

A New Residential College at Michigan State University

“Where the Arts and Humanities Meet the World”

October 15, 2004

I. Charge

The New Residential College Program Planning Committee was charged by Provost Lou Anna K. Simon to explore the creation of a new residential college in the liberal and creative arts and sciences with a global and international perspective. Our planning group reviewed innovative liberal arts residential programs at other institutions; discussed the types of students MSU might hope to attract and the potential outcomes for students; identified potential linkages across the campus; developed a broad programmatic description; identified needed resources; reviewed a proposed timeline for program development and implementation; explored connectivity between undergraduate majors and graduate programs; and considered criteria for and kinds of faculty participation.

The committee was not charged to develop a detailed curriculum. Specific decisions about curriculum, the faculty who will design, teach, and work with students in the program, and linkages with other departments and colleges, as well as decisions about other significant features, will commence after approval of the concept of a new residential college by the MSU Board of Trustees.

II. Mission Statement

The New Residential College Program Planning Committee (NRCPPC) recommends that Michigan State University’s newest undergraduate residential college be rooted in the liberal arts, particularly the creative arts and humanities, and in the sciences as they are informed and challenged by humanistic thinking. The college should be shaped by values of internationalization, engagement and diversity, and should offer a community of learning that looks outward to the world and also brings the world inside its doors. Focused on a global approach to arts and humanities, the new residential college is conceived to be a vibrant living-learning community, with intensive learning experiences, visiting artists and scholars, frequent screenings of films and videos from throughout the world, and student creative activities in specially designed spaces and studios.

Students enrolling in the college should be invited to study the arts and humanities in a changing world, discover the complexity of culture, develop their creative skills, and explore their common humanity. Students will major in one or more of up to five academic concentrations in the college and may choose an additional major from elsewhere in the university. Meaningful international experience is an essential feature for all students. The college will offer a committed faculty and a dynamic curriculum, a vital residential living-learning community, interactive classes, and a varied and creative co-curriculum.

Students should be assisted to develop their individual talents and skills and to apply the perspectives and dispositions of educated persons to many complex issues facing humanity in a changing world. Internships, service learning opportunities, and international experience will ensure that graduates are prepared to work effectively in organizations that deal with global concerns and issues, in business, industry, non-

governmental organizations, communications, and in the arts, or to continue further education in professional or graduate school.

It will be a high priority of the college to recruit American students from diverse backgrounds, out-of-state students, and international students. Diversity should be a central value shaping living and learning and affecting student experience in the college. Learning and living with difference, interacting with others of different experiences and backgrounds, even joining in debates over conflicting values, are crucial means by which students can become connected to others with increased sensitivity and learn to act with greater alertness as citizens of the world. Diversity should be understood in all its complexity to mean diversity of background, points of view, experience, and contribution.

III. A Degree-Granting Undergraduate College within a Research University

The committee recommends that the new residential college be a degree-granting college providing education that is equal to what students might expect from a small liberal arts college, drawing on its own resources, and also on resources available in the disciplinary majors and programs of the wider university. At its center should be a strong commitment to excellent teaching and scholarship by a faculty dedicated to the mission of the college. The committee recommends that the college emphasize a global perspective, effective written and oral communication, analytical rigor and clarity, originality, and creative expression and performance. Its focus should be on cooperative learning; learning by doing; and undertaking independent research, performance, projects, and works of art.

A. Administration

The committee recommends that the college be led by a dean who reports directly to the provost. Direct reporting will best ensure the college's ability to succeed and flourish, based on the committee's knowledge of the record of residential colleges and schools in the twentieth century. The dean should be an active advocate and fundraiser for the college and must be able to make the case for a student-centered college in a modern research-intensive university. The dean should also maintain active and creative links with the core colleges, other relevant units in the university, and particularly with colleges and schools in the constellation of residential programs at MSU. The dean should forge partnerships to strengthen and support the academic program, enhance undergraduate education as a whole, attract, support and retain a vital faculty, and facilitate recruitment and student achievement.

The committee recommends that the faculty be recruited with special attention to excellence in teaching and research, interdisciplinary disposition, and global interests, while drawing on several disciplinary backgrounds. The faculty should be fully represented in university governance, on curriculum and other university committees, and all participating faculty should have a voice in the college.

The college should have its own budget and bylaws to perform successfully, including being able to reward excellence in teaching and research that reflects the college's distinctive mission. Faculty engaged in the intensive student-centered interaction of a residential living-learning community merit recognition for excellent teaching as well as for scholarship and

service. Teaching, research, and service involving an international dimension also merit recognition.

The committee recommends further that the college have sufficient additional administrators and staff to oversee the college program, work with others across the university, and serve students ably. Administrators might include an associate dean with responsibility for creative leadership of the curriculum, an assistant dean to provide coordinated direction for residential and co-curricular learning, and a range of staff engaged in:

- recruitment, admissions and scholarships
- international programs, internships, and service-learning
- co-curricular programming
- academic advising and career exploration
- nurturing residential community and student growth
- budget and personnel
- media and instructional technology support
- alumni/ae, development and public relations
- direction and coordination of the language lab

Among the opportunities the residential college offers is a chance to re-conceptualize student and support services, with new approaches and combinations that can be shared across the larger constellation of residentially-based programs.

B. Faculty

The committee recommends that the faculty be drawn from the arts and humanities, broadly conceived, and from the sciences, and include scholars in history, literature, art, art history, cultural studies, philosophy, film studies, writing, languages, religion, anthropology, sociology, communications, and media studies. Faculty members should be specially committed to the mission of teaching and fostering student development in a residential living-learning community, and interested in the global context of their subjects.

It recommend further that the faculty include a mixture of *core* faculty appointed full time or primarily in the college, who are a critical mass; *affiliated* faculty who are jointly appointed or who participate based on inter-collegiate and departmental agreements for specified periods in the college; and *cooperating* faculty who contribute in several ways, such as offering general education or department-based courses in the college, teaching special seminars, enriching the co-curriculum, and serving as visitors.

Core faculty will have a tenure home in the college and be appointed full time or near full time in the college, with joint appointment in a relevant disciplinary department. Any initial mix of tenure homes should give way by the end of the fourth year to a situation where there are at least 20-24 FTE *core* faculty in the college. Core faculty should include a significant number of new hires to MSU as well as MSU faculty selected for their special fit.

Affiliated faculty will include joint appointments by arrangement with cooperating units where faculty have a tenure home in the cooperating unit. They will also include temporary assignments

(for two-three years) based on inter-collegiate and departmental agreements. By the end of the fourth year, there should be the equivalent of 6-10 additional FTE faculty through such affiliations.

Cooperating faculty will include faculty who wish to contribute on an occasional basis, teach a course or seminar, or contribute to the co-curriculum. They do not have permanent positions in the college. These may include retirees, alumni/ae, professional practitioners, and international visitors, scholars and performers. By the end of the fourth year, there should be the equivalent of 2 additional FTE faculty through such arrangements.

The committee recommends that the college seek a mixture of international as well as American faculty, draw on exchange faculty where possible, and integrate into the college a rich menu of contributions by visiting scholars and artists. Teaching and visiting fellows funding should be sought to enrich the life of the college. Development efforts should concentrate on endowments to support visiting scholars, artists, fellows and student activities as well as scholarships and student aid. Language instruction should be provided largely in cooperation with existing language departments at MSU.

Search and selection of *core* faculty for the new residential college should take place based on national searches for new hires and special procedures permitting MSU faculty to indicate their fitness and interest for review and consideration. Core faculty will have their tenure home in the new college where primary responsibility for reappointment, tenure and promotion decisions will be located. Cooperating departments shall provide crucial input to these decisions in cases of joint appointments.

Selection of *affiliated* MSU faculty should rest on inter-collegiate and departmental agreements and the college should offer input to departmental decisions in cases of joint appointments. Searches for new faculty to be hired jointly by a lead department and the college should also rest on inter-collegiate and departmental agreements.

A strategy of hiring timed to coincide with the phased growth of the student population should involve a faculty to student ratio of no more than 20:1, and preferably less than that. It should emphasize the frontloading of permanent core faculty to help plan and implement the curriculum. Faculty teaching responsibility should be two courses per semester plus advising as well as supervision of independent studies, upper level student projects and performances, and expected active participation in the co-curriculum.

Six-year faculty projection: Ratio 20:1 plus frontloading for curriculum design

year 1	planning 2004-05	0 students	dean & faculty planning
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year 2	first Year 2005-06	intake 150 total 150	8 full-time faculty
year 3	second Year 2006-07	intake 250 total 350	16 full-time faculty
year 4	third Year 2007-08	intake 250 total 550	24 full-time faculty
year 5	fourth Year 2008-09	intake 250 total 750	32 full-time faculty
year 6	fifth Year 2009-10	intake 250 total 800	32 full-time faculty

C. Students

The committee recommends that students be recruited to this college who are eager to formulate their own educational goals, develop their individual capacities and talents, and who bring special talents, abilities, perspectives and commitments to the university. They should be diverse in racial, ethnic, and cultural background, by interests and talents, and by experience at home and abroad. A special goal is to seek a critical mass of students from other states, international students, and students with international experience. Another special goal is to include independent, dynamic, creative, and expressive students who seek to make a difference in the world.

Normally, residential college communities are thought of in terms of the ethos of “a village.” The committee recommends instead that faculty and students think of this college in terms of the ethos of “a global city,” that is, a community more kinetic, dynamic, diverse, and cosmopolitan. This type of student community will increase the value of the college and the university, and it will enrich overall learning.

Regarding recruitment and admissions, the committee recommends that the college have the same admissions requirements as the university but that methods be identified to admit and attract promising students. One method might be to require distinctive essays, a portfolio process and/or auditions. Another might be to identify strategies to accommodate the fact that out-of-state students and international students apply to the university later than in-state students.

A special challenge will be identifying, attracting and recruiting out of state students and international students. The university can build imaginatively on its tradition of offering global scholarships and packaging financial aid to attract such students, and it can establish new connections with appropriate high schools in the United States and abroad.

Creation of an additional residential college will also offer unique opportunities to consider coordination of recruitment across several programs (e.g. Honors, James Madison College, Lyman Briggs School, and the new residential college). Brochures and contact people will be able to describe the full constellation of residential programs and the distinctive mission and purposes of each. Emphasis could be placed on the opportunities that students from each college in one college will have to take courses in the other residential colleges.

Students in the new college will begin as freshmen and be encouraged to live in the residential college beyond the one year residency requirement. MSU students who wish to transfer into the residential college should do so before they attain junior status. Transfer students to MSU will not be

considered for admission to the college after they have attained junior status.

Six-year student projection: adding student cohorts year by year

year 1 planning 2004-05	0 students	total: 0 students
year 2 first year 2005-06	intake: 150 students	total: 150 students
year 3 second year 2006-07	intake: 250 students	total: 350 students
year 4 third year 2007-08	intake: 250 students	total: 550 students
year 5 fourth year 2008-09	intake: 250 students	total: 750-800 students
year 6 fifth year 2009-10	intake: 250 students	total: 800 students

IV. Broad Programmatic Description

The committee provides this initial programmatic vision of the college. Actual development of the curriculum will be undertaken by faculty charged with the task and subsequently by the faculty who will comprise the college. We offer thoughts below about some curricular goals that a transition group will want to keep in mind. Our aim is to provide useful guidance for future deliberations.

The college curriculum will be based in the humanities and creative arts, be interdisciplinary, and be international and global in outlook. By “global,” we mean something specific: the intensifying compression of time and space, defeat of distance, increase of interdependence and mutual influence, intermixture of peoples and things, and blurring of boundaries among the local, national, and transnational on a worldwide scale. There is a long history of such change in the modern world, but in our present moment, change is sharply accelerated and appears in many ways to be transformative. Basic dimensions of life are no longer merely local, and we all live and act increasingly on a global stage.

In such a world of change, the humanities are uniquely suited to help us understand what is timeless, universal and enduring in human life and expression, while at the same time they also permit us to examine what is unique, novel, different and distinctive. The arts and humanities are also changed by change and in both old and new approaches and formulations generate new ways of imagining the world. This college and curriculum will offer special opportunities to faculty and students to pursue old and new approaches to comprehend and engage with a transforming world.

The curriculum should have its own distinctive writing program and a language initiative that is appropriate to the college’s focus on the international and global. It should work with Integrative Studies and other residential programs on general education; it should provide its own arts and humanities sequence as a foundation for study in the college. We suggest up to five fields of concentration, a strong emphasis on internships, study abroad, and service learning opportunities, and creative linkages with other majors and programs. All students should be expected to achieve a minimum level of foreign language proficiency, complete at least one meaningful international experience, and undertake an independent (upper level) analytical or creative project.

The curriculum should a) help students think of themselves as members of the community of all humanity, b) relate knowledge of their own society and culture to larger trends and issues affecting all societies and cultures, c) comprehend the variety of human expression and cultural difference, and d) actively stimulate and nurture a

creative spirit. Students should be encouraged to develop a sense of human connection and responsibility and to take risks required by creative acts of imagination.

In designing the curriculum, faculty should also explore ways the college can constructively draw on and link with appropriate curricula and courses in other colleges and programs. The new college should seek to build on the university's strengths in arts and humanities, residential colleges and programs, and specific pre-professional majors. Each field of concentration should require students to take related courses in other departments and, where possible, to complete dual majors in the humanities, the performing arts, the sciences or selected other departments. The committee recommends that the college attempt, in new and cooperative ways, to offer the best of two worlds – a distinctive integrated curriculum plus enriched guidance and access to the many opportunities of an AAU and land grant university.

A. Fields of Concentration or Majors

In developing the fields of concentration or majors, the committee recommends that curriculum designers offer opportunities for faculty to engage in exciting interdisciplinary explorations, attract the educational interests of students, and articulate with real-world opportunities. Scarce faculty resources should also be used effectively, both in and outside the college. Special effort should be expended to conceive positive connections with other departments and to encourage the growth of the residential colleges and programs as a constellation of cooperating units.

Study in all the fields should be informed by the expanding role of technology in knitting the world more closely together and also as tools in contemporary creative expression and communications. At least one field should incorporate humanistic approaches with study of the sciences in a global environment, but the committee believes that further deliberation is needed to address this demanding intellectual and curricular challenge.

The fields of concentration can be designed as cooperating and interactive, with some courses fitting in and serving more than a single field. Each field should provide a creative focus for new and vital explorations. Articulations should be developed with internships, service learning, study abroad, career, and graduate educational and professional opportunities.

1. Arts, Media, and Technologies

What does it mean to create works of visual or literary art in an increasingly global environment mediated by technology? This field examines ways that the visual arts and creative writing change in an increasingly connected world.

Focus is on world media, the visual arts, and the literary arts. Students explore the circuits of global culture, aspects of global diversity, and also technical and social aspects of conception, production and design, and distribution.

This field of concentration involves links with departments and programs of Communication, Telecommunication, Art, Art History, Film Studies. Dual majors in art, art history, creative writing, literature, journalism, advertising and film studies are encouraged.

2. Great Works: Classical Texts and Contemporary Contexts

What does it mean to be human? This field explores human experience as it transcends time and context, probing universal themes in the human condition, including love, loyalty, courage, identification with community, ambition, power, vocation, ethics and morality.

Focus is on enduring texts—literary, scientific, religious, and artistic—of earlier times from many traditions taught and read in dialogue with contemporary texts, creative performances, and films they inspire today. Students explore themes as initially raised in such texts as: Homer’s *Iliad* and *Odyssey*, Sophocles’ *Oedipus the King* and *Antigone*, Plato’s *Republic*, the Hebrew Bible, the Christian Bible, the Koran, the works of William Shakespeare, the *Analects* of Confucius, the *Dao De Qing* by Lao Xi, the *Bhagavad Gita*, the *Dhamma Pada*, and the *Ramayana*.

This concentration involves links to the departments and programs of English, Religious Studies, Jewish Studies, Muslim Studies, Art History, Classics, and History. Double or additional majors in one of these fields are encouraged.

3. Global Studies

What is the value of difference in the changing cultural complexity of the contemporary world? In a world more tightly knit by human movement, contact and exchange of goods and services, what does it mean to understand the “other” and to find ways, amidst difference, to communicate, agree and cooperate? Students explore issues of cultural difference, identity, human conflict, human rights, and inequality in relationship to transnational processes that are reshaping our world.

Focus on the cultural, ethnic, religious and racial diversity of the world and changing identities as a consequence of new patterns of global communication, migration, interaction and stratification, and on increasing interdependence.

This concentration involves links to the departments and programs of English, History, Sociology, Anthropology, Religious Studies, Jewish Studies, Muslim Studies, Women’s Studies, and the various area studies (e.g. Asia, Africa, Latin America, etc.). Dual or additional majors in one of these fields are encouraged.

4. Arts, Humanities, and Social Change

What roles do artists, writers, poets, musicians, and philosophers play in unveiling the human condition and inspiring social change? Students explore how the arts, literature, and other forms of cultural expression uniquely engage issues of war and peace, connection and isolation, poverty and privilege, rights, deprivation of rights, justice, and non-recognition, expanding our moral and intellectual imagination. Students also examine the role of culture in social movements, the provocative possibilities of word, image, and sound, and the transformative power of human stories.

Focus on the arts and humanities as transformative catalysts in politics and society. Films, fictional and non-fictional works, philosophical treatises, speeches, political essays, photographs, websites, and music are all tools to communicate ideas about the good society.

This field of concentration involves links with departments and programs in Art, Art History, History, Cultural Studies, English, Linguistics and Languages, Journalism, Advertising, Theater, Music and Psychology.

5. Science and Global Issues

What does it mean to be human in a world of rapid scientific and technological progress, environmental interdependence and the blurring of boundaries between what is possible and what is ethical and moral? Students explore relationships between scientific and humanities-oriented ways of viewing the world, creativity in the sciences and the arts, the impacts of scientific and technological innovation on local, national and global issues, and efforts by human communities to guide innovation and change to serve human well-being.

Focus on method in science and art and on the art of science and the science of art; emphasis on such issues as environmental degradation, conservation of scarce resources, food and water safety, public health and emerging diseases, biogenetic engineering, public security, rights, and identity screening; and study of debates about how science and technology may better serve human values and meet human needs.

This concentration has links to departments and programs in environmental science, forensic science, anthropology, Food Science and Nutrition, medical and bioethics, Toxicology, International Agriculture, Law, Philosophy, and Lyman Briggs. A second major is encouraged in one of the sciences.

B. Tier I Writing & General Education

The college should adhere to the anticipated change in the university writing requirement of 6 credits, either in two three-credit courses or one 4-credit course and one 2-credit module. The committee recommends a writing sequence focusing on global humanities and creative writing with examples of writing from around the world. Students will also engage in a parallel writing experience in which they develop their own voices and learn to write for multiple audiences. The Tier I courses offered by the college will explore various writing genres: creative, oratorical, exploratory, argumentative, research, and technical, including digital writing. Substantial writing will be continued in the general education courses.

Students will undertake a distinctive version of the university's integrative studies liberal general education requirement, offering its own version of IAH and working with Integrative Studies or other residential programs to have global-oriented courses developed for or sited in the college. The new college faculty should also explore, together with Integrative Studies, new spring or summer semester study abroad programs and language study in an international setting for students between the first and second years.

C. Language Proficiency: Integration of Language and Culture

Consistent with current theories of foreign language instruction, the college should stress the integration of language and culture in its foreign language program. The requirement will focus on achieving a language proficiency

level rather than on the completion of language courses. The college's language initiative will include assessment of proficiency, starting with placement evaluation of students on entry and ending with assessment using nationally recognized norms to be determined in the planning phase by a committee composed of representatives from the language departments, TESOL (Teaching English to Speakers of Other Languages), and CLEAR (Center for Language, Education and Research).

Whatever students' proficiency level on entry, they should be encouraged to achieve higher levels by graduation, with the level of achievement entered on transcripts. The language initiative also presumes multiple options for achieving proficiency, including:

- self-paced learning (currently available in German) in which a student proceeds at his/her own pace for as long as it takes to reach expected proficiency;
- intensive, immersion-type courses in a residential environment (language floors and intensive courses);
- language courses taken during MSU study abroad experiences (currently available for Arabic, German, Spanish, Chinese, Japanese, Russian, Polish, Hebrew);
- summer language institutes at MSU and elsewhere;
- CALL (Computer Assisted Language Learning) a variant of self-paced learning for LCTLs (Less Commonly Taught Languages) utilizing computer technology;
- enrollment in regular MSU language.

Spanish, French, German, Italian, Russian, Chinese, and Japanese constitute focus languages, languages in which MSU currently has undergraduate major programs; but these do not exhaust the possibilities. Students are also offered a range of other languages, including Arabic, Hebrew, and several African languages. The residential college will be linked with the various language departments, the LCC (Language Learning Center) and CLEAR, and will have its own language center (computer lab) on site.

Intensive language instruction in one of the focus languages may be offered every semester on a rotating basis. Students, including one or more native speakers, can be housed together during this time, or community and co-curricular activities can be designed to supplement language proficiency.

D. International Experience and Education

The committee believes that a meaningful, quality international experience should be required of all students in the college. This requirement can be met through study abroad or other significant international involvement such as work with refugees or immigrants in this country, diplomatic or non-governmental organization internships, teaching children from another country, and other similar experiences. The committee envisions internship experiences where students learn to view the world from the perspective of global as well as national citizens.

Study abroad should involve language study and cultural immersion, the committee believes, and can often be enriched by internship experiences related to students' overall educational goals. The idea is to engage students in living-learning experiences with people and ideas of other cultures and to broaden the education students have had in their classes.

Internships and service learning opportunities should involve working in organizations and agencies that deal with cultural difference or global issues. Such opportunities can offer experiences where students can test classroom learning with real-world challenges and develop skills and dispositions for meaningful careers.

The college will have a great opportunity to get students involved in study abroad early by designing general education/language study semesters between the first and second years. Michigan State University is currently seeking to accomplish this goal under a Carnegie Foundation/AAC&U grant to better integrate general education and study abroad. Most MSU students study abroad late in their programs, hence missing an opportunity to have study abroad influence their courses of study. Through freshman seminars, students may also have a study abroad experience in the summer before entering or an early experience during spring break of the first year.

The committee recommends that the college have an Office of International Education that serves as a liaison to the Office of Study Abroad, coordinates internships, provides information on service learning opportunities and assesses all international experiences related to the college. The office would also assist and advise students regarding financial aid, areas of study, and contact hours with the primary goal of making study abroad, internships, and service learning accessible to students of the new residential college.

The college requirement of international experiences seeks to include students from underrepresented groups such as minorities, persons with disabilities, and the economically disadvantaged to participate in overseas study programs and related opportunities.

V. Co-Curriculum

The committee recommends that the co-curriculum be both an extension of the curriculum and also an independent source of community, intimacy and empowerment. It should enrich students' education and offer an arena for growth, identity and community development. Drawing on the ROIAL experience, the committee recommends that the co-curriculum assemble students early to serve the goals of enriching academic achievement and supporting students in the establishment of strong community life and vital creative expression. Community formation will begin when students are accepted to the college and during the first year. Opportunities for students to build community will be provided through small groups tied to particular locations in the residence hall, common enrollment in cluster courses, and faculty mentoring.

Such small-scale communities created from the beginning will be important in facilitating students' transition to college-level work and academic success. The college should support student communities to organize themselves into original sources of creative energy, leadership, and involvement in the college and that emphasize the values of cosmopolitanism and diversity. The effect of creating and empowering such communities will be to ground students academically and socially for their entire undergraduate careers, and to organize cross-cutting bases for community in the college in addition to those later founded in separate fields of concentration.

Co-curricular involvement should be included on students' transcripts to help them recognize the additive value of complementary experiences. Such complementary experiences also justify the special 4 (3-0) course model of teaching in the residential college (which is a practice parallel with that granted by MSU to James Madison College).

As the formal curriculum during the first two years involves Tier I Writing, General Education, language, and introductory courses in the college's concentrations, the co-curriculum involves student transition activities, cross-cultural activities, skills-building activities, interactions with visiting scholars and artists, and service learning options. Activities will also involve plenary events in the college on global developments and issues as well as career exploration and advising for prospective majors. The curriculum is structured, sequential, and progressive, building on prior course experiences. It also offers students choice and flexibility.

During the freshman year, when the new challenges of transition to college are most pervasive, emphasis is on exposure to the values and purposes of the residential college community and to strategies of intentional learning. By the time students reach senior status, their involvement will be more oriented toward the broader community and national and global issues. Learning by doing involves a commitment to active projects and to performance, service, and intervention in the larger world. Like the ROIAL students who preceded them, the new residential college students will enjoy pursuing knowledge in and out of class. The college should aim to facilitate student creativity while also structuring more complex, long-term initiatives. Students might be encouraged to form their own formal and informal groups to access college resources for student activities (through a streamlined grant process), and be given considerable autonomy and choice (within college guidelines) to animate their enthusiasm. One model is a grant process at Beloit College where students seek small grants for international and global projects that involve a presentation, exhibition, or discussion of the project or its results in the college co-curriculum during the subsequent semester.

Subsequently, emphasis in the co-curriculum will be on events, activities, speakers, visiting scholars and guests linked with the academic fields of concentration, creative initiatives, projects, and performances developed by upper level students and open to the wider community, or themes and issues jointly decided among the fields and with cooperating residential colleges and programs. Emphasis will also be on student presentations and events tied to internships, study abroad, and service learning projects and on cultural programming by a variety of university groups. The opportunity to invite students in other residential colleges and programs to take classes in the new college means an opportunity to expand the co-curriculum to involve a more diverse community of participants, bringing new ideas and perspectives. Arts performances, exhibitions, presentations, and speakers should also draw into the residential college other creative individuals and others interested in global issues from around the campus.

VI. Assessment

The opening of a new college offers extraordinary opportunities for innovative assessment in student learning, faculty success, and program effectiveness. While the selection and articulation of particular assessment instruments, procedures, and strategies are beyond the scope of the charge to the committee, we offer here

some comprehensive resources for a philosophy of assessment consonant with the college's core learning values of internationalization, engagement, diversity, and cooperative and active learning. We also offer a comprehensive set of questions about competency-based learning assessment to be considered in the next planning phase.

A. Assessment Resources

The Washington Center for Improving the Quality of Undergraduate Education at the Evergreen State College, *Assessment in and of Collaborative Learning Handbook*, provides assessment tools for faculty and staff involved in collaborative learning and in learning communities. Alverno College's *Abilities Based Curriculum and Assessing as Learning Philosophy* focuses on eight abilities required for graduation: communication, analysis, problem-solving, valuing in decision-making, social interaction, global perspective, citizenship, and aesthetic responsiveness. It involves student self-assessment as well as faculty feedback for student learning improvement. The American Association for Higher Education (AAHE), *Principles of Good Practice for Assessing Student Learning*, emphasizes the importance of clearly stated purposes, teaching processes clearly aligned with student learning outcomes, and continuous efforts at measurement and improvement. The AAHE Learning Communities Monograph Series includes specialized discussions on integrating learning communities and service learning, in liberal arts colleges and in research universities, and on learning community assessment.

B. Formative Questions

What learning outcomes are anticipated in the new residential college for students? Of what knowledge, skills, attitudes, and dispositions should students demonstrate mastery in order to graduate? How will students assemble evidence of proficiency or capacity in these desired outcomes?

By the time they graduate from the NRC:

1. What effective communication and expressive skills should students demonstrate? When, and how?
2. What abilities of qualitative and quantitative reasoning should students master to address complex real-life problems?
3. What abilities in analyzing human social institutions and the impacts of processes of global change should students demonstrate? What knowledge of international and national institutions, processes, and issues should students have?
4. What abilities and dispositions toward functioning in a culturally diverse world should students learn to value and master? What attitudes should students adapt in efforts to know others different from themselves?
5. What scientific mastery and knowledge of complex problems involving the physical and biospheric realms should students master? With what principles of social, political, and economic analysis, of ethical value, and of aesthetic value, should students be familiar?

6. What technological proficiencies should students master; what technological tools should students learn to use effectively, creatively, and ethically in solving problems?
7. What critical abilities should students demonstrate in analyzing and producing knowledge, including abilities of interpretation, proof, and creative persuasion?
8. How well can students collaborate with others in decision-making, learning, completion of tasks, applying knowledge of group process and division of labor?
9. How well do students understand the role of the arts as agents of cultural production and expression, preservation and cultural change?
10. In what ways can students demonstrate leadership, creativity, individuality, and originality in community activities, in independent creative projects and presentations, and in academic capstone experiences?

VII. Getting Started: Faculty, Student Life Staff, and Administrative Staff

A. First Steps to Attracting and Developing Faculty

During the next three months, a group of transitional founding faculty with a dean should be appointed to develop the curriculum, begin the recruitment of faculty, and begin the recruitment of students. The committee has thought about these challenges and offers the following observations and suggestions to assist the new group.

The faculty organizing committee should be a small working group of 8-10, which can and should draw on expertise outside its company when appropriate. The committee should be prestigious in the university, involving highly regarded faculty in the arts and humanities and the sciences who are internationally oriented, interested in liberal arts and residential education, and willing to engage in hard work under strict time constraints. This committee will establish the curricular framework and elaborate the first-year curriculum, will advise the dean on and participate in faculty recruitment and hiring for the college, including new faculty and current MSU faculty, and will advise on hiring staff and on policies and procedures for admitting students. Individual members may apply for faculty positions in the college, subject to the same procedures and standards as other MSU faculty.

Our best estimate is that faculty on the organizing committee should be expected to serve for up to 2.5 years, from Jan., 2005 to May, 2007, coinciding with the run-up to creation of the college and completion of the first year of student learning. The committee recommends that faculty serving for this duration should be released from up to two teaching assignments, one per calendar year, to permit their participation.

B. General Characteristics of Faculty Assignments

The committee recommends that core faculty should be 100% within the college or no more than 25% jointly appointed elsewhere in the pre-tenure period. Core faculty who are 100% should be able to serve as affiliated or cooperating faculty

in appropriate disciplinary departments, teaching up to 25% based on mutual inter-collegiate and departmental arrangements. After faculty tenure, the dean of the college should work with faculty to assure that, in their assignments, they continue to develop fully as professionals and have opportunities to contribute to the achievement of university goals as well as those of the college.

The committee suggests that all core faculty will teach throughout the curriculum, including introductory and advanced classes, will teach two courses per semester, will teach writing-intensive or creative-intensive classes, and will engage actively in the creative co-curricular life of the college. The faculty organizing committee should draw on the experience of James Madison College and Lyman Briggs School in crafting unit bylaws that recognize excellence in teaching, research, and service in a residential program with a distinctive mission as primary criteria for reappointment, tenure, and promotion.

The committee hopes that, in building the college during its early years, the university will support the faculty complement that we have described earlier. Net losses to the college during this period from non-reappointment of faculty or voluntary faculty departures should be replaced, and faculty shifts from other MSU departments to the college should also be replaced or compensated. Growth of the necessary critical mass of faculty in the college should not be a zero-sum conflict with other, potentially cooperating university units.

Affiliated Faculty: Faculty in other departments in the university may request or, in cooperation with collegiate and departmental aims and agreements, may be asked to serve as faculty in the college for limited periods of time. Joint appointments, rotating assignments, and special contributions will help enrich the college's offerings and link it with cooperating units. Affiliations ought to happen with clear, written agreements about expectations so that faculty can be adequately rewarded in their home units; and the committee suggests that affiliated faculty teaching 50% or more in the college in any year should have full voting rights in college governance.

Cooperating Faculty and Visitors: To a significant extent, the health of the college will depend on a number of relationships with other faculty and units on campus. Individual faculty with appointment outside the college but cooperating with it can contribute to the curriculum and co-curriculum, teach courses, offer seminars, supervise projects, and strengthen the language program. Such faculty should be appointed as cooperating faculty recognizing their role in the college program. The college should have a significant fund for compensating cooperating departments that permit faculty to contribute cooperatively and selectively to hire graduate students who can strengthen the college's offerings and services.

Visitors: Creative artists, scholars, practicing professionals, and other short-term visitors will be another essential feature of the college. The college should have a visitor budget sufficient to support this feature.

C. General Features of Residential and Student Life and Role of Staff:

Theories of student persistence and success in undergraduate education emphasize that residence halls can be powerful vehicles for incorporating students actively into university life and, with strong academic orientations, can

enhance comparative student achievement. A residential college in the liberal and creative arts and oriented toward the international and global will potentially help MSU attract new kinds of students to the university. Further, a well-conceived learning and living environment in the college will engage students in a wide range of activities and enhance learning outcomes. The hallmark of a successful learning and living program is the creation of a shared community ethos of learning. Formal and informal relationships, common classes, a powerful peer cohort, and spontaneous events are mutually reinforcing and enhance a sense of belonging and purpose among students.

The new college offers an opportunity to re-conceptualize traditional roles and functions associated with student support services and to find new cooperative relationships across existing functional lines. The roles of the complex director, assistant hall director, and resident mentors can be re-conceptualized to best meet the needs of creating a shared community of learning and to strengthen the college by expanding active partners on site in advising, career development, and co-curricular programming. In turn, the college and its faculty can contribute to the selection and training of staff and offer feedback on staff efforts in the residential community.

In this view, residence life staff could help the college by reporting on issues of transition and mastery that confront first-year students, partner with college staff in advising and career explorations, assist students in study sessions for exams and assignments, and contribute, as possible, to creative events and activities. Faculty can learn from residence staff about student life, and residence staff can learn from faculty about the academic purposes and intended learning outcomes of the curriculum.

D. Administrative Staff

The college will have its own administrative staff, including positions related to the recruitment and admission of students, oversight of international experiences and study abroad, internships, foreign language lab, student advising, alumni and development, grants, and student outcomes assessment. It will have an instructional technology person. A language coordinator with expertise in CALL and LCTLs to arrange and monitor self-paced and CALL instruction, hire tutors, oversee native speaker tutors on the floors, and be in charge of proficiency assessment should also be part of the college staff.

Some of these functions are replicated in other residential colleges. There may be opportunities for shared services among these colleges or at least for shared expertise, contacts, and some mutual services provision. Areas of potential cooperation or shared services among the residential colleges and programs may include recruitment and admissions, development, grant writing, internships, and instructional technology.

VIII. A Constellation of Cooperating Residential Colleges and Programs

In general, the committee recommends that the college pursue all possibilities for cooperation with other residential colleges and programs. There can be economies of scale in offering shared courses among the residential colleges, interlinked courses (courses in one college open to others, in consortium fashion), and shared co-curricular programs and initiatives as well as shared services. There are possibilities in a cooperating constellation of colleges and programs of creating a community of faculty teacher-scholars sharing best practices, students obtaining enhanced access to

each college's courses and seminars, and cooperation on behalf of activities and programs beyond the means of each college or program to design or support independently.

Committee members are especially excited about this prospect, that a third residential college/school will not only be a tremendous marketing attraction for MSU but an opportunity for new kinds of faculty exchanges, joint courses and initiatives, and joint co-curricular themes and activities. Adding a new college to a constellation of growing colleges makes possible several innovations: intersecting curricula, shared courses, shared specializations, faculty exchanges, capstone seminars open to students in all, and team teaching.

IX. Connectivity between Undergraduate Majors and Graduate Programs

The charge to the committee asked that we explore the connectivity between undergraduate majors and graduate programs. Such connectivity in this residential college with interdisciplinary faculty could offer a valuable learning laboratory for the mentored development of teacher-scholars. Undergraduates could greatly benefit from working with advanced graduate students whom the college has recruited as teaching fellows, advisors and mentors. MSU graduate students are also a diverse group and their selective participation could contribute to a cosmopolitan ethos. They could enrich and enliven activities like undergraduate research initiatives, co-curricular programs, student support programs, and student projects.

Undergraduates in the college may also benefit from access to selected graduate courses in programs related to their majors. Intercollegiate and departmental agreements, including those with professional departments, will permit students to enroll in advanced courses and clinical practica related to the arts and humanities. These opportunities can extend and impact the college curriculum in innovative ways.

X. Friends and Connections

During the early years of planning and building the new residential college, a Board of Friends that is advisory to the dean might be envisioned to serve as a critical sounding board providing support and advocacy for the college. It can later develop into a Board of Visitors assisting the college in development activities. James Madison College has experience in this area that may prove valuable.

To a significant extent, the health of the new residential college will depend on internal relationships with other colleges and departments, other residential colleges and programs, and other units in the university. The college should pursue creative strategies of connection with cooperating units. The health of the new residential college will also depend on creative external relationships with donors, foundations, internship sources, employers, and agencies. The college should pursue active strategies of connection with external donors, employers, and agencies.

XI. Residential College Space and Design

The design of physical space and amenities in the new residential college is integral in shaping a strong living-learning community where students will learn about the arts and humanities and sciences in a changing world, where living and learning

together will reinforce and strengthen one another, and where student creativity will enhance the vitality of the whole. The physical space of the new residential college should be designed in every way to enhance this sense of a community dedicated to active learning.

The college will be housed in a newly renovated Snyder/Phillips Hall. The inaugural class will enter in fall 2006. In thinking about design, the committee recommends emphasis on the ideas of community, close faculty-student relationships, the curriculum (bringing the world in), and a creative, active co-curriculum. Spaces should be designed for enacting community, supporting mentoring, gathering to explore global issues, and sponsoring creativity and performance. Spaces should also be designed for flexible uses. Classrooms should have movable chairs and tables, rooms should be multi-purpose rooms, with sliding doors that can be opened into larger spaces. The college should also open to the outside, with design features inviting the university community in. Above all, the college should be designed with a view to using limited space creatively, sharing uses, and partnering in the arts/music corridor of the university.

The committee recommends that the residential college space provide faculty offices and a central suite of administrative and staff offices ample to support the college's functions, a number of classrooms, including several state-of-the-art technology classrooms with computer and video projection capacity, and several seminar rooms, also with projection capacity. Faculty offices should be big enough for faculty-student conferencing; classrooms should be designed for maximum interaction. The building should be fitted for wireless computer connections and designed to bring the world into the college. There should be a faculty common room (club style, couches and chairs), a student common room (also club style, with couches and chairs and projection capacity), a college language lab/computer lab, a recreation room, and a college library. Spaces for other common purposes include a dining commons, coffee shop, a black-box theater, two musical performance spaces, two design studios, and a film/video studio either in Snyder-Phillips Hall or nearby.

The residential college space should also provide living quarters for the students and for Residence Life staff, including a Complex Director and Assistant Hall Director. Plans should include two-bedroom apartments with amenities commonly found in modern apartment complexes to be competitive in recruiting qualified candidates for live-in residence life senior staff. Plans should also include two guest apartments with modern amenities for visiting artists, lecturers, performers, and scholars, who will enrich the co-curriculum.

All space, design and amenities should augment the mission and community learning ethos of the college and contribute to enhancing the growth of an arts corridor of the university.

XII. Naming the New College

In considering a recommendation for naming the college the committee recognizes that there exists a policy for naming buildings and facilities (Building and Facilities-Naming, 02-06-03, Revised October 12, 2001).

The committee recommends The Nelson Mandela College as the name of the new residential college. Mandela embodies its spirit and ethos and represents a vision of the triumph of the human spirit over oppression as well as a commitment to cosmopolitan and multiracial cooperation.

Mandela is a senior world statesman, to which his receipt of the Nobel Peace Prize in 1993 and the U.S. Presidential Medal of Freedom in 2002 attest. He is also a man

who has always believed in the great value of education in the humanities. When Nelson Mandela was on Robben Island, where he spent most of the twenty-seven years of his imprisonment, the prison became known as “The University.” In the limestone quarry when the prisoners worked in the day under the blinding sun, they taught each other what they knew in sessions Mandela described as “Socratic in nature.” Although the prisoners were denied daily newspapers and writings by contemporary African writers, they were allowed to read and discuss Shakespeare’s plays and Greek tragedies, and these were a source of inspiration and debate among the political prisoners. Mandela knew the importance of great literature as well as of popular culture. As South Africa’s first democratically-elected President in 1994, it was Mandela who proclaimed that the new national anthem would be one that alternates in its verses Xhosa-, English-, and Afrikaans-language versions of “God Bless Africa.”

Many people at Michigan State University have been inspired over the years by Nelson Mandela’s courage, integrity and compassion. When, in 1978, Michigan State University became the first U.S. university to divest its portfolio completely of corporations operating in South Africa, this action was part of an international response to the call of Mandela’s African National Congress to impose international economic sanctions against the apartheid government to bring all possible non-violent pressure to bear against the unjust regime. Mandela’s current contributions as a global citizen on issues of peace, justice, and health and well-being are a continuing source of inspiration from which much can be learned.

XIII. Time Line

The committee recommends that the first class of the new residential college begin in fall 2006. The provost, immediately upon the Board’s approval of the concept for the college, should identify a dean and a faculty organizing committee to begin detailed planning during the sesquicentennial year. Sections II.B. and II.C. of this proposal provide specific suggestions for phasing in full faculty and student cohorts.

XIV. Resources

Sufficient resources, possibly modeled after those of existing residential programs and colleges, are warranted to support the goals and objectives of the proposed college. In addition to the institutional commitment of support, the intellectual, creative and international nature of the residential college will make it an excellent candidate for development initiatives. Donors can be approached to support endowed faculty chairs, scholarships, visiting scholars and artists, special creative activities, and internationally-focused events. Foundations particularly interested in collaborative efforts such as those envisioned by the constellation of residential colleges and programs, could provide a unique source of program revenue.

DESIDERATA

The Heart of the Matter: From the depth, scope, and richness of ideas coming out of the readings and discussions of the planning committee, a plethora of suggestions emerged. Some were discussed further and developed into the more formal

recommendations of this report. Others were thought most worthy, but were not discussed as widely as some.

We believe that they can offer to the residential college organizing committee further guidance, options and consideration as they undertake the design of the curriculum. There are examples here that might constitute a part of a core requirement in the college, examples of undergraduate research institutes, another example of a concentration and an example of a 3-semester core common curriculum.

Current literature on baccalaureate education in the USA makes a compelling argument for establishing undergraduate research institutes as a way of encouraging the ongoing intellectual development of students, their persistence in school, and their residential affiliation with the college. They also attract funding and publicity and can be doorways to graduate study or to work.

We recommend these materials to the designers of the curriculum, confident that a recognition and understanding of their merits will only enhance the developed program of the college.

We are also appending other “working notes” on an array of issues that informed our discussions from learning styles to survey questions for Justin Morrill alums to international and global studies and to key-point revisions to earlier drafts.

- [A Humanities-Based Residential College at Michigan State University](#)
- [The Liberal Arts and Democratic Practice](#)
- [Nelson Mandela College -- “land-grant college to the world”](#) (PDF)
- [William James College: Pluralism and Culture](#)
- [The Residential College Idea in the 1990s](#)
- [Residential College Linkages](#)
- [The Experimental College Program at Berkeley](#) (extracts) (PDF)
- [Thoughts on an RC International Dimension](#)
- [Nelson Mandela College: Classical Texts in Contemporary Contexts](#)
- [Linkages \(Bailey Scholars Program; MRULE; Madison; Briggs; RISES; ROSES\)](#)
- [Linkages to Other MSU Resources](#) (PDF)
- [Potential Graduate Program Linkages](#)
- [Proposal for a Beginning Band for Non-Music Majors in a Residential College](#)
- [Proposal for Concentration in World Archaeology and Preservation](#)
- [Undergraduate Research Institute on the Arts, Law and Policy](#)
- [Proposal for Undergraduate Research Institute on the Arts and Humanities of Asia and the World](#)
- Nelson Mandela College Center for Research and Creative Scholarship (electronic version forthcoming)
- [Proposal for Concentration in Aesthetics and Arts Criticism](#)
- [Assessment – Review of Resources: Formative Questions](#)
- [Questions for the Justin Morrill College List-Serv](#) (eliciting nearly 90 pages of responses)

This list is by no means definitive but does provide some sense of the scope of issues raised during the discussions leading to the preparation of final report to the Provost. These working notes may also be instructive to the New Residential College curriculum designers in offering examples of some of the thinking and suggestions emerging from the group over the course of its deliberations.

Language and Process: Throughout the report the phrase, “the committee recommends,” is used, more to convey that among the many discussions on a variety of topics, many on the committee agreed or most would recommend what is posited in the final draft report. There were no votes taken to include or excluded ideas or possibilities. From time to time there were dynamic tensions and animated debate. This energy informed the discussions as we strove to bring to the conversations at least the level of creativity we sought to engender in the concept for the new residential college. It is accurate to say that the committee labored diligently and in good faith to bring to the task its best thinking and scholarship.

End of Draft

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