

Program Review

HUMANITIES DEGREE PROGRAM

College of Liberal Arts

November 2008



MARSHALL UNIVERSITY

**Program Review
Marshall University**

Date: October 2008

Program: B.A. Degree, Humanities Program
Degree and Title

Date of Last Review: October 2003

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with **corrective action**: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. **Progress report due by November 1 next academic year**; or
3. Identification of the program for **resource development**: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. **Progress report due by November 1 next academic year**; or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuance of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

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Recommendation: _____ Signature of person preparing the report: _____ Date: _____

Recommendation: _____ Signature of Program Chair: _____ Date: _____

Recommendation: _____ Signature of Academic Dean: _____ Date: _____

Recommendation: _____ Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) _____ Date: _____

Recommendation: _____ Signature of President, Faculty Senate/ Chair, Graduate Council: _____ Date: _____

Recommendation: _____ Signature of the Provost and Senior Vice President for Academic Affairs: _____ Date: _____

Recommendation: _____ Signature of the President: _____ Date: _____

Recommendation: _____ Signature of Chair, Board of Governors: _____ Date: _____

College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation: Recommendation #3 Identification of the program for further development

Rationale:

(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a *program of excellence* address all criteria listed in HEPC Series 11)

The Humanities program is the amalgamation of three distinct academic programs, Classics, Philosophy, and Religious studies. These programs are distinct as each has a separate and unique intellectual identity. Although there are clear points of shared interdisciplinary interest among the departments, it is important to be mindful that each program fosters and maintains a discipline-specific perspective, or perspectives, on these shared interests; and each program has a scholarly focus that is unique to the discipline. The merger of these intellectual traditions rests upon shared values that cross the three disciplines.

The program has done an admirable job of illustrating how these shared values inform the creation and presentation of the curriculum. Clearly, the Humanities program brings to Marshall University students the rich multicultural perspectives of fundamental human questions related to religious beliefs and expressions of devotion, the meaning and practice of justice and ethical behavior, and how we understand the world around us. From this exposure, students should develop an appreciation for moral or philosophical pluralism. This perspective establishes for students “a sense of their dignity” and the dignity of others who have radically different world views.

The appreciation for the dignity of the individual is a core value of a liberal arts education. Now, more than ever, this respect for human diversity is essential as graduates of Marshall University will become participants in economic, political, social, and career environments that are increasingly multicultural and made increasingly complex with the confluence of dissimilar historical, cultural, religious, and philosophical beliefs.

Currently, the Humanities program's greatest influence occurs in its many general education and service courses. Students from all the University's colleges enroll in Humanities courses. In this work, the department has been extremely productive. Each semester we see that courses fill quickly. Indeed, the departments have met student demand by offering large enrollment sections. It is clear too that the program has fulfilled its obligations to monitor student outcomes and adjust the curriculum and teaching methods accordingly.

The departments also provide high quality service for those students majoring in one of the three concentrations. As can be seen in the report, the program attracts bright and talented students to the concentrations. These students, in turn, pursue graduate training at a high rate. The high proportion of students pursuing graduate education in professional programs, such as law or medicine, or graduate school, in an academic discipline is a bell weather of a high quality educational program.

The greatest resource of these departments is the faculty. The data presented in the report illustrate the academic productivity of the faculty. The formula is simple. Faculty who remain engaged in the scholarship of the discipline remain passionate in their teaching and bring to the classroom the proven skills of a scholar that is the model for our students. The departments are to be commended for retaining productive faculty and for attracting two new faculty whose current work portends great work for the future.

Readers of this report should be mindful that growth of the Humanities program, as measured by total number of majors is constrained by the number of faculty in these concentrations. To that end, if the University wishes to see growth in these concentrations there will need to be adequate staffing of the departments. I have proffered to the Provost a request to add a new funded line for the Department of Religious Studies. This position, if funded, will allow the program to attract a colleague who can teach religious texts from the Old Testament, canonical and non canonical text from the New Testament, and the Qur' an.

I believe that the addition of a new line in Religious Studies is a first step in building a Humanities program that will attract students to Marshall University. Moreover, building the faculty in this concentration will bring staffing of the department to levels equivalent in size to Marshall University and to those schools we aspire to emulate in overall quality.

Signature of the Dean

Date

**PROGAM REVIEW
FOR
HUMANITIES DEGREE PROGRAM
MARSHALL UNIVERSITY**

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Marshall University

Program Review

October 2008

I. PROGRAM DESCRIPTION for: Humanities Program

Date of last review: Spring 2003

The Humanities Degree Program is offered cooperatively by three separate departments: Classics, Philosophy, and Religious Studies (CL/PHL/RST). This program studies human experience in a way that is both distinctively interdisciplinary and guided by the specific disciplines involved.

The goal of the program is to help students develop an understanding of themselves and their culture by exploring the ways in which humankind has ordered its experience. The means of exploration is the study of the basic philosophical, religious, and artistic works that continue to shape human experience.

The program consists of three parts.

1. **Three courses introducing the specific goals and methods of the three disciplines (9 hours).** These courses place special emphasis on the particular discipline's approaches to knowledge, critical thought, skills of expression, and human development. Students must choose from those listed below, one for each discipline:

- Classics: CL230 Ancient Greek and Roman Epic, CL 231 Women in Greek and Roman Literature, CL 232 Ancient Greek and Roman Drama, CL 233 Greek and Roman Historians, CL 234 Greek and Roman Poetry, CL 235 The Ancient Novel
- Philosophy: any PHL 200 or 300 level course, except PHL 302 and 304
- Religious Studies: RST 205 Introduction to Religious Traditions of the West, RST 206 Introduction to the Religious Traditions of Asia, RST 300 The Nature of Religion

2. **Three interdisciplinary, team-taught courses (9 hours),** in any combination of levels, but including at least one at the 400 level as the senior capstone experience. We offer CL/PHL/RST 250 (Studies in Humanities), CL/PHL/RST 390 – 394 Junior Seminar in Humanities, and CL/PHL/RST 490 - 494 Senior Seminar in Humanities.

3. **Five Courses by Contract (15 hours)** to be chosen by the student usually with the advice of a committee of faculty members. Each major may select a small advisory committee to assist with contract course selection, advising, and long-range planning. The committee may consist of two or more faculty members from at least two disciplines. Contract courses need not be restricted to those our departments offer and may be structured on chronological period, comparative cultures, traditional departmental emphasis, theme, or topic.

There are also a **Writing Competency Requirement**, fulfilled by submission of two substantial pieces of writing, and a **Computer Competency Requirement**, fulfilled by IT 101 or the currently available equivalent to be specified by the department.

II. ACCREDITATION INFORMATION.

Does not apply.

III. PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with Mission

A. Adequacy

1. Curriculum

The Board of Regents instituted Marshall University's Humanities Degree Program in 1981 for two reasons. This program provides remarkably powerful tools for all of our students. And it also satisfies specific needs of West Virginia students.

- In a multicultural world, an interdisciplinary humanities program is essential to developing an understanding of diverse human values and traditions. More than this, it is essential to helping students develop the skills to continue to achieve this kind of understanding flexibly in the new situations that inevitably arise.
- The multicultural focus on human life and culture helps our students to establish a sense of their dignity in their regional and personal differences. At the same time, it helps to establish their sense of the unique contribution they offer to their community.
- Our extensive international focus offers an understanding of global developments.
- Through courses selected by contract, our students receive a program further tailor-made for their individual interests.
- Non-majors as well as majors in Humanities courses learn writing skills, comprehension skills, and logical, effective expression of thought, as an integral part of the course work. The problem-solving and communication skills developed in this way are unique to the humanities. They are given extra flexibility and breadth by our multi-disciplinary humanities offerings.
- These writing and thinking skills make students marketable in their chosen occupations. The broad education afforded specifically by this program's interdisciplinary component prepares our students well for a wide variety of jobs. Our students do particularly well in the business and service communities, which value problem-solving initiative, critical thinking, and communication skills.
- These skills and background also make our students competitive candidates for graduate professional studies, including law, medicine, business, psychology, theology, philosophy, ancient art, Mediterranean archaeology, and museum curatorship.
- In a world that is ever more confusing and conflicted in its values, and that increasingly emphasizes technical and vocational studies, a humanistic, interdisciplinary program like Humanities promotes the development of the whole person, and in this way provides necessary balance. This is notably true for those

students who pursue Humanities as a second major. **We are one of the increasingly rare public resources to which students can turn for help in developing strategies to improve their chances for a meaningful and fulfilling life.**

The **goals** of the Humanities Program are these:

- To provide an integrated, interdisciplinary series of courses to develop the values and skills of the traditional liberal education, the education of self-directing, responsible people, with concern for and the ability to contribute to their communities.
- To encourage students to develop an understanding of themselves, their culture, and other values and cultures, through an exploration of the ideas and symbols by which humankind orders experience.

See Appendix I for the list of required courses, elective courses, and total hours required.

2. Faculty

The eight faculty members of the Humanities Program all have doctorates in their respective disciplines. All but two are tenured.

In any given year, part-time faculty teach about one quarter of all courses. The use of part-time faculty varies according to the availability of qualified candidates and the kind of need (e.g., expanding existing faculty expertise). During the 2007-2008 academic year, Classics used part-time faculty for 20% of the teaching slots, Philosophy 17%, and Religious Studies 40% (this last percentage reflects the Religious Studies Department's commitment to providing timely courses on current issues). The composite use for the three departments is 24%.

<i>Scholarly Productivity and Awards</i>	<i>Total</i>
Articles/Books/Reviews published	24
Articles/Books now under review	9
Conference papers presented	40
Professional meetings attended	45
Awards and promotions	14
Internally funded grants received	0
Externally funded grants received	<u>2</u>
<i>Total: All research projects, grants, awards</i>	<i>134</i>

- Humanities faculty published sixteen articles and two books in the past five years, an increase of about one third over the last five year period.
- Our faculty presented, on average, four conference papers per year.
- The number of outside grants received is down from seven in the last reporting period to two this time.
- Two faculty members have received outstanding teaching awards.
- Despite the unusually high teaching load for this kind of institution, Humanities faculty have actually increased both productivity in research and prominence in teaching.

See Appendix II for the Faculty Data Sheets.

3. Students

(a) Entrance Standards

The Humanities Program follows the same entrance standards as the University (*Marshall University 2007-2008 Undergraduate Catalog*, p. 26):

1. A diploma from an accredited high school.
2. An Overall Grade Point Average of at least 2.0 (C average), and a composite score of at least 19 on the ACT or a combined score (verbal + math) of at least 910 on the SAT.
3. Completion of the 2007 Higher Education Policy Commission (HEPC) course requirements.

(b) Entrance Abilities

Student Group: 2003-2008 Entering Majors	ACT Composite Averages
Fall 2003	30.0
Fall 2004	23.0
Fall 2005	25.7
Fall 2006	25.8
Fall 2007	28.8
Overall	26.6
College of Liberal Arts Freshmen 2007	22.5
Marshall University Freshmen 2007	22.2
U.S. Freshmen 2007	21.2

The scores above represent averages of Marshall freshmen entering the Humanities program along with the average ACT composites for program graduates 2003 - 2008.

If compared with 2007 composite averages for all entering Marshall freshmen and all entering freshmen nationally, the program seems to be attracting better students than **both the average at Marshall and nationally.**

(c) Exit Abilities

The Humanities program has no licensure or certification exams for graduates, but does keep records of the GPAs of graduating seniors.

- **The average GPA for all Humanities graduates 2003-2008 is 3.43, very high as compared with both College of Liberal Arts and University graduates.**
- **Over two-thirds (70%) of Humanities majors graduated with honors: 20% summa cum laude (two with As in all classes, a straight 4.0 GPA), 20% magna cum laude, and 30% cum laude.**
- **It is unlikely that any other undergraduate degree program can boast these statistics.**

4. Resources

(a) Financial

For the present academic year, the constituent departments of the Humanities Program received from state funds approximately \$577,000.

- This sum **includes** annual salaries, estimated summer salaries, fringe benefits, estimated part-time employment, but **no** expenditures for library acquisitions.
- This sum excludes support for research in the form of summer research grants, Quinlan travel grants, and faculty development grants.
- The program receives no funds directly from student fees, except several e-courses in Classics which are taught in load.
- The Department of Classics devotes about 70 percent of its resources toward this degree program (the rest of its resources go toward offering two degree programs in Latin in two colleges), while the Departments of Philosophy and of Religious Studies devote their full resources to this program.

Termination of this program would result in:

- **No saving** of staff or faculty positions, since courses in these three disciplines are required in the curricula of at least four colleges.
- Discontinuing the team-taught courses would mean **the loss** of two to three courses from the course schedule per year.
- Termination of the program would **adversely affect** the diversity of degree offerings in the humanities at Marshall. We would lose one humanities degree, leaving only two (English and Modern Languages) instead of three. And we would lose three disciplinary concentrations (Classics, Philosophy, and Religious Studies) reducing the total number from seven to four.
- With these losses, total humanities options for students would be significantly and detrimentally **reduced, almost by half.**
- **The Marshall Plan would lose** a high proportion of courses that fulfill its various requirements.

(b) Facilities

- One of the program's greatest assets is its "common room," a seminar room with large tables that can be arranged in various configurations depending on the

purposes of the room's users. This room is well appointed with replicas of ancient statuary, maps, prints, student desks, and bookcases filled with texts and periodicals. It serves as the center for many of the activities of the majors and faculty (upper-level classes and seminars, faculty meetings, meetings of organizations and honoraries, and quiet study for the majors). This unique setting offers a "home" for majors, a place that they identify as their own and associate with their major.

- Every full-time faculty member has a computer in her/his office with printing and internet services.
- The program has audio-visual facilities (television monitor, VCR, slide projector, tape-recorder/player, and laptop with PowerPoint projector) for use in classroom instruction and extra-curricular meetings of Humanities student groups. And as of fall 2007 the program has a newly upgraded tech room (Harris Hall 446).
- Library holdings for the disciplines of Classics, Philosophy, and Religious Studies had been considered superior for an institution of Marshall's size. However, **because of cutbacks**, the three departments have had a hard time working to keep disciplinary holdings current. In the past they regularly spent their complete departmental allotments for new acquisitions, but **that now has not kept pace**.
- We have access to a photocopier, which we share with the Psychology and Counseling Departments.

5. Assessment Information

(a) Principal Elements of the Program Assessment Plan

- The Humanities Assessment Plan provides for evaluation of teaching and learning in three broad areas of knowledge and abilities/skills. These are effective thinking and communication, research and independent learning, and life skills.
- Each of these areas is broken down into assessable sub-areas.
- Within these areas, the plan also specifies the particular contributions made by each discipline (Classics, Philosophy, Religious Studies).
- In addition to these areas, common to the program, the plan specifies the knowledge and skills uniquely taught by each discipline.
- The plan provides a list of identifiable contexts ("criteria") in which testable assessments can be made in each of these areas and sub-areas.
- The plan provides a list of tests ("indicators") by which the assessments can be carried out in these contexts.
- The same elements and procedure allow assessment both of the level of graduates' abilities and of teaching and program effectiveness.
- The plan also provides for assessment of the faculty's scholarly development and of the program's support of faculty development.
- We apply our assessment procedure only to the team-taught courses, as these are where our departments combine to form the unified program. It is only these courses that all our majors must take. In each case the instructors design assignments to test for the required student outcomes, making use of the lists of criteria and indicators (see Appendix VIII). The instructors of the team-taught

course draw up checklists to record each major's level of achievement on each indicator for each assignment. At the end of the semester they make an overall assessment of each major. We have bi-monthly program meetings of our entire faculty, at which we share the resulting information and modify our teaching strategies accordingly.

- We meet annually with all our majors to discuss the program and solicit criticisms and suggestions for improvement.

See Appendix VIII for the entire plan.

(b) Student Outcomes

The table in Chart I Assessment Summary (placed after appendices) shows the composite evaluation of Humanities majors in the team-taught core courses (CL/PHL/RST 390, 391, 392, 393, 394, 490, 491, 492, 493, 494).

- **Student Outcomes:** Steady improvement occurred during this reporting period. In the last two years, no students were deficient in any area, and some seniors achieved advanced skills in the use of humanities research techniques.
- **Assessment Tool or Approach/Standards/Benchmark (BOT Initiative #3):** Since this program is unique nationally, no national standards exist by which to evaluate our graduates. We use the internal assessment measures shown in Chart I to assess, both quantitatively and qualitatively, the student outcomes (knowledge and abilities/skills) in the core courses of the program (CL/PHL/RST – listed above). These outcomes are specified in the Humanities Degree Program Assessment Plan Update 2003 (pp. 3 and 4, labeled “For the Program,” Appendix VIII).
- **Results/Analysis:** There are two important conclusions.
 1. A pattern of consistent improvements over five years. More students receive an excellent evaluation in every category, and fewer students receive deficient evaluations. Some students were rated deficient in AY 2005 – 2006.
 2. In general, the teaching and testing strategies used in these team-taught classes are appropriate.
- **Action Taken:**
 1. Teachers of these core courses regularly employ the statement of necessary skills (see the first column of Chart I) as a benchmark when creating assignments.
 2. We are continuing with these teaching and testing procedures.

(c) How Assessment Data are Used to Improve Program Quality

During this reporting period, Humanities faculty continued to make decisions based on assessment data:

- Student evaluations of team-taught courses, and faculty evaluations of students in these courses, have shown that the team-taught courses are functioning at an appropriate level of depth and difficulty. This

confirmation allows the faculty to continue to create courses that productively challenge our majors.

- These evaluations also showed that most of our majors function better in upper-level team-taught seminars than in the structure that has been the mainstay of the program since its start. As a result, the faculty devised and was approved to teach these courses in a more flexible and advanced structure. These changes occurred in fall 2003, consisting in options of four 300-level junior seminars and four 400-level senior seminars, from which each student must choose three courses, including at least one 400-level senior capstone class. Please see Appendix VII which provides the new catalog description.
- Humanities faculty regularly use the list of exit assessment outcomes to create the course assignments for the team-taught courses, so that both coursework and assignments are specifically adapted to teach the program's objectives.

(d) Graduate and Employer Satisfaction.

Of the 88 surveys sent out to graduates of the program, 26 surveys (or 22%) were returned.

Graduates saw themselves as having the following **strengths** as a result of the program:

- Critical thinking,
- Effective writing,
- Awareness of human diversity
- Striving for a reflective and well-rounded life.
- Effective professional action and social contribution

Approximately 77% of all these graduates applying for advanced study were admitted to **graduate programs** of their choice.

Nearly all graduates stated that graduate faculty or their employers were very well pleased with their **level of preparation**:

- “The feedback I receive has been overwhelmingly positive, and I have felt comfortable and well prepared when I have worked with other colleagues at Harvard [Divinity School]—including other Classics majors....I’m studying with students who went to Ivy League schools, other top tier schools, and international schools, and I am keeping up with them if not providing some active competition.”
- “I learned to think critically, even, and perhaps especially, about things it was hard for me to wrap my head around. And I learned to articulate that critical thinking intelligently in the required papers. I took risks, made arguments, and learned how to defend them.” [One of the winners of the outstanding senior humanities award]
- [Of graduate faculty at another university] “They said I was one of the best students they had seen in years.”

- “My critical thinking and communication skills were greatly enhanced as a direct result of the Humanities program. . . . And I have received several very distinguished military accommodations for actions which occurred because of my ability to employ critical reasoning and tact to solve and/or avert monumental problems, relative to the human condition, during combat.”
- [A law student about his experience in the humanities degree program] “gained a broad-minded view of the world; open-mindedness to new perspectives; ability to reason and think critically, and to see past the surface of controversies; reading and writing skills.”
- “I doubt they [Assistant Dean, College of Arts and Humanities, University of Maryland, College Park, and associates] would trust me with these assignments if they found my critical thinking and writing skills lacking.”
- “. . . my communication skills are strong due to Humanities. [In the Humanities Program,] [y]ou are **taught** how to clearly present an argument /case factually and effectively. Communication is priceless in all professions. . . . “I also have been taught that to understand other cultures you must remove your own biases and see through the eyes of others. This allows me to care effectively for people from other cultural and socio-economic backgrounds. My world is 100% larger because of my studies in humanities.”
- “I am not afraid to ‘think outside the box.’”
- “The humanities program has helped me to approach the world in a deeper, richer, and more critical manner. I cannot overstate how well the humanities degree program has prepared me for life and not merely a career.” [A winner of our outstanding humanities student award]
- “My company [Starbuck Coffee] promotes diversity and learning different cultures and religions. . . . My humanities studies helped me make connecting with customers and employees much easier.”
- “In the 8 years I have practiced, I have set the standard for prevailing wage claims cases in Missouri. The case I tried and then appealed, briefed and argued to the court of appeals is still cited in every letter the Division of Labor Standards sends out notifying “workmen” they are underpaid on a public works job. I wrote the brief for a case my partners tried which resulted in the first opinion of the Eastern District Court of Appeals in the past 16 years that not only reversed a criminal conviction . . . [but] ordered the defendant . . . acquitted. I wrote the brief that scored the first reversal of a juried case prosecuted by Morley Swingle [a veteran county prosecutor and author of a book on search and seizure now in its 4th edition].”
- “My employer is impressed with the breadth of my knowledge of classical texts and very satisfied with how my degree has taught me to think for myself and understand other people and how they think.”
- “During a job evaluation, my employer said that my writing skills were an A++. Marshall’s Humanities Program helped me develop those skills. . . . I am from central Appalachia, as many Marshall students are, and many individuals believe the “hillbilly” stereotype. The compliments I received from [Humanities] professors gave me the confidence I needed to succeed academically. . . . [T]he most important thing I took away was a better understanding of my place in the universe. The Humanities have helped me think critically about life, and as a result, I live a happier and more complete life.”
- “My graduate professors said I possess very high critical thinking skills for a new graduate student.” [another winner of our outstanding senior humanities student award]
- “My employer is fascinated with the breadth of knowledge and the varied information I bring to my job. A reference librarian has to be widely educated to be any good, and I am just what the job requires, broadly educated.”
- “My Humanities education at Marshall taught me to lead a reflective life, and to consider what it means to be human. I’ve concluded that there is more to life than economic success, such as being a good mother and citizen. I thank the professors at Marshall’s Humanities department for helping to prepare me for a balanced, reflective life.” [This graduate also holds both a Masters and a Ph.D.]

6. Previous Reviews

The 2003 Humanities Program Review was approved with continuation of the program at its current level (with no specific recommended action).

7. Strengths/Weaknesses

Strengths

- Immediately preceding the first BOR review of Humanities in the academic year 1983-84, the Campus Advisory Service of the American Philological Association made an on-site evaluation of the program, giving special attention to the strengths and weaknesses of its curriculum and instruction. **This team found the program's structure itself to be its major strength.** This structure has helped produce graduates who are exceptionally strong, both in the knowledge of their disciplines and in ways of understanding these disciplines that go beyond ordinary disciplinary limits. As the team commented, "the real miracle of the Marshall program" is "its . . . outlook that respects equally both the interdisciplinary seminars and the disciplinary major courses ("Marshall University Program in Basic Humanities: An Evaluation," APA Campus Advisory Service, 1983, p. 5). The structure of the program has not changed in this respect.
- The program's team-taught courses emphasize sophisticated reading skills, training in a variety of forms of writing and expression, and internal reflection as a means of developing self-knowledge. Each of these emphases is multiply enhanced by the diversity of approaches available through the combined disciplines.
- One product of our interdisciplinary structure and faculty cooperation is intellectual and personal growth for faculty, to the benefit of the students. Every time faculty members teach together, they are actually re-tooling, re-educating themselves in their own and other disciplines. This process translates into better informed and more insightful disciplinary teaching and research.
- In these same classes, students become aware of how these disciplines allow various kinds of understanding of their own and others' experience, and how communication across different approaches to life produces essential and lasting human insights. The structure of the classes itself is a model and practical experience of making sense of life in its variation and complexity.
- These kinds of teaching experiences prove to students and faculty alike that the Humanities Degree Program is not simply an amalgam of three disciplines. It is the cause of considerable academic growth, productive re-examination of disciplinary assumptions, and exciting developments of insight.
- This interactive process pervades the program to such an extent that advising is also carried out in cooperative teams. Two or three faculty members along with each student work together, from their individual disciplinary backgrounds, to put together a sound program of study around student and faculty strengths and interests.
- Because of the program's emphases both on the humanities and on interdisciplinary work, it contributes a disproportionately high number of courses fulfilling the various facets of the Marshall Plan (multicultural, international, and gender studies).

- A significant validation of the program's structure and teaching is that its previous freshman core course, CL/PHL/RST 250 Orientation in Humanities, was selected as and has remained the model for Marshall's Society of Yeager Scholars freshman core course, YGS 162 Seminar in Humanities, Texts, and Values. Professors Lloyd (Classics) and Powell (Philosophy) have continued through this reporting period to teach this course along with other humanities professors since its inception in 1988. Offering Marshall's only interdisciplinary degree program outside of University Honors, the Humanities faculty involved were able to structure a course that was challenging to the Yeager scholars and very favorably evaluated by other Yeager professors.
- As far as our faculty is aware, Marshall's Humanities Degree Program is unique in the nation. Certainly, no institution in West Virginia or in the tri-state area that includes Ohio and Kentucky offers any degree program like Humanities. Although other institutions in West Virginia have programs that allow an individualized major, our contract major is the only one structured through the cooperative efforts of faculty in three different humanities departments.
- At Marshall, only the Honors Program is similar in its flexibility, but this program is not a complete degree program, and requires a 3.5 grade point average for participation. Humanities, unlike the Honors Program, offers a structured, thorough focus in the humanities, and is open to all interested students.
- Through the Humanities program, Marshall University is also the only institution in West Virginia that has either a Department of Classics, or a Classics faculty offering any degree programs at all.

Improvements

- Improvement in the teaching of the team-taught, interdisciplinary core courses automatically progresses through the experience gained by teaching with a variety of colleagues, and through the intellectual growth that results from working intensively with different specialists.
- We have increasingly developed more fluid techniques of interaction between the teachers of these courses, as we are constantly comparing notes on our courses in the various team-teaching contexts.
- We have increased the variety of topics to which each course is devoted, often in response to student input.
- We have increased the number of upper-level team-taught courses, giving students more opportunities to fulfill the interdisciplinary requirements, as well as the choice of taking all three of these required courses at the more challenging levels.
- The faculty revised the period studies dimension of the program (from the previous reporting period) in favor of a more open field of courses at the CL/PHL/RST 200 and 300 levels. Abandoning the period aspect of the old requirement, the faculty focus on courses suitable to introducing the methods of the three disciplines. As a result we have been able to increase the number and range of available options for students to fulfil these requirements.
- With the introduction of the CL/PHL/RST 300 and 400 level seminars, and the concentration of our efforts in these courses for our majors, we have improved the

core of the humanities major beyond the previous structure. Over the five year review period, all faculty have team-taught these courses at least twice or more. The results have been excellent.

- We have expanded team-teaching to include faculty from departments other than our three.
- Our faculty has been participating in the move to using internet technology for educational purposes. We have developed internet courses that are taught entirely by electronic interaction, made use of email discussion lists as part of our regular courses and to facilitate the activities of our student groups, and developed departmental web-sites that have attracted inquiries into our program from all over the nation.
- We increased the number of course offerings that fulfill Marshall Plan International and Multicultural requirements.

Weaknesses and Remedies

- The successful maintenance of the team-taught, interdisciplinary core courses as well as the necessary courses in the three disciplines creates a difficult tension in the academic life of all of our faculty members. This tension is a definite weakness of the program. The crush of service courses tends to hamper our ability to grow the concentrations with more majors and innovative specialty courses. It is unavoidable as long as the two faculty members comprising Religious Studies, and the three comprising each of Classics and Philosophy, must teach the high number of requisite lower- and upper-level courses in each discipline **as well as** plan and teach the core courses of the program. **The best resolution of this tension would be sufficient full-time faculty positions both to maintain the disciplines and teach the core courses.** We have been able to take one very important step towards remedying this problem, as Classics was given a new full-time faculty line effective from Fall 2002, and now has three full-time faculty. **Another important step would be to secure a third full-time faculty line for the department of religious studies.**
- As the program's equipment (e.g., computers, audiovisuals) continues to increase, and faculty continue to write and receive grants for expanded activities, our quarters in Harris Hall are no longer adequate. Further, adjunct faculty has no office space in which to work, meet students, or house computers and other equipment. The program continues to explore ways to add badly needed space for both administrative and instructional duties. We need another Teci classroom in either the CL or RST classrooms.
- The issue of library holdings is hurting us, and we do not have funds to remedy this problem. The University must restore **the library acquisitions lines** for each department, which have been **absent** for the last several years.

Summary

In sum, these five years have seen both a consolidation and a strengthening of the Humanities Degree Program. Though its faculty continues to be stretched almost to the breaking point to offer the necessary courses, the program continues to attract new majors each semester. Also during the past five years, the program has recruited two outstanding

new faculty members, who have already successfully introduced new kinds of courses and attracted new students and majors. The obvious strength and uniqueness of the Humanities program were important factors in these successful recruitments.

B. Viability

1. Off-Campus/Distance Delivery Classes

In this review period our program has expanded into off-campus and distance-delivery courses for a second time (see Appendix III):

- Thirteen off-campus courses.
- From two e-courses five years ago to over nine e-courses.

2. Service Courses

- Virtually all courses taught in the departments of Classics, Philosophy and Religious Studies are options for the required courses for **all degrees** now offered in the Colleges of Fine Arts, Liberal Arts, and Science at Marshall. These courses are included as options in “Distribution Requirements for the Bachelor of Fine Arts Degree,” in the “Specific Requirements” of all B.A. and B.S. degrees offered in Liberal Arts, and in the “Specific Requirements for the B.A. and B.S. Degrees” in the College of Science.
- In the colleges of Fine Arts, Liberal Arts, and Science, the course offerings of the three departments fulfill three different kinds of specific requirements.

See Appendix IV.

3. Articulation Agreements

Does not apply.

4. Program Course Enrollment

Though course offerings change from year to year, enrollment in courses required for the major remains steady and strong (see Appendix V).

5. Program Enrollment

During this reporting period, the program has grown substantially:

- The number of majors has grown from 137 to 272 students.
- The number of graduates has increased from 31 to 35 students, with CL stronger than ever (17%).

- The program continues to draw a substantial number of second majors, since it is an ideal way to balance a scientific or technical major with one that teaches life-skills.
- We have had 15 minors.

See Appendix VI.

6. Enrollment Projections

A modest increase in majors in Humanities is anticipated if:

1. The program continues to make students aware of the marketable skills it teaches (critical and abstract thinking, accurate expression, self-awareness), and of the self-realization it fosters.
2. The demand for undergraduate preparation for graduate studies in the three disciplines remains constant.

This will be a continuing trend since the number of graduates during this review period is higher than any previous period, and this was also the case during the previous review period.

C. Necessity

1. Advisory Committee

Does not apply.

2. Graduates

Except for university teaching, job placement for humanities graduates does not occur in a graduate's area of specialization; on the contrary, this degree serves as an **excellent general preparation** for other professions and for living a balanced and reflective life. Fifteen out of twenty-three responding graduates reported employment in these general categories:

Administrative assistant	2
Health professions, Human Services	3
Librarian	2
Law	3
Miscellaneous occupations	5

The same fifteen volunteered this information about their present salaries:

\$10,000-\$20,000	\$20,000-\$30,000	\$30,000-\$40,000	\$40,000-\$50,000	Above \$50,000
5	5	1	1	3

These results indicate that the Humanities Program is fulfilling its purpose by preparing graduates for a **wide range of professions**.

3. Job Placement

- The graduate survey (see 2. above) showed the results expected for job placement. Since the Humanities Degree as a liberal arts degree, it trains students for a number of particular occupations, and especially helps to develop an adaptability that allows them to adjust easily to changing circumstances and changing needs, a flexibility to train themselves for new jobs as those jobs become available.
- Almost two-fifths of the program's graduates appear to value especially this quality of the program, as they have chosen Humanities as a second major along with another degree program, often outside the humanities.
- It is fast becoming an accepted fact that the skills and traits most valued by business leaders – clear writing and oral communication, reasoning ability, independent thinking, ethical awareness – are those developed by a solid liberal arts program like Humanities.

The University Placement Center provides expertise and assistance to students seeking employment and further education in a number of vital areas:

- Special career programs that allow prospective employers to interview interested students.
- Training in employment search skills.
- Job assistance to both students being graduated and alumni/ae, by serving as an information exchange center for both employers and Marshall graduates.

Humanities faculty are regularly in personal touch with graduates, and assist them in securing both employment and admission to graduate programs:

- The faculty write letters of recommendation and contact colleagues in the relevant graduate schools.
- As students complete the program, faculty encourage them to make use of the Placement Center.
- The Humanities Program, the Marshall Office of Assessment and Program Review, and the Marshall Alumni Association all use regular surveys to maintain contact with graduates.

D. Consistency with Mission

The Marshall *Undergraduate Catalog's* "Vision Statement" (*Marshall University 2007- 2008 Undergraduate Catalog*, p. 8) specifies that the "University, an exemplar of excellence in teaching and learning, will continue to place its highest priority on providing outstanding undergraduate and graduate education, resulting in national recognition in academics and in scholarly, artistic, and creative

achievement.” The structure of the Humanities Degree Program is clearly consistent with this commitment. And in the “Mission” statement (p. 7), all of the specified goals have counterparts in the stated objectives of the Humanities Degree Program:

- Logical, critical and creative thinking.
- Effective oral and written communication.
- Critical investigation into the influences that shape individuals, institutions, and societies.
- Understanding values, achievements, and aesthetic contributions of past and present cultures.
- Approaching problems using the most current and appropriate research methods available.

At Marshall, the Humanities Degree Program is an integral component of the College of Liberal Arts. Section B.2 above sets forth the symbiotic ties that the departments of the program have with the rest of the college through the collegiate requirements for all Liberal Arts degrees. Because of the similarity of collegiate requirements, these same ties exist with the Colleges of Fine Arts and of Science.

IV. RESOURCE DEVELOPMENT STRATEGIC PLAN

The addition of a full time faculty position in the Department of Religious Studies would be a win-win situation for the Department, for the Program in Humanities and for the College of Liberal Arts. The addition of another member would give this department the same number of faculty as Philosophy and Classical Studies, the other two constitutive departments of the Program. It would begin to alleviate the onerous work load that now falls on the two full-time members and lessen dependence upon an unpredictable pool of potential part time faculty. A new position specifically in the area of Ancient Near Eastern religious texts, (Hebrew Bible, Christian Literature and Qur’an), would restore an area of the discipline previously taught at Marshall and for which there has always been a high demand. The few times in the past ten years that we have been able to offer courses in this area making use of competent part-time faculty, students have flocked to them and registration closes on the very first or second day.

With the addition of an additional full-time faculty member the department of Religious Studies would be able to contribute even more fully to the cooperative, team-taught seminars that are at the heart of the Program in Humanities. There is an obvious affinity between the proposed new area of study and many of the offerings in Classical Studies. There are equally important points of common concern between Philosophy and Religious Studies which this new position will allow us to more fully pursue.

All classes in Religious Studies fill to maximum very early in the registration period. We will have no difficulty attracting students for the new courses proposed. Our present courses in Old and New Testament literature, when we are able to offer them, serve to fulfill the literature requirement for many students, and certainly the present world situation has encouraged many to seek out classes where they can learn about Islam and the Qur’an.

In summary: a new full-time position in Religious Studies will enable the department to more fully meet its responsibilities in teaching and advising its majors, broaden its departmental offerings in an attractive way, cooperate more fully in the Humanities Program and serve the needs of the broader university population.

APPENDIX I
REQUIRED AND ELECTIVE COURSES
HUMANITIES DEGREE PROGRAM

Institution: **Marshall University**
Degree Program: **Humanities**

Person responsible for report: John N. Vielkind

COURSES REQUIRED IN MAJOR*	TOTAL REQUIRED HOURS	ADDITIONAL CREDIT REQUIRE IN MAJOR	TOTAL HRS	RELATED FLDS COURSES REQUIRED	TOTAL HRS	REQUIRED HRS IN GEN. STUD. & ELECTIVES	TOTAL FOR DEGREE
CL/ PHL/ RST 250 CL 230/ 231/ 232/ 233/ 234/ 235 PHL any 200 or 300 RST 205/ 206/ 300/ 304 CL/ PHL/ RST 390 - 394 CL/ PHL/ RST 490 - 494 5 courses by contract (chosen primarily from courses offered by the departments of Classics, Philosophy, and Religious Studies; secon- darily from other univer- sity courses.)	33	none	0	none	0	95	128

*See complete listing with explanations following this table.

Professional society that may have influenced the program offering and/or requirements: none.

This program of study consists of three parts:

(1) three courses introducing the specific goals and methods of **the three disciplines** (see above and also page 3, number 1)

(2) three interdisciplinary, team-taught **Core Courses** (9 hours)

- CL/ PHL/ RST 250 Studies in Humanities (not taught in this period)
- CL/ PHL/ RST 390 - 394 Junior Seminar in Humanities, and
- CL/ PHL/ RST 490 - 494 Senior Seminar in Humanities

These core courses follow the shared humanistic approaches and methodologies of the separate disciplines, but as they are team taught, they encourage students to ask questions and find solutions through a comparative and multidisciplinary approach.

(3) **Five Courses by Contract** (15 hours)

After an initial grounding in the content and methods of study of the Humanities program, students, with the advice of a committee of faculty members who teach in at least two disciplines of the program, have the opportunity to construct an advanced program of study, consisting of five courses by contract, selected from the course offerings of the three departments or from other humanities or university offerings. Student contracts have often included the following courses:

CL 319 Classical Mythology

CL 320 Love and Friendship in Ancient Greek and Roman Literature
CL 370 Classical Archaeology
CL 435 Greek Civilization
CL 436 Roman Civilization
CL 460 Ancient Goddess Religions
CL 465 Ancient Greek Theater Production
CL 470 Transformations of Myth
CL 471 Ancient Sexuality
CL 480-483 Special Topics
CL 485-488 Independent Study
CL 495H-496H Readings for Honors in Classics

PHL 301 Plato's Republic
PHL 302 Applied Ethics
PHL 303 Ethics
PHL 304 Logic and Interpretation
PHL 306 Philosophy of Art
PHL 315 American Philosophy
PHL 320 Comparative Philosophy
PHL 321 Current Philosophical Trends
PHL 330 Philosophy of Sex
PHL 340 Philosophy of Sexual Orientation and Gender
PHL 353 Philosophy of Science
PHL 363 Philosophy of Feminism
PHL 400 Ancient Philosophy
PHL 401 Modern Philosophy
PHL 420 Metaphysics
PHL 421 Philosophy of Knowledge
PHL 451 Philosophy of History and Culture
PHL 455 Philosophy of Religion
PHL 460 Philosophy of Politics and Power
PHL 465 Existential Philosophy
PHL 470 Philosophy of Logic
PHL 480-483 Special Topics
PHL 485-488 Independent Study
PHL 495H-496H Readings for Honors in Philosophy
PHL 498 Directed Readings in Philosophy

RST 300 The Nature of Religion
RST 303 World of Islam
RST 304 The Teachings of Jesus
RST 305 Early Christianity
RST 310 The Hebrew Prophets
RST 311 Jewish Holocaust
RST 319 ABC's of Orthodoxy
RST 320 Literature of the Old Testament
RST 321 The Protestant Faith
RST 322 The Catholic World
RST 323 Religion in America
RST 324 The Jewish Way of Life
RST 325 Literature of the New Testament
RST 351 Classics of Religious Literature
RST 360 Hindu Mysticism

RST 361 Buddhism
RST 419 Religious Thought in Western World
RST 450 Sociology of Religion
RST 480-483 Special Topics
RST 485-488 Independent Study
RST 495H-496H Readings for Honors in Religious Studies

Appendix II Faculty Data Sheet

(No more than TWO pages per faculty member)

Name: Jeremy L. Barris Rank: Professor

Status (Check one): Full-time Part-time Adjunct

Current MU Faculty: Yes No

Highest Degree Earned: PhD Date Degree Received: 1990

Conferred by: State University of New York at Stony Brook

Area of Specialization: Philosophy

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
 Years of employment other than Marshall _____
 Years of employment at Marshall 18
 Years of employment in higher education 18
 Years in service at Marshall during this period of review _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2008 Spring	PHL 201 (203)	Intro Philosophy Modern Period	35
	PHL 201 (204)	Intro Philosophy Modern Period	35
	PHL 303 (202)	Ethics	100
	PHL 353 (201)	Philosophy of Science	30
	PHL 486 (201)	Independent Study	1
	PHL/RST 491 (201)	Humanities Senior Seminar	20
2007 Fall	PHL 201 (101)	Intro Philosophy Modern Period	33
	PHL 201 (105)	Intro Philosophy Modern Period	32
	PHL 201 (106)	Intro Philosophy Modern Period	67
	HON 481 (101)	How To Live Wisely	20
	CL/PHL 490 (101)	Who Am I? And How Do I Know?	20
2007 Spring	PHL 201 (202)	Intro Philosophy Modern Period	34
	PHL 201 (204)	Intro Philosophy Modern Period	33
	PHL 303 (203)	Ethics	74
	PHL 401 (201)	Modern Philosophy	10
	PHL 485 (202)	Independent Study	2
2006 Fall	PHL 201 (103)	Intro Philosophy Modern Period	35
	PHL 201 (104)	Intro Philosophy Modern Period	34
	PHL 201 (106)	Intro Philosophy Modern Period	58
	PHL 315 (101)	American Philosophy	27
	PHL 421/521 (101)	Philosophy of Knowledge	10
	PHL 485 (101)	Independent Study	1

3) Discipline-related books/papers published (provide a full citation).

Books

The Crane's Walk: Plato, Pluralism, and the Inconstancy of Truth. New York: Fordham University Press, forthcoming.

Paradox and the Possibility of Knowledge: The Example of Psychoanalysis. Cranbury: Associated University Presses, 2003.

Papers

"Epistemology and the Civil Union of Sense and Self-Contradiction: A Coordinated Solution to Shared Problems of Political and Mainstream Epistemology," in Pli, forthcoming.

"How to Be Properly Unnatural: The Metaphysics of Heterosexual Normativity," in Review Journal of Political Philosophy, forthcoming.

(with Jeffrey Ruff) "The Sound of One House Clapping: Gregory House as Zen Rhetorician," in Henry O. Jacoby, ed., House, M.D. and Philosophy, Blackwell, forthcoming.

"An Internal Connection between Logic and Rhetoric, and a Legitimate Foundation for Knowledge," in Philosophy and Rhetoric, forthcoming.

"Lost and the Problem of Life after Birth," in Sharon M. Kaye, ed., Lost and Philosophy, Blackwell, 2008.

"The Power of Homophobic Labeling: A Post-Structuralist Psychoanalytic and Marxist Explanation," in Radical Psychology 6.1 (2007).

"On Reading and Re-Reading the History of Metaphysics: The Necessary Inconclusiveness of Heideggerian Interpretation," in Existentialia 16.3-4 (2006).

"The Problem of Comparing Different Cultural or Theoretical Frameworks: Davidson, Rorty, and the Nature of Truth," in Method and Theory in the Study of Religion 18.2 (2006).

"Oscar Wilde's Artificiality and the Logic of Genuine Pluralism," in Contemporary Justice Review 8.2 (2005).

"Plato, Spider-Man, and the Meaning of Life," in Jeff McLaughlin, ed., Comics As Philosophy, University Press of Mississippi, 2005.

4) Papers presented at state, regional, national, or international conferences.

"Wilde and the Logic of Pluralism," at the West Virginia Philosophical Society meeting, April 2005.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Member of Society for Phenomenology and Existential Philosophy
Member of West Virginia Philosophical Society

6) Externally funded research grants and contracts you received.

Research Fellowship, granted by WV Humanities Council, amount \$2500.00, Summer 2007.

Appendix II Faculty Data Sheet

(No more than TWO pages per faculty member)

Name: E. Del Chrol Rank: Assistant

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Ph.D. Date Degree Received: Aug 06

Conferred by: University of Southern California

Area of Specialization: Classics

Professional Registration/Licensure N/A Agency: N/A

Years non-teaching experience 5
 Years of employment other than Marshall 13
 Years of employment at Marshall 2
 Years of employment in higher education 8 (including TA/RA at UMd & USC)
 Years in service at Marshall during this period of review 2

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2008/Spring	CL 436 & 536:201	Roman Civ (Ugrad+ Grad)	42 (WAC)
2008/Spring	Lat 204:201	Intermediate Latin	15
2008/Spring	Lat 204:202	Intermediate Latin	17
2007/Fall	CL 490:101	Senior Seminar (Team Taught 50%)	20
2007/Fall	Lat 203:101	Intermediate Latin	15
2007/Fall	Lat 203:102	Intermediate Latin	22
2007/Fall	Lat 403 & 503: 101	Roman Comedy (Ugrad + Grad)	4
2007/Summer	CI 319: 601	Classical Mythology	25
2007/Summer	Lat 102: 601	First Year Latin	13
2007/Spring	CL235:201	Ancient Novel	24
2007/Spring	Lat 102: 201	First Year Latin	17
2007/Spring	Lat 102: 202	First Year Latin	24
2007/Spring	Lat 483/583	Apuleius	6
2006/Fall	CI 319: 101	Classical Mythology	30
2006/Fall	CI 319: 102	Classical Mythology	32
2006/Fall	Lat 101:101	First Year Latin	28
2006/Fall	Lat 101:102	First Year Latin	28

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

- 1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
 “Strange Bedfellows: Thematic and Structural Parallels between the *Tiny Tract on Electioneering* by [Ps-] Cicero and the *Arts of Love* by Ovid,” in Munn and Scholtz (Forthcoming)
- 4) Papers presented at state, regional, national, or international conferences.
 “*Metamorphosis: A Master’s View of a Slave Narrative*,” CAMWS 2008
 “Cicero & Davey Crockett: A Kinship of New Men,” Appalachian Studies Association, 2008.
 “Strange Bedfellows: Thematic and Structural Parallels between the *Tiny Tract on Electioneering* by [Ps-] Cicero and the *Arts of Love* by Ovid,” American Philological Association, 2008
 “Nigidius Figulus, Failed Masculine Countermodel?,” CAMWS, 2007
 “Nigidius Figulus, Failed Masculine Countermodel?,” American Philological Association, 2007
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
 Vice President for West Virginia, Classical Association for the Mid-West and South, 2006-Present
 WV Department of Education Textbook Adoption Committee (World Languages) 2008
 Reader and Tester for Ancona, R. (Forthcoming) *Horace: LEGAMUS!* (Bolchazy-Carducci) 2007
 Executive Committee, West Virginia Foreign Language Teachers’ Association 2007-present
 Member, Public Art Committee, Marshall University
 Reader, CPL Online, 2006-Present

Professional Affiliations

American Philological Association, Classical Association of the Middle West and South, Women’s Classical Caucus, Vergilian Society

- 6) Externally funded research grants and contracts you received.
 West Virginia Humanities Council grant Summer 2007
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
 Pickens-Queen Junior Faculty Teaching Award, Marshall University, 2006-7 (Nominated), 2007-8 (Winner)
 WCC Outstanding Paper (post Ph.D.) (Nominated), 2008
 Marshall University Graduate College Reassigned Time, Spring 2008
 Marshall Research Committee Funding 2007

Invited Lectures

“The Rhetoric of Seduction,” Eta Sigma Phi lecture, University of Maryland 2008
 “Dido and Aeneas”, Opening Night Lecture, Marshall University Department of Music production of *Dido and Aeneas* and *Lovely Galatea*, 2007
 “The California Classicist,” West Virginia Foreign Language Teacher’s Association Conference, 2006

Appendix II Faculty Data Sheet

(No more than TWO pages per faculty member)

Name: _____ Christina E. Franzen _____ Rank: Assistant Professor _____

Status (Check one): Full-time Part-time _____ Adjunct _____ Current MU Faculty: Yes
No _____

Highest Degree Earned: _____ Ph.D. _____ Date Degree Received: June 11, 2007

Conferred by: _____ University of Washington _____

Area of Specialization: _____ Classics _____

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____ _____
 Years of employment other than Marshall _____ _____
 Years of employment at Marshall _____ 6 months _____
 Years of employment in higher education _____ _____
 Years in service at Marshall during this period of review _____ 6 months _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2007	LAT 101	Beginning Latin	35
Fall 2007	GRK 201	Beginning Greek	14
Fall 2007	CLS 319	Classical Mythology	23
Spring 2008	GRK 202	Beginning Greek	10
Spring 2008	LAT 102	Beginning Latin	31
Spring 2008	LAT 405/505	Readings in Vergil	10

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.

-
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
 - 8) Community service as defined in the *Greenbook*.
-
- 2) WAC Workshop, October 2007
Faculty Development Seminar, October 2007
New Faculty Orientation, August 2007
-
- 3) N/A
 - 4) Paper Presented at the Annual Meeting of the Classical Association of the Midwest and South:
"Cicero's Rhetorical Dismemberment and Branding of Catiline"
 - 5) Member of the American Philological Association
Member of the Classical Association of the Midwest and South
 - 6) N/A
 - 7) N/A

Appendix II Faculty Data Sheet

(No more than Two pages per faculty)

Name: Charles O. Lloyd Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes
No (retired)

Highest Degree Earned: Ph.D. Date Degree Received: May 1976

Conferred by: Indiana University

Area of Specialization: Classics

Professional Registration/Licensure Agency:

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall 35

Years of employment in higher education 35

Years in service at Marshall during this period of review 35

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2006	CL 200 (Internet)	Building English Vocabulary	76
Fall 2006	CL 435	Ancient Greek Civilization	21
Fall 2006	CL 493	Senior Seminar in Humanities	9
Fall 2006	GRK 301	Ancient Intermediate Greek	8
Fall 2006	LAT 203	Intermediate Latin	16
Spring 2007	CL 200 (Internet)	Building English Vocabulary	75
Spring 2007	CL 319	Classical Mythology	19
Spring 2007	GRK 302	Ancient Intermediate Greek	7
Spring 2007	LAT 204	Intermediate Latin	16
Spring 2007	YGS 162	Seminar Humanities & Values	11
Summer B 2007	CL 200 (Internet)	Building English Vocabulary	43

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) *If your degree is not in your area of current assignment, please explain.*

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) *Activities that have enhanced your teaching and or research.*

Second Annual Charles Lloyd Writing Symposium, 11 April 2008, Marshall University

First Annual Charles Lloyd Writing Symposium, 13 April 2007, Marshall University

3) *Discipline-related books/papers published (provide a full citation).*

Editor, refereed online journal of the Committee for the Promotion of Latin (Classical Association of the Middle West and South) *CPL Online*, <http://www.camws.org/cpl/cplonline/cplonline.html>, four issues published: Volume 4, No. 1, Winter 2007; Volume 3, No 1, Fall 2006; Volume 2, No. 1, Fall 2005; Volume 1, No. 1, Fall 2004.

"The Polis in Medea: Urban Attitudes and Euripides' Characterization in Medea 214-224," *Classical World* 99.2 (Winter 2006), 115-130.

"Writing Across the Curriculum in the Latin and Greek Classroom: Student-Generated Grammatical Definitions," *CPL Online* (<http://www.camws.org/cpl/cplonline/cplonline.html>) Volume 2, No. 1, Fall 2005.

"Reflection as Tension and Voice in Teaching Portfolios," *The WAC Journal* (Volume 14, 2003), pp. 67-85 (with Prof. Karen McComas).

4) *Papers presented at state, regional, national, or international conferences.*

"Multigenre Writing in the Classics Classroom," presented at Southern Section Meeting of the Classical Association of the Middle West and South, 4 November 2006, in Memphis, Tennessee.

"Student-Generated Grammatical Definitions: WAC in the Latin and Greek Classroom," Ninth Paper Session, Section B, at the 101st Annual Meeting of the Classical Association of the Middle West and South, 1 April 2005, at Madison, Wisconsin.

5) *Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.*

PROFESSIONAL ORGANIZATIONS:

American Philological Association
 Classical Association of the Middle West and South
 West Virginia Classical Association
 West Virginia Foreign Language Teachers Association

OFFICE HELD:

State Vice-President for West Virginia, Classical Association of the Middle West and South, 2003-2007.

MEETINGS ATTENDED:

-Annual Meeting, Classical Association of the Middle West and South, Cincinnati, Ohio, 11-14 April 2007.
 -Southern Section Meeting, Classical Association of the Middle West and South, Memphis, Tennessee, 2-4 November 2006.
 -Annual Meeting, Classical Association of the Middle West and South, Gainesville, Florida, 6-8 April 2006
 -Annual Meeting, American Philological Association, Montreal, Canada, 5-8 January 2006.
 -Annual Meeting, Classical Association of the Middle West and South, Madison, Wisconsin, 31 March – 2 April 2005.
 -Annual Meeting, Classical Association of the Middle West and South, St. Louis, Missouri, 15-17 April 2004.

6) *Externally funded research grants and contracts you received.*

7) *Awards/honors (including invitations to speak in your area of expertise) or special recognition.*

8) *Community service as defined in the Greenbook.*

Marshall University Martin Luther King, Jr. Symposium Committee, 2003-2006.

**Appendix II
Faculty Data Sheet
(No more than Two pages per faculty)**

Name: _clayton mcnearney_ Rank: professor _____

Status (Check one): Full-time _x_ Part-time _____ Adjunct _____ Current MU Faculty: Yes _x_ No _____

Highest Degree Earned: _____ Ph.D. _____ Date Degree Received: May 1970 _____

Conferred by: _____ University of Iowa _____

Area of Specialization: _____ Religion and Art in American Culture _____

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
 Years of employment other than Marshall 4
 Years of employment at Marshall 36
 Years of employment in higher education 40
 Years in service at Marshall during this period of review 5

Year/Semester	Alpha Des. & No.	Title	Enrollment
F 2006	RST 300-101	NATURE OF RELIGION	30
F 2006	RST 300-102	NATURE OF RELIGION	30
F 2006	RST 394-101	JUNIOR SEMINAR IN HUMANITIES TEAM TAUGHT WITH	15
F 2006	RST 485	ART 350 ART AND RELIGION INDEPENDENT STUDY	15 01
S 2007		ON SABBATICAL	
F 2007	RST 300-101	NATURE OF RELIGION	30
F 2007	RST 300-102	NATURE OF RELIGION	30
F 2007	RST 323-101	RELIGION IN AMERICA (CROSS LISTED COURSE)	15
F 2007	HST 323-101	RELIGION IN AMERICA	15
S 2008	RST 300-201	NATURE OF RELIGION	30
S 2008	RST 300-202	NATURE OF RELIGION	30
S 2008	RST 323-201	RELIGION IN AMERICA (CROSS LISTED COURSE)	15
S 2008	HST 323-201	RELIGION IN AMERICA	15

- 1) **If your degree is not in your area of current assignment, please explain.** N/A
- 2) **Activities that have enhanced your teaching and or research.**

--- In July 2007, I participated in two week long workshops at the University of South Dakota in Vermillion, South Dakota. Each week long workshop was focused on a particular skill in printmaking. In 2007 I enrolled in one semester of Advanced Studio Sequence: Printmaking, with attendant extensive readings in printmaking, art and images especially as these are related to questions of religion, creativity and inspiration. These issues have come to be a significant focus in my teaching both in the inclusion of visuals in all of my courses as primary documents, (not as mere illustration), and especially in those seminars I team-teach with members of the Art Department.

--- In 2006, (as in every other semester of this five year period), I enrolled in two semesters of Advanced Studio Sequence: Printmaking, with attendant extensive readings in printmaking, art and images, especially as related to questions of religion, creativity and inspiration. This served not only in a general way, but as specific preparation for the Humanities seminar in Art and Religion which I team-taught, Fall 2006, and anticipate doing so again.

--- In 2005 I participated in a national research project on Teaching the Introductory Course in Religion, sponsored by the Wabash Center for the Study of Religion in Higher Education. Among other things, this involved gathering data from my own courses and participation in a three day workshop in Indianapolis. In January of 2006 I submitted additional, newly gathered data.

--- In the past five years I have made numerous extended visits to museums in conjunction with my teaching of art and religion classes. I have visited major museums in New York City, Chicago, Toronto, Ottawa, Montreal, Atlanta, Memphis, Indianapolis, Oklahoma City, St. Louis, Minneapolis, Santa Fe, Taos, Washington D.C., and other sites.

--- Perhaps the most important thing that I do throughout the year to keep myself "in shape" as a teacher and research scholar is to read the work of other scholars, primarily but not exclusively in the area of American cultural/religious studies. By "reading" I do not mean to refer to that cursory "getting-the-gist-of-it" activity that I also sometimes do. Rather, some books and articles are poured over, underlined, commented upon in marginal notes and responded to in numerous other ways. It takes hours of serious, hard work. It is the most important scholarly and creative activity that I do. It is probably the hardest as well. It is also an end in itself, valuable only insofar as it shapes me as a thinker and, thus, keeps me "in shape" as a teacher and writer.

3. **Discipline-related books/papers published (provide a full citation).**

- Ms. "A Few Steps . . ." submitted to the editor of Dialogue and Alliance at his request, 2/24/06.
- Manuscript review of Studying Religion, by Gary Kessler, for McGraw-Hill. Citation of thanks in Preface to the second edition.
- Review of Roadside Crosses in Contemporary Memorial Culture by Holly Everett in *Journal of Southern Religion*, Vol. 7, 2004.

4. Papers presented at state, regional, national, or international conferences.

- "Roadside Memorials: Ethnography, Outsider Art and Contemporary Religion" National Conference on the Liberal Arts the Education of the Artist, School of Visual Arts, New York City, October 19, 2007.
- "Performance in Search of an Identity", American Academy of Religion/SE, Nashville, March 16-18, 2007.
- "Contested Sites: Road Memorials, the First Amendment and Popular Debate", Midwest Political Science Association, Chicago, April 2006.
- "Lazareth Come Forth! An Ethnographic Study of a Near Comatose Congregation Recently Experiencing New Life", American Academy of Religion/SE, Atlanta, March 2006.
- "Religion, Violence and American Popular Culture", Canadian Association for American Studies, Halifax, October, 2005
- "Spiritual but not 'Religious'", American Academy of Religion, San Antonio, November 2004.
- "A Few Steps In The Right Direction", Inter Religious Federation for World Peace, San Antonio, November, 2004
- "Highway Shrines", Society for the Scientific Study of Religion, Kansas City, October 2004.
- "Roadside Memorials/Contemporary Ritual", American Academy of Religion/SE, Atlanta, Georgia, March 5-7, 2004
- "Songs of Death", National Meeting of the American Society of Church History, January 2-5, 2003, Chicago.

5. Professional development activities, including professional organizations to which you belong

- American Academy of Religion
- American Society of Church History
- American Federation of Teachers

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Juried Art Shows (* indicates award)

- 2008 The Southern Ohio Museum, Portsmouth, Ohio. 11th Biennial "Cream of the Crop". Three pieces selected.
- 2008 Winners from the 2007 West Virginia juried Exhibition on tour, ArtsMon, High Street, Morgantown, WV, February 12-May 14; The Cultural Center, Charleston, WV, June 6-August 15; Museum In The Park, Logan, WV, August 22-October 15, 2008.
- 2007* West Virginia Juried Exhibition 2007, October 19, 2007 to February 8, 2008, Parkersberg Arts Center. Two works; Nothing is Just One Thing and Id Takes Ego For A Ride, (merit award)
- 2007 Marshall University Faculty and Student Exhibition, November 19 to December 15, 2007. Greer museum, Rio Grande University, Rio Grande, Ohio.
- 2006 The Southern Ohio Museum, Portsmouth, Ohio. Cream of the Crop. June10-July 21. Two pieces: "We" and "Road Memorial-Installation".
- 2006* Museum in the Community, Hurricane, WV. "Winter Renditions" show, February-March, 2006. Honorable mention.
- 2004* The French Art Colony 36th Annual Juried Exhibit, July 2004, Gallipolis, Ohio. Two woodcuts, "Patience" and "The ABC's of Love". First place amateur printmaking for "The ABC's of Love".
- 2004 The Southern Ohio Museum, Portsmouth, Ohio. 9th Biennial "Cream of the Crop". Three pieces, "Conversations: Take One", mixed media, "Barns #1", etching, "Which Came First?", woodcut.
- 2004 Allied Artists of West Virginia 2004 Exhibition, Parkersburg Art Center, Parkersburg, West Virginia. "Examination".
- 2003 TAMARACK: The Best of West Virginia. Work accepted for exhibition consideration in continuously rotating exhibits

8) Community service as defined in the *Greenbook*.

Appendix II
Faculty Data Sheet
(No more than TWO pages per faculty member)

Name: Caroline A. Perkins Rank: Professor
 Status (Check one): Full-time Part-time _____ Adjunct _____ Current MU Faculty: Yes No _____

Highest Degree Earned: PhD Date Degree Received: March, 1984

Conferred by: The Ohio State University

Area of Specialization: Classical Philology

Professional Registration/Licensure: DNA Agency: DNA

Years non-teaching experience 0
 Years of employment other than Marshall 6
 Years of employment at Marshall 20
 Years of employment in higher education 26
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring '08	CL 233	Greek & Roman Historians	37 (WAC)
Spring '08	CL 460	Ancient Goddess Religions	36 (WAC)
Spring '08	HON 482 (Team taught)	Homer and Plato	16
Spring '08	CL 319 (e-course) paid overload	Classical Mythology	97
Spring '08	LAT 681 unpaid overload	Thesis Hours	2
Fall '07	CL 231	Women in Greek & Roman Literature	36 (WAC),
Fall '07	CL 233 (e-course)	Greek and Roman Historians	32
Fall '07	CL 319 (e-course, paid overload)	Classical Mythology	78
Fall '07	CL 470	Transformations of Myth	36 (WAC)
Fall '07	CL 620 (unpaid overload)	Theory of Ancient Literature	2
Fall '07	LAT 681 (unpaid overload)	Thesis Hours	1
Summer C '07	LAT 101	First Year Latin	16
Summer C 07	LAT (unpaid overload)	Special Author: Sallust	3
Summer D '07	LAT 681 (unpaid overload)	Thesis Hours	1
Spring '07	CL 236	Murder in the Ancient World	36 (WAC),
Spring '07	CL 319 (E-course, paid overload)	Classical Mythology	81
Spring '07	CL 494 (team taught)	Senior Seminar	9
Spring '07	LAT 640	Advanced Prose Composition	2
Spring '07	LAT 681 (unpaid overload)	Thesis Hours	1
Fall '06	CL 234	Greek and Roman Poetry	36 (WAC)

Fall '06	CL 234 (e-course, paid overload)	Greek and Roman poetry	47
Fall '06	CL 480	SpTp: Roman Law	21 (WAC)
Fall '06	HON 101	Introduction to Honors	15
Fall '06	LAT 311	Ovid	5
Fall '06	Lat 582	Ovid	3

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

See # 5 below. I received Inco funding for the annual meetings of the APA in 2004 and 2007. All meetings enhance teaching and research because I attend papers and panel sessions on content area and pedagogy.

3) Discipline-related books/papers published (provide a full citation).

Ovid: A Legamus Transitional Reader. Bolchazy-Carducci Publishers, 2008.

"Truth in Tacitus: The Case of Livia Augusta," *Collection Latomus: Studies in Latin Literature and Roman History*, 272 (2003) 419-427.

Review of Philip Hardie's *Ovid's Poetics of Illusion*, *Classical Bulletin* 79 (2003) 152-156.

Review of Nicholas Holzberg's *Ovid: the Poet and His Works*, *Classical Bulletin* 79 (2003) 156-159.

4) Papers presented at state, regional, national, or international conferences.

"The Figure of Elegy in *Amores* 3.1: Elegy as *Poeta*, Elegy as *Puella*, *Puella* as *Poeta*," presented at the CAMWS Meetings, Tucson, Arizona, April 16-19, 2008.

"*Seruitium*, the *Puella* and the Narrator in Ovid's *Amores*," presented at the CAMWS Meetings, Cincinnati, Ohio, April 12-14, 2007.

"Ancient History 1903-2003: How the Future Shapes the Past," presented at the CAMWS Meetings, St. Louis, Missouri, April 15-17, 2004.

"Gender and Transformation: Tiresias in Ovid, *Meta*. 3.316-338," presented at the CAMWS Meetings, Lexington, Kentucky, April 3-6, 2003.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Member of the American Philological Association, the Classical Association of the Middlewest and South, Eta Sigma Phi. Chair of the Summer Scholarship Committee for Eta Sigma Phi.

Attended meetings of the APA 2007, 2006, 2004, and of CAMWS 2007, 2006, 2004, 2003.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

"Ancient History 1903-2003: How the Future Shapes the Past," presented at the CAMWS Meetings, St. Louis, Missouri, April 15-17, 2004. (invited paper).

8) Community service as defined in the *Greenbook*.

Third Saturday Book Club, Cabell County Library; Ohio Rover Festival of Books; American Red Cross.

**Appendix II
Faculty Data Sheet
(No more than two pages per faculty member)**

Name: Jeffrey L. Powell _____ Rank: Professor _____

Status (Check one): Full-time Part-time _____ Adjunct _____ Current MU Faculty: Yes
No _____

Highest Degree Earned: Ph.D. _____ Date Degree Received: 1994 _____

Conferred by: DePaul University _____

Area of Specialization: Philosophy _____

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____ 19 _____
Years of employment other than Marshall _____ 14 _____
Years of employment at Marshall _____ 12 _____
Years of employment in higher education _____ 14 _____
Years in service at Marshall during this period of review _____ 5 _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (*Expand the table as necessary*)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2006	PHL 201 (x2)	Intro. To Phil.: Modern Period	68
	PHL 493	Seminar in Humanities: Team-taught—100%	15
	PHL 201	Release Time	
Spring 2007	PHL 201 (x3)	Intro. To Phil.: Modern Period	102
	YGS 162	Yeager Studies Seminar: Team-taught—100%	11
	PHL 485	Independent Study	3
Fall 2007	PHL 201 (x2)	Intro. To Phil.: Modern Period	68
	PHL 302	Applied Ethics	50
	PHL 480	Phil. of Language	9
	PHL 580	Phil. of Language (graduate level)	1
Spring 2008	PHL 201 (x3)	Intro. To Phil.: Modern Period	102
	PHL 302	Applied Ethics	100
	YGS 162	Yeager Studies Seminar: Team-taught—100%	11

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain. N/A

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

July 2008: Attended and participated in Collegium Phaenomenologicum, Città di Castello, Italy

Current-Summer 2003: Continued independent study of German, French, ancient Greek.

Fall 2007: Refereed two papers for *PhaenEx*

Fall 2007: Refereed one paper for *Research in Phenomenology*

Summer 2007: Refereed a book manuscript for Fordham U. Press.

May 2007: Served as committee member of a master's degree student at Ohio U.
 May 2007: Attended and participated in the North American Heidegger Conference, DePaul U.
 May 2007: Refereed 5 papers for the North American Heidegger Conference.
 Spring 2007: Attended a week-long series of lectures/discussion by Prof. Michael Williams of Johns Hopkins U. at Ohio U.
 Fall 2006: Refereed three papers for *Research in Phenomenology*; refereed two papers for the Congress of Humanities and Social Sciences national meeting (Canada).
 Summer 2006: Conducted research at the Heidegger archive in Marbach am Neckar, Germany
 April 2006: Attended and participated in the Ohio Philosophical Association meeting, Ohio St. U.
 October 2005: Attended and participated in the WV Phil. Society meeting, Wheeling Jesuit U.
 October 2005: Attended and participated in an invited meeting at Cal St.-Stanislaus.
 May 2005: Attended and participated in the Congress of Humanities and Social Sciences meeting (Canada)
 April 2005: Attended and participated in the WV Phil. Society meeting.
 Summer 2004: Attended and participated in the Collegium Phaenomenologicum, Città di Castello, Italy.
 April 2004: Attended and participated in the Ancient Phil. Society meeting, Penn St. U.

3) Discipline-related books/papers published (provide a full citation).
 "The Abyss of Repetition," accepted and forthcoming in *Epochē*
 "Exposing the Body," accepted and forthcoming in *Research in Phenomenology*
 "Death and Possibility: Blanchot/Heidegger," invited, submitted, forthcoming in *Theory at Buffalo*.
 2005: "Die Nietzsche-Vorlesungen im Rahmen des Denkweges Heideggers," in *Heidegger Jahrbuch* (pp. 117-132).
 2005: Entry for John Sallis, *Edinburgh Dictionary of Continental Philosophy*.
 2004: "Spiritual Death/Poetic Death," *International Studies in Philosophy* (pp. 89-101).

4) Papers presented at state, regional, national, or international conferences.
 Summer 2008: Three day seminar on Heidegger's philosophy of religion, Collegium Phaenomenologicum, Città di Castello, Italy.
 May 2007: Invited commentary to Andrew Mitchell's "Pain and the World of Sense," North American Heidegger Conference, DePaul U.
 April 2006: Invited commentary to Erin Flynn's "Separate Consent: The Claim of Practical Reason in Ethical Life," Ohio Philosophical Assoc., Ohio St. U.
 October 2005: "Language Mesh," presented at the WV Phil. Society meeting, Wheeling Jesuit U.
 October 2005: "Hegel, Madness, and Moral Excess," invited paper presented at the Normalization, Exclusion, Excess conference, Cal St.-Stanislaus.
 May 2005: "The Abyss of Repetition: Heidegger and Nietzsche," presented at the Congress of Humanities and Social Sciences, U. of Western Ontario (Canada).
 April 2005: "Aesthetic Tracings: Kant/Heidegger," presented at the WV Phil. Society, Marshall U.
 Summer 2004: Invited three day seminar on Kant's *Critique of Judgment*, Collegium Phaenomenologicum, Città di Castello, Italy.
 April 2004: Invited commentary to Will McNeill's "Apportioning the Moment," Ancient Phil. Society, Penn St. U.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Member: American Philosophical Association, Society for Phenomenology and Existential Philosophy, North American Heidegger Circle, Existential and Phenomenological Theory and Culture

See numbers 2, 3 and 4, above.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

See numbers 2, 3, and 4, above.

8) Community service as defined in the *Greenbook*.

Appendix II
Faculty Data Sheet
 (No more than TWO pages per faculty member)

Name: John N. VielkindRank: ProfessorStatus (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No Highest Degree Earned: Ph.DDate Degree Received May 1974Conferred by: Duquesne University

Area of Specialization: Ancient Philosophy—especially Platonic Dialogues; and Phenomenology & Existential Philosophy—especially Heidegger and Nietzsche

Professional Registration/Licensure n/a Agency: n/a

Years non-teaching experience	0
Years of employment other than Marshall	7
Years of employment at Marshall	27
Years of employment in higher education	34
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. *(Expand the table as necessary)*

	Alpha Des. & No.	Title	Enrollment
2008/spring	PHL 200H	Intro to Philosophy: Ancient Period (Honors)	15
2008/spring	HON 82 (team taught)	Homer and Plato	16
2008/spring	PHL 495H	Honors in Philosophy	1
2007/fall	PHL 200	Intro to Philosophy: Ancient Period	35
2007/fall	PHL 301	Plato's REPUBLIC	24
2007/fall	PHL 303	Ethics	25
2007/summer B	PHL 330	Philosophy of Sex	20
2007/spring	PHL 200	Intro to Philosophy: Ancient Period	29
2007/spring	PHL 200H	Intro to Philosophy: Ancient Period (Honors)	16
2007/spring	PHL 494 (team taught)	Senior Seminar in Humanities	8
2006/fall	PHL 200	Intro to Philosophy: Ancient Period	34
2006/fall	PHL 301	Plato's REPUBLIC	14
2006/fall	PHL 400	Ancient Philosophy	15
2006/summer A	PHL 465	Existential Philosophy	5
2006/summer A	PHL 565	Existential Philosophy	1

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain. N/A

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research. See # 4 & 5 below

3) Discipline-related books/papers published (provide a full citation). None

4) Papers presented at state, regional, national, or international conferences.

“Henry Ruf on Philosophy of Religion,” to the WV Philosophical Society, Wheeling Jesuit University, March 29, 2008

“On the Road with John Sallis,” WVPS, Westminster College, PA, October 6, 2007

“The Questionableness of Teaching Existential Philosophy: A Retrieve/Weiderholen,” WVPS, Penn State University, Altoona, PA, October 14, 2006

“Joe Sachs’ Translation of Aristotle’s *De Anima*: a being-at-work,” WVPS, West Virginia University, Morgantown, March 4, 2006

“Platonic Socrates: A Philosopher-King?” WVPS, Wheeling Jesuit University, October 22, 2005

“Contested Ground: Plato and Nietzsche,” WVPS, Marshall University, April 8, 2005

“Health and the Divided Line in the *Republic*: A Commentary,” Ancient Philosophy Society, Penn State University, April 16, 2004

“Seduction(s) of Socrates: The Case of Glaucon,” WVPS, West Virginia University, March 26, 2004

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

American Philosophical Society/Eastern Division; Society for Phenomenology & Existential Philosophy; Ancient Philosophy Society (Comment paper); North American Nietzsche Society; Heidegger Circle; Girard Society--Colloquim on Violence & Religion; WV Humanities Center; West Virginia Philosophical Society (Presenter at almost every meeting—currently Secretary-Treasurer).

6) Externally funded research grants and contracts you received. None

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

“Women in Ancient Philosophy,” invited presentation to International Women’s Association, Huntington, WV, November 16, 2004. “Philosophy and Medicine: Some Connections,” invited presentation at the Touma Medical Museum, Huntington, WV, September 2, 2004

8) Community service as defined in the *Greenbook*. Facilitated ten “informal philosophy seminars” beginning in fall 2003, at the invitation of Nazem Abraham, MD, and several other local physicians, and two engineers, and most recently a retired judge. The seminar meets on Tuesdays, from 7:00 – 9:00 in Drinko Library 439. Topics: Plato’s *Republic* (fall 2003), Nietzsche’s *Thus Spoke Zarathustra* (spring 2004), Aristotle, *Nicomachean Ethics* (fall 2004), William James, *Pragmatism & The Meaning of Truth* (spring 2005), Kierkegaard, *Either/Or & Fear and Trembling* (fall 2005), Marina (editor), *Basic Writings of Existentialism* (spring 2006), Plato, *Symposium, Phaedo, Timaeus* (fall 2006), **Religion/Faith/Reason:** Richard Elliot Friedman, *Who Wrote the Bible? & The Hidden Face of God*; and Geza Vermes, *The Changing Faces of Jesus* (spring 2007), Augustine, *Confessions* (fall 2007), **Science & Philosophy:** Steven L. Goldman, *Great Scientific Ideas that Changed the World* (spring 2008).

PART-TIME FACULTY

Appendix II
Faculty Data Sheet
 (No more than TWO pages per faculty member)

Name: Chad Brown Rank: _____

Status (Check one): Full-time _____ Part-time X Adjunct _____ Current MU Faculty: Yes _____
 No _____

Highest Degree Earned: B.A. Latin / Classical Studies Date Degree Received: 5/8/99

Conferred by: Marshall University

Area of Specialization: Classical Studies / Latin

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience 15
 Years of employment other than Marshall 15
 Years of employment at Marshall 5
 Years of employment in higher education 5
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
 (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring 2008	CL 200	Building English Vocabulary Through Greek and Latin Roots	30

(NOTE: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)

Appendix II Faculty Data Sheet

(No more than TWO pages per faculty member)

Name: **J. Wayne Ferguson** Rank: **Instructor**

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes
No

Highest Degree Earned: **M.A.** Date Degree Received: **Spring 1995**

Conferred by: **Marquette University Department of Philosophy**

Area of Specialization: **History of Philosophy**

Professional Registration/Licensure **NA** Agency: **NA**

Years non-teaching experience **21**
 Years of employment other than Marshall **21**
 Years of employment at Marshall **2 ½**
 Years of employment in higher education **7 ½** (including RA & TA
 experience at Marquette University)

Years in service at Marshall during this period of review **2**

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (*Expand the table as necessary*)

Year/Semester	Alpha Des. & No.	Title	Enrollment
<i>Fall 2006</i>	<i>PHL 303</i>	<i>Ethics</i>	<i>30</i>
<i>Spring 2007</i>	<i>PHL 303</i>	<i>Ethics</i>	<i>30</i>
<i>Fall 2007</i>	<i>PHL 320</i>	<i>Comparative Philosophy</i>	<i>23</i>
<i>Spring 2008</i>	<i>PHL 303</i>	<i>Ethics</i>	<i>29</i>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

Appendix II Faculty Data Sheet

(No more than TWO sheets per faculty member)

Name: John Hornyak Rank: _____

Status (Check one): Full-time _____ Part-time _____ Adjunct _____ Current MU Faculty: Yes
 No

Highest Degree Earned: MA Date Degree Received: June, 2002

Conferred by: Wheeling Jesuit University

Area of Specialization: Science/Math Ed

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____ 20+ _____
 Years of employment other than Marshall _____ 30 _____
 Years of employment at Marshall _____ 1.5 _____
 Years of employment in higher education _____ 10 _____
 Years in service at Marshall during this period of review _____ 1.5 _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2007		Intro to Modern Philosophy	~30
Spring 2008		Intro to Ancient Philosophy	~30
Fall 2008		Intro to Modern Philosophy	~30

(NOTE: Part-time, graduate assistant faculty do not need to fill in the remainder of this document.)

Appendix II Faculty Data Sheet

(No more than TWO pages per faculty member)

Name: Charles O. Lloyd Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes
No

Highest Degree Earned: Ph.D. Date Degree Received: 1976

Conferred by: Indiana University

Area of Specialization: Classics

Professional Registration/Licensure Agency:

Years non-teaching experience
 Years of employment other than Marshall
 Years of employment at Marshall 35
 Years of employment in higher education 35
 Years in service at Marshall during this period of review 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2007	CL 200	Building English Vocabulary	79
Fall 2007	CL 235	Ancient Novel	21
Spring 2008	CL 200	Building English Vocabulary	77
Spring 2008	GRK 488	Selections Greek Historians	2
Spring 2008	YGS 162	Seminar Humanities & Values	11

(NOTE: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)

**Appendix II
Faculty Data Sheet**
(No more than TWO pages per faculty member)

Name: Okey J. Napier, Jr.

Rank: Adjunct Faculty

Status (Check one): Full-time _____ Part-time _____ Adjunct _____ Current MU Faculty: Yes ____
No X

Highest Degree Earned: MA

Date Degree Received: December, 1999

Conferred by: Marshall University

Area of Specialization: Sociology - Social Inequality/Appalachian Studies

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____ 20
 Years of employment other than Marshall _____ 22
 Years of employment at Marshall _____ 7
 Years of employment in higher education _____ 7
 Years in service at Marshall during this period of review _____ 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007/Spring	CL200	Building An English Vocabulary Through Latin & Greek	25

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix II Faculty Data Sheet

(No more than TWO pages per faculty member)

Name: F. Tyler Sergent Rank: _____

Status (Check one): Full-time _____ Part-time _____ Adjunct X Current MU Faculty: Yes X
No _____

Highest Degree Earned: Ph.D. Date Degree Received: June 2009

Conferred by: Roskilde Universitetscenter, Roskilde, Denmark

Area of Specialization: Medieval History: western religions / Christianity

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience	_____
Years of employment other than Marshall	<u>4</u>
Years of employment at Marshall	<u>4.5</u>
Years of employment in higher education	<u>7.5</u>
Years in service at Marshall during this period of review	_____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006 Fall	RST 205 (101 / 102)	Religious Traditions of the West	50
2007 Spring	RST 205 (201 / 202)	Religious Traditions of the West	50
2007 Fall	RST 321	The Protestant Tradition	60
2007 Fall	CULS 500	Studies in Thought and Culture: Religion in Medieval Europe	6
2008 Spring	RST 205	Religious Traditions of the West	100

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

Appendix II Faculty Data Sheet

(No more than TWO pages per faculty member)

Name: David E. Wucher Rank: Adjunct

Status: (Check one) Full-time ; Part-time ; Graduate Assistant

Highest Degree Earned: Ph.D. Date Degree Received: 1985

Conferred by: Hebrew Union College, Cincinnati, OH

Area of Specialization: Jewish History/Literature Professional Registration/Licensure

Agency: _____

Years non-teaching experience 31

Years of employment other than Marshall 23

Years of employment at Marshall 19

Years of employment in higher education 25

To determine compatibility of credentials with assignment:

- List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2008/Spring	RST 311 Jewish Holocaust	40
2007/Fall	RST 324 The Jewish Way of Life	31
2007/Spring	RST 310 The Hebrew Prophets	30
2006/Fall	RST 324 The Jewish Way of Life	30

(NOTE: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)

Appendix III Off-Campus Classes

Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus. Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Fall 2006	Mid-Ohio Valley Center	PHL 201	10
	Teays Valley Regional Center	PHL 302	18
	Mid-Ohio Valley Center	PHL 303	31
	Teays Valley Regional Center	RST 205	15
Spring 2007	Mid-Ohio Valley Center	PHL 303	28
	Mid-Ohio Valley Center	PHL 306	14
	Teays Valley Regional Center	RST 205	15
Fall 2007	Mid-Ohio Valley Center	PHL 303	29
	Mid-Ohio Valley Center	PHL 315	18
Spring 2008	Mid-Ohio Valley Center	PHL 302	26
	Mid-Ohio Valley Center	PHL 303	19
	Teays Valley Regional Center	PHL 303	23

Expand table as needed.

Appendix IV Service Courses

Course Number	Course Name	Year 1 2003 - 2004			Year 2 2004 - 2005			Year 3 2005 - 2006			Year 4 2006 - 2007			Year 5 2007 - 2008		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
(e.g. 101)																
CL 200	Building English Vocabulary through Latin and Greek	68	131	145	88	132	168	53	147	133	58	99	128	57	99	123
GRK 201	Ancient Greek First Year		17						22			20				
GRK 202	Ancient Greek First Year			12						11						10
GRK 301	Ancient Intermediate Greek					10										
LAT 101	First Year Latin		62			64			57			56		16	59	
LAT 102	First Year Latin			43			34			38			42	13		30
LAT 203	Intermediate Latin		20			28			29			26			37	

Expand table as needed.

CL 465	Ancient Greek Theater Production						17			24					
CL 470	Transformations of Myth			22					22					22	
CL 471	Ancient Sexuality					19									
CL 480	SpTp: Roman Law										11				
CL 485	Independent Study			1		1	1			2					
CL 490	Senior Seminar in Humanities					5								11	
CL 491	Senior Seminar in Humanities								7						
CL 493	Senior Seminar in Humanities										4				
CL 494	Senior Seminar in Humanities											9			
GRK 302	Ancient Intermediate Greek						8					7			
GRK 488	Independent Study														2
LAT 204	Intermediate Latin, II			18			25			23		16			32
LAT 303	Caesar's Commentaries						7								
LAT 308	Catullus					4									
LAT 311	Readings in Ovid										6				
LAT 323	Latin Prose Comp.: Tacitus									4					
LAT 403	Roman Comedy													3	
LAT 405	Readings in Vergil			5											9
LAT 407	Livy's History of Rome		4												
LAT 408	Roman Epistolary Lit.: Cicero & Pliny								6						
LAT 410	Tacitus: Annals, Agricola									9					
LAT 483	SpTp: Sallust/Nepos			3								4			

LAT 485	Independent Study			1													
LAT 486	Independent Study			1													
LAT 499	Latin Capstone Experience		1	1	1						1						1

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

Expand table as needed.

PHL 392	Junior Seminar in Humanities				11												
PHL 393	Junior Seminar in Humanities							13									
PHL 400	Ancient Philosophy			11				12					15				
PHL 401	Modern Philosophy								5					13			
PHL 421	Philosophy of Knowledge				15								8				
PHL 451	Philosophy of History & Culture						15										
PHL 460	Philosophy of Politics & Power							14									
PHL 465	Existential Philosophy				15							5					
PHL 470	Philosophy of Logic									16							
PHL 480	SpTp: Philosophy of Language															10	
PHL 481	SpTp: Philosophy of Death			30													
PHL 485	Independent Study			5									1	5			
PHL 486	Independent Study									1							1
PHL 490	Senior Seminar in Humanities						7									10	
PHL 491	Senior Seminar in Humanities								9								10
PHL 492	Senior Seminar in Humanities									11							
PHL 493	Senior Seminar in Humanities											6					
PHL 494	Senior Seminar in Humanities												8				
PHL 495H	Readings for Honors in Philosophy																1

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

Expand table as needed.

RST 393	Junior Seminar in Humanities							19									
RST 394	Junior Seminar in Humanities											11					
RST 480	SpTp: Jesus and the Buddha																31
RST 485	Independent Study			6	1	2	2	4		3	3		7	5		1	5
RST 486	Independent Study												3				
RST 491	Senior Seminar in Humanities																13
RST 492	Senior Seminar in Humanities										13						

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

Expand table as needed.

Appendix VI Program Enrollment

Students	Year 1 2003-2004	Year 2 2004-2005	Year 3 2005-2006	Year 4 2006-2007	Year 5 2007-2008
New Students Admitted					
Principal Majors Enrolled Area of Emphasis: Classics:	5	4	2	5	5
Principal Majors Enrolled Area of Emphasis: Philosophy	15	16	13	14	12
Principal Majors Enrolled Area of Emphasis: Religious Studies	12	16	16	17	17
Second Majors Enrolled* Area of Emphasis: Classics	1	3	3	4	6
Second Majors Enrolled Area of Emphasis: Philosophy	3	4	2	1	1
Second Majors Enrolled Area of Emphasis: Religious Studies	3	2	4	1	1
Third Majors Enrolled:**					
Other Areas of Emphasis (i.e., education specialization majors)					
Minors***	6	8	15	20	15
Grand Total of Students Enrolled in the Program	45	53	55	62	57
Graduates of the program	7	7	7	8	6

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.

Appendix VII

HUMANITIES **Program Structure Change** **Approved Spring 2003**

The Humanities degree program is offered cooperatively by three separate departments: Classics, Philosophy, and Religious Studies (CL/PHL/RST). This major is unique in two ways: Students may choose course-work equivalent to a major in a single department or create a broader curriculum of their choice from various humanities courses, and our program also has a strong interdisciplinary side. The final degree certificate displays both the departmental discipline and the Humanities major.

The goal of the program is to help us deepen our understanding of ourselves and our culture by exploring the way human beings find meaning in their experience. We explore these ways by studying both our own individual insights and the artistic, philosophical and religious works that have expressed and shaped human experience.

The program consists of 33 hours of course work in three parts:

Three courses introducing the specific goals and methods of the three disciplines (9 hours). These courses place special emphasis on the particular discipline's approaches to knowledge, critical thought, skills of expression, and human development. Students must choose from those listed below, one for each discipline:

Classics: 230, 231, 232, 233, 234

Philosophy: any 200 or 300 level course, except 302 and 304

Religious Studies: 205, 206, 300

Three interdisciplinary, team-taught courses (9 hours), in any combination of levels, but including at least one at the 400 level as the senior capstone experience. We offer CL/PHL/RST 250 (Orientation in Humanities), CL/PHL/RST 390, 391, 392, 393, 394, and CL/PHL/RST 490, 491, 492, 493, 494 (Humanities Seminar). These courses make use of the combined resources of any two of our disciplines to gain insight into a wide variety of topics, depending on the current interests of students and faculty. The capstone course also aims to reflect on skills and themes the students have explored in their progress through the program.

Five Courses by Contract (15 hours) to be chosen by the student usually with the advice of a committee of faculty members. Each major may select a small advisory committee to assist with contract course selection, advising, and long-range planning. The committee may consist of two or more faculty members from at least two disciplines. Contract courses need not be restricted to those our departments offer and may be structured on the basis of chronological period, comparative cultures, traditional departmental emphasis, theme, or topic. Further information may be obtained from any faculty member in Classics, Philosophy, or Religious Studies.

Computer Competency Requirement: CSD 101 or its equivalent.

Appendix VIII

Humanities Program Assessment Plan (approved 1997, 1998, 2003)

I. Establish Program Goals in relation to the current Marshall University Mission Statement:

Description of Program's Uniqueness:

Instituted in 1981, Humanities is an interdisciplinary, team-taught degree program, offered jointly by the Departments of Philosophy, Classics, and Religious Studies with features which allow a unique individualization of studies. Students select courses for the major by means of a contract which they help to create and thus can tailor-make their curriculum for individual interests within the area of the humanities. Three team-taught, interdisciplinary courses which explore the nature of humanities texts and thinking, research methodologies, and living skills form the core of all contracts. Also, both majors and non-majors in Humanities courses learn writing skills and logical, effective expression of thought as an integral part of the course work because the writing which is involved in both the creation and study of texts is what differentiates this multi-disciplinary humanities program from other kinds of scholarly pursuits. These writing and thinking skills prepare students well for graduate professional studies, including law, medicine, business, psychology, theology, philosophy, ancient art, and Mediterranean archaeology. With the increased attention given to technical and vocational studies, an interdisciplinary program like Humanities promotes, notably for those students who pursue it as a second major, the development of the whole person and thus provides a balance. Finally, in a multicultural world such an interdisciplinary program provides essential study of varying human values and systems of meaning through the study of ancient languages and the interpretation of human traditions. As far as can be determined, no other program like Humanities exists in the state or in the nation.

A. In keeping with the missions of Marshall University and the College of Liberal Arts, to provide a series of integrated, interdisciplinary, team-taught courses, as well as discipline-specific complementary courses that will challenge students intellectually, emotionally and spiritually.

1. For Religious Studies:
 - A. To provide a series of multicultural, inter- and intra-disciplinary courses covering the field of study known as Religious Studies.
 - B. To provide for the nurture of every individual faculty member's intellectual and scholarly talents.
2. For Philosophy:
 - A. To provide an historical and thematic grounding in philosophy and its relation to extra-philosophical thinking.
 - B. To promote philosophical development in the faculty.
3. For Classics:
 - A. To provide a series of inter- and intra-discipline multi-cultural courses covering the field of study known as Classics.
 - B. To provide for the nurture of every individual faculty member's intellectual and scholarly talents.

B. to provide for faculty an opportunity to team-teach and to explore the interstices of these disciplines, as well as to provide an opportunity for faculty to pursue:

1. the study and application of theories and methodologies that pertain to their specific discipline;
2. creative scholarly activity.

C. through team-teaching and exploration of the interstices of these disciplines, to provide for faculty an opportunity to pursue:

1. the study and application of current pedagogical methodologies which meet the needs of Marshall students;
2. creating and implementing new courses and curricula.

D. to ensure that Humanities graduates the kinds of knowledge and abilities appropriate for this interdisciplinary, multicultural field of study:¹

1. knowledge of types of literary structures in discourses; types of argumentative structure and validity of discourses; roles of different perspectives on and discursive purposes for single issues; the role of discourses as windows to human life; types of interpretation of and presentation to differing personal and cultural viewpoints; relative merits of differing cultural and personal perspectives; life insights; types of research methodologies;
2. ability to interpret thinking and texts with attention to important literary elements; to interpret thinking and texts and create oral and written discourse with attention to topic, development, argument, counter-argument, validity and critical perspective; to interpret thinking and texts from different perspectives and for different purposes; to re-examine a critical position from multiple perspectives; to define any thinking or text as a product of human beings and as a window to the nature of its human author(s) and audience(s); to define any thinking or text as an access to truth; to write and speak effectively from a humanities perspective (or perspectives) for different purposes and different audiences; to use professional humanities research tools;
3. the skills of openness to different personal and cultural viewpoints within the context of a multicultural world; the skills of exploring and fairly comparing evidence and reasoning for conflicting viewpoints.

II. Define Learning Outcomes

A. For the Program:

KNOWLEDGE

All Humanities graduates will demonstrate a fundamental knowledge of:

1. types of literary structures in discourses;
2. types of argumentative structure and validity of discourses;
3. roles of different perspectives on and discursive purposes for single issues;
4. the role of discourses as windows to human life;
5. types of interpretation of and presentation to differing personal and cultural viewpoints;

¹ Although the three individual disciplines state in section I and II their own goals and outcomes for students completing Humanities requirements through their classes, the program is **not** using these goals here since Humanities, as a contract major, allows an almost limitless number of disciplinary courses to complete any student's course requirements for the major—both inside and outside of the three departments involved. These are the goals, therefore, which apply directly to the three team-taught courses which form the core of the course requirements for the major.

6. relative merits of differing cultural and personal perspectives;
7. life insights;
8. types of research methodologies.

ABILITIES/SKILLS

All Humanities graduates will demonstrate:

1. the ability to interpret thinking and texts with attention to important literary elements;
2. the ability to interpret thinking and texts and create oral and written discourse with attention to topic, development, argument, counter-argument, validity and critical perspective;
3. the ability to interpret thinking and texts from different perspectives and for different purposes;
4. the ability to re-examine a critical position from multiple perspectives;
5. the ability to define any thinking or text as a product of human beings and as a window to the nature of its human author(s) and audience(s);
6. the ability to define any thinking or text as an access to truth;
7. the skills of openness to different personal and cultural viewpoints within the context of a multicultural world;
8. the skills of exploring and fairly comparing evidence and reasoning for conflicting viewpoints;
9. the ability to write and speak effectively from a humanities perspective or perspectives for different purposes and different audiences;
10. the ability to use professional humanities (disciplinary) research tools.

For the three individual disciplines in the Program:

KNOWLEDGE

Graduates of the Religious Studies Option of the Humanities program will demonstrate a fundamental knowledge of:

1. a variety of texts from the history of religion and exegetic skills of interpretation;
2. major historical, cultural, literary, and religious contexts in the history of religion;
3. Religious Studies terminology;
4. the main theories and methodologies for the study of religion in a nonsectarian, cross-cultural, interdisciplinary context;
5. the major religions of the world and their beliefs, practices, stories, ethics, thought, and forms of discipline;
6. the relationship between culture and religion;
7. the personal, communal, and universal dimensions of religion;
8. expression of religion through art, literature, myth, and philosophical thought;
9. contemporary religion in a context of religious pluralism, science and technology, secularization, political and social realities, and agnosticism/atheism.

Graduates of the Philosophy Option of the Humanities program will demonstrate a fundamental knowledge of:

1. a variety of texts from the history of philosophy;
2. major relevant historical and literary contexts in the history of philosophy;
3. philosophical terminology, using precise definitions;
4. philosophical theory/contemplation;
5. manners in which philosophical thinking, dialogue, and texts can be used to understand culture and its products, both past and present;
6. manners in which philosophical thinking, dialogue, and texts can be used to understand the differences and the relations among multicultural viewpoints;
7. philosophical insight into the nature of reality.

Graduates of the Classics Option of the Humanities program will demonstrate a fundamental knowledge of:

1. the languages, literatures, cultural values, and cultural norms and thought of the ancient civilizations of Greece and Rome;
2. the ways in which a classical text can offer information on classical culture, history, and literature, as well as modern;
3. the questions involved in learning about civilizations separated by time, distance, and language;
4. scholarly attempts to define and resolve these questions;
5. critical perspectives/approaches and their implications once adopted;
6. the ways that classical humanistic concerns transcend time and place and enable all human beings to understand appreciate themselves qua human beings.

ABILITIES/SKILLS

Graduates of the Religious Studies Option of the Humanities program will demonstrate the ability to:

1. read texts exegetically, including such “texts” as ritual performance and social institutions;
2. analyze religious thought;
3. organize and present thoughts effectively from a religious studies perspective for different purposes and for different audiences both orally and in writing;
4. use research tools, including the ability to access and discern available internet sources for the study of religion and religions.

Graduates of the Philosophy Option of the Humanities program will demonstrate the ability to:

1. analyze and explicate philosophical thinking and texts;
2. apply philosophical terminology;
3. interpret philosophical thinking and texts;
4. organize and present arguments effectively from a philosophical perspective for different purposes and for different audiences both orally and in writing;
5. evaluate the strength and weaknesses of a philosophical argument;
6. compare and evaluate conflicting philosophical interpretations of the same issue;
7. analyze, synthesize, and pursue understanding(s) of disparate philosophical points of view;
8. use philosophical research tools;
9. re-examine a critical position in philosophy from multiple perspectives.

Graduates of the Classics Option of the Humanities program will demonstrate the ability to:

1. to read, discuss and write about classical texts logically and analytically;
2. analyze scholarly attempts to define and resolve the questions involved in investigating cultures separated by time, distance, and language;
3. evaluate the effectiveness of these scholarly attempts from both ancient and modern perspectives;
4. apply critical perspectives/approaches and analyze their implications once adopted;
5. analyze how classical texts transcend time and place and how they expand the knowledge human beings have of themselves qua human beings.

1. Describe Criteria for each outcome: the following criteria are used in various combinations

- a. team-teaching
- b. lectures
- c. small group and large group discussion
- d. viewing films and listening to music
- e. assigned readings

- f. journals and portfolios
- g. library assignments
- h. case studies
- i. formal and informal writing assignments, including drafting, revising and editing papers, written and oral comments on writings, peer critiques of writings, student-teacher conferences
- j. exams as learning experiences
- k. small-group tutoring
- l. field trips
- m. student attendance at professional conferences
- n. ethnographic/anthropological field work

a. identify indicators for each of the criteria: the following indicators are used in various combinations:

- i. formal and informal writing assignments
- ii. repeated written assignments for comparative purposes
- iii. journals/records
- iv. oral presentations
- v. examinations
- vi. case studies
- vii. collaborative projects
- viii. group discussions

**B. For Goals not addressed in A above:
Faculty Development and Curricular Development**

Faculty in program should continue to develop research and pedagogical methods through attendance at meetings, journal subscriptions, scholarly activities, which include the presentation of papers and workshops, and the publication of articles, books, and creative works.

1. Define criteria for each outcome:

- a. attendance at professional meetings
- b. presentation of research
- c. publications of a scholarly nature
- d. participation in new technologies
- e. applied pedagogical research

a. indicators for each outcome:

- 1. periodic faculty evaluation
- 2. development of new courses and curricular changes
- 3. incorporation of new technologies into new and existing courses
- 4. presentation of papers
- 5. publication of articles, books, and creative works

C. For Each Course: see current copies of each syllabus.

3. Identify Measuring Instruments:

A. Programmatic Instruments:

**PROGRAM ASSESSMENT WORKSHEET
MEASURING INSTRUMENTS**

Departments: Classics, Philosophy, Religious Studies

Degree: BA

Program: Humanities Degree Program; CIP Code:

Date Completed: 1 October 2008

Assessment Measures (Internal)	CL/PHL/RST 200-300 level "intro to the discipline" courses		CL/PHL/ RST 300 level seminars	CL/PHL/ RST 400 level seminars
1. formal & informal writing assignments	X		X	X
2. repeated written assignments for comparative purposes			X	X
3. journals/records	X		X	X
4. oral presentations			X	X
5. examinations	X		X	
6. case studies	X		X	X
7. collaborative projects	X		X	X
8. group discussions	X		X	X

Assessment Measures (External)				
1. graduate surveys				
2. exit interviews				X

B. Course Related Instruments: See current copies course syllabi and matrix above.

C. Compliance with BOT Initiative 3:

N.B. Since this program is unique nationally, no national standards exist which might provide quantifiable evidence that graduates are meeting appropriate standards. In the core courses of the program (CL/PHL/RST 200, 300, 400 level), the internal assessment measures above will be used to evaluate quantitatively and qualitatively those student outcomes (knowledge and abilities/skills) found at pages 3 and 4 of this assessment plan update, labeled "For the Program". Evaluation criteria will be determined for each of the standards set forth there.

Chart I Assessment Summary
Marshall University
Assessment of Student Outcomes: Component/Course/Program Level
5 year summary

Program Goals: The Humanities Assessment Plan provides for an evaluation of teaching and learning according to areas of fundamental knowledge and abilities/skills which Humanities majors need to demonstrate at the point of their graduation. These areas of fundamental knowledge and abilities/skills, common to the program, have been expanded to explain in addition the knowledge and skills in each particular option (Classics, Philosophy, Religious Studies) which graduates must demonstrate. Similarly faculty goals have been developed for the program and for individual disciplines. These goals had been in place for six years when they were evaluated in the fall 2003 as part of our program review (see previous section/appendix VIII).

In the fall 2004, however, we reorganized our goals by kinds of skills and made minor changes to them. The following are **the revised goals**:

I. Rhetorical Skills:

1. The ability to interpret thinking and texts with attention to important literary elements.
2. The ability to create oral and written discourse with attention to topic, development, argument, counterargument, validity, and critical perspective.

II. Critical Thinking Skills:

3. The ability to analyze texts written from different perspectives and for different purposes.
4. The skills of exploring and fairly comparing evidence and reasoning for conflicting viewpoints.
5. The ability to re-examine a critical position from multiple and sometimes competing perspectives.

III. **Informed Openness to Multiple Perspectives**

6. The ability to define any thinking or text as a product of human beings and as a window to the nature of its human author(s) and audiences(s).
7. The ability to imagine any thinking or text as an insight into the world.
8. The skills of openness to different personal and cultural viewpoints within the context of a multicultural world.

IV. **Field-Specific Research Skills**

9. The ability to write and speak effectively from a humanities perspective or from perspectives for different purposes and different audiences.
10. The ability to use professional humanities (disciplinary) research tools.

The yearly assessment report of October 2004 (page 3) indicates that for AY 2004 – 2005 designated **outcomes 1, 5, and 6** as the focus of careful evaluation of student performance within the team-taught courses.

The yearly assessment report of October 2005 (page 3) indicates that for AY 2005 – 2006 designated **outcomes 2, 4, and 8** as the focus of careful evaluation of student performance within the team-taught courses.

The yearly assessment report of October 2006 (page 1) indicates that for AY 2006 – 2007 designated **outcomes 3, 7, and 9** as the focus of careful evaluation of student performance within the team-taught courses.

The yearly assessment report of October 2007 (page 3) indicates that for AY 2007 – 2008 designated **outcomes 2, 3, and 4** as the focus of careful evaluation of student performance within the team-taught courses.

Component Area/Program/Discipline: Humanities Program

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Method of Assessment	Standards/Benchmark	Evaluation	Conclusion/Action Taken
1. the ability to interpret thinking and texts with attention to important literary elements [AY 2004 – 2005]	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Just about two-thirds of students performed competently, and about one-third performed in the excellent range	(Faculty approved plan to evaluate deeply and carefully only three outcomes per year, beginning AY 2004-2005) Faculty were pleased with this outcome, yet resolved to make sure that more students move into the excellent category.

<p>2. the ability to interpret thinking and texts and create oral and written discourse with attention to topic, development, argument, counter-argument, validity and critical perspective [AY 2005 – 2006]</p>	<p>Classics, Philosophy, Religious Studies faculty</p>	<p>Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects</p>	<p>Written grading criteria for oral and written projects which represent abilities/skills. In the 492 class only, this was subdivided into (a) consistently and relevantly reasoned discourse, (b) consistent/relevant discourse together with critical argument and critical perspective, (c) critical argument/perspective.</p>	<p>In the 491 course (14 students), about 50% performed in the excellent, 40% in the competent, and 10% in the deficient range. In order to evaluate what students knew about effective writing (that is, what knowledge that they brought with them from other classes), faculty in this course experimented with the assessment process by providing instruction on only essay content and not on form and process. In the 492 course (19 students), on 2(a) about 40% performed in the excellent, 50% in the competent, and 10% in the deficient range; on 2(b) about 35% performed in the excellent, 35% in the competent, and 30% in the deficient range; on 2(c) about 33% performed in the excellent, 33% in the competent, and 33% in the deficient range.</p> <p>The courses were roughly equivalent on 2(a); on 2(b) averaged to about 40% excellent, 40% competent, and 20% deficient; on 2(c) averaged to about 40% excellent, 35% competent, and 25% deficient.</p>	<p>Humanities faculty resolved to make the development of a clear and logical line of argument a stated objective in all courses that are outside the interdisciplinary, team-taught courses and feed into them and to focus special attention on meeting this objective in these courses.</p>
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<p>2 (Cont.). the ability to interpret thinking and texts and create oral and written discourse with attention to topic, development, argument, counter-argument, validity and critical perspective [AY 2007 – 2008]</p>				<p>In the 490 [AY2007 – 2008] (9 majors) on 2 (a) 35% excellent, 50% competent, and 15% deficient; on 2(b) 40% excellent, 35% competent, and 25% deficient; on 2(c) 40% excellent, 25% competent, and 35% deficient. In the 491 (12 majors) on 2(a) 33% excellent, 35% competent, and 32% deficient; on 2(b) 33% excellent, 33% competent, and 33% deficient; on 2(c) 25% excellent, 33% competent, and 42% deficient.</p>	<p>Critical, comparative, and evaluative thinking is less good than consistency within a viewpoint, but improved from previous assessment (2005 – 2006). Faculty will continue working on this for further improvement. Consistency worsened to level of critical and comparative thinking, and brought it back to poorer level of 2005-06. The faculty will keep an eye on that and chart future measurements to see what the trend really is.</p>
<p>3. the ability to analyze texts written from different perspectives and for different purposes [AY 2006 – 2007]</p>	<p>Classics, Philosophy, Religious Studies faculty</p>	<p>Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects</p>	<p>Written grading criteria for oral and written projects which represent abilities/skills</p>	<p>Students performed at competent to excellent levels (one year deficient to excellent)</p>	<p>Continue with present teaching and testing processes</p>
<p>3 (Cont.). the ability to analyze texts written from different perspectives and for different purposes [AY 2007-2008]</p>				<p>In the 490 (9 majors) on 3: 40% excellent, 40% competent, 20% deficient. In 491 (12 majors on 3: 33% excellent, 35% competent, 32% deficient.</p>	<p>Similar to AY 2006-2007, so continue according to plan. This is a bit worse than previous courses. Faculty need to keep an eye on this, and check for trend.</p>

<p>4. the skills of exploring and fairly comparing evidence and reasoning for conflicting viewpoints [AY 2005 – 2006]</p>	<p>Classics, Philosophy, Religious Studies faculty</p>	<p>Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects</p>	<p>Written grading criteria for oral and written projects which represent abilities/skills</p>	<p>In the 491 course (14 students), about 60% performed in the excellent, 30% in the competent, and 10% in the deficient range. In the 492 course (19 students), roughly 33% performed in the excellent, 33% in the competent, and 33% in the deficient range.</p> <p>The courses averaged to about 40% excellent, 35% competent, and 25% deficient.</p>	<p>Humanities faculty were pleased with student outcomes for this objective and resolved that continuing strong teaching toward this objective would increase the number of students performing at the excellent level.</p>
<p>4 (Cont.). the skills of exploring and fairly comparing evidence and reasoning for conflicting viewpoints [AY 2007 – 2008]</p>				<p>In 490 (9 majors) on 4: 40% excellent, 25% competent, 35% deficient. In 491 (12 majors) on 4: 25% excellent, 33% competent, 42% deficient.</p>	<p>On average students were significantly worse than average of 2005 – 2006. The faculty needs to focus more attention on comparative and evaluative thinking.</p>

<p>5. the ability to re-examine a critical position from multiple and sometimes competing perspectives [AY 2004 – 2005]</p>	<p>Classics, Philosophy, Religious Studies faculty</p>	<p>Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects</p>	<p>Written grading criteria for oral and written projects which represent abilities/skills, in particular by these standards (junior level class only): a)the accuracy with which the student presents the author’s views and reasoning; b)the quantity of the student’s evidence and reasoning for the sense of the author’s and her own views (emphasis on evidence/reasoning; c)the student’s consideration of and response to the conflicting views and reasoning she presents in her written project when she justifies her own views.</p>	<p>In the junior-level course, roughly one-third performed in the excellent, one-third in the competent, and one-third in the deficient range. Professors noted that 15 of the 20 students improvement over the course of the semester. In the senior level course, about two-thirds performed competently; whereas one-third was judged excellent.</p>	<p>Many faculty feel that the mediocre performance in this goal may be the result of poor reading comprehension skills among some students. Also it is acknowledged that only now (as a result of this assessment process) are faculty aware that they need to create more efficient classroom strategies to ensure overall competency and existence in this area.</p>
<p>6. the ability to define any thinking or text as a product of human beings and as a window to the nature of its human author(s) and audience(s) [AY 2004 – 2005]</p>	<p>Classics, Philosophy, Religious Studies faculty</p>	<p>Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects</p>	<p>Written grading criteria for oral and written projects which represent abilities/skills, in particular by this standard (junior-level class only): the quantity of the student’s evidence and reasoning for the sense of the author’s views (with emphasis on both the justification and the sense: the humanly accessible production of different humanly accessible meanings)</p>	<p>In the junior-level course, roughly one-third performed in the excellent, one-third in the competent, and one-third in deficient range. Faculty noted the need to improve teaching and learning in this area. In the senior-level course, about two-thirds performed competently; whereas one-third was judged excellent.</p>	<p>As a result of this process, faculty acknowledge that this goal needs specific work in the classroom to help students improve. This particular goal is central to the three disciplines which cooperate in this program, and faculty agree that careful work must also be done in the introductory courses to ready students for this kind of thinking.</p>

<p>7. the ability to imagine any thinking or text as an insight into the world [AY 2006 – 2007]</p>	<p>Classics, Philosophy, Religious Studies faculty</p>	<p>Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects</p>	<p>Written grading criteria for oral and written projects which represent abilities/skills</p>	<p>In the 493 course (all 9 students) 100% performed in the excellent. In the 494 course (12 students), roughly 93% performed in the excellent, and 1 student (7%) in the competent range. The courses averaged to nearly 100% excellent</p>	<p>Humanities faculty were pleased with student outcomes for this objective and resolved that continuing strong teaching toward this objective would continue the number of students performing at the excellent level.</p>
<p>8. the skills of openness to different personal and cultural viewpoints within the context of a multicultural world [AY 2005 – 2006]</p>	<p>Classics, Philosophy, Religious Studies faculty</p>	<p>Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects</p>	<p>Written grading criteria for oral and written projects which represent abilities/skills</p>	<p>In both courses, roughly 40% performed in the excellent, 40% in the competent, and 20% in the deficient range.</p>	<p>Applying this objective to course writing projects, Humanities faculty recognized that being able to explain counterarguments well is solidly connected with performance of objective 2 (see above). Consequently, they resolved (a) to make the development and evaluation of counterarguments an objective in those courses that are outside the interdisciplinary, team-taught courses and feed into them and (b) to focus special attention on meeting this objective in these courses.</p>

<p>9. the ability to write and speak effectively from a humanities perspective or perspectives for different purposes and different audiences [AY 2006 – 2007]</p>	<p>Classics, Philosophy, Religious Studies faculty</p>	<p>Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects</p>	<p>Written grading criteria for oral and written projects which represent abilities/skills</p>	<p>In the 493 course, roughly 45% (4 students) performed in the excellent and 55% (5 students) in the competent, and 0% in the deficient range. In the 494 course 8 students performed in the excellent, 3 students in the competent, and 2 were deficient.</p>	<p>Applying this objective to course writing projects, Humanities faculty recognized that being able to explain perspective, purpose, and audience well is solidly connected with performance of objective 3 (see above). Consequently, they resolved (a) to make the development and evaluation of counterarguments an objective in those courses outside the interdisciplinary, team-taught courses and feed into them and (b) to focus special attention on meeting this objective in these courses.</p>
<p>10. the ability to use professional humanities (disciplinary) research tools</p>	<p>Classics, Philosophy, Religious Studies faculty</p>	<p>Evaluation is based on student’s application of secondary material in classics and philosophy to individual writing assignments; teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects</p>		<p>Students performed at competent to excellent (two years), deficient to excellent (two years), and advanced abilities (one year)</p>	<p>Continue with present teaching and testing processes</p>