MEMORANDUM

To: Deans, Directors and Chairs – Norman Campus

From: Kyle Harper
       Interim Senior Vice President and Provost

       David Ray, Dean
       Joe C. and Carole Kerr McClendon Honors College

Date: November 11, 2014

Subject: Nominations for Presidential Teaching Fellows in Honors College

In soliciting applications or nominations for these teaching fellowships, please follow the time schedule below. The schedule has been set to allow sufficient time for the nominations to be reviewed by those involved in the recommending process. Please note that applications from individual faculty members must be accompanied by letters of support from their director/chair and College Dean.

All tenured and ranked renewable term faculty are eligible to apply, including those with endowed chairs and professorships as well as George Lynn Cross Professors, David Ross Boyd Professors, and Regents Professors. Faculty who have already received a Presidential Teaching Fellowship in Honors will be again eligible for a nomination in the second year of a two-year hiatus after receiving a fellowship.

Perquisites and Term of Fellowship

Each year, two or three current OU faculty who have a demonstrated record as excellent teachers would be selected to teach HON-prefix courses in the Honors College for a period of two years. Tenured faculty and renewable term faculty from all departments and Colleges at OU would be eligible to apply, with the approval of their home departments.

In cases of a 2-2 load (two courses per semester), those selected would receive a stipend of $25,000 per year in addition to their regular pay; their teaching would be evaluated by the Honors College during the tenure of the fellowship. The stipend could be taken either as professional expense money or supplemental pay, the latter of which would be taxable and subject to fringe benefit deductions. Payment in the form of supplemental pay is reported to the Internal Revenue Service as taxable income. The home department of each Fellow would receive $35,000 per year to ensure a continuation of the courses that each selected Fellow would have taught. Faculty may also apply for a fellowship to teach HON-prefix courses in the Honors College on a 1-1 load, in which cases the amounts above would be reduced by half. In some cases, the four-semester term of the Fellowship could occur over a three-year period, with the Fellow returning to her/his home department in the middle year.

Applications must include the written approval of the applicant’s department director/chair, and chairpersons must certify that (a) During the period of the Fellowship, the Department will not reduce the number of code 6 Honors courses that it normally offers each semester, and (b) the department will ensure that there is no reduction in courses offered caused by the temporary shift in responsibilities of the Presidential Teaching Fellow. The payment of $35,000 per year to the department is intended to facilitate and ensure this result.
Criteria for Selection

Presidential Teaching Fellows in Honors are those faculty members who excel in all their professional activities and who relate those activities to the students they teach and mentor. These professors have demonstrated excellence in undergraduate teaching and have a demonstrated record of inspiring and mentoring their students.

To support this charge, application or nomination materials will include:

1. The nominee's mini vita and faculty evaluations for the previous three years (or since beginning at the University if the nominee has been at the University less than three years) and the nominee's complete vita.

2. A narrative assessment (no more than 3 double-spaced pages) of:
   A. The impact of the nominee's research and creative scholarly activity on his/her students.
   B. The nominee's contribution to the undergraduate instructional enterprise including such examples as:
      (1) The effectiveness of lower-division and upper-division undergraduate courses developed and taught by the applicant or nominee.
      (2) The extent of the nominee's involvement with undergraduates in advising and mentoring undergraduate students. This could include the quantity and quality of the independent study enrollments (3990, 4990, 3960, 3980, etc.), Undergraduate Research Opportunities Program (UROP) and Undergraduate Research Day (URD) sponsorships.
   C. A short (approximately 50 word) statement to be used as an award citation if the nominee is selected at the Spring Faculty Tribute.
   D. Up to five letters from current or past undergraduates or alumni, current or former graduate University colleagues or colleagues within the nominee's academic discipline from other campuses. Among all these letters, there should be commentary attesting to the nominee's ability to excel in undergraduate teaching and mentoring.
   E. A short paragraph suggesting the subjects of the HON prefix courses the faculty member could offer if selected as a Presidential Teaching Fellow. These should be consistent with the needs described in the last section of this document.

The Norman campus selection committee will consist of the President, the Senior Vice President and Provost, and the Dean of the Honors College.

Selection Procedure

Initiation - The President’s Office in conjunction with the Senior Vice President and Provost of the Norman Campus and the Dean of the Honors College will review the number of vacant Presidential Teaching Fellowships in Honors, and will issue a call for nominations or applications by November 15, 2014. Applications may be initiated by individual faculty members (tenured or ranked renewable term faculty only), and supporting letters should be submitted by chairs, directors, and committee A or other faculty groups and forwarded to the appropriate dean. Deans will forward the nominations with their own comments to the Senior Vice President and Provost. Nominations for the Presidential Teaching Fellowships must be forwarded by January 15, 2015 to the Provost’s Office along with all substantiating materials pertaining to the nominees. The selection committee will make its decisions by February 1, 2015 and The President will make recommendations to the Board of Regents during the March Regents’ meeting.

Teaching Assignments in the Honors College During Term of Fellowship

Applicants to be Presidential Teaching Fellows must be qualified and willing to teach 3-credit-hour seminar courses to 19 to 22 Honors students on topics relevant to the Honors Curriculum, as specified below. Courses must require a reading load and writing assignments comparable to those required for all HON-prefix courses, as specified the Honors College and its faculty curriculum committee.

Courses dealing with any aspect of American Studies (literature, history, culture, government, art, religion, etc.) may be taught as HON 2973 – Perspectives on the American Experience (limited to 19 students). Perspectives courses
are writing-intensive (at least 15 pages of writing per course) and students are assigned to work with Honors College writing assistants, based in the Honors College Writing Center, throughout the semester.

Presidential Teaching Fellows may also offer an Honors Colloquium, HON 3993, capped at 22 students and with content and workload comparable to a graduate seminar. Applicants should propose one or more courses of this type that they are qualified and willing to teach, and each course must fall into one of the following six broadly defined subject areas:

**U.S. History**: These courses focus on readings in cultural, social, political, or economic history in the United States. They provide students with a multi-layered understanding of the development of American life, the American intellectual milieu, and the future challenges the United States may face. (Gen. Ed: Social Science, Western Civ.)

**Foundational Texts and Ideas**: Courses in this area help students grapple with texts that form the foundations of contemporary disciplines and intellectual lineages. Courses will be closely tied to the different expertise of faculty teaching in this area. All courses will examine key texts that have generated ongoing discussion and analysis among scholars, as well as the idea of a canon and processes of transforming canons over time. (Gen. Ed.: Western Civ., Non-Western Culture, Social Science)

**Interpreting Arts and Culture**: Courses in this area teach students terms and tools needed to interpret forms of expressive culture, including music, painting, sculpture, architecture, oral and written literatures, dance, film and video, and digital media. Emphasis is placed not only on interpreting art from a broad humanistic perspective, but also on understanding the cultural practices that illuminate the diversity of human creativity. These courses will challenge students to consider aesthetics as well as the functions of creative art in social contexts. The courses may delve deeply into one artistic area or explore relations among several areas. (Gen. Ed.: Understanding Art Forms)

**Interpreting Science, Medicine, and Technology**: Courses in this area introduce students to a variety of humanistic methodologies for interpreting the important roles of science, medicine and technology in different historical periods within western and non-western cultures. Students will explore the political, social, and cultural consequences of developments within science, medicine, and technology. Drawing on diverse disciplinary and interdisciplinary perspectives, students will likewise examine the ways in which social, cultural, religious, political, and economic factors shape the priorities of science, medicine, and technology and the questions asked within these fields. Every effort will be made to interpret science, medicine, and technology as specialized forms of cultural knowledge and practice. (Gen. Ed.: Western Civ., Non-Western Culture, Social Science)

**Foundations of Diversity**: Courses in this area teach students about key structures of social difference such as race, class, gender, and religion. These categories are not natural but rather social constructions that vary across time, place, and culture. Interdisciplinary perspectives enable students to analyze these concepts of difference, their historical foundations, and their linkages to various forms of contemporary inequalities and political struggles. Courses in this area may be topical, but they should emphasize the diverse ways in which these categories are enacted and experienced in particular local, national, or global contexts. (Gen. Ed.: Social Science, Non-Western Culture, Western Civ.)

**Culture and Power in the Global South**: Courses in this area examine intersections between culture and relations of power as they are experienced in Latin America, Africa, and Asia. Courses will be grounded in the study of these world areas, and give attention to global and regional movements of culture, material wealth, and people. Interdisciplinary perspectives will be used to explore multiple ways of defining and interpreting power. Students will be challenged to consider the role of culture in subverting and reproducing hierarchies of power, and how these dynamics have changed over time. (Gen. Ed.: Non-Western Culture)