

## Addenda

### Report of the Summer Task Force 2005 For the New Residential College/School

September 2, 2005

After the STF Report was submitted to the Provost's Office on August 15, 2005, discussions have been held with Provost's Staff, Executive Committee of Academic Council, University Committee on Academic Policy, and approximately 25 interested faculty members from CAL, SSC, CCAS, and JMC. Based on these discussions and further STF deliberations, we now have a more detailed staffing model for the NRC over its first four years. We also have included in the required courses for the major four additional credit-bearing courses. These courses formalize the references to workshops, engagement activities, first-year seminars, and tutorials that are already discussed in the original Report.

### **Addendum to Section III. The Major**

- Required Courses and credits taken within NRC
  - 111 – 3
  - 112 – 3
  - 192 (First Year Seminar) – 2
  - 201 – 4
  - 202 – 4
  
  - Language Proficiency – 8
  
  - 290 (Second Year Tutorial) – 4
  - 291 (Creative Workshop) – 4
  - 292 (Engagement and Enrichment) – 8
  
  - 310/320/330/340 – 6
  
  - 491/492 – 4
  
- Required Courses and credits taken outside NRC
  - Five Electives – 15-20

Total required credits within NRC: 50

Total required credits: 65-70

## **Addendum to Sections XIII-X**

### **192: First-year Seminar**

These seminars (15-20 students) led by an individual faculty member would focus on topics that invite an interdisciplinary and broad humanistic approach. They would also stress the various modes of expression and forms of intelligence, so that students would learn how to analyze, critique, and perform as part of the seminar experience. Topics could include general issues such as rivers and dams, and home and work. They could also be focused on particular artists and social movements.

### **290: Second-year Tutorial**

These small-group tutorials will be built around general themes in the first-year core curriculum and provide students opportunities to explore some aspect(s) of the material they encountered in 111, 112, 201, and 202. Each section of 290 will emphasize independent study and research by students working in teams within that tutorial section. Faculty tutors will be assisted by graduate mentors. Scheduling will be flexible, not necessarily evenly distributed over the full 15-week semester.

### **291: Creative Workshops**

These workshops will be supervised by faculty, staff, community partners, and guests. They will involve a variety of forms of experiential learning, collaborative learning, and critique in a workshop setting (for example, a visual or performing arts workshop or an educational workshop). Students will revise and rephrase their work, often in conjunction with presentations by visiting artists, writers, and performers. The goal will be to enrich a student's command of language, including foreign languages, and other media of expression and types of performance.

### **292: Engagement and Reflection**

All students will be involved in an engagement project or set of engagement activities that integrate experiential learning with critical reflection. These will be supervised by faculty, staff, and community partners. They may stress civic engagement and service learning, or they may choose to participate in internships, study abroad programs, or apprenticeships. Students will meet periodically in small groups to compare notes and reflect on their experiences. There will be a final project, which may be a performance activity, the creation of a web site, or a public journal.

## Addendum to Section XI. Personnel

Table 1. Faculty Assignments and Full-Time Equivalents

	2006-07	2007-08	2008-09	2009-2010	2010-2011
111 (3 credits) 112 (3)		5 sec.(100-125 seats) x 2 sem. = 10 FAs	10 FAs	10 FAs	10 FAs
201 (4) 202 (4)		4 sec. (100-125 seats) x 2 sem = 8 FAs	8 FAs	8 FAs	8 FAs
192: First-year Seminar (2)		5 sec.(100-125 seats) X 2 sem. = 10 FAs	10 FAs	10 FAs	10 FAs
290: Second – year Tutorial (4)			2 FAs	3 FAs	4 FAs
291:Creative Workshop (4)		2 workshops (20-40 seats) x 2 sem = 1 FA	1 FA	2 FAs	4 FAs
292: Engagement and Reflection (8)	1 FA	1 sec. (50-60 seats) x 2 sem. = 2 FAs	2 FAs	2 FAs	2FAs
Language Proficiency (8)	1 FA	1 FA	1 FA	2 FA	2 FA
310 (3)			1 sec. (25 seats) x 1 sem = 1 FA	1 FA	2 FA
320 (3)			1 FA	1 FA	2 FA
330 (3)			1 FA	1 FA	2 FA
340 (3)			1 FA	1 FA	2 FA
492: Capstone (4)				1 FA	4 FA
	2 FAs ??	32 FAs	38 FAs	42 FAs	52 FAs

Assuming a 2-2 teaching assignment per faculty, this means that NRC begins in fall 2007 with 8 FTE to cover 32 faculty assignments for the required courses for 100-125 students. It then ramps up to 13 FTE in fall 2010 to cover 52 FAs and all of the required courses within the NRC for approximately 400-500 students.

In addition there is a need for 3.0 FTE as coordinators, tech consultants, and facilities managers; and for visiting artists, graduate mentors, tutors, and special fellows. Not all 3.0 FTE would be needed in fall 2007.

**TOTAL FTE = 16.0 by 2010-2011 .** This does not include any formal faculty assignment as part of the 2-2 teaching load for 491: Senior Thesis, Summer School teaching, Honors Options, and other 390: Independent Studies. It also does not include teaching by dean and other administrators, possibly 4 FAs/year. If sections of 111 and 112 are capped at 15+, then three sections may be the equivalent of two regular FAs.