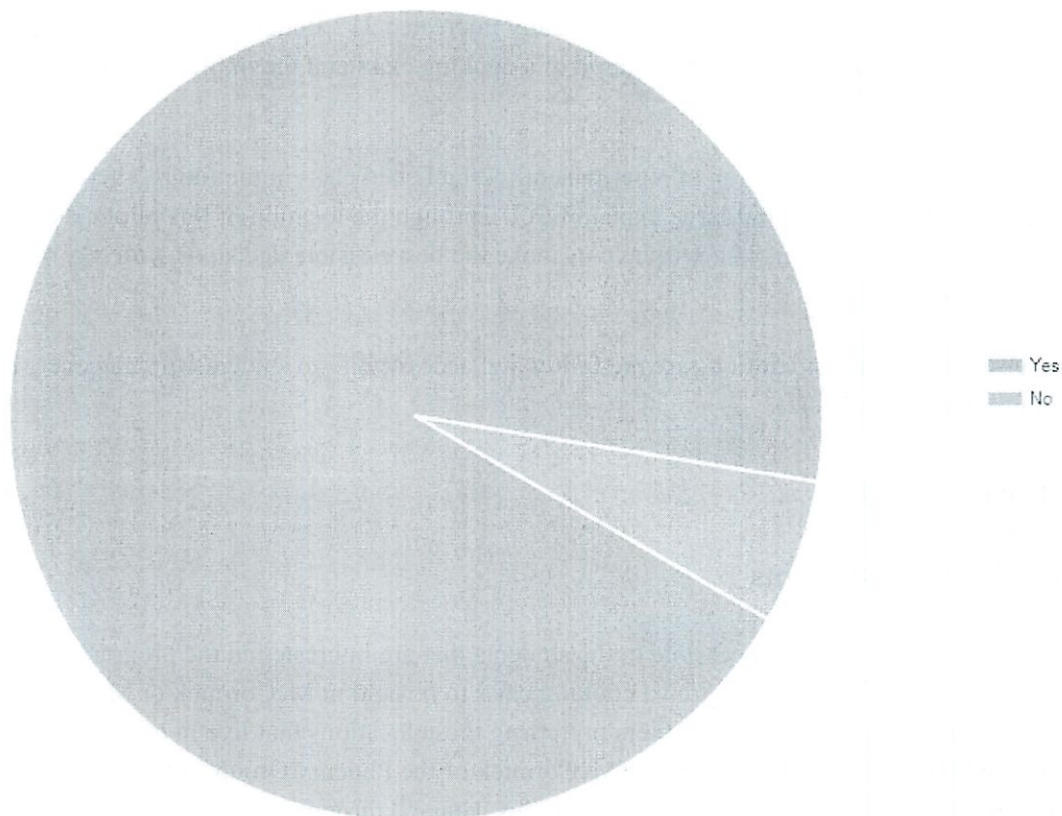


The length of the class also depends on when it is held. Classes can be held during IAP or during the semester. While IAP is a great time for a concentrated class, some students are not on campus. However, during the semester students have many other commitments which makes it hard for many students to commit to attending class frequently.



However, our survey responded very positively to a class during IAP. Over 94% of responded were willing to take a class during IAP.

Would you want to take this class during IAP?



In light of these statistics, we recommend a class during IAP.

During IAP, students have significantly more time to take classes. Thus we recommend a slightly extended, 8 session class, spread twice a week over the 4 weeks, 2 hours per session.

We believe that there is also significant demand during the semester for cooking classes. If the classes would be offered more than once, we recommend adding classes during the semester. During the semester, our recommendation is to have 6 sessions, each 2 hours long, over a span of 6 weeks. This would allow a quarterly schedule, similar to that of PE classes, where students have the freedom to choose the first or second half of a semester to attend these courses.

## 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.

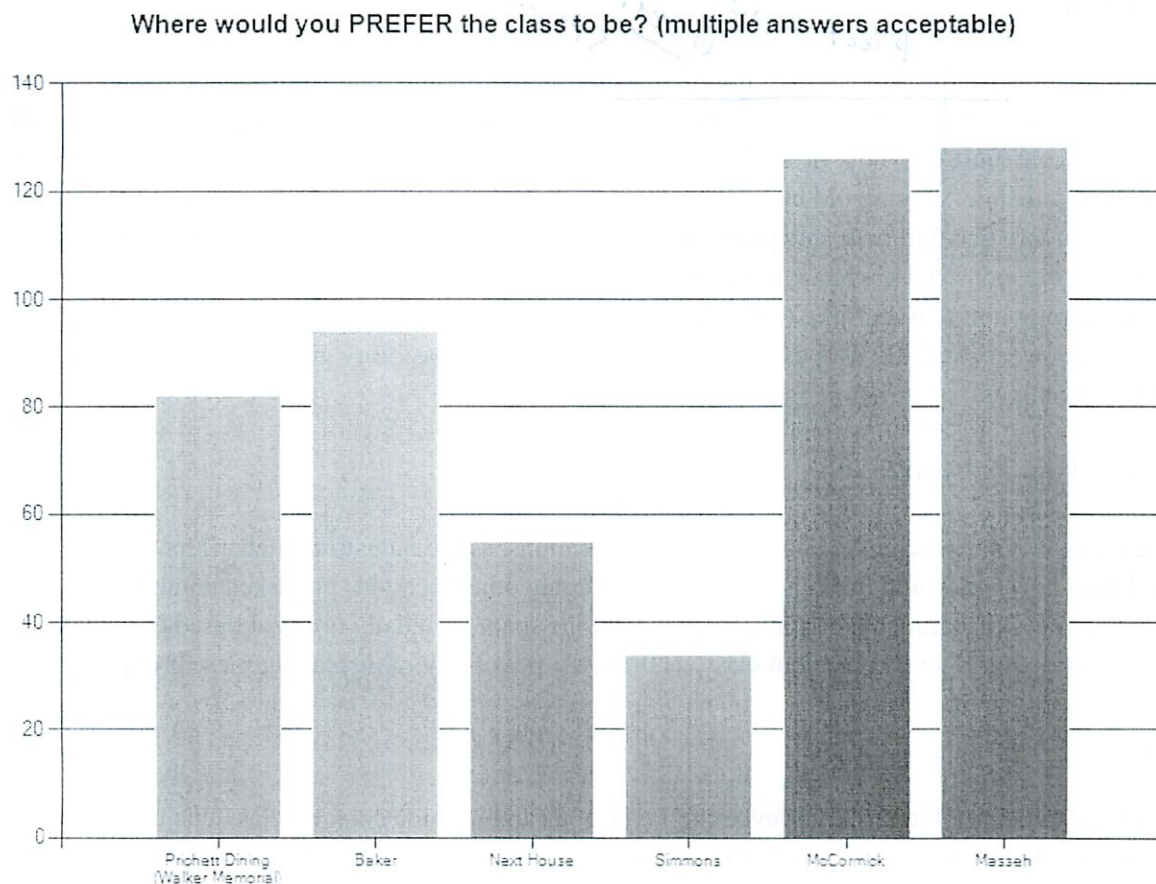
The biggest location considerations are the following: accessibility to students; permanence; availability; current use patterns; and size.

## Considerations

### Accessibility to students

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.

Can still do  
not address the  
kitchen issue.  
Just by the course was  
to be in a location with  
an adequate kitchen!!!



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

## 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

*PROF READ! THIS LOOKS GREAT TO HAVE SPELLCHECKED!*

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.

*AMT'S AN INDUSTRIAL KITCHEN?*

## Current Use Patterns

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.

*AMT WOULD SHOW THINGS MORE CLEARLY*

## 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.

## 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).

### 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. Tare 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.

WHAT DO YOU  
RECOMMEND???

## PE Credit

In our survey, over 80% of students said they would be interested in the class, if they could receive PE credit. Undergraduates at MIT must earn 8 PE points in order to graduate. Students can currently earn PE points in multiple ways:

- PE Class – 2 points per class
- Varsity Athletics – Up to 4 points a year
- ROTC – 2 points per year, 4 maximum
- Personal Training Sessions – 2 points for 440 minutes
- Group Exercise Classes – 2 points for 440 minutes

Many students take PE classes in order to earn PE credit. The Department Of Athletics, Physical Education & Recreation currently has over 30 classes on file, with about 15 offered every quarter. Most classes currently center on a particular sport or activity, such as Golf, Archery, or Sailing. However, some of the more recent classes, such as “Upgrade Your Health and Happiness,” also cover topics such as nutrition and health.

Students were interested in earning PE credit so that they could fulfill one of the graduation requirements for MIT while learning something interesting and helpful. Earning PE credit for taking the cooking classes would allow them to take cooking classes instead of another topic they are less interested in.

We also feel that PE credit would dedicate students to completing the entire cooking class. This would enhance the educational experience of the class. In addition, the program could be partially funded by the money set aside for PE classes.

On 4/14/2011 one of our team members met with Carrie Sampson Moore, the Director of Physical Education at the Department Of Athletics, Physical Education & Recreation to discuss the requirements of receiving physical education credit. In order to receive PE credit the class would have to include an active recreation component. This could be included in some classes, for example, walking to Shaw’s for a class in product identification. In order to qualify for PE credit, the class would require at least 30 minutes of physical activity, twice a week, at minimum. The Department Of Athletics, Physical Education & Recreation would provide the instructor for the active recreation component. This would constitute the extent of the Department’s contribution of resources for the class.

However, except for walking to Shaw’s, the active recreation cannot be included seamlessly with the class. Since a typical PE class is 1 hour, twice week, this would take up half of the instruction time or require the class to be longer than a typical PE class. We feel that because the active recreation component of the class would be poorly integrated, it is not worth seeking PE credit for the cooking class.

I 16299

# Cost

The total cost of deploying a pilot program depends on the underlying costs of several components as outlined in Table 1.

Factors Affecting Cost of Class
Facility
Equipment
Materials
Instruction
Frequency

Table 1

Because we have chosen the Next House Country Kitchen as the location for the program, there is no facility cost. It is an existing space designed for several students to be able to cook simultaneously, and it is already maintained regularly.

When considering the cost of equipment and materials, several assumptions were made. Since the program is meant to teach students to cook in a non-professional setting, we assumed that the audience would primarily be interested in dishes that could be prepared with minimal expense and that the curriculum would reflect that.

Based on this, we assumed that it would be reasonable and appropriate to use inexpensive equipment in class. A basic cooking set including pots, pans, cutlery, kitchen tools, and flatware can be purchased for less than \$30. Since the students will be using the equipment simultaneously, each student will need his or her own set, and the cost will therefore be \$30 per student.

Similarly, based on the nature of the program and the intended curriculum, we assumed that the cost of the materials to prepare each dish would be less than \$10. Since each class will involve making no more than one dish, the cost will be \$10 per student per class.

Our choice to use volunteer chefs to lead the classes for the pilot means that there is no cost associated with the instructors.

Finally, based on our recommendation of 8 sessions for the pilot program, the total cost is less than \$110 per student.

IS OK BUT THE WORK?

WHEN? LOOKS LIKE IT MIGHT BE ONE WEEK TO ME... YOU TOLD ME SO MUCH ABOUT THIS ONE!

GOOD - IT'S A BARRAIN

STUDENTS PAY THE \$10/CLASS TOO? FINE WITH ME, BUT MAKE IT CLEAR THAT STUDENTS BEAR THE COSTS. MAKES THINGS EASIER FOR YOUR AUDIENCE TO AGREE TO. YOU CAN SEE IT TO THE STUDENTS

LAUREL

Fixed Cost	
Equipment	\$30
Cost Per Class	\$10
Facility	\$0
Materials	\$10
Instruction	\$0
Frequency	x 8 sessions
<b>Total</b>	<b>\$110/student</b>

Table 2 Cost of Pilot Program



# Funding

There were three main sources of funding considered: Institute funds, external sponsorship, and participant fees from students.

Our survey indicated that 83% of students would be willing to pay for the materials (given that they can keep the food that they make in class). Based on this willingness to pay and the limited expense associated with the equipment, we believe that it would be appropriate for students to fund both the equipment and materials especially if they are allowed to keep everything after the program concludes.

In order to make the class more accessible, the MIT administration could choose to subsidize the cost for participants. If this is possible, it would make it easier for more students to attend.

OK, BUT USE  
THIS DISCUSSION TO  
MAKE THE POINTS  
ABOUT STUDENT  
WILLINGNESS TO  
PAY, AND ACCESSIBILITY  
OF ALTERNATE FUNDING.  
SEE PAGES AS I  
RECOMMEND IN  
EVALUATION SECTION

## 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 formalness 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 operated with volunteer chefs, provided by one of the current dining vendor on campus. Vendors are willing to volunteer because they are trying to build up good will with the campus community. The class should start by teaching safety procedures and then cover intermediate techniques. If the class is only being offered once a year, IAP is the best time to offer it. During the semester, the class would be best offered one evening a week for 6 weeks. The Next House student kitchen is the best place to hold the pilot program because of its size. Other places are now possible due to a variety of reasons. It is not feasible to offer PE credit because the PE program requires active recreation which is hard to fit into this program. The program's cost will be minimal and can be covered by charging a participant fee. Students feel this is fair since they get to eat the food afterwards.

We feel that offering cooking classes will help MIT help students learn to eat healthy and nutritiously.

Good RECRUITING  
CONCLUSION.

# 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:

## Appendix C: Requirements for a PE Class



### 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.<sup>1</sup> *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.*

<sup>1</sup> 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 1<sup>st</sup> 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.



# Appendix D: Draft Class Plan from PE Department

IAP Sample Schedules - six 90 minute sessions in 3 weeks. Cooking (60 minutes)		Activity (30 min)
Topics/Themes	Food	
	<p><b>Safety:</b> 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...</p> <p><b>Sanitation:</b> 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...</p> <p><b>Budget:</b> 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</p> <p><b>Shopping:</b> 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</p> <p><b>Salad:</b> 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.</p>	<p>Maybe no activity today because it is the introduction class, there is a lot of material to cover</p>
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	
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)	Walking
Day 3	Range Top Techniques	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)	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

# Appendix E: Survey Results



Piloting a Cooking Class



1. Which gender are you?

	Response Percent	Response Count
Male	23.5%	58
Female	76.5%	189
<b>answered question</b>		<b>247</b>
<b>skipped question</b>		<b>1</b>

2. What year are you?

	Response Percent	Response Count
Freshman	31.0%	76
Sophomore	27.3%	67
Junior	23.3%	57
Senior	18.4%	45
<b>answered question</b>		<b>245</b>
<b>skipped question</b>		<b>3</b>

3. Are you Greek-affiliated?

	Response Percent	Response Count
Yes	30.4%	75
No	69.6%	172
<b>answered question</b>		<b>247</b>
<b>skipped question</b>		<b>1</b>



4. Where do you live?

	Response Percent	Response Count
Baker <input type="checkbox"/>	9.3%	23
Bexley <input type="checkbox"/>	0.8%	2
Burton Connor <input type="checkbox"/>	12.1%	30
East Campus <input type="checkbox"/>	8.1%	20
MacGregor <input type="checkbox"/>	1.2%	3
McCormick <input type="checkbox"/>	12.6%	31
New House <input type="checkbox"/>	10.5%	26
<b>Next House <input type="checkbox"/></b>	<b>13.8%</b>	<b>34</b>
Random Hall <input type="checkbox"/>	2.8%	7
Senior House <input type="checkbox"/>	6.1%	15
Simmons Hall <input type="checkbox"/>	11.7%	29
FSILG <input type="checkbox"/>	6.5%	16
Off-Campus <input type="checkbox"/>	4.5%	11
	<b>answered question</b>	<b>247</b>
	<b>skipped question</b>	<b>1</b>

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

	Response Count
	150
	<b>answered question</b>
	<b>150</b>
	<b>skipped question</b>
	<b>98</b>


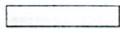

6. Would you be interested in a cooking class?

		Response Percent	Response Count
Yes		88.7%	219
No		11.3%	28
answered question			247
skipped question			1



7. If no, why not?

	Response Count
	30
answered question	30
skipped question	218

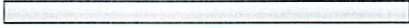

8. If you answered yes to Question 7, how often do you think the cooking class should be held?

		Response Percent	Response Count
Once a Week		77.1%	172
Twice a week		22.0%	49
More		0.9%	2
answered question			223
skipped question			25



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

	Response Percent	Response Count
Yes 	94.3%	230
No 	5.7%	14
answered question		244
skipped question		4

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

	Response Percent	Response Count
Yes 	80.2%	195
No 	19.8%	48
answered question		243
skipped question		5

11. Have you completed your PE requirements?

	Response Percent	Response Count
Yes 	50.8%	124
No 	49.2%	120
answered question		244
skipped question		4

12. Do you cook?

	Never	Sometimes	Very Often	Rating Average	Response Count		
Rate	7.4% (18)	18.5% (45)	31.3% (76)	21.8% (53)	21.0% (51)	3.30	243
	answered question						243
	skipped question						5

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

	Response Percent	Response Count	
Beginner	23.0%	56	
Intermediate	51.9%	126	
Advanced	25.1%	61	
	answered question		243
	skipped question		5

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

	Response Percent	Response Count	
Yes	83.6%	204	
No	16.4%	40	
	answered question		244
	skipped question		4

Cooking @ MIT: Idea Proposal and Evaluation

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

	Response Percent	Response Count
Prichett Dining (Walker Memorial) <input type="checkbox"/>	35.0%	83
Baker <input type="checkbox"/>	39.7%	94
Next House <input type="checkbox"/>	23.2%	55
Simmons <input type="checkbox"/>	14.3%	34
McCormick <input type="checkbox"/>	53.6%	127
Masseh <input type="checkbox"/>	54.4%	129
Other (please specify)		14
	answered question	237
	skipped question	11

16. Please provide any additional comments:

	Response Count
	5
	answered question
	5
	skipped question
	243



# Cooking @ MIT

Idea Proposal and Evaluation

Some GWS survey work, BUT  
 TOO MUCH ON ALTERNATIVES, NOT ENOUGH  
 ON A PLAN. FINANCIALS ARE SKETCHY,  
~~WAS~~ SOME GWS REPEATED, + MORE  
 SIGNS OF MESSY MAP. MISSING SECTION, TOO

— DEAL WITH ALTERNATIVES, A GIVE FOR  
 A PLAN.

— HOW MANY STUDENTS HAVE ACCESS TO  
 A KITCHEN TO USE THEIR NEW COOKING  
 SKILLS? ENOUGH TO REPLACE AN  
 EXISTING / PLANNED DINING FACILITY ???  
 NEW MIT IS LISTENING!!!

6.9.3 MISSING  
 INTERVIEW  
 6.5/8

Group Report  
 15.279 Final Project  
 Spring 2011

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

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.

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.

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.

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.

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](mailto:ccc@mit.edu).

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.

- THE STUDY SEEN  
WITH RECOMMENDING  
COOKING CLASS, THEN  
ALUMNANTS  
- THE IDEA IS TO GIVE  
THE IMPORTANT REASON  
AN IDEA OF THE PLAN

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*Wow~  
INTERESTING TOC.*

# Introduction

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.

While every student who lives in an on-campus dorm has access to at least one kitchen in their building, relatively few students cook for themselves regularly and many have never cooked at all. While there have been small, isolated instances of cooking classes, none have made a distinct effort to appeal to the student body at large. There is currently a program at East Campus taught by Victoria Davenport, a Senior Administrative Assistant. (response from program) In the past, the Experimental Study Group (ESG) program for freshmen has had a seminar entitled *Kitchen Chemistry* where they met once a week with a faculty member to prepare a different dish, but this was explicitly restricted to students in the program. Additionally, there have been several one-off classes for preparing a particular type of cuisine or a particular dish taught by members of the MIT community during IAP, but again, these were not organized as courses with a "curriculum" in mind.

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.

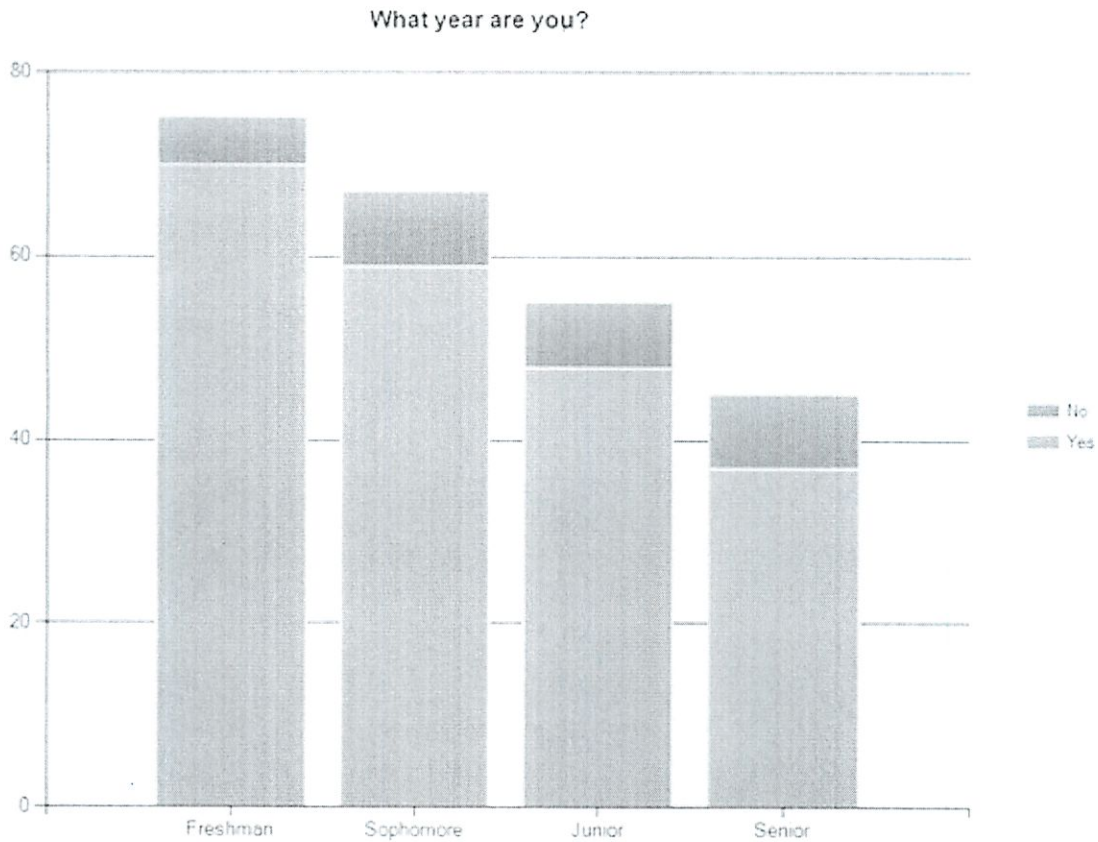
... AND YOU  
INTRO SHOULD  
FOLLOW YOUR TOC,  
GIVING AN OVERVIEW OF  
YOUR REPORT.

- THIS IS MORE LIKE THE  
BEGINNING OF ONE REPORT  
- SHOULD INCLUDE YOUR  
ALTERNATIVE SOLUTIONS

# 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.

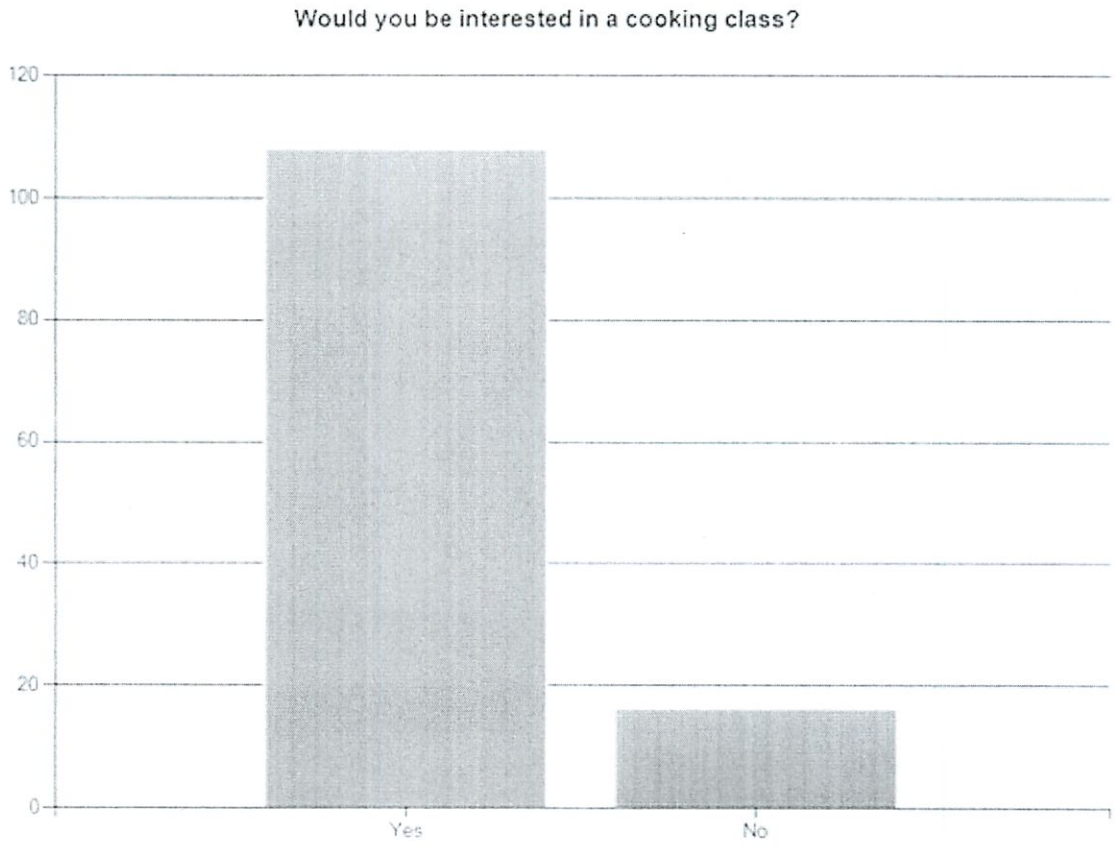


Graph 1. Cross-tab Analysis of Interest vs. Undergraduate Year.

*why?*

*Good!*

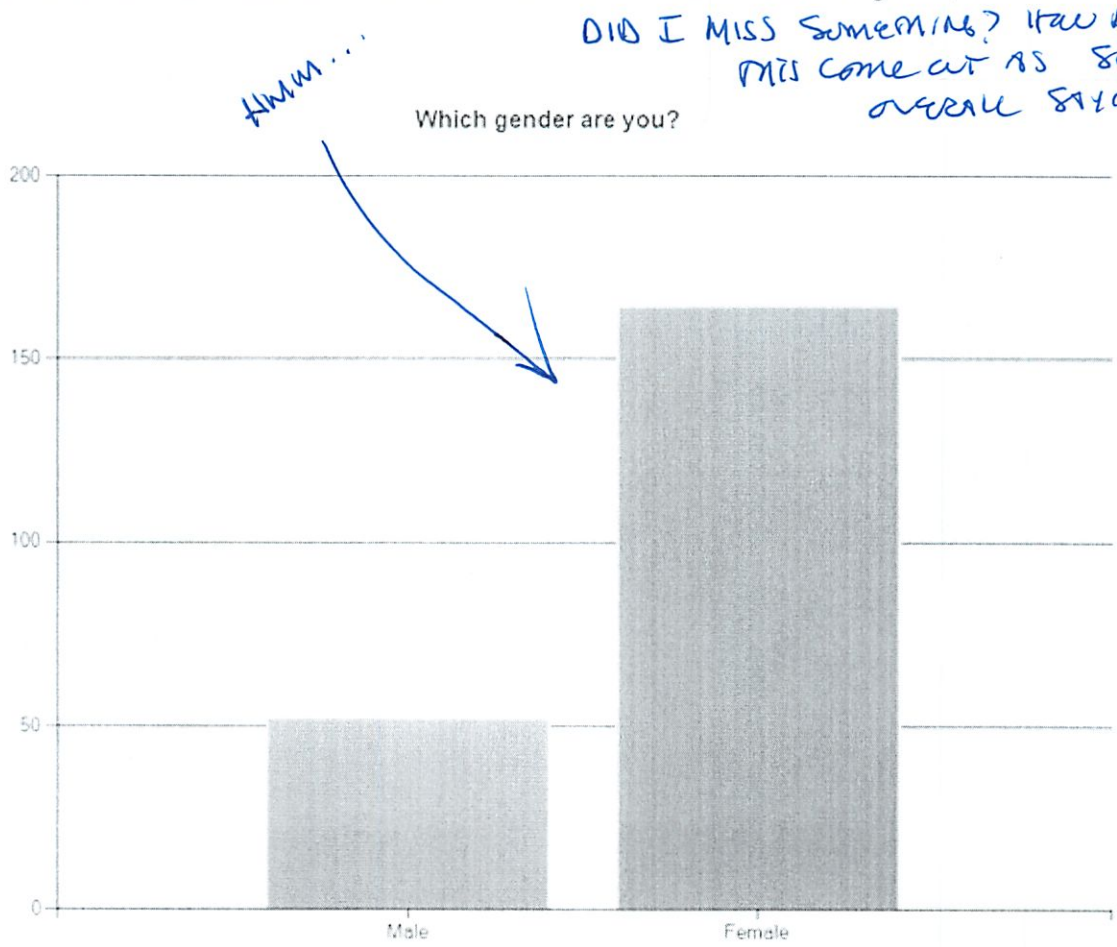
Upperclassmen probably have less time to cook. In addition, they have completed more PE requirements. 50.2% of those interested said they already completed their PE requirements. However, 87.1% of those who completed their PE requirements would still be interested in taking this course.



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.

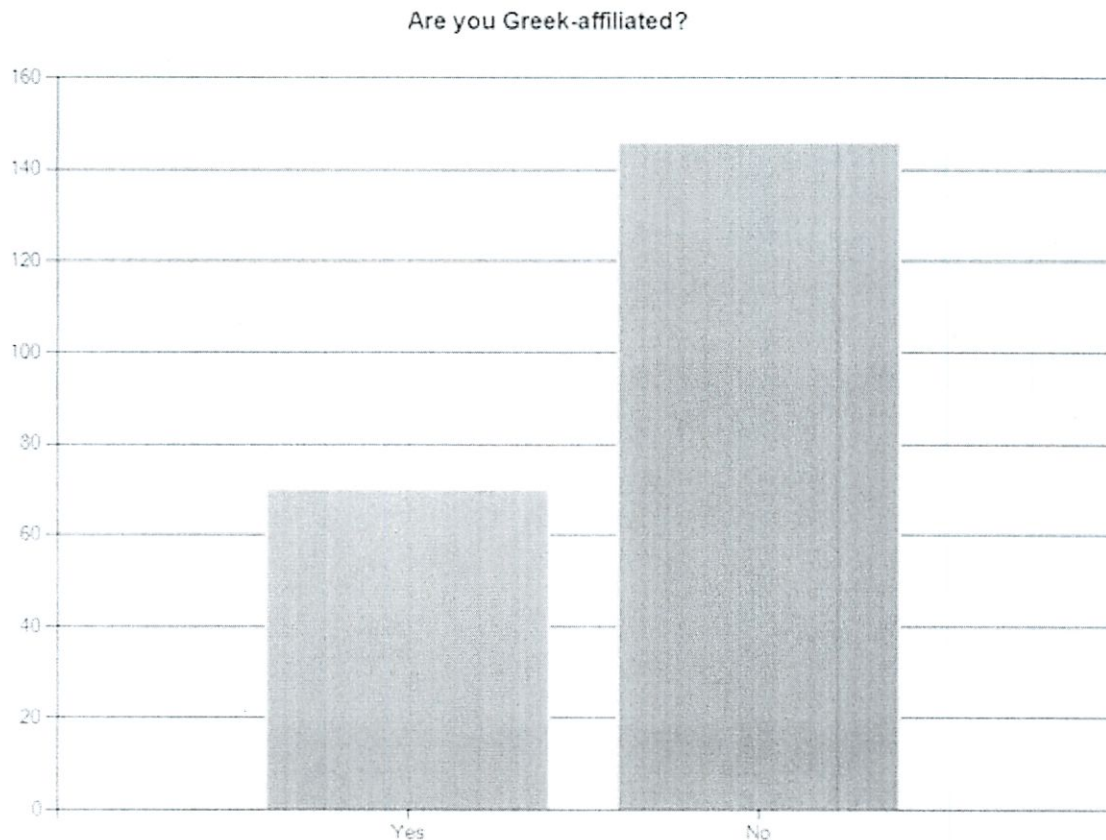
In addition, 77.1% females and 22.9% males would be interested in the cooking class, as shown in Graph 3.



Graph 3. Female vs. Male Interest in Cooking Class



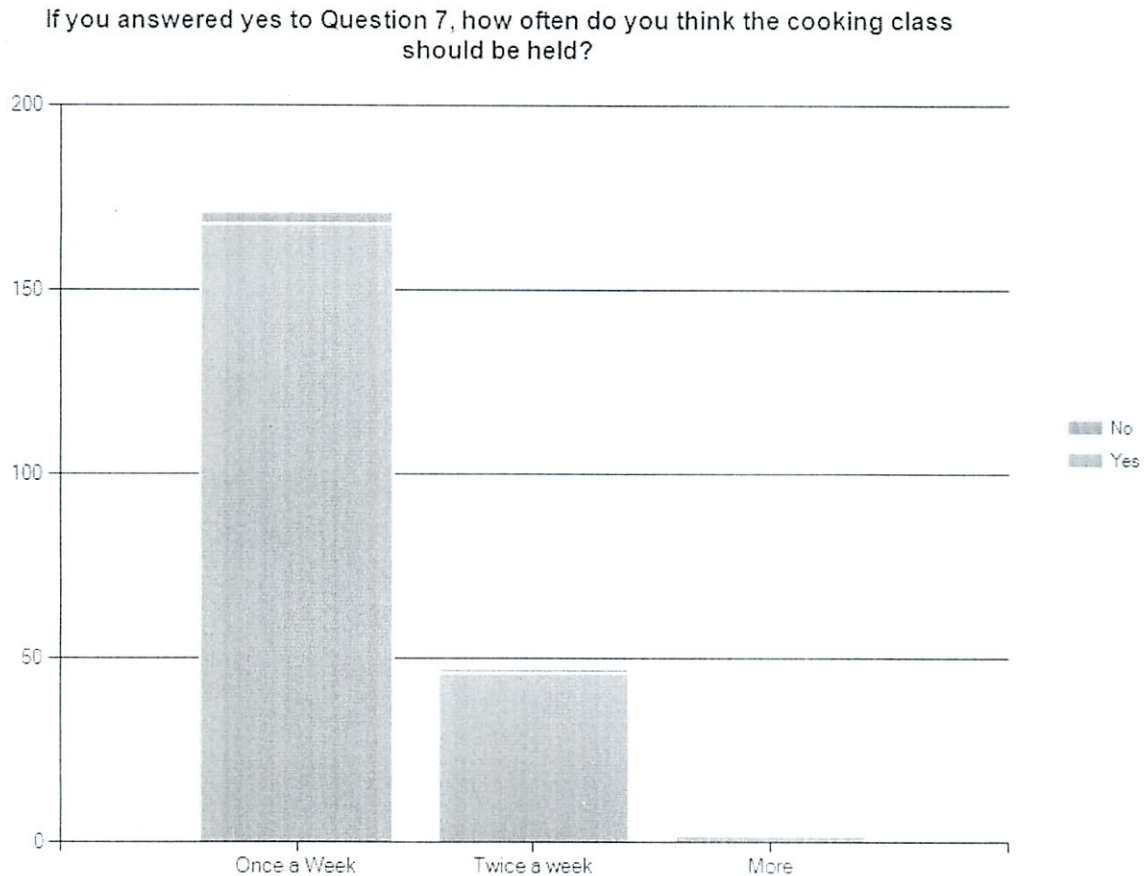
69.8% of those who are interested are not Greek-affiliated, as seen in Graph 4. This could be because <sup>Good</sup> many Greek programs have a cooking rotation program which exposes students to those skills.



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

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.

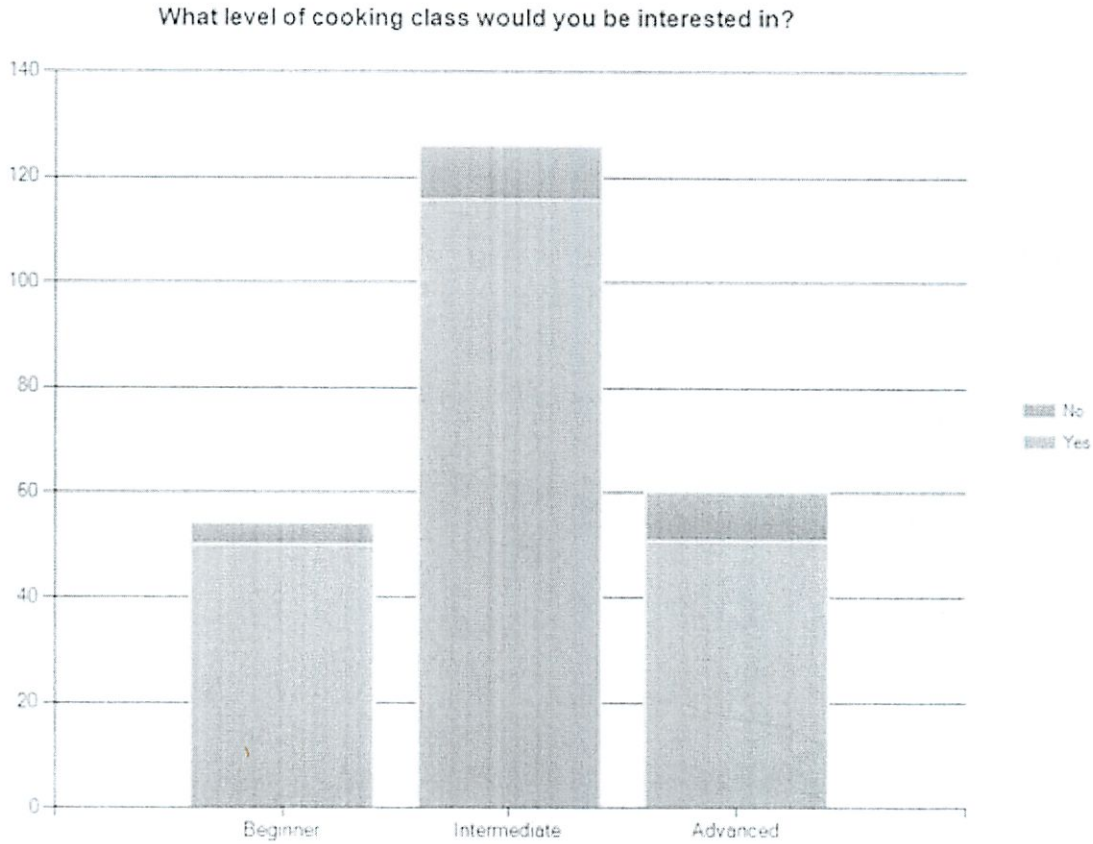
whose?



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.

*Maybe the  
class could include  
a meal to boost  
attendance/interest*

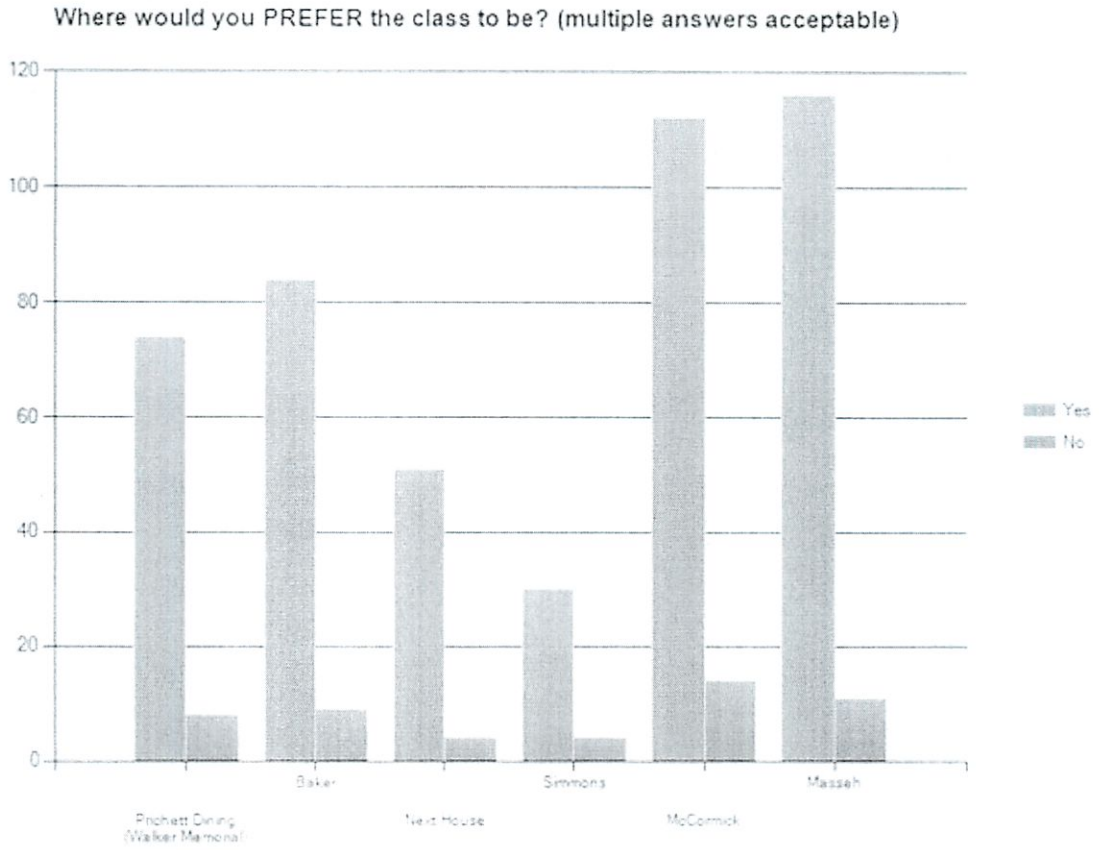


Graph 6. Interest in Level of Cooking Class

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.

When you only have one thing to derive from graph, should be in appendix - unless it is a critical point.

OK, you already know about MIT.



Graph 7. Preferred Location of Cooking Class.

NEED some PREMISE HERE — SO, IF THERE  
WAS A COOKING CLASS, HOW WOULD IT WORK?  
ETC.

## 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.
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.

DO YOU  
RECOMMEND ANY  
ONE OF THESE?  
YOU SHOULD.

# Curriculum

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 <sup>hard</sup> ~~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.

Some  
INTERESTING IDEAS,  
BUT TOO SKETCHY.  
DEAL WITH ALTERNATIVES  
w/ TWO-SIDES, THEN RECOMMEND  
A PART TO TAKE ME DOWN.

## 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

### Accessibility to students

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

*DO ALL THESE LOCATIONS HAVE SUFFICIENT SPACE? PRITCHETT HAS TWO KITCHENS?*

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.

## Current Use Patterns

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.

## 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).

ALL THIS  
INFO FOR  
CAMET.



## Coffee House Lounge

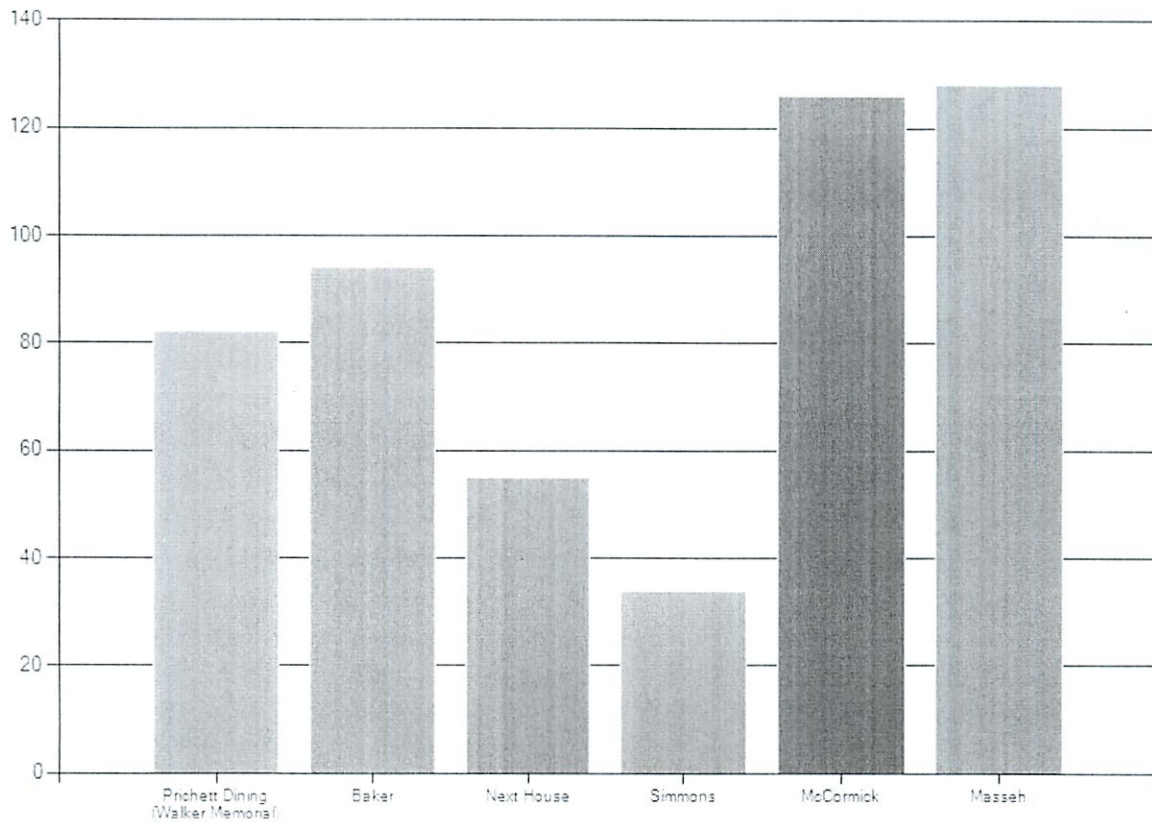
As a result of proven success by student groups that the coffeehouse could be a social atmosphere, the Coffee House was adopted as a reservable event space by the Campus Facilities Complex (CAC), and is now used by a variety of student groups and MIT faculty and staff members. Tare a number of consistent 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 microwavable 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.

LOTS of GWS (GWS)  
ABOUT ALTERNATIVES, BUT  
NO RECOMMENDATION!!  
IS THIS IT?

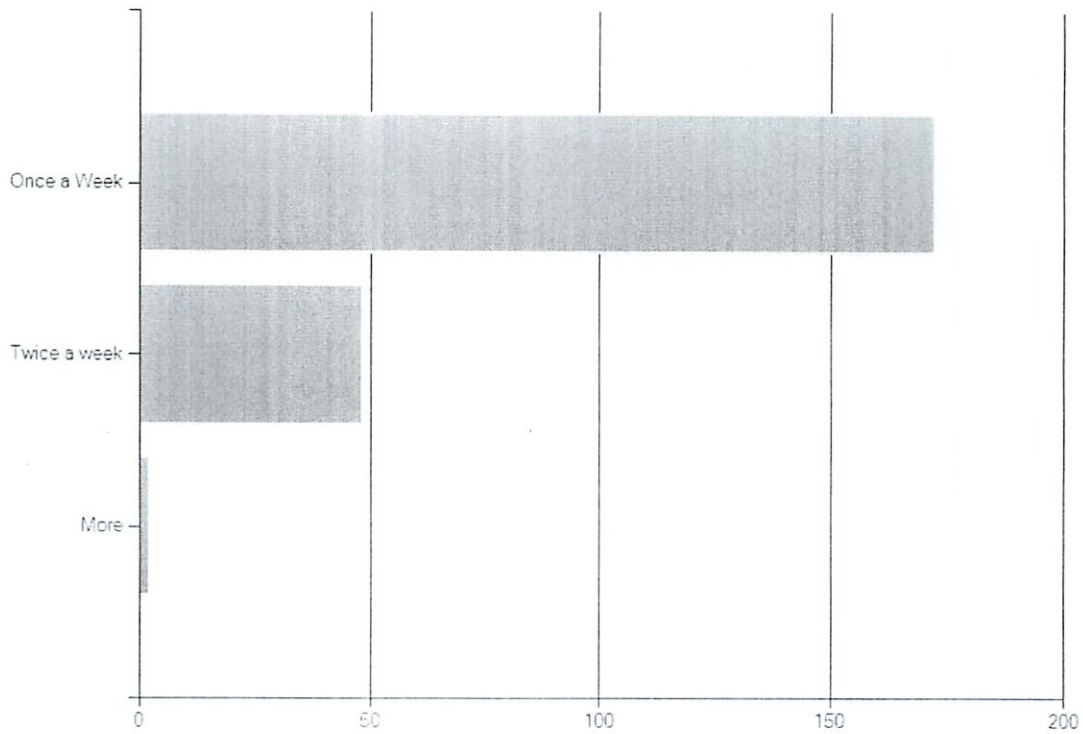
Where would you PREFER the class to be? (multiple answers acceptable)



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

*IS THIS THE  
SAME AS  
GRAPH 7?*

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



Graph 2. Frequency of Cooking Class

*I THINK I  
SAW THIS ONE  
ALREADY TOO.*

## PE Credit

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

*MISSING SECTION*

# Cost

The costs of running a pilot program involve the facility, the equipment, the materials, the instructors, and the frequency of the classes.

If an existing kitchen on campus is used, the only cost associated with the facility would be for the required clean-up afterwards. This work is estimated at one man-hour per group of 15 students per class held. Based on information from MIT Facilities, this is approximately \$25 per class. Any possible location that involved renovations would likely be prohibitively expensive for just running a pilot program.

Since the purpose of the class is to teach students how to make meals for themselves, the equipment used should mirror what the average student would purchase for their dorm. Accordingly, a representative sample is the Cook N Home 15 Piece Non stick Aluminum Soft handle Cookware Set available for \$62.99 on amazon.com. Though this equipment may be re-usable at the end of the class, the durability of such an inexpensive cooking set is questionable, and it may be more appropriate to allow the students to keep the set at the end of the class (and it would be particularly useful if they are just getting started). Accordingly, the cost is estimated at \$63 per student. *SO THIS IS A STUDENT COST?*

Though the specific dishes to be prepared have not been determined, the purpose of the class (teaching students to cook for themselves) inherently restricts the cost of materials to no more than \$10 per student per meal (because of their limited income, most students would not be interested in learning to prepare meals more costly than this).

The cost of compensating the instructors could vary widely based on the qualifications and experience desired. Regardless, the instructor will likely have to be paid for three times the length of a class to allow for ideas, experimentation, and preparation of an engaging lesson. Since a class would either be one or two hours, the cost would be either three or six man-hours per class. If the instructors were students, we could ask them to volunteer and get away with paying nothing. Failing that, they could be paid \$15/hr and still make more than 8.02 TAs or other on-campus jobs. Professional chefs or culinary instructors would likely cost a lot more—in the neighborhood of \$50/hr for teaching a class like this. Soliciting members of the current on-campus dining staff would likely fall somewhere in between, perhaps \$30/hr.

Classes would be either once or twice per week. If the duration is based on a PE class, it would last 5 weeks. Based on this, a pilot program would consist of either 5 or 10 classes. Assuming a pilot class size of 15 students, the cost of the entire program would range from as little as \$1820 (with volunteer instructors and one class per week) to \$5695 with professional chefs for instructors and 2 classes per week). It would seem entirely reasonable to ask the students to pay a fee of \$50 for the class to help defray the cost (especially since they get to keep a \$63 cooking set and all the food they make). That would bring the cost range to \$1070 to \$4945.

*ARE THESE COSTS ASSOCIATED WITH KITCHEN OPERATIONS? ELECTRICITY, WATER, ETC?*

*IS THIS WHAT MIT PAYS?  
HOW ABOUT PROTECTING ECONOMIC EFFECT OF STUDENTS COOKING FOR THEMSELVES?  
COSTS / SAVINGS @ MIT?*

# 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 a different staffing levels and in different locations.

FORMALITY

VALUE

# 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:



## Cooking Classes @ MIT

Idea Proposal and Evaluation

Group Report  
15.279 Final Project  
Spring 2011  
Prof. Terence Heagney

Cathy Cao  
Diandra Drago  
Neel Hajare  
Michael Plasmeier  
Amy Zhang



## Background

**Goal of eating nutritious**

Meal plan good in dining dorms; while at MIT

**Some existing programs**

Can set up dedicated facility

Glass Lab, Edgerton shop

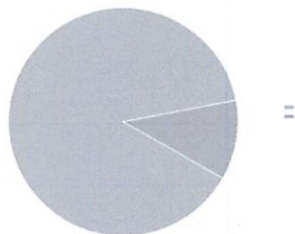
**But big investment up front**

So pilot program

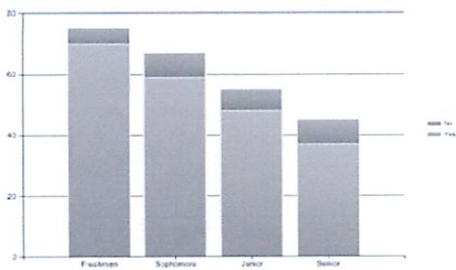
## Student Interest Survey

Sent to various MIT email list  
248 respondents

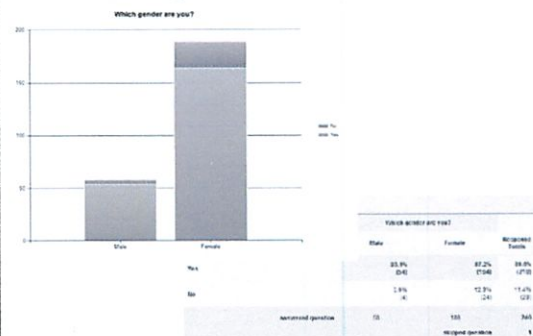
## Would you be interested in a cooking class?



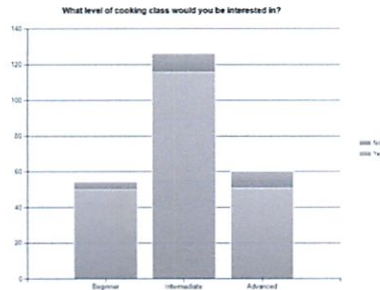
## Interest by Year



## Interest by Gender



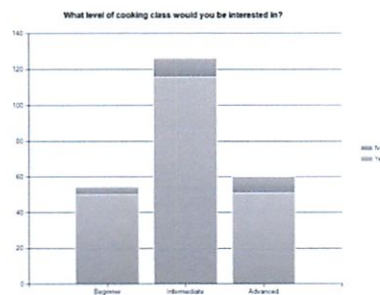
### Level of Class



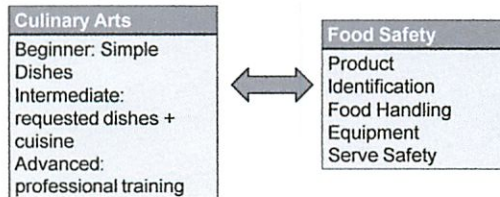
### Staffing

Option	Pro	Con	Cost
Professional Instructors	Part time Current system with PE	High cost	\$2,400 /course
Campus Staff Volunteers	Zero cost Easy access	Long-Term Dependability	0
Student Volunteers	Low cost	Fickle Turnover	0
Chefs from Local Restaurants	Student nomination Restaurants: publicity	Cost Uncertainty	\$?

### Curriculum



### Curriculum



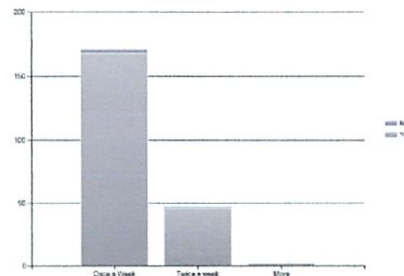
### Duration

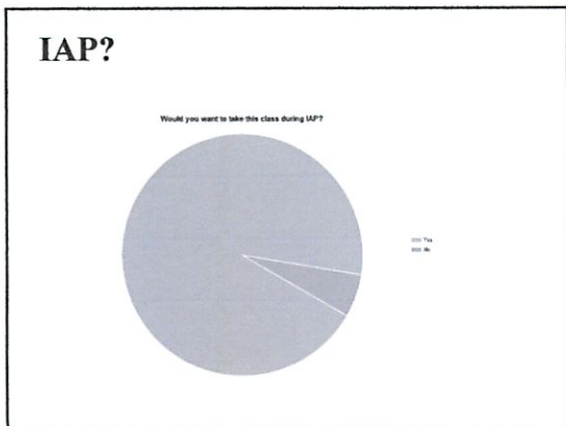
- Long term: semester long
- Short term: few weeks
- One time: few hours

Need 6 classes to fit curriculum

### Frequency

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





### Time Recommendation

**IAP:**  
**8 sessions over 4 weeks**  
**2 hours/session**

**Semester**  
**once a week, 6 weeks, 2 hours/session**

### Location Considerations

- Liability**
- Permanence**
- Cost**
- Size**
- Accessibility to students**

### Location Selection

<p><b>Commercial Kitchens</b>                  Maseeh Hall Commercial Kitchen                  McCormick Hall Commercial Kitchen                  Next House Commercial Kitchen                  Simmons Hall Commercial Kitchen                  Baker Dining Commercial Kitchen</p> <p><b>High Capacity Dormitory Kitchens</b>                  McCormick Country Kitchen                  Next Country Kitchen</p> <p><b>Alternative Locations</b>                  Pritchett Dining Kitchen                  Coffehouse Lounge</p>	<p><b>Dormitory Residence Kitchens</b>                  Baker                  Bexley                  Burton Conner                  East Campus                  Macgregor                  McCormick                  Maseeh                  New House                  Next House                  Senior House                  Simmons</p>
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### Liability

<p><b>Commercial-Kitchens</b>                  Maseeh-Hall-Commercial-Kitchen                  McCormick-Hall-Commercial-Kitchen                  Next-House-Commercial-Kitchen                  Simmons-Hall-Commercial-Kitchen                  Baker-Dining-Commercial-Kitchen</p> <p><b>High Capacity Dormitory Kitchens</b>                  McCormick Country Kitchen                  Next Country Kitchen</p> <p><b>Alternative Locations</b>                  Pritchett Dining Kitchen                  Coffehouse Lounge</p>	<p><b>Dormitory Residence Kitchens</b>                  Baker                  Bexley                  Burton Conner                  East Campus                  Macgregor                  McCormick                  Maseeh                  New House                  Next House                  Senior House                  Simmons</p>
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### Permanence

<p><b>Commercial-Kitchens</b>                  Maseeh-Hall-Commercial-Kitchen                  McCormick-Hall-Commercial-Kitchen                  Next-House-Commercial-Kitchen                  Simmons-Hall-Commercial-Kitchen                  Baker-Dining-Commercial-Kitchen</p> <p><b>High Capacity Dormitory Kitchens</b>                  McCormick Country Kitchen                  Next Country Kitchen</p> <p><b>Alternative Locations</b>                  Pritchett-Dining-Kitchen                  Coffehouse Lounge</p>	<p><b>Dormitory Residence Kitchens</b>                  Baker                  Bexley                  Burton Conner                  East Campus                  Macgregor                  McCormick                  Maseeh                  New House                  Next House                  Senior House                  Simmons</p>
--	---

### Cost

<b>Commercial-Kitchens</b>	<b>Dormitory Residence Kitchens</b>
Maseeh-Hall-Commercial-Kitchen	Baker
McCormick-Hall-Commercial-Kitchen	Bexley
Next-House-Commercial-Kitchen	Burton-Conner
Simmons-Hall-Commercial-Kitchen	East-Campus
Baker-Dining-Commercial-Kitchen	Macgregor
<b>High Capacity Dormitory Kitchens</b>	McCormick
McCormick-Country-Kitchen	Maseeh
Next-Country-Kitchen	New-House
<b>Alternative Locations</b>	Next-House
Pritchett-Dining-Kitchen	Senior-House
Coffeehouse-Lounge	Simmons

### Size

<b>Commercial-Kitchens</b>	<b>Dormitory-Residence-Kitchens</b>
Maseeh-Hall-Commercial-Kitchen	Baker
McCormick-Hall-Commercial-Kitchen	Bexley
Next-House-Commercial-Kitchen	Burton-Conner
Simmons-Hall-Commercial-Kitchen	East-Campus
Baker-Dining-Commercial-Kitchen	Macgregor
<b>High Capacity Dormitory Kitchens</b>	McCormick
McCormick-Country-Kitchen	Maseeh
Next-Country-Kitchen	New-House
<b>Alternative Locations</b>	Next-House
Pritchett-Dining-Kitchen	Senior-House
Coffeehouse-Lounge	Simmons

### Accessibility to Students

<b>Commercial-Kitchens</b>	<b>Dormitory-Residence-Kitchens</b>
Maseeh-Hall-Commercial-Kitchen	Baker
McCormick-Hall-Commercial-Kitchen	Bexley
Next-House-Commercial-Kitchen	Burton-Conner
Simmons-Hall-Commercial-Kitchen	East-Campus
Baker-Dining-Commercial-Kitchen	Macgregor
<b>High Capacity Dormitory Kitchens</b>	McCormick
McCormick-Country-Kitchen	Maseeh
Next-Country-Kitchen	New-House
<b>Alternative Locations</b>	Next-House
Pritchett-Dining-Kitchen	Senior-House
Coffeehouse-Lounge	Simmons

### Location Recommendation

Next House Country Kitchen

### PE Requirements

Requires min 30 minutes active recreation  
 Hard to fit in in most classes  
 Would not work elegantly

### Cost of Recommendation Factors

Facility  
 Equipment  
 Materials  
 Instruction  
 Frequency

### Equipment

Pots/pans  
 Cutlery  
 Kitchen tools  
 Flatware

< \$30/student

### Materials

Exact food supplies depend on dishes

< \$10/meal regardless

### Total Cost

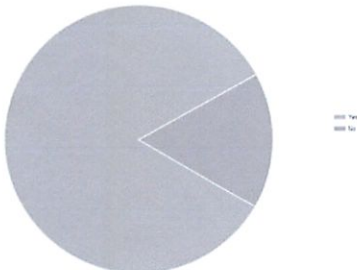
Fixed Cost	
Equipment	\$30
Cost Per Class	\$10
Facility	\$0
Materials	\$10
Instruction	\$0
Frequency	x 8 sessions
Total	\$110/student

### Funding Options

MIT  
 Division of Student Life  
 Outside  
 Food companies  
 Students

### Willingness to Pay

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



### Funding Recommendation

Students pay (and get to keep the equipment and food)



**Pilot program feasible with  
minimal expense**

**Any questions?**

Team 1  
15.279 Interactive Presentation

**Subject:** ReCycle Bike Rental System

**Audience:** MIT administration, specifically the MIT Parking and Transportation

**Context:** We have gained approval from the MIT Undergraduate Association (UA) to propose a bike rental system on campus. We have done market research, and have decided on a system we feel best meets the needs of MIT undergraduates.

**Credibility:** We are MIT undergraduates representing the bike rental service and have the approval of the UA

**Outline:**  
See next page

# Cooking Classes @ MIT

Idea Proposal and Evaluation

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Group Report  
15.279 Final Project  
Spring 2011



Campus Consulting Group

Prof. Terence Heagney

Campus Consulting Company  
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April 28, 2011

Mr. Henry Humphreys

Senior Associate Dean, Residential Life and Dining

Dear Mr. Humphreys:

A month ago, Campus Consulting Company (CCC) was asked to look into the details of operating cooking classes at the Massachusetts Institute of Technology (MIT). We were first asked to establish whether there was sufficient student demand for such a program. If we found that there was enough interest, we were asked to think through several different ways that the program could be operated and provide a recommendation.

Suggestions of cooking classes have been floating around campus for the past few years. Cooking classes not only help students not on house dining plans eat healthful meals, but they can help all students cook for themselves after graduation. However, up to now, no formal study has been conducted to evaluate the idea of providing a campus-wide cooking class.

In order to establish a need for cooking classes, the CCC first surveyed undergraduates from dorms on both the east and west side of campus, as well as select FSILGs. We also talked to administrators who have been thinking of setting up programs in the past. After establishing an interest level, we explored ways to set up a pilot program. We believe that a pilot program can help MIT try out different ways of operating the program before dedicating and renovating a space for the program. We looked at curriculum, staffing, length/frequency of classes, and location. We also explored the possibility of offering PE credit. Finally, we accounted for the cost of our recommendations and identified resources that could cover the cost, providing a holistic view on the program.

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 ultimate program may vary, we believe that it is feasible to set up a pilot program without a large commitment of resources.

As an objective student consulting group, our goal is to provide as much information as possible to help you make the best decision. Therefore, if you have any additional questions, please email me at [theplaz@mit.edu](mailto:theplaz@mit.edu).

Finally, Campus Consulting Company would like to thank you for the opportunity to work with you on this issue.

Sincerely,

Michael Plasmeier, Partner  
Campus Consulting Company

# Executive Summary

## Purpose

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

## Background

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, 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.

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

## Research

We conducted interviews with members of the administration, including Richard Berlin, Director of Dining, and Carrie Moore, Director of Physical Education. We also talked to other members of the administration and one food vendor at MIT.

We also conducted a survey which was distributed among undergraduates at MIT. 248 people responded. Questions included where the cooking class should be located, how often the class should be held, and whether the students would be willing to pay a fee.

## Findings

Students are clamoring for cooking classes. Of the 248 people who responded to our survey, 86% of respondents said that they would be interested in a program. We believe that in order to test different concepts that the program first be established as a pilot program, which requires a minimal commitment of resources. Based on our conversations, we believe that there are current chefs on campus who are willing to volunteer to teach the class. Respondents want an intermediate-level curriculum and we feel it is important to cover food safety. We found that IAP would be the best time for the class, but we have also identified how the program could work during the semester. After evaluating many different spaces, we found that Next House had the largest feasible space for the pilot program. We believe offering PE credit would not be feasible. We've found that a pilot program is feasible for very few resources.

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# Introduction

First this report reviews some of the events leading up to this study and a survey of the current sentiment on campus for cooking classes. Next, the report establishes a strong student interest in cooking classes through the use of a survey. The report then explores several possible staffing arrangements before recommending a staffing profile. Next we suggest a curriculum for the program, based on talks with industry insiders and survey data. After that, the report explores possible durations of the class, and what time of year that the class could be offered. Recommendations are provided for when and how often classes should be held. Next, the report establishes criteria for selecting the location of the classes. We then evaluate several on-campus locations according to the criteria before recommending a location for the pilot. Next we evaluate whether the class could qualify for PE credit. Finally, we review the costs associated with our recommendations and propose a funding mechanism.

## Background

Over the past few years, MIT has sought various options to improve student food quality, improving their overall health and helping them perform in their daily tasks. In order to reach this goal, MIT has moved to implement a meal plan in five of the dormitories. However, much remains to be done to achieve the goal. 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.

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.

There is currently a cooking class at East Campus taught by Victoria Davenport, a Senior Administrative Assistant. One student we contacted was satisfied with that program in its current format. However, this program is designed for East Campus residents. We believe that a program should exist which is open to all students.

In response to the selection of Bon Appetite Management Company, Bon Appetite has been trying to get to know the students better. As a result they have offered to lead cooking classes. Bon Appetite is planning on running a series of one-day seminars, one in each dorm.

In our discussions with Richard Berlin we learned of his plans to create a more extensive cooking class. Richard showed us his plans for a 6-class series of cooking classes. The class would start with a heavy emphasis on safety and product identification early on, and then transition to more detailed techniques later on.

Richard also shared with us his dream that a student-kitchen be established. Similar to the Edgerton shop and the glass blowing lab, students would be introduced to the kitchen through an introductory class. After going through the class, students could use the kitchen to prepare meals for their student group

However, setting up a permanent cooking class 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. This report explores the logistics of the pilot program, while keeping an eye on creating a more permanent program.



## Methodology

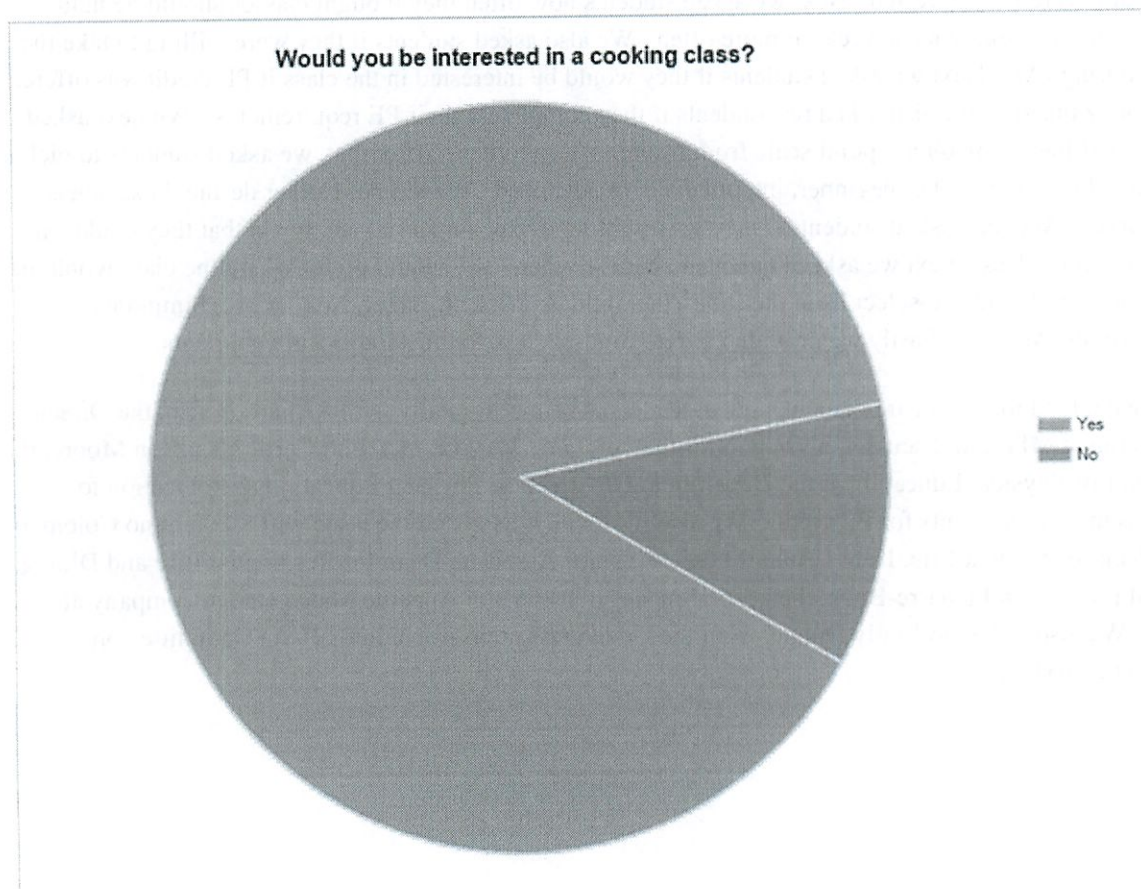
We used two main strategies to collect data for this report.

To reach undergraduates, we created a short survey. The survey text can be found in Appendix B. The survey first collected demographic information from the students: gender, year, living group, and Greek affiliation. We next asked students what clubs they were in, to see if any patterns emerged. Next we asked students if they would be interested in a cooking class. If they were not interested, we asked them why they were not interested. Next we asked students how often they thought classes should be held, either once a week, twice a week, or more often. We also asked students if they were willing to take the class during IAP. Next we asked students if they would be interested in the class if PE credit was offered. To clarify this data we also asked respondents if they completely their PE requirements. We next asked students if they cook on a 5-point scale from Never to Very Often. After that, we asked students to pick a “level” of the class, either beginner, intermediate, or advanced. We did not further define those levels in our survey. We then asked students if they were willing to pay a material fee, given that they could eat the food after class. Next we asked students to choose where they would prefer where the class would be. Students could multiple-select from the following options: Prichett, Baker, Next house, Simmons, McCormick, Masseh. Lastly we provided a free form text box for any additional comments.

We also talked to administrators and student leaders. We met formally with Richard Berlin, the Director of Dining at MIT and discussed his vision for the program. We also met with Carrie Sampson Moore, the Director of Physical Education at the Department Of Athletics, Physical Education & Recreation to discuss the requirements for PE credit. We also informally discussed the issue with Costantino Colombo, the Dean for Student Life, Henry Humphries, the Senior Associate Dean for Residential Life and Dining, and Marietta Ann Lamarre-Buck, the general manager at for Bon Appetite Management Company at MIT. We also talked to Emily Dunne, from the Undergraduate Association’s (UA) Committee on Student Life (CSL).

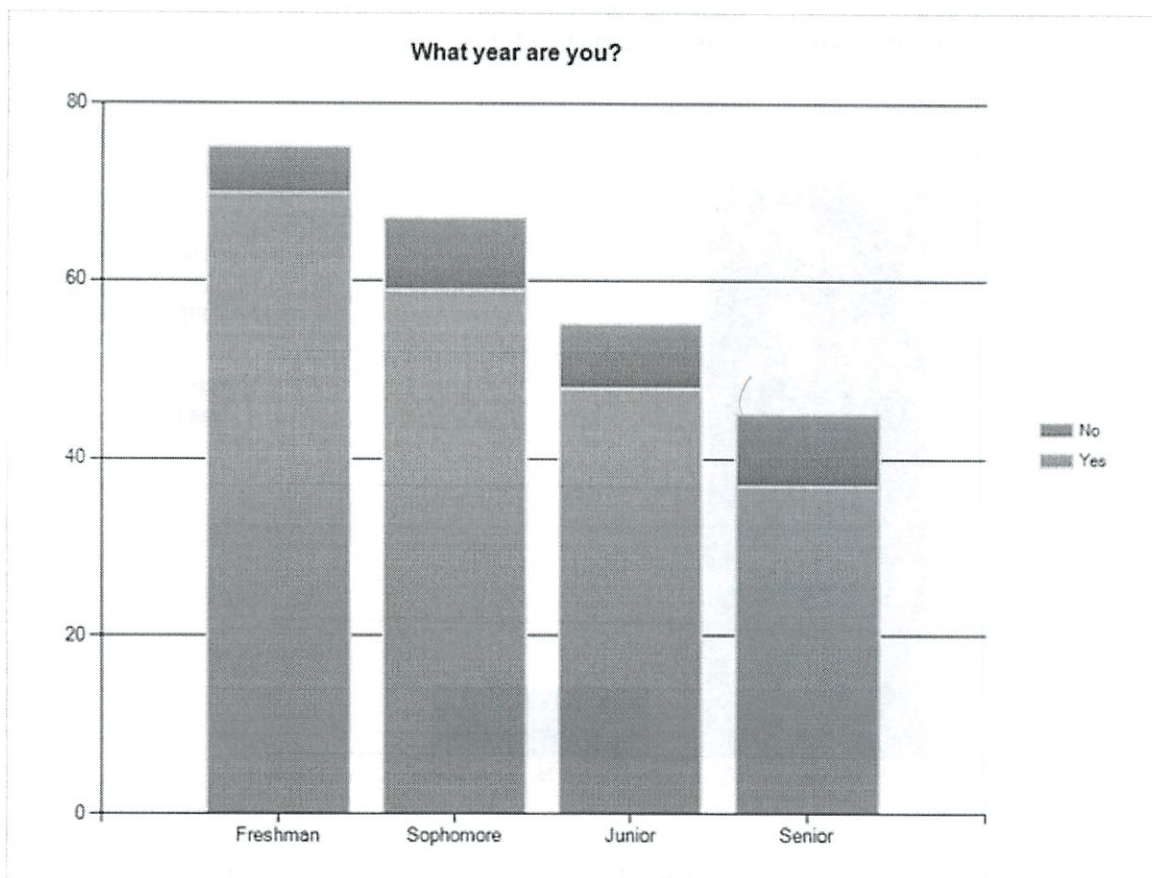
## Student Interest

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. 248 people completed the survey. Of these, as shown in Graph 1, 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 is important to remember the time pressure MIT students face. In addition, offering PE credit is a very popular option.



Graph 1. Cooking Class Interest Level

As the grade level increased from freshmen to seniors, fewer students responded to our survey. Of those interested, 31.0% were freshman, 27.7% were sophomores, 22.7% were juniors, and 18.6% were seniors. However, we believe that this is because upperclassmen are less likely to respond to email surveys. We know that because of the people who responded, the percent interested only declined slightly, while remaining above 80% in all cases. 93.3% of the freshmen who responded to the survey were interested, while only 82.2% seniors who responded were interested.

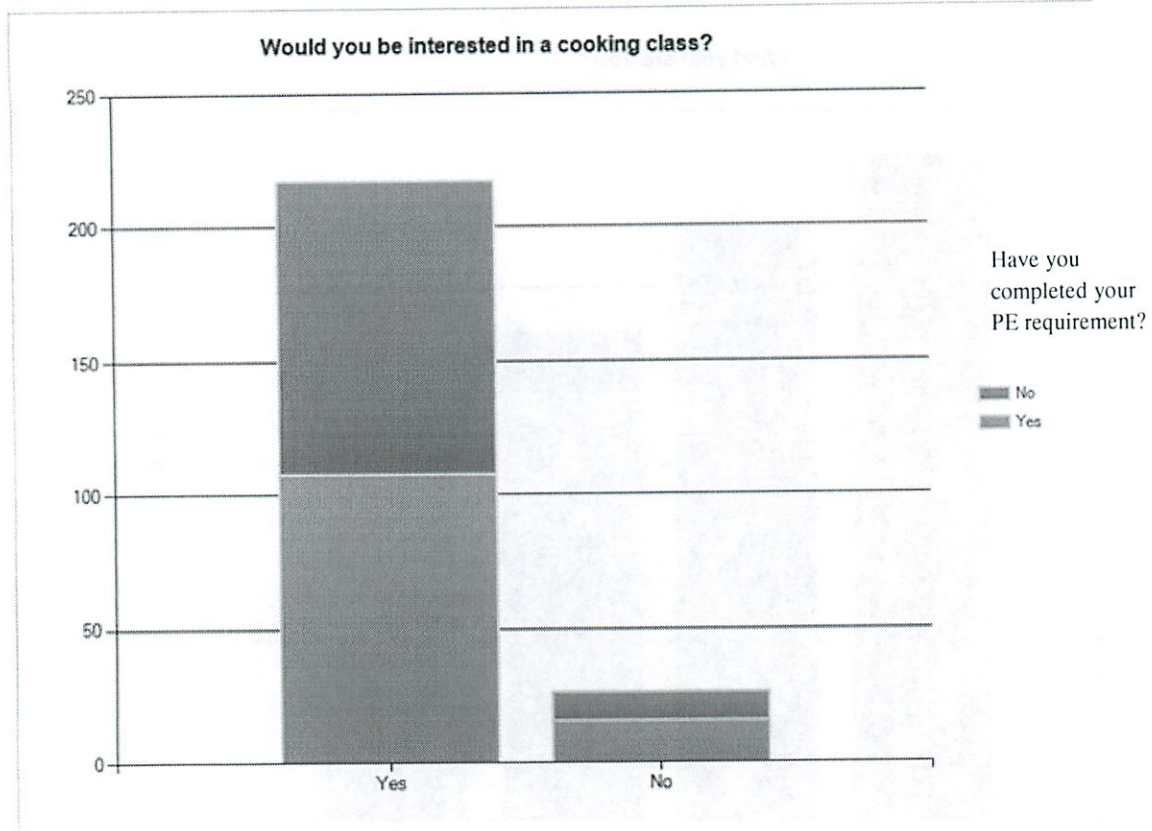


Graph 2. Cross-tab Analysis of Interest vs. Undergraduate Year.

80.1% of those surveyed said they would be interested if offered PE credit. 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.

Of the seniors who responded to the survey, 82.2% said they would be interested in a cooking class, and 75.6% said they 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 and having the program offer PE credit.

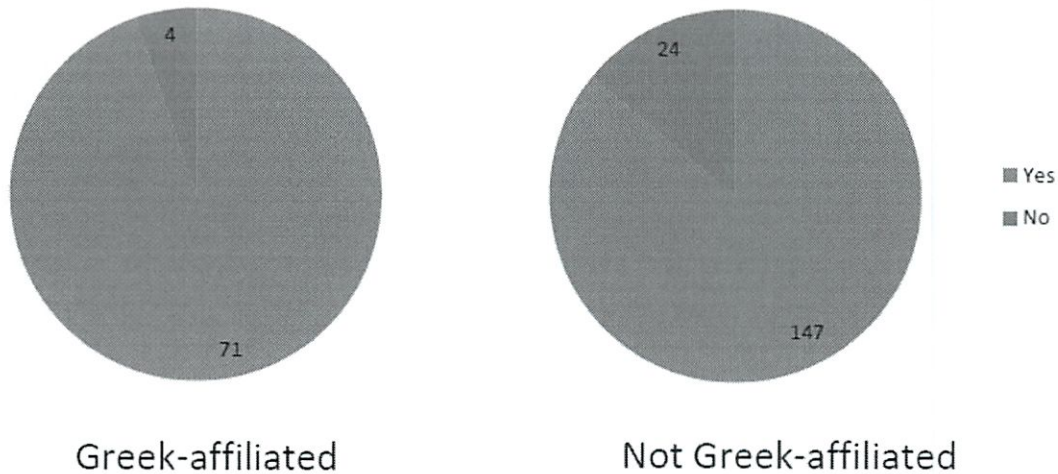
Graph 3 shows that students who both students who have and have not completed their PE requirements would be interested in the class if they received PE credit.



Graph 3. Interest Level in Students Who Have Completed Their PE Requirements

69.8% of those who are responded and 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.

### Would you be interested in a cooking class?



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

Far more females than males responded to the survey. Of the 248 respondents, 188 were female. This shows a strong desire from females for the program. However, of the males that responded, 93.1% of them were in favor of a program.

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
			skipped question
			1

Graph 5. Cross-tab Analysis of Interest vs. Gender

## Cooking @ MIT: Idea Proposal and Evaluation

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.

Our data clearly shows that students will be interested in cooking classes. Further details, such as preferred locations, curriculum, and frequency of classes, will be presented later in the paper.

## Staffing

Given that over 80% of the 248 respondents are interested in a cooking class, we assume this popularity roughly mirrors the big MIT population. That is, if cooking classes are offered, there would be enough student interest to meet attendance requirements.

We proceed to propose details of these classes. In terms of staffing, there are multiple options for the teaching position of the cooking classes, each with its pros and cons.

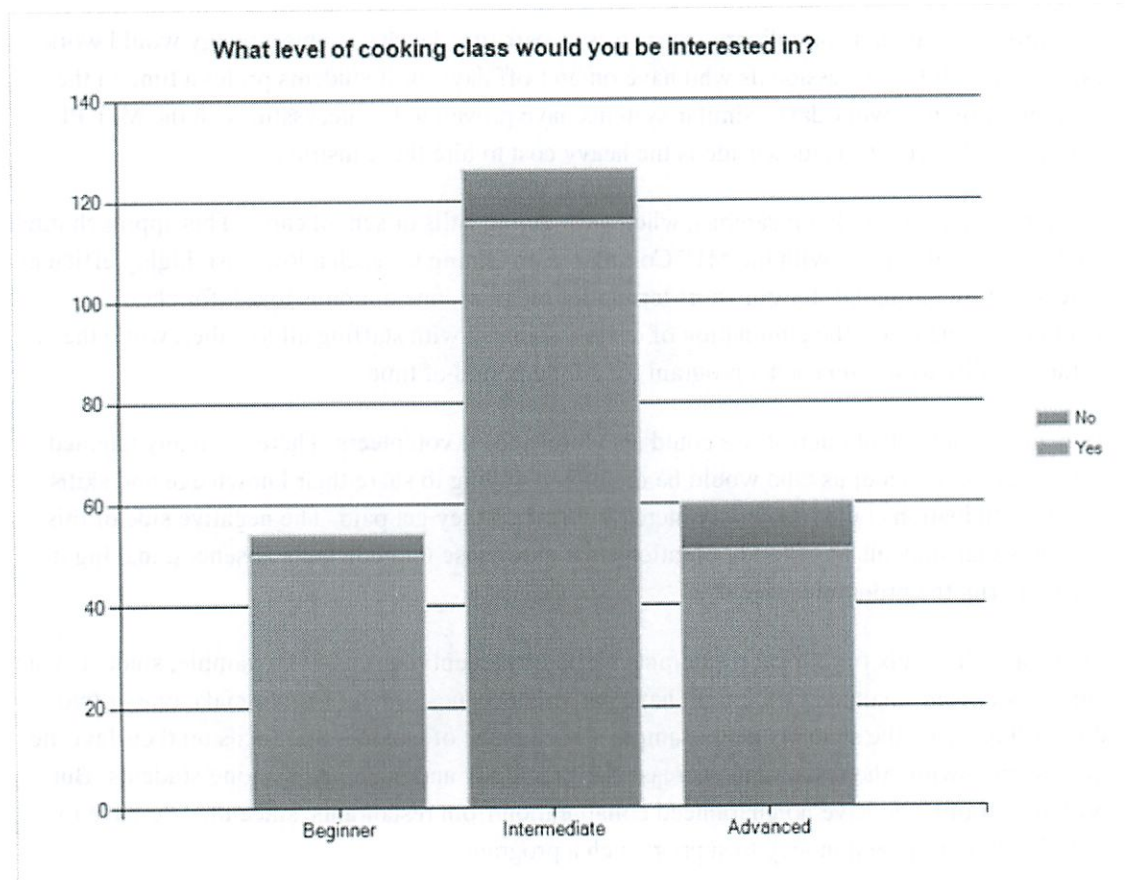
1. Hire professional chefs or culinary instructors as part-time teachers. This strategy would work especially well for professionals who have on-and-off days, or if students prefer a time in the evening or on non-work days. Similar systems have proven to be successful with the MIT PE instructors. However, the downside is the heavy cost to hire these 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. In particular, for our short-term pilot program, one option is to ask for chef volunteers. The pro is the elimination of costs associated with staffing all together, while the con is the inability to sustain such a program for a long period of time.
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. The negative side of this option is that students have time limitations that may cause unpredictable absences, making it harder to run the program smoothly.
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. But with this option, we have no guaranteed collaboration from restaurants, since they do have to sacrifice both time and money to support such a program.

After considering all four options, the CCC recommends option 2. Because of the conservative and careful mindset of the school, a pilot program would be much more appealing to school officials than a long-term program that may not be feasible. And for such a program of shorter time period, the lower the cost, the better. Option 2 recommends using volunteers from current school chefs, reducing staffing cost to zero. In fact, Bon Appetite has already expressed interest for collaboration by sending chef volunteers, proving the option's feasibility.

## Curriculum

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

In our survey, we focused on the level of hardship of these cooking classes. 52.3% said they would be interested in intermediate-level cooking courses. The others are evenly split between beginner and advanced courses. Thus, our focus should be intermediate courses, as shown in the graph below.



In general, the material taught could be divided into two categories: food safety and culinary arts.

1. Food safety. This is a major concern that came up when we talked to Richard (Director of Campus Dining). This category includes product identification for both raw food material and kitchenware, how to handle the food, how long can you keep your food with and without a refrigerator, how to use the equipment in the kitchen. The safety in serving the food is also important, so topics include what time and temperature is appropriate to serve to students, how to safety serve the food, etc. The familiarity with kitchenware is vital; in fact, Richard suggested issuing a certificate once completing this course, and the



certificate guarantees the student's ability to use the common kitchens. The downside of this option is the possible lack of student interest: most students are eager to start making food rather than going through introductory lessons.

2. Culinary arts. The dishes taught should be within the limitations of the available kitchenware in student dorms. This ensures that the students can actually apply what they learned in class to daily cooking. The basic level classes would 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. And the only restriction to these classes is the school's approval: for example, Richard believes students should not be allowed to cook until they own the kitchenware certificate.

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.

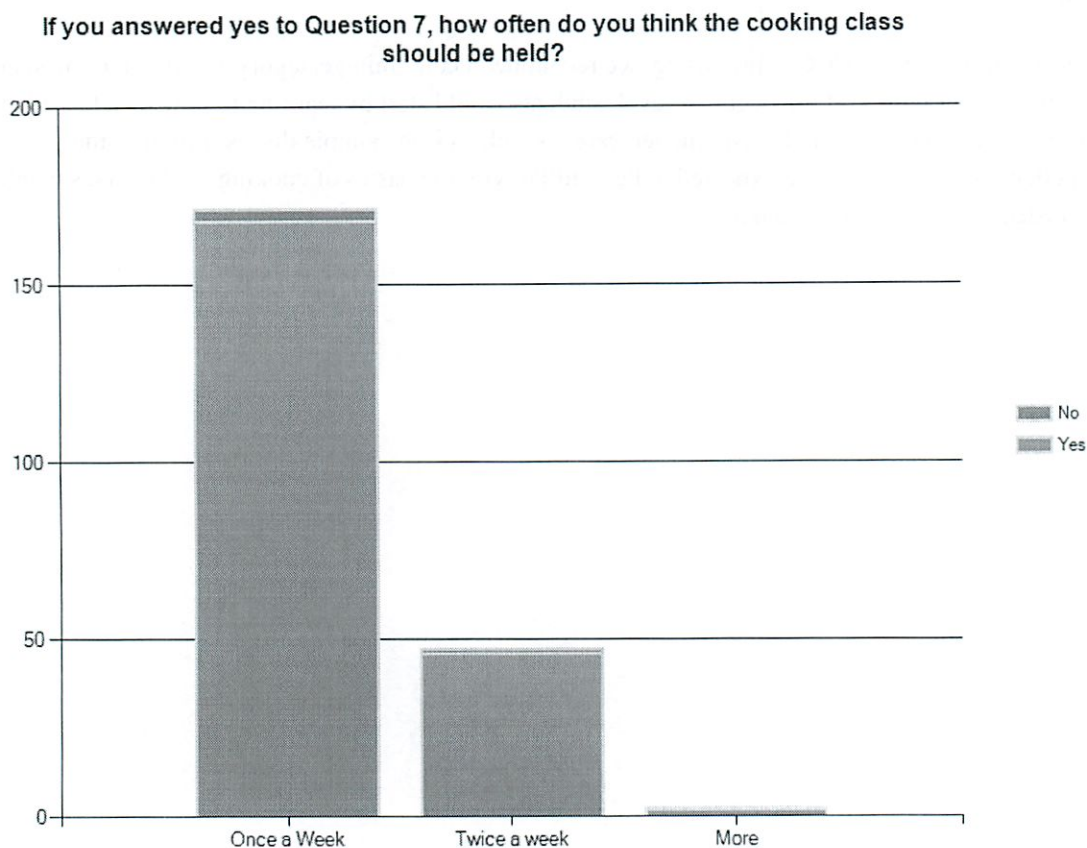
As for the pilot program CCC is proposing, we recommend combining category 1 and 2 into the same program. In other words, at the beginner level, students would start by learning to how to safely identify and serve food, how to use and clean kitchenware, as well as some simple dishes. Entering the intermediate level, students are expected to be familiar with the basics of cooking, and courses would focus instead on specific dish making.

# Time

Cooking classes can be of various length and depth. In terms of time, the program could be set up as long-term, short-term, or one-time session. For long-term, the class would run through the entire semester; short-time encompasses a few weeks; and one-time would be a single session lasting a couple of hours.

In order to finish the coursework described in the Curriculum section, we recommend at least 6 sessions, each being about 2 hours long.

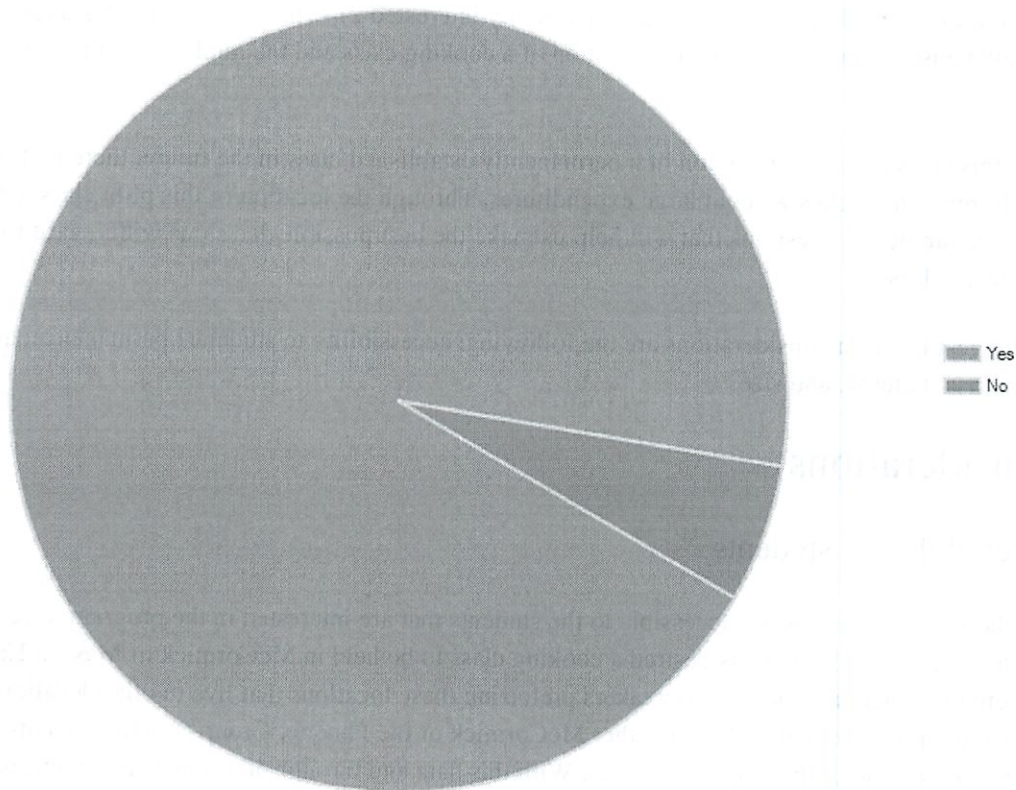
Next, we used survey to gather student opinions about the frequency of these classes. Of those who are interested in the cooking class, 77.8% believe the class should be held once a week. The graph below clearly shows that this class should not be held too often.



The length of the class also depends on when it is held. Classes can be held during IAP or during the semester. While IAP is a great time for a concentrated class, some students are not on campus. However, during the semester students have many other commitments which makes it hard for many students to commit to attending class frequently.

However, our survey responded very positively to a class during IAP. Over 94% of responded were willing to take a class during IAP.

Would you want to take this class during IAP?



In light of these statistics, we recommend a class during IAP.

During IAP, students have significantly more time to take classes. Thus we recommend a slightly extended, 8 session class, spread twice a week over the 4 weeks, 2 hours per session.

We believe that there is also significant demand during the semester for cooking classes. If the classes would be offered more than once, we recommend adding classes during the semester. During the semester, our recommendation is to have 6 sessions, each 2 hours long, over a span of 6 weeks. This would allow a quarterly schedule, similar to that of PE classes, where students have the freedom to choose the first or second half of a semester to attend these courses.

## 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.

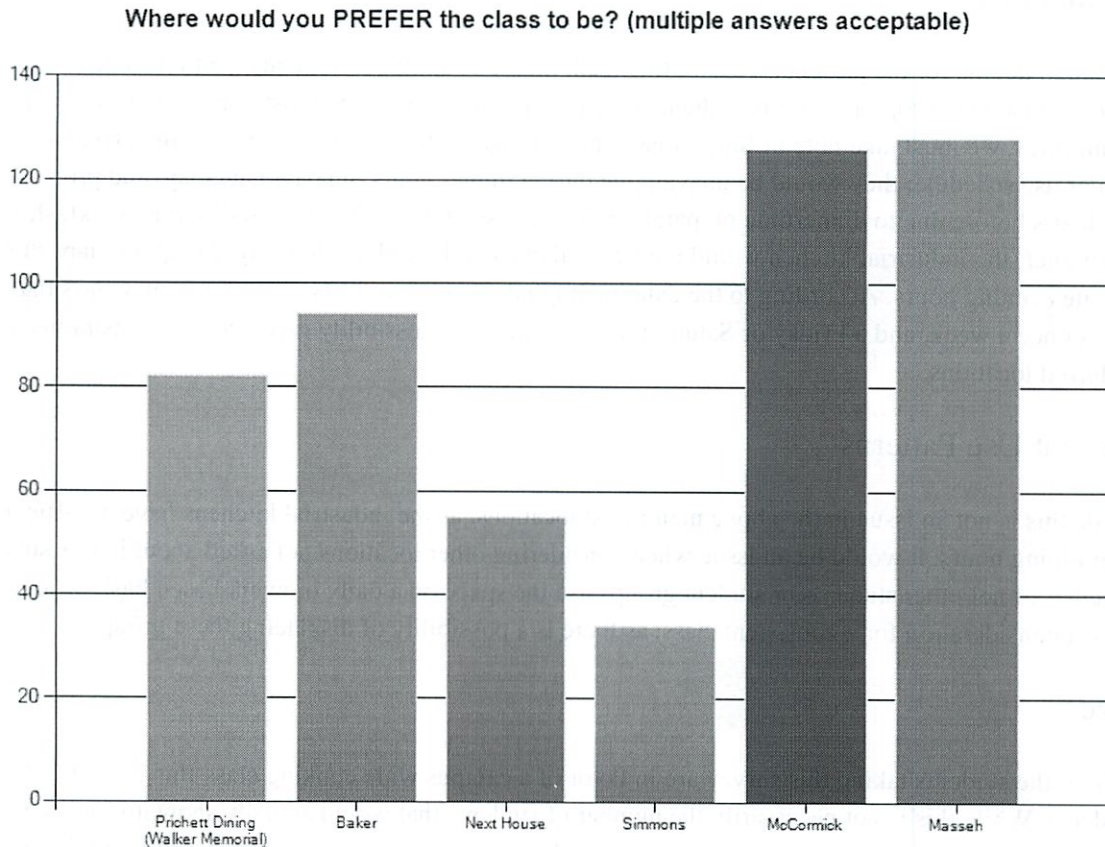
Since this class is the pilot version of a permanently established class in the future, there is flexibility to try different approaches without large expenditures. Through the location of this pilot class, we hope to answer a number of questions that will help us make the best possible decisions with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

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

## Considerations

### Accessibility to students

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.



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

## 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.

## Current Use Patterns

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.

## 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).

## 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. Tare 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

## Cooking @ MIT: Idea Proposal and Evaluation

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 microwavable 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.

## PE Credit

In our survey, over 80% of students said they would be interested in the class, if they could receive PE credit. Undergraduates at MIT must earn 8 PE points in order to graduate. Students can currently earn PE points in multiple ways:

- PE Class – 2 points per class
- Varsity Athletics – Up to 4 points a year
- ROTC – 2 points per year, 4 maximum
- Personal Training Sessions – 2 points for 440 minutes
- Group Exercise Classes – 2 points for 440 minutes

Many students take PE classes in order to earn PE credit. The Department Of Athletics, Physical Education & Recreation currently has over 30 classes on file, with about 15 offered every quarter. Most classes currently center on a particular sport or activity, such as Golf, Archery, or Sailing. However, some of the more recent classes, such as “Upgrade Your Health and Happiness,” also cover topics such as nutrition and health.

Students were interested in earning PE credit so that they could fulfill one of the graduation requirements for MIT while learning something interesting and helpful. Earning PE credit for taking the cooking classes would allow them to take cooking classes instead of another topic they are less interested in.

We also feel that PE credit would dedicate students to completing the entire cooking class. This would enhance the educational experience of the class. In addition, the program could be partially funded by the money set aside for PE classes.

On 4/14/2011 one of our team members met with Carrie Sampson Moore, the Director of Physical Education at the Department Of Athletics, Physical Education & Recreation to discuss the requirements of receiving physical education credit. In order to receive PE credit the class would have to include an active recreation component. This could be included in some classes, for example, walking to Shaw’s for a class in product identification. In order to qualify for PE credit, the class would require at least 30 minutes of physical activity, twice a week, at minimum. The Department Of Athletics, Physical Education & Recreation would provide the instructor for the active recreation component. This would constitute the extent of the Department’s contribution of resources for the class.

However, except for walking to Shaw’s, the active recreation cannot be included seamlessly with the class. Since a typical PE class is 1 hour, twice week, this would take up half of the instruction time or require the class to be longer than a typical PE class. We feel that because the active recreation component of the class would be poorly integrated, it is not worth seeking PE credit for the cooking class.



## Cost

The total cost of deploying a pilot program depends on the underlying costs of several components as outlined in Table 1.

<b>Factors Affecting Cost of Class</b>
Facility
Equipment
Materials
Instruction
Frequency

Table 1

Because we have chosen the Next House Country Kitchen as the location for the program, there is no facility cost. It is an existing space designed for several students to be able to cook simultaneously, and it is already maintained regularly.

When considering the cost of equipment and materials, several assumptions were made. Since the program is meant to teach students to cook in a non-professional setting, we assumed that the audience would primarily be interested in dishes that could be prepared with minimal expense and that the curriculum would reflect that.

Based on this, we assumed that it would be reasonable and appropriate to use inexpensive equipment in class. A basic cooking set including pots, pans, cutlery, kitchen tools, and flatware can be purchased for less than \$30. Since the students will be using the equipment simultaneously, each student will need his or her own set, and the cost will therefore be \$30 per student.

Similarly, based on the nature of the program and the intended curriculum, we assumed that the cost of the materials to prepare each dish would be less than \$10. Since each class will involve making no more than one dish, the cost will be \$10 per student per class.

Our choice to use volunteer chefs to lead the classes for the pilot means that there is no cost associated with the instructors.

Finally, based on our recommendation of 8 sessions for the pilot program, the total cost is less than \$110 per student.

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Fixed Cost	
Equipment	\$30
Cost Per Class	\$10
Facility	\$0
Materials	\$10
Instruction	\$0
Frequency	x 8 sessions
<b>Total</b>	<b>\$110/student</b>

Table 2 Cost of Pilot Program

## Funding

There were three main sources of funding considered: Institute funds, external sponsorship, and participant fees from students.

Our survey indicated that 83% of students would be willing to pay for the materials (given that they can keep the food that they make in class). Based on this willingness to pay and the limited expense associated with the equipment, we believe that it would be appropriate for students to fund both the equipment and materials especially if they are allowed to keep everything after the program concludes.

In order to make the class more accessible, the MIT administration could choose to subsidize the cost for participants. If this is possible, it would make it easier for more students to attend.

## 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 formalness 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 operated with volunteer chefs, provided by one of the current dining vendor on campus. Vendors are willing to volunteer because they are trying to build up good will with the campus community. The class should start by teaching safety procedures and then cover intermediate techniques. If the class is only being offered once a year, IAP is the best time to offer it. During the semester, the class would be best offered one evening a week for 6 weeks. The Next House student kitchen is the best place to hold the pilot program because of its size. Other places are now possible due to a variety of reasons. It is not feasible to offer PE credit because the PE program requires active recreation which is hard to fit into this program. The program's cost will be minimal and can be covered by charging a participant fee. Students feel this is fair since they get to eat the food afterwards.

We feel that offering cooking classes will help MIT help students learn to eat healthy and nutritiously.

## 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:



## Appendix C: Requirements for a PE Class



### 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.<sup>1</sup> *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.*

<sup>1</sup> 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 1<sup>st</sup> 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.

# Appendix D: Draft Class Plan from PE Department

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	<p><b>Safety:</b> Knife safety, cutting with a knife, walking with a knife, handling a knife to someone else; when the stove or oven are hot, how to handle hot dishes...</p> <p><b>Sanitation:</b> 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...</p> <p><b>Budget:</b> 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</p> <p><b>Shopping:</b> Talk about how to shop smart at the grocery store, shopping in season, show samples of vegetables, fresh ones and ones on there way out, practice knife safety by cutting the vegetables. Serve them with a dip for a simple and healthy snack</p> <p><b>Salad</b> - show different types of lettuce and discuss each one's benefits (crust, convenience - washed?, nutritional content), various types of fruits, vegetables and protein that could be added. Dressing options. The culmination of various topics today.</p>	<p>May be no activity today because it is the introduction class, there is a lot of material to cover</p>
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)	<p>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</p> <p>Create an example of a balanced plate, make the plate using the fruits and vegetables from above</p>	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)	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)	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 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

## Appendix E: Survey Results

The table is a large grid with approximately 10 columns and 20 rows. The content is extremely faint and illegible, appearing as a light blue watermark or ghosting of text. It likely represents the raw survey data for the 'Cooking @ MIT' project.

Piloting a Cooking Class



**1. Which gender are you?**

	Response Percent	Response Count
Male	23.5%	58
Female	76.5%	189
<b>answered question</b>		<b>247</b>
<b>skipped question</b>		<b>1</b>

**2. What year are you?**

	Response Percent	Response Count
Freshman	31.0%	76
Sophomore	27.3%	67
Junior	23.3%	57
Senior	18.4%	45
<b>answered question</b>		<b>245</b>
<b>skipped question</b>		<b>3</b>

**3. Are you Greek-affiliated?**



	Response Percent	Response Count
Yes	30.4%	75
No	69.6%	172
<b>answered question</b>		<b>247</b>
<b>skipped question</b>		<b>1</b>

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4. Where do you live?			Response Percent	Response Count
Baker			9.3%	23
Bexley			0.8%	2
Burton Connor			12.1%	30
East Campus			8.1%	20
MacGregor			1.2%	3
McCormick			12.6%	31
New House			10.5%	26
Next House			13.8%	34
Random Hall			2.8%	7
Senior House			6.1%	15
Simmons Hall			11.7%	29
FSILG			6.5%	16
Off-Campus			4.5%	11
answered question				247
skipped question				1

5. Which club(s) are you in (if any)?		Response Count
		150
answered question		150
skipped question		98



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6. Would you be interested in a cooking class?			
		Response Percent	Response Count
Yes		88.7%	219
No		11.3%	28
answered question			247
skipped question			1



7. If no, why not?		Response Count
		30
answered question		30
skipped question		218

8. If you answered yes to Question 7, how often do you think the cooking class should be held?			
		Response Percent	Response Count
Once a Week		77.1%	172
Twice a week		22.0%	49
More		0.9%	2
answered question			223
skipped question			25

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9. Would you want to take this class during IAP?			
		Response Percent	Response Count
Yes		94.3%	230
No		5.7%	14
answered question			244
skipped question			4

10. Would you be interested in the class if you received PE credit?			
		Response Percent	Response Count
Yes		80.2%	195
No		19.8%	48
answered question			243
skipped question			5

11. Have you completed your PE requirements?			
		Response Percent	Response Count
Yes		50.8%	124
No		49.2%	120
answered question			244
skipped question			4



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12. Do you cook?							
	Never		Sometimes		Very Often	Rating Average	Response Count
Rate	7.4% (18)	18.5% (45)	31.3% (76)	21.8% (53)	21.0% (51)	3.30	243
answered question							243
skipped question							5

13. What level of cooking class would you be interested in?			
		Response Percent	Response Count
Beginner		23.0%	56
Intermediate		51.9%	126
Advanced		25.1%	61
answered question			243
skipped question			5

14. Would you be willing to pay for a materials fee (given that you get to eat the food after class)?			
		Response Percent	Response Count
Yes		83.6%	204
No		16.4%	40
answered question			244
skipped question			4

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15. Where would you PREFER the class to be? (multiple answers acceptable)			
		Response Percent	Response Count
Prichett Dining (Walker Memorial)		35.0%	83
Baker		39.7%	94
Next House		23.2%	55
Simmons		14.3%	34
McCormick		53.6%	127
Masseh		54.4%	129
	Other (please specify)		14
			answered question
			237
			skipped question
			11
16. Please provide any additional comments:			
			Response Count
			5
			answered question
			5
			skipped question
			243

## Cooking @ MIT: Idea Proposal and Evaluation

Q5. Which club(s) are you in (if any)?		
1	UA Senate, New House Executive, National Society of Black Engineers, Nigerian's Student Association, Rugby,	Apr 13, 2011 6:50 PM
2	MIT-iv Chocolate city Concourse	Apr 10, 2011 6:16 PM
3	Dance troupe	Apr 10, 2011 4:23 PM
4	BSU, ASA, NSBE, Four Consulting, BWA	Apr 9, 2011 7:29 PM
5	Dance Troupe	Apr 9, 2011 2:18 PM
6	MITSFS, Assassin's Guild, Next Act	Apr 9, 2011 11:36 AM
7	The Tech, Varsity lacrosse	Apr 9, 2011 9:21 AM
8	American Jiu-Jitsu Kokikai Aikido	Apr 9, 2011 9:03 AM
9	Sport Taekwondo, The Tech, Rune	Apr 9, 2011 9:00 AM
10	MITWE	Apr 9, 2011 7:37 AM
11	Track, Jazz Combo	Apr 9, 2011 7:06 AM
12	Medlinks, BrainTrust	Apr 9, 2011 6:28 AM
13	MIT-EMS	Apr 9, 2011 5:17 AM
14	The Tech.	Apr 9, 2011 12:34 AM
15	ADT	Apr 9, 2011 12:16 AM
16	MITNMUNC, SEALNET, MITMASA	Apr 8, 2011 11:37 PM
17	LUCa, MAES, Mujeres Latinas, LCC	Apr 8, 2011 11:25 PM
18	SWE	Apr 8, 2011 10:13 PM
19	Asian Dance Team, Ohms, DanceTroupe, Alpha Chi Omega	Apr 8, 2011 10:04 PM
20	Marching Band	Apr 8, 2011 7:49 PM
21	Engineers Without Borders	Apr 8, 2011 7:46 PM
22	Technique	Apr 8, 2011 7:34 PM
23	Syncopasian	Apr 8, 2011 6:59 PM
24	German House Dance Troupe Traditional Medicine Society Concert Choir	Apr 8, 2011 6:51 PM
25	Cross Country, Track The Tech Student Athlete Advisory Committee	Apr 8, 2011 6:47 PM
26	MIT Unite for Sight, Sustainability@MIT, Associate Advising	Apr 8, 2011 6:45 PM
27	MIT Muses	Apr 8, 2011 6:23 PM
28	Varsity Women's Tennis Team, Chinese Student Club, Asian American Association	Apr 8, 2011 5:20 PM

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Q5. Which club(s) are you in (if any)?		
29	the Tech, Muslim Students' Association	Apr 8, 2011 4:09 PM
30	Sport Taekwondo	Apr 8, 2011 3:21 PM
31	Women's varsity soccer, Club Water-Polo	Apr 8, 2011 2:57 PM
32	Asian Dance Team	Apr 8, 2011 2:47 PM
33	LSC, Weatherteam	Apr 8, 2011 2:41 PM
34	gpi, aaa, ats, pistol club team	Apr 8, 2011 2:18 PM
35	UA, InnoWorks	Apr 8, 2011 2:17 PM
36	Women's Volleyball Club, SWE	Apr 8, 2011 2:09 PM
37	UA, MRT	Apr 8, 2011 1:58 PM
38	APO, LEM, MITSO	Apr 8, 2011 12:38 PM
39	SWE	Apr 8, 2011 12:36 PM
40	Leadership Training Institute	Apr 8, 2011 12:32 PM
41	Varsity soccer	Apr 8, 2011 12:24 PM
42	UA, UROP, baker exec	Apr 8, 2011 12:23 PM
43	Debate Team, The Tech	Apr 8, 2011 10:37 AM
44	ESP	Apr 8, 2011 8:05 AM
45	DanceTroupe, ReachOut	Apr 8, 2011 7:22 AM
46	DBF, LSC, APO	Apr 8, 2011 2:08 AM
47	varsity track and field	Apr 7, 2011 11:38 PM
48	dance	Apr 7, 2011 11:37 PM
49	- Chess Club - Go club - Assassins Guild	Apr 7, 2011 11:36 PM
50	ACF, ATS, BCSS.....	Apr 7, 2011 10:57 PM
51	Camp Kesem, Dance Troupe, Komaza	Apr 7, 2011 10:57 PM
52	LDSSA	Apr 7, 2011 10:34 PM
53	Campus Crusade for Christ, MIT Figure Skating Club	Apr 7, 2011 10:26 PM
54	Students for the Exploration and Development of Space Society of Women Engineers Figure Skating Club	Apr 7, 2011 10:01 PM
55	Club sports	Apr 7, 2011 9:57 PM
56	CCC Cross Products Dancetroupe	Apr 7, 2011 9:30 PM

## Cooking @ MIT: Idea Proposal and Evaluation

Q5. Which club(s) are you in (if any)?		
57	BrainTrust, Brain and Cognitive Sciences Society, shotokan karate	Apr 7, 2011 9:05 PM
58	SWE, Mocha Moves	Apr 7, 2011 8:29 PM
59	MIT IDC	Apr 7, 2011 8:21 PM
60	Steel Bridge	Apr 7, 2011 8:10 PM
61	lacrosse and field hockey	Apr 7, 2011 8:05 PM
62	SAAW	Apr 7, 2011 8:02 PM
63	Ringcomm, Dramashop	Apr 7, 2011 7:57 PM
64	MIT Food and Agriculture Collaborative	Apr 7, 2011 7:50 PM
65	WMBR	Apr 7, 2011 7:28 PM
66	DUSP Student Council	Apr 7, 2011 7:20 PM
67	Varsity Women's Tennis Team, MedLink, Colleges Against Cancer Exec	Apr 7, 2011 6:59 PM
68	UA SWE (:P) Class Council Guess who!	Apr 7, 2011 6:54 PM
69	ESP, Dramashop	Apr 7, 2011 6:50 PM
70	(ps phoenix group is missing from your list of dorms)	Apr 7, 2011 6:31 PM
71	Engineers Without Borders, GaMIT MIT-EMS	Apr 7, 2011 6:21 PM
72	dance troupe	Apr 7, 2011 6:18 PM
73	Imobile, DT	Apr 7, 2011 6:12 PM
74	SAAS, CEESA, WMBR	Apr 7, 2011 6:04 PM
75	ESG	Apr 7, 2011 5:59 PM
76	none	Apr 7, 2011 5:58 PM
77	Shotokan Karate Club, ESP, Assassins Guild, Musical Theater Guild	Apr 7, 2011 5:58 PM
78	MTG, ESP	Apr 7, 2011 5:57 PM
79	rotc, apo	Apr 7, 2011 5:55 PM
80	club volleyball art scholars	Apr 7, 2011 5:55 PM
81	Design/Build/Fly rifle team	Apr 7, 2011 5:54 PM
82	women's rugby	Apr 7, 2011 5:53 PM
83	ESP	Apr 7, 2011 5:52 PM
84	FJE	Apr 7, 2011 5:52 PM
85	Brain and Cognitive Sciences Society	Apr 7, 2011 5:51 PM

## Cooking @ MIT: Idea Proposal and Evaluation

Q5. Which club(s) are you in (if any)?		
86	AIRMUN, Dramashop	Apr 7, 2011 5:51 PM
87	STEM, EWB	Apr 7, 2011 4:45 PM
88	UA, GPI	Apr 7, 2011 4:32 PM
89	Marching Band, MIT-IV	Apr 7, 2011 4:31 PM
90	none	Apr 7, 2011 3:47 PM
91	Figure Skating Club	Apr 7, 2011 3:40 PM
92	ATS SASE MUSES	Apr 7, 2011 3:34 PM
93	ieee stem hkn	Apr 7, 2011 3:17 PM
94	Dance Troupe	Apr 7, 2011 3:14 PM
95	MTG	Apr 7, 2011 3:12 PM
96	Society of Women Engineers	Apr 7, 2011 3:11 PM
97	ABSK	Apr 7, 2011 3:03 PM
98	ATS	Apr 7, 2011 2:58 PM
99	Go Club, Strategic Gaming Society	Apr 7, 2011 2:55 PM
100	dance troupr	Apr 7, 2011 2:49 PM
101	MIT-EMS, Lebanese Club at MIT	Apr 7, 2011 2:48 PM
102	Shotgun Club	Apr 7, 2011 2:44 PM
103	affiliation.	Apr 7, 2011 2:43 PM
104	EVT	Apr 7, 2011 2:38 PM
105	MIT Intervarsity, House government	Apr 7, 2011 2:35 PM
106	chorallaries, kappa alpha theta	Apr 7, 2011 2:34 PM
107	MIT Rowing Club SWE	Apr 7, 2011 2:31 PM
108	dancetroupe	Apr 7, 2011 2:31 PM
109	Campus Crusade for Christ, Cross Products	Apr 7, 2011 2:29 PM
110	MIT HSC MIT Ohms MIT Swara	Apr 7, 2011 2:29 PM
111	Global China Connection, Dancetroupe, Smart Women Securities	Apr 7, 2011 2:28 PM
112	Badminton	Apr 7, 2011 2:23 PM
113	ATS AAA CSC KSA	Apr 7, 2011 2:22 PM
114	TCC, CCC	Apr 7, 2011 2:16 PM

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Q5. Which club(s) are you in (if any)?		
115	Technique, BCSS	Apr 7, 2011 2:16 PM
116	LSC	Apr 7, 2011 2:13 PM
117	ADT, ATS, CCCS, AKPsi	Apr 7, 2011 2:11 PM
118	MIT Minority Business Association	Apr 7, 2011 2:11 PM
119	Vocal Jazz Ensemble Dance Troupe Nu Soul	Apr 7, 2011 2:11 PM
120	SEVT	Apr 7, 2011 2:10 PM
121	MIT Assassins' Guild	Apr 7, 2011 2:04 PM
122	Track, ATS, The Tech, MedLinks	Apr 7, 2011 2:01 PM
123	folkdance	Apr 7, 2011 2:00 PM
124	Who cares	Apr 7, 2011 1:58 PM
125	OrigaMIT, China Care, Tae Kwon Do	Apr 7, 2011 1:58 PM
126	ADT, GCC, the Tech	Apr 7, 2011 1:56 PM
127	Crew, CAC, CCC	Apr 7, 2011 1:53 PM
128	GPI, SWE, Camp Kesem	Apr 7, 2011 1:52 PM
129	None	Apr 7, 2011 1:52 PM
130	ATS	Apr 7, 2011 1:52 PM
131	Habitat for Humanity (Varsity Sports: Lightweight Women's Crew)	Apr 7, 2011 1:51 PM
132	Natya, MITFSC	Apr 7, 2011 1:50 PM
133	Burton Third Bombers	Apr 7, 2011 1:50 PM
134	ASA EASE NSA	Apr 7, 2011 1:49 PM
135	SWE	Apr 7, 2011 1:49 PM
136	Technique	Apr 7, 2011 1:48 PM
137	ACF	Apr 7, 2011 1:48 PM
138	SEDS, SWE	Apr 7, 2011 1:47 PM
139	tkd. ats. medlinks	Apr 7, 2011 1:47 PM
140	SAAS, DanceTroupe, Rambax	Apr 7, 2011 1:46 PM
141	Lots	Apr 7, 2011 1:46 PM
142	varsity crew, camp kesem	Apr 7, 2011 1:44 PM
143	InnoWorks	Apr 7, 2011 1:43 PM

## Cooking @ MIT: Idea Proposal and Evaluation

Q5. Which club(s) are you in (if any)?		
144	Syncopasian	Apr 7, 2011 1:42 PM
145	none	Apr 7, 2011 1:41 PM
146	AKPsi, SWE, Sustainability Summit	Apr 7, 2011 1:40 PM
147	ATS MIT starcraft	Apr 7, 2011 1:40 PM
148	lab for chocolate science gordon engineering leadership program	Apr 7, 2011 1:39 PM
149	EWB, the Tech, ASPIRE	Apr 7, 2011 1:39 PM
150	AITI, Zero-G	Apr 7, 2011 1:38 PM



## Cooking @ MIT: Idea Proposal and Evaluation

Q7. If no, why not?		
1	i can't cook/don't really have time	Apr 10, 2011 4:57 PM
2	I do not have time to cook for myself nor take an additional class.	Apr 9, 2011 9:03 AM
3	no time during the semester to cook	Apr 9, 2011 6:28 AM
4	I like cooking with friends and figuring it out there instead of in a class.	Apr 9, 2011 12:34 AM
5	I normally skip classes and reading course notes instead	Apr 8, 2011 6:59 PM
6	No time	Apr 8, 2011 3:21 PM
7	I can already cook and don't want to deal with a cooking class full of people who are horrible at it.	Apr 8, 2011 2:41 PM
8	I'm going to be off-campus, so I don't think I'd want to come all the way on campus to take a cooking class. I'd rather use a book or website.	Apr 8, 2011 10:37 AM
9	already know how to cook	Apr 7, 2011 9:22 PM
10	It's not something worth spending my time on; I already know how to cook well enough to make what I want to eat.	Apr 7, 2011 9:05 PM
11	vegan/vegetarian food cooking class would be pretty awesome	Apr 7, 2011 8:10 PM
12	I already know how to cook quite well. Also, I am vegan, so I would probably not be able to eat many of the things that would be made in the cooking class.	Apr 7, 2011 7:50 PM
13	Because I have no information about what kind of food I would be cooking or who would be teaching the class.	Apr 7, 2011 7:20 PM
14	Cooking is something people learn better by making mistakes.	Apr 7, 2011 6:47 PM
15	no time	Apr 7, 2011 6:31 PM
16	already know how to cook basic food...baking would be helpful though!	Apr 7, 2011 6:12 PM
17	already know how to cook	Apr 7, 2011 5:53 PM
18	graduating	Apr 7, 2011 3:15 PM
19	I do not have time.	Apr 7, 2011 2:55 PM
20	I don't have the patience for it.	Apr 7, 2011 2:29 PM
21	Question 7 is not a yes or no question.	Apr 7, 2011 2:01 PM
22	No one here knows how to cook. And actual chefs are expensive.	Apr 7, 2011 1:58 PM
23	No time.	Apr 7, 2011 1:58 PM
24	No time	Apr 7, 2011 1:55 PM
25	One already exists	Apr 7, 2011 1:52 PM
26	Too busy	Apr 7, 2011 1:51 PM

## Cooking @ MIT: Idea Proposal and Evaluation

Q7. If no, why not?		
27	not enough time	Apr 7, 2011 1:50 PM
28	I prefer to cook and experiment on my own.	Apr 7, 2011 1:49 PM
29	Not enough time	Apr 7, 2011 1:48 PM
30	i don have time to cook.	Apr 7, 2011 1:47 PM

Q15. Where would you PREFER the class to be? (multiple answers acceptable)		
1	Student center	Apr 13, 2011 9:53 PM
2	New House	Apr 13, 2011 6:50 PM
3	Somewhere clean!	Apr 8, 2011 7:49 PM
4	Anywhere at central campus (or at Random but that would be selfish:))	Apr 7, 2011 11:36 PM
5	Burton Connor, Anywhere on Campus on near the center of campus	Apr 7, 2011 8:29 PM
6	East Campus kitchens (Hall kitchens or Talbot kitchen). EC offers a cooking class for anyone to take, but it's usually only advertised on ec-discuss as far as I can tell and it takes place in a hall kitchen	Apr 7, 2011 6:25 PM
7	East Campus	Apr 7, 2011 5:52 PM
8	No preference- wherever has the best facilities!	Apr 7, 2011 4:08 PM
9	student center	Apr 7, 2011 2:34 PM
10	I would only be willing to pay a materials fee if I could eat the food (I have dietary restrictions)	Apr 7, 2011 2:25 PM
11	Build a new student center and include an open kitchen.	Apr 7, 2011 2:16 PM
12	Student Center or Central parts of campus	Apr 7, 2011 2:02 PM
13	It doesn't matter to me where the class would be held as long as we would be able to explore molecular gastronomy as a unit. Considering we all have a strong understanding of science, why not explore food through chemistry?	Apr 7, 2011 2:02 PM
14	EC	Apr 7, 2011 1:52 PM

## Cooking @ MIT: Idea Proposal and Evaluation

### Q16. Please provide any additional comments:

1	It would be great if the price of food was subsidized or free! Either way I think this is a great idea.	Apr 10, 2011 6:16 PM
2	This also depends on if the class is vegetarian friendly.	Apr 10, 2011 4:23 PM
3	Preferably during the evening like 7 and later	Apr 9, 2011 7:29 PM
4	I'm thrilled that you're proposing such a cooking class. My only concern (with cooking classes in general) is that the ingredients are always oriented about flavors and the health or cost factors are never taken into consideration. I think a cooking class that focuses on low-budget, healthy cooking would be well received by students who might be interested in taking the class.	Apr 8, 2011 7:49 PM
5	good luck Cathy =D	Apr 8, 2011 6:59 PM