

2017 WEST VIRGINIA GOVERNOR'S HONORS ACADEMY

Faculty Application

Employment Details

1. The Academy dates are July 2-22, 2017. Employment will begin Saturday, July 1, and end Saturday, July 22. Faculty members and staff are required to be on campus July 1.
2. There will be an orientation workshop in early spring.
3. All applicants are required to submit and pass a background check prior to the beginning of the academy. Payment is the responsibility of the applicant.
4. Most of the Faculty will live in the residence hall. Faculty with local housing may elect to stay at home provided they fulfill all Academy duties.
5. Faculty salary is \$5,500. Meals and lodging are provided. Travel is not included and will not be reimbursed.
6. All faculty are required to teach two courses each class day. Courses will be limited to 14 students each, with a minimum of 12 students. The two courses are 1) an Intensive Course that addresses a Governor's Honors Academy student's greatest academic strengths and interests and 2) a Broad-Based Course intended to expand a student's knowledge base in areas that are not necessarily viewed as the individual's strengths or primary areas of interest. Both courses shall include a multi-disciplinary approach to instruction as well as a brief discussion of how the Academy's theme would be addressed.

As with previous academies, there will be an organizing theme for the Academy in 2017, and we have found success with the idea of using historical themes to anchor the Academy. Thus for the first year we will use the period of early nationhood, loosely defined as between 1776 and 1865, which begins with the Declaration of Independence and ends with the end of the Civil War in the United States, overlaps with a period of social and political re-organization in Europe (including the French Revolution), and encompasses a period of global colonialism, philosophical investigation, and scientific and technological advancement. This period will provide the underlying theme for the academic program and the activities associated with the Academy.

Academically this is a fascinating period; in the sciences, Antoine Lavoisier, the father of modern chemistry put together the first extensive list of elements, early concepts of evolution were being advanced by Charles Darwin and Jean-Baptiste Lamarck, Louis Pasteur began his pioneering work in immunology, and Ada Lovelace invented the difference engine, the precursor to the modern computer. In Britain, the establishment of the Royal Institution in 1799 brought together the best scientific minds of Europe to apply science to better human lives. In mathematics, the period saw the development of non-Euclidean geometry and abstract algebra, while in engineering we see Ben Franklin's discovery of electricity, the development of the first steam engine, and the rise of a range of engineering specializations.

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In the social sciences we see the rise of journalism entrenched in the first amendment, the flourishing of the industrial revolution, and the political philosophies of the first experiments in democracy in the United States and (less successfully) in France. Events in US history include the conflict over and ending of slavery, and a period of grave oppression of Native Americans. European nations moved to colonize Africa and South Asia, while Japan spent much of the period in enforced isolation from the west, ending with Admiral Matthew Perry's naval mission to pry open trade, while in China, the Qing dynasty ceded the title of the largest empire in the world to England.

In the Western arts, this was a period that moved from the stylistic refinement and sophistication of the Neo-classical moment, to the turbulence and *sturm-und-drang* of the Romantic period. Ludwig von Beethoven dominated classical music. Theatre was dominated by the sentimental melodrama, and literature witnessed the rise of the novel as a dominant form, while in the US. a national literature was developing, often around the relationship of its writers to the rugged American landscape.

This period will also deeply inform our trip to Washington DC, which was founded and built in this period, and provides a wonderful venue to explore historical themes relevant to the earliest period in our nation's history. Meanwhile, significant historical locations between Pittsburgh and Morgantown such as Fort Necessity will add texture to our discussions.

We hope the central organizing theme will bring together both the academic cultural and social aspects of the academies making them an educational and highly enjoyable experience for all the students attending.

Does this mean that your courses will be bound within the late 18th-late 19th Centuries?

- No, it does not. The theme is to be embedded but not necessarily over-arching. The following samples may make the intent clearer.
 - When developing a modern math course, for example, you could look at specifically and deeply at concepts that were being developed in this period, or perhaps simply talk about the thought process of mathematicians as they worked through problems without the aid of computers, theories, means of measurement, or discoveries that have changed terminology and thinking patterns.
 - Scientific thinking took huge leaps in the 19th Century. They were disciplined and discrete, precisely institutionalized and widely instructive (Livingstone and Withers). In the science class you propose, you could focus on the birth of the discipline, or just as easily could build in modes of inquiries based on solving contemporary problems without the work of these earlier scientists. Asking student to consider differences in scientific knowledge and methods across time might help students describe today's science.
 - In a social sciences class, one might compare the current "scientifically enlightened" populace to that of the general population of the 19th C when discussing the rise of secularism in the world.
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The intensive course is, in fact, *intensive*, and should take the students into the depths of the subject matter. The intensive class meets about 3 hours daily. The broad-based course, which is also taught daily, is about 90-minutes daily and should be a more introductory course. It is intended for students who probably do not have previous background in the subject.

Class preparation time for students is very limited since they are scheduled for activities or classes from 8 a.m.--9 p.m. **For this reason, you must allow time in class for much of the research and reading.** Varying the classroom activity, of course, follows the rules of pedagogy for adolescents.

To be considered, class descriptions must be correlated with the theme. New applicants: read about some of last year's classes at www.govschools.wv.gov. to see how they correlated with the 2016 theme.

7. All faculty and staff members are expected to participate with students from breakfast through the night-time activity, seven days a week.
8. Faculty and staff are expected to take part in all off-campus field trips unless exceptions are granted. When students are off campus, they will be broken into small groups and faculty members will share the chaperoning duties with the RA's. Field trips are **not** free time for the faculty.
9. Faculty may be responsible for two evening activities during GHA. One activity will include an interactive class for students not attending the current class in an effort to expose students to a variety of course information.

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Name _____

Application Requirements

- Completed Faculty application
- Resume/CV
- Two letters of reference (see below)
- Course proposals (see below)
- Statement of educational philosophy concerning high achieving students
- Description of innovative teaching projects you have developed

References

Submit two (2) letters of reference. These letters should include name, title/position, address and phone number of the individual providing the reference. **The letters may be emailed or scanned and sent as attachments, but they must also meet the deadline.**

Suggested Reference Sources:

- Your current or previous immediate supervisor
- Individual who is familiar with your work (May be a **former** student, but not one currently in your school)
- Personal reference

Course Proposals—Please attach

Course proposals should include the following:

1. Discipline Area (See Part I);
2. Title of Course;
3. Indication of Broad-Based or Intensive;
4. Purpose/Intended Goals;
5. Description of Course;
6. Student Product/description of how final product might be displayed on last day;
7. A brief statement of how you will work the theme into your courses;
7. A brief description that would be used to 'sell' your course to students. Examples from last year may be found on the website.

Completed applications (pages 3,4,5 and required attachments) are to **emailed** by November 28 to

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