

COLLEGE OF FINE ARTS—UNIT PLAN DOCUMENT

THE WORK OF FACULTY IN THE ARTS

To study the creative arts requires no less than total immersion within the discipline. Anything less promises to be at best only technically competent, and this holds true for faculty work in the arts as well.

Evaluation of what constitutes quality often rests upon the product of the artist. A work is adjudicated into a significant national or regional venue; scholarly research is published in book form or as an article in a professional journal; the artist-scholar lectures at a national conference, is invited to another university as visiting faculty, or judges the work of others in her/his field. When artists are judged as teachers, we may point to students who win competitions, find significant work as professionals, or are accepted into prestigious graduate schools. While these achievements are useful in evaluating the significance of the creative activity, scholarly research, or teaching undertaken by the faculty member, they also reflect an emphasis on the end product. To quantify such accomplishments and accolades is clearly not sufficient to determine excellence in the arts. Therefore, it is important to consider the process at least as much—if not more than—the product. This is one of the first lessons our students must learn.

A second lesson is that while the image of a creator working in solitude may hold true for some media, others depend on the efforts of numerous collaborators. The director of a play, the conductor of a symphony orchestra, and the art therapist do not fully control the outcomes of their work. They are dependent not only on peer collaborators but also on students and even on clients for the success of the whole. This practice is consistent with the hallmarks of Performance Learning.

This document demonstrates the general structure by which the College of Fine Arts identifies the levels of expectation in teaching, scholarship, and service as outlined in the Policies and Procedures handbook. We shall make every effort to go beyond the Millikin context in defining those levels, using such criteria as rates of productivity, geographical scope and balance, and peer review. Furthermore, much artistic activity may fall into more than one category—that is, it may be viewed as teaching as well as service, service as well as artistic achievement. Moreover, elements of Performance Learning may be found throughout faculty work and, in those cases, third party stakeholder reviews and responses may also be included and it will be the faculty member's responsibility to clarify those relationships in their self-evaluations and portfolios. Finally, it is inevitable that quantitative and qualitative judgments of the end product will continue to figure prominently among the tools we use for evaluation. We shall make a point, however, to address issues of process and collaboration via the construction of portfolios: particularly in colleague and student evaluations, with appropriate peer review, and through individual growth plans.

TEACHING

The College of Fine Arts is committed to excellence in teaching. Within the College, a variety of approaches are used, from traditional lecture classes to rehearsals, studio experiences, one-on-one or group lessons, student-run ventures, performance learning, and modeling of artistic skills.

The evaluation of teaching will require input from multiple sources including the (1) individual faculty teaching portfolio, (2) narrative self-evaluation, and (3) chair's evaluation.

1. Teaching Portfolio

The individual faculty member shall be responsible for the materials which document teaching. Included in this portfolio will be:

<u>Required</u>	<u>Suggested</u>	<u>Optional</u>
<ul style="list-style-type: none">• SIR data summaries• recent representative syllabi	Examples of <ul style="list-style-type: none">• assignments• exams• student work• Performance Learning	<ul style="list-style-type: none">• written comments by students• colleague evaluations• third party stakeholder evaluations

In compiling the teaching portfolio and writing the narrative self-evaluation, faculty should use this information to assess historically areas of effectiveness and to improve areas of weakness. Therefore, for each course or subject area taught, it is important to include detailed descriptions of (1) already-implemented innovations or revisions (made in response to student or chair evaluations, evolving pedagogies, increased knowledge, etc.) or (2) proposed changes to existing course materials.

Performance Learning

Since the notion of Performance Learning is uniquely woven into the fabric of artists' work, it could be a key element of the teaching portfolio.

The comprehensive definition of Performance Learning

Our founder, James Millikin, conceived of a university "where the scientific, the practical, and industrial shall have a place of equal importance, side by side with the literary and classical." We have built upon this legacy by designing an environment rich in Performance Learning where students are provided opportunities to experience real-world risks and rewards while combining theory and practice with imagination and innovation. Engaged in supportive partnerships with faculty and staff, our students practice their disciplines in the classroom and perform their disciplines through engagement with a global community of experts -- scientists, artists, authors, or other committed third-party stakeholders. Millikin students learn to shape their lives, own their careers, and impact their communities. We believe the best way to learn is to do and reflect -- in the classroom and beyond.

We call this innovative approach to education *Performance Learning*. Our commitment to provide all students in all disciplines opportunities for

Performance Learning distinguishes Millikin University as a leader in higher education.

The three hallmarks of Performance Learning

Performance Learning provides the student with opportunities to:

1. Partner with faculty, staff, and fellow students to create student-driven experiences which exist within and beyond the academic discipline
2. Engage with third-party stakeholders in a purposeful and professional manner
3. Participate in reflective processes which advance professional growth by critically examining the continuous cycle of doing/ learning/ becoming

Some examples of Performance Learning for fine arts faculty in collaboration with students could be:

- The annual theatre Children's Show co-produced with the Golden K Kiwanis
- Shakespeare Corrected mounted at the women's correctional facility in Decatur
- Production of CDs sold in the open market
- Ensemble tours
- Performances and/or presentations at regional/national/international conferences
- The Carriage House Press "Steamroller" printing project, and other events
- The Art Therapy Cancer Care Center at Decatur Memorial Hospital

2. Narrative Self-Evaluation [Teaching Section]

This portion of the narrative self-evaluation sets forth the faculty member's teaching philosophy, describes how that philosophy in action serves both departmental and University missions, and in general assesses her/his development as a teacher, especially in relation to the growth plan.

3. Chair's Growth Plan Evaluation [Teaching Section]

Written at the end of the last completed growth plan, the chair's evaluation examines the faculty member's teaching in relation to the department's mission, needs, and future goals. This document should reflect the results of first-hand observation (by chair or other tenured colleagues) over time as well as careful examination of course materials, student outcomes, and student instructional surveys.

RATINGS FOR TEACHING

Extraordinary: The College of Fine Arts recognizes an extraordinary teacher both within the Millikin community and through peer review. The latter can take many forms: outside evaluators, awards and other recognition by organizations, or publications (i.e. textbooks or articles in refereed journals). Candidates for this ranking must also fulfill the requirements for documenting excellence below.

Excellent: Faculty members seeking to be rated excellent must provide evidence of student achievement through visible outcomes and progress, within the context of student abilities and the Millikin curriculum. An excellent teacher will demonstrate how her/his work serves the missions of the department and the University. It is possible to corroborate excellence through peer evaluation within the institution. An overall rating of excellent is required for both promotion to Associate and Full Professor and also for tenure.

Competent: Minimal evidence of student achievement reflects teaching at this level. "For a new faculty member (first or second year), performance at this level will continue contracts, but improvement is required for tenure. For tenured faculty, no promotion can be expected" (P&P 4.10.2).

Marginal: A marginal teacher has consistently low teaching evaluations, has not successfully integrated her/his teaching within the expectations of the departmental and/or University missions, does not develop key skills as reflected by student outcomes, and has a negative impact on student learning. A marginal rating is insufficient for tenure or promotion, and two consecutive annual rankings at this level may be grounds for termination for untenured faculty.

ADVISING

Mission

The College of Fine Arts is committed to preparing students for professional success, in addition to the larger educational goals of responsible citizenship, and a personal life of meaning and value. The College of Fine Arts recognizes that advising is central to delivering the educational mission of Millikin University. As such, advising adds to a Millikin education by facilitating and integrating reasoned choices that promote the student's personal and professional growth, along with an awareness of the importance of thinking about the larger issues we face as human beings. The advising process is recognized as an on-going collaboration between faculty and students in which exploration, reflection, growth, and discovery will lead to personal and professional success.

In order to fulfill these goals, we aim to assist students to do the following:

1. Develop plans of study for successfully achieving their degree and career goals,
2. Select courses each semester to progress toward fulfilling their plans of study,
3. Use the resources and services on campus to assist in fulfilling their plans of study, and
4. Graduate in a timely manner.

Although advising is evaluated within the area of teaching in promotion, tenure, and annual review processes, it is diverse enough that additional criteria for rating will offer clarity to the evaluation. Evaluation of advising takes place annually as part of the self evaluation process. Therefore, each faculty member will have the responsibility to document and provide the context in which his/her respective advising satisfies the above stated goals.

For purposes of this plan, the term “advising” refers to academic advising, advising for research/artistic activities including performances, exhibitions, recitals, etc., pre-professional advising, and advising of organizations.

RATINGS FOR ADVISING

Extraordinary: Extraordinary advising in CFA is defined as that which exceeds the standards of excellence. Peer review, in the form of evaluations and/or awards, specific outcomes (student artistic activity/research accepted into juried professional venues, student recitals, performances, plays, exhibitions, students accepted into graduate programs) are some examples of outcomes necessary to demonstrate this rating.

Excellent: Excellent advising in CFA exceeds the standard for competence. In general, the excellent advisor will be engaged in other activities beyond those that demonstrate competence. Such activities may include, but are not limited to:

- mentoring new faculty advisors on the advising system,
- contributing to the on-going professional development of other faculty advisors,
- advising/assisting/preparing students for a specialized program, event, artistic creation/collaboration/performance.
- advising/assisting/preparing students for a pre-professional area, i.e: MA, MFA graduate programs, professional ensembles, performances, exhibitions.
- being requested as research/artistic advisor or asked for expert technical/artistic assistance by students who choose a research project/artistic creation,
- advising one or more JMS research project(s),
- serving as minor advisor for one or more student(s),
- orienting and mentoring new students with respect to the university experience,
- orienting and mentoring students from outside the major with respect to the major experience.
- consulting/advisory role in a student-run venture

Competent: The competent advisor satisfactorily contributes to the achievement of departmental and university goals. The rating of *Competent* advising is the minimum in which to achieve the overall rating of *Excellent* in teaching. Contributions considered may include, but are not limited to:

- understanding how to use MU Online, electronic portfolios, and other online resources,
- explaining requirements for the major, areas of emphasis or concentration, the minor, university studies, and the college,
- reviewing advisees’ plans of study, portfolios, etc. at least once a semester,
- attending departmental events, meetings and seminars when the teaching schedule permits,
- being available for student conferences during the pre-registration period each semester.

Marginal: Marginal advising in CFA is defined as that which does not meet the standards of competence. The marginal advisor demonstrates effort in this area of responsibility, but the effort is limited, sporadic, and/or unsuccessful.

SCHOLARSHIP/ARTISTIC ACHIEVEMENT

The product of the creative process (as a work of art) is typically presented in the context of a local, regional, national, or international audience.¹ However, establishing the significance of any creative activity based solely on its geographic reach is not entirely reliable. Significant creative activity may remain entirely local, yet be considered aesthetically extraordinary or excellent. Likewise, creative activity may attain a national or international audience, yet be considered aesthetically marginal or competent. For this reason, we have added the element of peer review as a balancing factor in the tricky business of making qualitative judgments about art.

Peer review is the primary means for evaluation of achievement in the areas of scholarship and one process for evaluating teaching in the College of Fine Arts. We use a process whereby individuals or organizations qualified to assess the work of arts faculty adjudicate both product and process. The faculty member, after selecting a reviewer with the approval of the Dean, must document that the adjudicating individuals or organizations have either national, regional, or local stature or scope, respectively, in relation to rankings in the areas of scholarship/artistic achievement and teaching as described below. Hence, levels of achievement are partially tied to the stature of outside peer reviewer(s) within a faculty member's field. Additional reinforcement reflecting peer review from within the Millikin community is still required, however. The following list serves to clarify the levels of peer review necessary to qualify for the various rankings:

- A person who receives favorable evaluations from national organizations or recognized experts in her/his field in the form of written reviews, sustained professional employment, or adjudicated work accepted for exhibitions will be seen as outstanding among both Millikin faculty and faculty at nationally recognized undergraduate institutions, and is therefore qualified to be ranked as **extraordinary**.
- A person who receives favorable evaluations from regional organizations or experts in her/his field in the form of written reviews, periodic professional employment, or adjudicated work accepted for exhibitions will be seen as having made strong contributions to scholarship/artistic achievement in her/his field, and is therefore qualified to be ranked as **excellent**.
- A person who receives favorable evaluations from local organizations or experts in her/his field in the form of written reviews, professional employment, or work accepted for exhibitions will be seen as having made a smaller, but still meaningful contribution to her/his field, and is therefore qualified to be ranked as **competent**.
- A person evaluated exclusively by local organizations or experts in her/his field, or reviewed with only slight regard by national or regional organizations or experts, will be seen as **marginal**.

¹ We define these geographical boundaries as those which are juried by, attended by, or receive attention from audiences demonstrably of each category. The burden once again rests with the faculty member to argue for these distinctions. It is important to note that things are not always what they seem: the local can be national, and the international can be local. For example, a set designer mounts a show on campus which is evaluated favorably by a designer with national stature (within the discipline and also among peer undergraduate institutions). Conversely, a performer might fly great distances to perform in an event which draws only a local audience.

Further criteria for the various ratings follow; note that the pace or rate of productivity is also a factor in evaluation.

RATINGS FOR SCHOLARSHIP/ARTISTIC ACHIEVEMENT

Extraordinary: An extraordinary rating for scholarship/artistic achievement reflects sustained work which is outstanding among both Millikin faculty and faculty at nationally recognized comparable institutions. The nature and scope of extraordinary work has a significant impact on professional practice within the university and amongst one's peers. This work would typically be published or presented as a result of peer review, or otherwise recognized as significant by one's peers. Examples may include:

- Consistent exhibition of art work nationally
- Performance in nationally recognized venues
- Publication of a book or composition with a reputable press
- Presentation of research at national or international conference
- Publication of research in a national, refereed journal
- Release of recorded musical works on a reputable recording label
- On-campus, local, or regional performance (in the broad sense) evaluated favorably by nationally recognized peer reviewer
- Exhibition of art work in local or regional venues evaluated favorably by nationally recognized peer reviewer

Excellent: In scholarship/artistic achievement, excellence consists of regular, strong contributions to one's field and recognition by one's regional and national peers. Performance at this level exceeds the expectations for tenure, promotion to Associate Professor, and meets the basic criteria for promotion to Professor. Examples may include:

- Performance in regionally recognized venues
- Presentation of research at a national or regional conference
- Publication of research in a regional journal
- Adjudication of art into national or regional exhibition venues
- Release of recorded musical works on a local or regional independent recording label
- On-campus, local, or regional performance (in the broad sense) evaluated favorably by a regionally recognized peer reviewer
- Earning additional degrees or certifications within the field or a related area

Competent: Regular contributions to one's field as recognized by one's regional and Millikin peers. Performance at this level meets the expectations for tenure and promotion to Associate Professor, but is insufficient for promotion to Professor. Examples may include:

- Performance in state or local venues
- Presentation of research at a state or local conference
- Publication of research in a state journal
- Exhibition into state or local venues
- Release of recorded musical works independently or on a local recording label

- On-campus or local performance (in the broad sense) evaluated favorably by a peer reviewer with statewide recognition

Marginal: This ranking reflects minor and infrequent scholarly or creative contributions to one's field. Continued performance at this level is not sufficient for tenure or promotion. Examples may include performance, exhibition, or publication of research only locally and without peer review.

SERVICE

The CFA uniquely provides performers, artwork, and technical expertise for events in all aspects of the University and in the Decatur community. We routinely make strong contributions to University recruitment and retention efforts, as well as to the general quality of life on campus and in Central Illinois. In evaluating service, we define standards for peer review somewhat differently: by definition a peer is one capable of evaluating the act of serving, will therefore nearly always be local, and often outside the faculty member's discipline.

1. University Service

Service to the university also includes service to each department, whether formal or informal in nature. Examples of service to the university include:

- Active participation on a university/college/department committee
- Participation in university/college/department recruitment
- Serving as advisor to student organizations
- Serving as director/coordinator of university/college/department events
- Uncompensated² artistic or pedagogical contributions to the University
- Administrative work
- Web content managing
- Departmental and/or university wide assessment management

See section 4.18 in Policies and Procedures: Faculty for information on evaluation of Department Chairs.

RATINGS FOR UNIVERSITY SERVICE

Extraordinary: Faculty who receive this rating have been recognized by administrators and peers as having made highly significant contributions in service to the University and College of Fine Arts, contributions which have had a major impact on enrollment, governance, institutional image, and quality of life of the campus community. Examples may include:

- serving as chair of a University council which has undertaken and successfully completed a major initiative

² This category may also include certain activities which are clearly compensated below scale; it will be the faculty member's responsibility to delineate to what degree they are both artistic achievement *and* service, or teaching *and* service.

- authorship of a major university document
- sustained and successful co-curricular or extracurricular involvement with students

Excellent: Those who receive this rating have gone beyond the expected level of service³ for all Millikin faculty. This includes service to the University and to the College of Fine Arts.

Examples may include:

- serving as chair of a University/College of Fine Arts committee
- supervising a University/College of Fine Arts student organization

Competent: Those rated as competent have made the expected level of service to the University and College of Fine Arts. Examples may include

- service on a University/College of Fine Arts committee

Marginal: Those rated as marginal have contributed less than expected level of service to Millikin University/College of Fine Arts.

2. Service to the Profession

Service to the profession demonstrates an active participation in one's professional discipline, in addition to enhancing Millikin's commitment to theory and practice within a community of teaching and learning. Faculty active in professional service provide students with positive role models, while at the same time providing a connection to lifelong learning outside of the classroom. Examples include:

- Serving on an editorial board for professional journal.
- Serving on or chairing professional conferences at the local, regional, state, or national levels.
- Reviewing articles for professional journals.
- Serving as discussant/panelist at a professional conference.
- Serving as adjudicator for professional exhibitions/performances.
- Serving as coordinator for professional conferences/exhibitions/performances.

RATINGS FOR SERVICE TO THE PROFESSION

Extraordinary: Those who receive this rating have demonstrated a significant and long-lasting contribution to their profession as recognized by their peers. Outside documentation is necessary. Examples include:

- Serving as an officer for a professional organization.
- Serving as coordinator/adjudicator for significant national/regional professional organizations/events.
- Long-term service as national/regional professional conference discussant/panelist.
- Serving as chair of national/regional professional conference/event.

³ We understand the phrase "expected level of service" to refer to Section 1.2.3.3 of the Millikin University *Policies and Procedures* manual, which states: "At a minimum, this would annually include membership on one university committee or council or an equivalent contribution to the School/College or Department, active involvement in departmental programs, and demonstrated engagement in the intellectual and cultural life of the campus."

Excellent: Those who receive this rating have been recognized by their peers as having made important contributions to their profession. Outside documentation is necessary. Examples include:

- Reviewing articles for a professional journal.
- Serving as coordinator/adjudicator for national/regional professional organizations/events.
- Serving as discussant/panelist at national/regional professional conference.

Competent: Rating at this level demonstrates some active involvement in the profession, usually on a limited or inconsistent basis. Examples include:

- Reviewing an article for a journal.
- Reviewing a conference proposal.
- Attending a conference.

Marginal: Rating at this level demonstrates minimal contributions to the profession. Examples include:

- Serving on a committee that has no meetings.
- Serving on a board in name only.

3. Professional Service to the Community

Faculty in College of Fine Arts recognize the importance of culture within the area and provide professional service to the community in a number of ways. Through an ongoing series of Kirkland Fine Arts Center exhibitions, concerts, and theatrical events, the College of Fine Arts is involved in providing cultural programming for the university community and the Decatur area. Other ways in which the College of Fine Arts Faculty provide service to the community include:

- Supervising internships for students in area schools, community organizations, and not-for-profit arts and cultural organizations.
- Faculty lectures, demonstrations, and workshops for the community.
- Service on local school boards, local business/community boards.
- Providing professional service/advice to local schools/arts organizations.

In this case, we have *not* provided specific examples under the various ratings. Given that this type of service is broadly defined—one can serve in ways specific to one’s discipline or more generally as an educator, scholar, or artist—it is impossible to judge value based on the nature of the activity itself. Rather its impact, its end results or products form the basis for evaluation.

RATINGS FOR PROFESSIONAL SERVICE TO THE COMMUNITY

Extraordinary: Those who receive this rating have clearly demonstrated that their professional contributions have made a significant impact on the health, viability, or visibility of an organization or constituency. External documentation of impact is necessary.

Excellent: This rating demonstrates that faculty contribution has been on a continual basis, has provided a distinctive professional service, and has enhanced some areas of the organization or constituency. External documentation of impact is necessary.

Competent: This rating demonstrates that faculty have provided some degree of distinctive professional service which has enhanced an area of an organization or constituency, but not on a continual basis.

Marginal: This rating indicates that faculty have provided some professional service to an organization or constituency, but the service was not distinctive, and did not enhance the organization.