



TELLURIDE ASSOCIATION

## Telluride Association Summer Program Call for Proposals for Summer Program 2021

### THE PROGRAM

The Telluride Association Summer Program (TASP) brings together a small, diverse group of intellectually curious high school juniors for an intensive six-week residential program. In 2021, Cornell University and the University of Michigan will host a total of four TASP seminars from late June to early August. Over the course of the program, these students participate in a college-level seminar, community self-governance, a public speaking program, and a service project. As the intellectual cornerstone of the program, the seminar grounds students' experience of self-government and service in critical, engaged study and inspires conversations that carry over into their everyday life. TASP aims to draw students to this unique intellectual community based on its intrinsic rewards, and as such, participants are not awarded grades or college credit.

The Telluride Association is committed to extending opportunities to students regardless of their socioeconomic status and strives not to reproduce social inequities in access to higher education. Students are provided tuition, room, and board at no cost, and may receive additional financial support.

TASP centers on an academic seminar that meets every weekday for three hours. Each seminar is led by a team of two scholars who are selected for the distinction of their work and the excellence of their teaching. There are typically 14-18 students in each seminar. Classes emphasize group discussion rather than lectures. Participants can expect to spend two to three hours on assigned readings or other preparation for each class, and they will complete a number of writing assignments over the six-week seminar. The discussions and essays allow the faculty and students to engage the material in detail and to form a close community of scholars. Throughout the program, students receive written and oral feedback from faculty to help them develop their writing and critical-thinking skills. Faculty may plan day trips or other events to

complement coursework. Students emerge from the academic experience of TASP understanding the demands of collegiate writing and having one-on-one direction from top academic scholars.

## Community Life at TASP Outside of Seminar

Life at TASP extends well beyond academic exploration. One of the program's remarkable features is that the students are responsible for organizing most of their out-of-classroom time through weekly group meetings and through smaller committees. This element of self-governance is an essential part of the TASP experience. Students plan all kinds of activities, including group-wide discussions, field games, community service projects, music and theater events, reading groups, and excursions to state parks and art museums. Participants also share responsibility for keeping their environment clean and safe. Between all of these organized events, TASP students always find time for impromptu discussions and parties, movie going, and pickup sports.

Students also participate in a public speaking program during which they give a presentation for the TASP community on a topic of personal interest. These talks allow participants to pursue independent research, receive feedback on their public speaking style, and help promote community discussion. In addition to student talks, TASP features a series of lectures held by guest speakers. These events allow students to learn about a range of ideas and academic disciplines, encouraging them to develop broad interests. Recent guest speakers have included a Nobel laureate physicist, a DNA researcher, a lawyer who worked at Guantanamo Bay, a prominent poet, a prison reform scholar/activist, and a college president.

## ELIGIBILITY, DUTIES, AND COMPENSATION

Telluride Association accepts applications from faculty pairs who wish to collaboratively develop and teach a TASP seminar. Applicants should have a track record of excellent teaching and either an advanced degree or a history of exemplary cultural or intellectual production. Each instructor will receive a stipend of approximately \$14,500 for program preparation, six weeks of teaching, and detailed written evaluations of all participating students. Out-of-town faculty receive an additional stipend to help defray relocation expenses. In addition to their engagement with students, instructors work collaboratively with “factotums,” residential counselors who serve as teaching assistants and lead the substantial extra-curricular educational aspects of the program and community. They will serve as a liaison between you, the students, and Telluride Association throughout the course of the program. “Program Assistants” handle all

administrative arrangements for the programs. Faculty and factotums are expected to coordinate meetings (in person or virtual) during and leading up to summer programs to ensure active communication on shared responsibilities.

The Summer Program Committee has a particular interest in proposals that inspire students to reflect on the nature of a just society and that encourage students to relate the course to questions of ethical citizenship, both in the small, self-governing community of TASP and in the broader world. We favor proposals that expose students to a wide variety of identities and ideas, especially those historically excluded from academic discourse. Successful proposals have come from a wide range of disciplines, including the humanities, social sciences, and natural sciences. They have often employed interdisciplinary approaches and creative pedagogical methods. Recent seminars have concerned Black feminist thought, Celtic and Norse mythology, modernist art and theater, environmentalism, sex and gender in Renaissance literature, and the intersection of race and American law. Seminars should encourage active learning with a focus on dialogue and exchange. Examples of seminar topics from previous years can be found at the bottom of this solicitation.

The Summer Program Committee welcomes applications from all qualified applicants but gives special consideration to applicants affiliated with Cornell University and the University of Michigan, at those sites.

## APPLICATION REQUIREMENTS

The Summer Program Committee selects faculty pairs on the basis of their ability to teach a seminar as outlined above, to collaborate effectively with each other and with program counselors, and to foster a dynamic, inclusive intellectual community.

Please submit (in a single PDF to [teach.tasp@tellurideassociation.org](mailto:teach.tasp@tellurideassociation.org)):

1. A cover letter that addresses why you are interested in teaching at TASP
2. A draft syllabus (see syllabus checklist below)
3. A teaching philosophy statement that also covers your approach to teaching high school students an advanced curriculum
4. CVs for both instructors
5. A diversity statement discussing your experience with and commitment to diversity, equity, and inclusion in the classroom
6. The names and contacts of two professional references who have witnessed you teach (one reference per instructor; former students may serve as references).

Phone interviews for finalists are scheduled tentatively in mid-May of 2020. Kindly note that all applicants must be able to produce a completed Form I-9, Employment Eligibility Verification, in order to be eligible. Faculty may not have other teaching or similar employment commitments during the six-week program.

### **TASP LEARNING OBJECTIVES**

- Students are encouraged to step outside of their comfort zone and to seek new and productive challenges.
- Students are guided to consider ethical citizenship in new ways, and to develop understanding through diverse means (group discussion, writing assignments, field trips, etc.).
- Faculty and factotums model consideration for others.
- Faculty and factotums consciously recognize and seek to promote awareness of the fact that students come from a variety of class, racial, academic and community backgrounds.
- Faculty, with factotum support, provide support for students in developing communication skills, including essay tutoring, tutorials and feedback on public speaking.
- Faculty and factotums provide instruction on active listening in seminar.
- Faculty allow students' questions and interests to shape the direction of class discussion.
- Faculty model successful disagreement of opinion.

### **SYLLABUS CHECKLIST**

- Course description (300-words)
- Learning outcomes that specify what students should be able to do by the end of the course. Syllabi that directly address the above Learning Objectives will receive careful consideration.
- Reading and learning materials list
- List of assignments, learning objectives, and description of formative and summative assessments. While we discourage grade-based quantitative measures, we expect regular opportunities for "growth-oriented" formative feedback. We recommend that assignments be scaffolded for efficient learning.
- Homework guidelines. So that students can participate in the rich extracurricular, democratic life that distinguishes a Telluride Association learning experience, we recommend that homework be capped at approximately 2-3 hours per weekday and 4-6 hours per weekend.
- Socially inclusive language. For instance, the syllabus should state that students may use their preferred name and personal pronouns.

## Diversity, Equity, and Inclusion

Telluride Association values diversity, equity, and inclusion in all of its programs. We are dedicated to building a culturally diverse learning environment and strongly encourage applications from racial and ethnic minorities and women.

## TO APPLY

Please address any inquiries to the Telluride Association Summer Program Committee at [TASP@tellurideassociation.org](mailto:TASP@tellurideassociation.org). Proposals must be submitted by **May 1, 2020**.

Telluride Association does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, sex, sexual orientation, gender identity, or physical disability.