

Division of Humanities
Unit Plan, Fall 2015

"Imagine a world in which you were unable to write; imagine a world in which you were unable to read; imagine a world in which you were unable to look at any pictures; imagine a world in which you were unable to hear any music; imagine a world where you knew nothing of other cultures so you did not know where you wanted to travel or if you wanted to travel; imagine a world in which you could not imagine, in which there were no novels or plays, there was no science fiction, there was no poetry. Imagine a world in which there were no values, in which the words love, justice, equality, right, wrong, good and evil did not exist. Imagine a world in which there were no theodicies. Finally, imagine such a world without all these things. That would be a world without the Humanities."

Kate Stimpson, "The Humanities in Everyday Life," in Hilda Smith, ed., *The Humanities and Civic Responsibility* (Washington, D.C.: Council of Chief State School Officers, 1986), 33-47.

The Humanities fosters learning and reflecting on the values and meaning of human experience. Through the study of history, language, literature, philosophy, and religion, the Humanities raises questions of what it means to be human in the fullest sense. The Humanities celebrates traditions of the past and present, the imagination in literature, the excitement of contemporary ideas, creation and pursuit of religious belief, the creation of literary works, the rhetorical power of publishing and editing, and the extraordinary human act of using language to communicate and discover meaning.

The Division of Humanities affirms the definitions and standards for evaluation of teaching, scholarship, university service, service to the profession, and professional service to the community as enumerated in Sections 1.2.3.1-1.2.3.4 and 4.10-4.15 of *Faculty Policies and Procedures* (P & P). The purpose of this document is to provide specific standards of evaluation to fit the needs of Humanities faculty as required by Section 4.16 of P & P.

Work in the Humanities has several distinctive characteristics that should factor into faculty evaluations:

~Common teaching loads in the Humanities Division include a minimum of 2 courses for non-majors and 1 or 2 courses for majors, and many full-time faculty in the division teach 3 or 4 courses for non-majors on a regular basis. Thus, for many Humanities faculty, student engagement remains on an introductory level for students not in the Humanities.

~Humanities faculty teach majors and non-majors enrolled in the same class. Non-majors take humanities courses because of the attraction of the intrinsic value of Humanities studies or because they want to fulfill a requirement of the MPSL. Even upper-division Humanities courses are very popular electives by students from all disciplines. Each semester over 70% of all students at Millikin are engaged in Humanities studies. Approximately 75% of the sequential courses in the MPSL are taught by Humanities faculty. This mix of majors and non-majors often calls for highly developed pedagogies that engage all students in a course.

~Humanities faculty at Millikin have been very innovative and pro-active in implementing university initiatives, such as service learning, off-campus learning, teaching with technology, critical thinking, integration of technology in the curriculum and performance learning. These teaching reforms have helped the Humanities faculty develop more active learning opportunities

for our majors--internships, hands-on learning experiences, international and community based studies, client-based service projects and multicultural perspectives.

~Humanities faculty oversee a large number of honors projects and individualized tutorial studies, although contact hours with undergraduate students are not yet counted when determining faculty teaching loads. Such supervision involves a considerable amount of one-on-one teaching, but the work can also result in scholarly output, frequently with faculty and students collaborating in publications, workshops or conference presentations.

~Humanities faculty teach in a variety of settings: lecture classrooms, workshops, individualized tutorials and research seminars. The common texts of Humanities studies include print media, interviews, video, hypertext, forums and computer-based publications. These settings and various texts require multiple pedagogies and assessment tools.

~Humanities faculty frequently involve students in their professional activities, so teaching and scholarship can be mutually complementary.

~Humanities faculty are actively engaged in long-term research, and publishing/presentation activities that develop in several stages. The final stages of acceptance to publication can often be long. Humanities faculty can and should show ongoing professional, often peer-reviewed activities throughout those stages.

~Humanities faculty research is frequently text-intensive. The breadth of knowledge and extensive understanding of contexts required for research and creative work in the Humanities encourages interdisciplinary and multi-disciplinary approaches. It also calls for a long-term commitment of academic work within an area of study before one's work will be accepted and valued by colleagues in the discipline.

TEACHING and ADVISING

The Humanities Division is committed to excellence in teaching. We acknowledge the diversity of teaching styles through which a faculty member may demonstrate excellence as a strong lecturer, or a provocative discussion leader, or an engaging workshop leader, or a creative pedagogical innovator, or some combination of these approaches.

We value renewal in pedagogy, course development, and innovative approaches to student learning.

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.

Advising Mission

Academic advising is central to delivering the educational mission of Millikin University as (1) a collaborative system shared by students, faculty, administration, and staff attuned to departmental needs for professional development, and (2) an ongoing process of exploration, discovery, reflection, and growth. According to P&P, advising "represents one of the most important teaching roles of the faculty." Advising in the Humanities facilitates and integrates reasoned choices that promote the student's growth as a person and as a major. In order to realize this mission, we try to help students:

1. Develop plans of study for successfully achieving their degree and career goals, including opportunities for performance learning,
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. Assessment of the advising system will take place at the department level as part of the annual self-study report.

For purposes of this plan, the term “advising” refers to academic advising, research advising, pre-professional advising, and advising organizations.

1. Teaching Portfolio

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

Required	Suggested	Optional
SIR data summaries	Examples of	Written comments by students
Recent representative syllabi	assignments	Colleague evaluations
Observations required by P&P	exams	
	student work*	

In compiling the teaching portfolio and writing the narrative self-evaluation, faculty should use this information to assess areas of effectiveness and to improve areas of weakness. Therefore, for each course or subject area taught, it is important to include 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.

*SURF, HURF, student publications, and other collaborative research projects with students could be included as possible examples in the portfolio.

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 Humanities Division 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 on teaching 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, which meets the expectations for both promotion to Associate Professor and for tenure, through peer evaluation within the institution.

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 Teaching: 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.

SCHOLARSHIP

The Humanities Division endorses the definition of scholarship given by Lee Shulman, President of The Carnegie Foundation for the Advancement of Teaching:

For an activity to be designated as scholarship, it should manifest at least three characteristics: it should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one's scholarly community.¹

This definition includes pure and applied research within the academic disciplines represented in the Humanities; scholarship of education, history, or philosophy within the academic disciplines represented in the Humanities; review of the scholarship of other professional colleagues; translation of texts; creation of original works such as poetry, essays and fiction, and other literary arts; publication design and editing of similar works; and efforts to remain current in fast-changing, highly technical fields. Scholarship may include activities that also meet the definition(s) of teaching and/or service, warranting mention in both sections with clear emphasis identified by the faculty.

Scholarship is a tangible product revealing the individual faculty member's commitment to the life of the mind. In evaluating an individual faculty member's scholarly activity, the number of actual products will be balanced against the quality of those products. Realizing that qualitative

¹ Rothman, F.R. & Narum, J.L. *Then, Now, and in the Next Decade: A Commentary on Strengthening Science, Mathematics, Engineering, and Technology Education*. Washington, D.C.: Project Kaleidoscope, 1999, p.25.

judgments are complex and multifaceted, the Humanities Division supports the basic concept of "peer review" as the primary criterion by which quality is to be assessed.

The Humanities Division adheres to the following guidelines for peer review:

Extraordinary: favorable evaluations from national/international organizations or recognized experts of national/international calibre in her/his field in the form of written reviews, or adjudicated work accepted for publication or presentation which is sustained over time

Excellent: favorable evaluations from regional/state organizations or experts in her/his field in the form of written reviews, or adjudicated work accepted for publication or presentation will be seen as having made strong contributions to scholarship in her/his field which is sustained over time

Competent: favorable evaluations from local organizations or experts in her/his field in the form of written reviews, or adjudicated work accepted for publication or presentation

Marginal: mediocre evaluations from experts in her/his field in the form of written reviews, or adjudicated work accepted for publication or presentation

Realizing that judgments assessing scholarship will be inevitably contextual, the Humanities Division affirms that such judgments must be rendered in light of the totality of the circumstances. Faculty can argue for the caliber of credential in any and all of these categories. For guidance, however, the Humanities Division specifies the following rankings in the area of scholarship:

Extraordinary.

Extraordinary scholarship exceeds the standards of excellence in frequency and/or quality. An extraordinary rating for scholarship reflects sustained work which is outstanding among both Millikin faculty and faculty at nationally recognized comparable institutions. 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, but are not limited to:

~Publication with a reputable, national/international press or journal: book; collection of translations; collection of poems, essays, or other creative work; edited collection; a chapter in a book; article or research.

~Editorship of a book or a national/international journal with a reputable press

~Publication of an article/research in a national/international refereed journal

~Presentation of an article/research at a national/international, peer-reviewed conference

Excellent.

Excellent scholarship exceeds the standards of competence, primarily with respect to frequency and/or quality. A rating of excellence in scholarship reflects sustained contributions to one's field and recognition by one's regional and national 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, but are not limited to:

~Publication with a reputable, regional/state press or journal: book; collection of translations; collection of poems, essays, or other creative work; edited collection; a chapter in a book; article or research.

~Editorship of a book or a regional/state journal with a reputable press

~Publication of an article/research in a regional/state refereed journal

~Presentation of an article/research at a regional/state, peer-reviewed conference

~Performance/presentation evaluated favorably by a regionally/state recognized peer reviewer

In general, such productions should occur on average at least once every two years for a faculty member to maintain a rating of excellent over an extended period of time, with the understanding that Humanities publications often have long gestations between acceptance and publication.

Performance at this level exceeds the expectations for tenure, promotion to Associate Professor, and meets the basic criteria for promotion to Professor.

Competent.

Competent scholarship indicates regular contributions to one's field as recognized by one's regional and Millikin peers. Competent scholarship satisfactorily meets departmental goals. Examples may include, but are not limited to:

- ~Publication with a reputable, locally refereed journal: translation; poem, essay, or other creative work
- ~Publication of an article/research in a locally refereed journal
- ~Presentation of an article/research at a local, peer-reviewed conference
- ~Performance/presentation at Millikin or other local settings evaluated favorably by a recognized peer reviewer

Performance at this level meets the expectations for tenure and promotion to Associate Professor, but is insufficient for promotion to Professor.

Marginal.

Marginal scholarship in the Humanities is defined as that which does not meet the standards of competence. The marginal scholar demonstrates effort in this area of responsibility, but the effort is limited, sporadic, and/or unsuccessful. 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 a combination of, but are not limited to:

- ~Participation at state, regional, or national meetings;
- ~Preparation, submission, and/or obtainment of external grants.

Unsatisfactory.

Unsatisfactory scholarship in the Humanities is defined as that which does not meet the standards of marginal scholarship.

SERVICE

University Service

Extraordinary

Extraordinary university service is defined as that which exceeds the standards of excellence. Faculty who receive this rating have been recognized by administrators and peers as having made significant contributions to the Humanities Division, the College of Arts and Sciences, and/or the university. Such contributions may include, but are not limited to:

- ~service as Chair of Humanities, a department, or of a University council;
- ~creation of significant department, division, college, or university documents;
- ~leadership of a university-wide faculty development program, or workshops;
- ~leadership of a team of faculty teaching a sequential MPSL requirement;

~the sustained and successful extracurricular or interdisciplinary advising and/or teaching of students.

Excellent

Excellent university service is defined as that which exceeds the standards of competence. Such contributions may include, but are not limited to:

- ~service as Chair of a division, college, or university committee;
- ~service on several ad hoc division, college, council or university committees;
- ~leadership of divisional or departmental faculty development and mentoring;
- ~service as faculty advisor to a student organization;
- ~preparation, submission, and/or obtainment of external grants;
- ~recruitment of prospective students.

Competent

Competent university service is defined as that which meets the minimum expectations as described in Section 1.2.3.3 of P & P.

- ~annual service on at least one an ad hoc division, college, council or university committee.

Marginal

Marginal university service in Humanities is defined as that which does not meet the standards of competence. The faculty member demonstrates effort in this area of responsibility, but the effort is limited, sporadic, and/or unsuccessful.

Unsatisfactory

Unsatisfactory university service in Humanities is defined as that which does not meet the standards of marginal university service.

Service to the Profession

Extraordinary

Extraordinary service to the profession exceeds the standards of excellence and requires outside documentation. Such contributions may include, but are not limited to:

- ~service as an editor for a professional journal or a series of books;
- ~service as keynote or plenary speaker at a state, regional, national, or international meeting;
- ~service as workshop leader or professional development consultant for professionals in the discipline;
- ~service as an officer in a national association;
- ~organization of a state, regional, or national meeting.

Excellent

Excellent service to the profession exceeds the standards of competence, primarily through frequency of involvement and size of audience. Such contributions may include, but are not limited to:

- ~service as an officer in a state or regional association;
- ~service as a panelist at a state, regional, or national meeting;
- ~organization of a symposium at a state, regional, or national meeting;
- ~review of manuscripts for a professional journal or serving as judge of professional works for regional, national or international awards;
- ~preparation of abstracts of articles for a journal or professional index;
- ~evaluation of programs at other institutions or grants for a funding agency;
- ~professional consultation.

Competent

Competent service to the profession is defined as active involvement on a limited basis. Such contributions may include, but are not limited to:

- ~service as a judge for student or amateur works in Humanities;
- ~review of textbooks or other materials for publishers;
- ~provision of expert opinion at the request of media outlets;
- ~organization of and/or participation in local events, including service learning projects, that promote Humanities or employ Humanities skills in service to the community.

Marginal

Marginal service to the profession in Humanities is defined as that which does not meet the standards of competence. The faculty member demonstrates effort in this area of responsibility, but the effort is limited, sporadic, and/or unsuccessful.

Unsatisfactory

Unsatisfactory service to the profession in Humanities is defined as that which does not meet the standards of marginal service to the profession.

Professional Service to the Community

Extraordinary

Extraordinary professional service to the community exceeds the standards of excellence and requires documentation. Faculty in this category will typically be recognized through awards, invitations from other communities to serve in a similar capacity, requests to testify as an expert witness, or similar mechanisms. Such contributions may include, but are not limited to:

- ~development of a model program of Humanities in the community recognized through regional or national or international news coverage or awards;
- ~publications, workshops or presentations guiding other communities to emulate a successful general public Humanities program.

Excellent

Excellent professional service to the community exceeds the standards of competence, primarily through frequency of involvement and the extent of public participation. Such contributions may include, but are not limited to:

- ~development of sustained ongoing Humanities events, publications, exhibits designed for participation by the general public (speaker series, academic forums, writers fair);
- ~sustained service on executive planning boards for Humanities, literacy, intercultural exchange, literary arts or related programs in the community.

Competent

Competent professional service to the community is defined as active involvement on a limited basis at the community level. Such contributions may include, but are not limited to:

- ~service as a judge for a local or amateur competition;
- ~organization of and/or participation in local events, including service learning projects, that promote the Humanities;
- ~workshops in the Humanities or addresses to elementary or high school groups on current trends or career prospects in the faculty member's discipline;
- ~provision of expert opinion at the request of local media outlets;
- ~service as an officer in a local association of writers, editors, intercultural exchange, historical societies, or related Humanities groups;
- ~professional consultation employing Humanities skills.
- ~volunteer service employing Humanities skills for non-profit organizations and schools.

Marginal

Marginal professional service to the community in Humanities is defined as that which does not meet the standards of competence. The faculty member demonstrates effort in this area of responsibility, but the effort is limited, sporadic, and/or unsuccessful.

Unsatisfactory

Unsatisfactory professional service to the community in Humanities is defined as that which does not meet the standards of marginal professional service to the community.