

Religion and Philosophy Department

Program Review

2004-2005

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Religion and Philosophy Department Program Review

Executive Summary

The Religion/Philosophy (RIP) department offers Bachelor of Arts degrees in Religion, Philosophy, and Religion/Philosophy. A Minor is also available in Religion or Philosophy. In addition, the department is closely affiliated with the Peace Studies Program, Off-Campus Religion Programs in Minority Communities, Campus Ministry, the Honors Program, Institute for Multicultural Research and Campus Diversity, the Fasnacht Chair of Religion, the General Education Program, and field studies programs. This review covers only the RIP department on the main campus.

The RIP department takes a leading role in providing Core courses in the UL V General Education Program. The department offers approximately fifteen sections of Values and Critical Thinking for the traditional on-campus population, and oversees the delivery of this course in several off-campus and on-line formats. In addition, the RIP department faculty continually provides new courses needed to fulfill Core 320 and 340 requirements. Examples of these include several versions of Religion and Ecology, Mapping Religion Through Visual Arts, Pathways to Peace, and those listed as Interdisciplinary Honors courses.

The RIP department has four full-time faculty members and a number of adjunct faculty members. During the 2004-2005 academic year 30 majors were being advised by departmental faculty.

The goals of the program include exploration of sampling of religious and philosophical traditions, preparation for graduate school, development of life-long learning skills, and having a voice in curricular decision of the University at large. The assessment of learning outcomes included evaluation of senior projects, senior exit surveys, alumni surveys, syllabi analysis and SWOT interviews of stakeholders.

Following are highlights of findings:

1. Courses are appropriate and sufficient preparation for graduate school, but there is need for more electives covering traditions beyond Christianity, specifically Buddhism and Islam.
2. Critical thinking and writing are emphasized in coursework.
3. Faculty has a strong voice in the University community.
4. Senior project analysis indicates strong writing and integrative skills among students.

Following are highlights of action recommendations:

1. Conduct assessment of student learning more systematically using rubrics and surveys.
2. Introduce electives covering traditions other than Christianity.
3. Maintain better contact with alumni.
4. Address department's capacity needs regarding personnel, space, and library resources.

Outline of Program Review

General profile of the Religion/Philosophy Department

Mission Statement and General Statement of Goals

Learning Outcomes As Related to Relevant Goals

Assessment of Learning Outcomes

Assessment of Departmental Goals Unrelated to Learning Outcomes

Summary of Program Review Results

Action Plans Based on Program Review

Appendices

A Faculty Vitas

B Courses Taught by RIP Department in 2004-5 Academic Year

C Registrar's list of students Who Are Majors in RIP Department

D Profile of Students in the RIP Department

E Course Syllabi

F Course Syllabi Evaluation

G Assessment Strategies per Course Offered in the PIR Department H Alumni Survey Results

I List of Fasnacht Lecturers

J List of Baccalaureate Speakers

K List of Travel requirements And Guest Speakers Related To Courses L Summary

Report of Interviews of Faculty, Staff, and Administrators M Exit Surveys From Class of 2005

N List of Recommendations to Library

O Analysis of RIP Department Budget

P Senior Project Assessment

Religion/Philosophy Department: General Profile

The Religion/Philosophy Department offers Bachelor of Arts degrees in Religion, Philosophy, and Religion/Philosophy. A Minor is also available in Religion or Philosophy. In addition, the department is closely affiliated with the Peace Studies Program, Off-Campus Religion Programs in Minority Communities, Campus Ministry, the Honors Program, Institute for Multicultural Research and Campus Diversity, the Fasnacht Chair of Religion, the General Education Program, and field studies programs.

The Director of the Peace Studies Program is an adjunct member of the Religion/Philosophy Department (RIP) faculty. She attends all department meetings, develops her curriculum in conversation with the (RIP) department faculty, and her instructors are hired through the RIP budget. Students in the Peace Studies Program receive a Minor in Peace Studies and are included in the Senior Project Presentations with the RIP students.

Opportunities are offered through the RIP Department for students in minority communities to continue their education in off-campus locations. This program is the Off-Campus Religion Program and has existed since 1978. The program has its own budget and the Director is also a Full-Time faculty member in the RIP department. There are approximately sixty students and fifteen faculty involved in these programs.

The university Campus Minister is an adjunct member of the RIP department faculty. She is currently the same person who is the director of the Peace Studies Program, though this has not necessarily been the case in the past. She attends all RIP department meetings and involves the department in Campus Ministry activities and planning. An additional full-time RIP faculty member serves on the Baccalaureate Committee.

The RIP department works with the Honors Program in developing interdisciplinary courses like: Religion and the City, The Family in Society, The Good Life. An additional full-time RIP faculty member serves on the Honors Committee.

The RIP department helps to support the Institute for Multicultural Research and Campus Diversity by providing a one course release time for one full-time RIP faculty member in order for him to work with the Institute.

The donations made thus far to the future endowment of a full-time chair in the RIP department have made it possible for the RIP department to sponsor a series of lectures and presentations by outstanding scholars in the fields of Religion and Ethics. The chair of the Fasnacht Committee which oversees these funds is also the Chair of the RIP department, and one other full-time RIP faculty member is also a member of that committee.

The RIP department takes a leading role in providing Core courses in the UL V General Education Program. The department offers approximately fifteen sections of Values and Critical Thinking for the traditional on-campus population, and oversees the delivery of this course in several off-campus and on-line formats. In addition, the RIP department faculty continually provide new courses needed to fulfill Core 320 and 340 requirements. Examples these include several versions of Religion and Ecology, Mapping Religion Through Visual Arts, Pathways to Peace, and those listed as Interdisciplinary Honors courses.

The RIP department provides opportunities for archeological field studies in Winter or Summer Terms. These trips are made possible by one full-time PIR department faculty member and have included traditional age students, other UL V faculty members, and UL V Trustees.

Faculty:

The faculty of the Religion/Philosophy Department is comprised of three full-time professors, one temporary half-time professor, three part-time adjunct instructors and three part-time instructors.

Full-time professors:

Daniel A. Campana, Ph.D. Philosophy of Religion and Theology, Claremont Graduate University

Jonathan L. Reed, Ph.D. New Testament, Claremont Graduate University

Richard A. Rose, Ph.D. Philosophy of Religion and Theology, Claremont Graduate University

Temporary half-time professor:

John Gingrich, Ph.D. Philosophy of Religion and Theology, Claremont Graduate University

Part-time adjunct:

Marshall Osman, Ph.D. Philosophy of Religion and Theology, Claremont Graduate University

Deborah K. Roberts, Ph.D. Candidate in Women's Studies in Religion, Claremont Graduate University

John Khanjian, Ph.D. Old Testament, Claremont Graduate University

Part-time instructors:

Zandra Wagoner, Ph.D. Women's Studies in Religion, Claremont Graduate University

Shannon Beets, Ph.D. Candidate in Women's Studies in Religion, Claremont Graduate University

William Krieger, Ph.D. Philosophy, Claremont Graduate University

The nature of a small department is such that full-time faculty members must be able to teach a broad spectrum of courses within the discipline, however, areas of specialization for our three full-time and part-time adjunct faculty members include: Campana: philosophy of religion and ethics; Reed: New Testament studies and the archeology of Greco-Roman Palestine; Rose: religious pluralism and peace and social justice; Gingrich: process theology; Osman: ancient philosophy and philosophy of emotions; Roberts: peace studies and gender issues; Khanjian: Old Testament/Hebrew Scriptures.

For Publications and professional involvements, see Vitas in Appendix A.

Courses:

The Religion/Philosophy department offers approximately six RIP courses per semester, two RIP courses in the Winter Term, and several sections of Values and Critical Thinking and interdisciplinary courses for the General Education Core requirements or the Honors Program. In addition, RIP faculty are involved in several Independent Study courses each year because a) one requirement for the Philosophy Major is to do an Independent Study on a Major Philosopher, and b) the Senior Project required for all Majors in the department is an Independent Study. Average enrollments for RIP courses was twenty-six in the Fall 2004 semester, thirty-six in the Winter Term 2005, and nineteen in the Spring 2005 semester. Full-time faculty were involved in twenty-two Independent Studies over the course of the 2004-05 academic year.

See Appendix B for a sample compilation of courses taught in the 2004-5 academic year.

Students:

According to the Registrar's records, there are thirty active undergraduate UL V students majoring in one of the degrees offered in the Religion/Philosophy department. During the 2004-2005 academic year 30 majors were being advised by department faculty.

See Appendix C for the list generated by the Registrar's Office.

See Appendix D for specific details regarding this profile.

Secretarial Support:

The Religion/Philosophy department receives secretarial support from Melanie Brown who serves as the Administrative Assistant for the Humanities division, including Modern Languages and English. Her responsibilities include some work for the coordinators of the Honors Program and General Education Program, the Photography department, and support to thirty-four part-time instructors in the Humanities division.

Office Space:

The three full-time and one temporary half-time faculty have their own offices on the first floor of Miller Hall. All part-time instructors in the RIP department share a small office in the basement of Miller Hall and one telephone with all other part-time instructors in the Humanities division. There are thirty-four instructors sharing this office.

The Mission of the Religion/Philosophy Department:

The mission of the Religion/Philosophy Department is to serve students from all academic and professional schools in the university by providing an educational environment in which students will be challenged both academically and personally to become involved in the ongoing dialogue between a broad spectrum of religious and philosophical ideologies. The department, therefore, emphasizes critical thinking and self-awareness while affirming the diversity of perspectives arising from the various religions, philosophies, ethnicities, genders, and sexual orientations comprising the global community. Students will be prepared for further formal education in a graduate school or seminary, and/or to serve the larger community as they pursue career goals.

Consistent with its church-related origin, the Religion/Philosophy department's mission to the greater University of La Verne community includes the promotion of the values explicit in the university's Mission Statement. Specifically, the department stimulates awareness and implementation throughout the university community of the values basic to the university's identity.

Curricular Goals in relation to accomplishing this mission include:

C 1 Offer a range of courses of instruction that offer students the opportunity to explore a representative sample of the religious and philosophical traditions that have had the most formative impact on the history of ideas.

C2 Offer courses that cover the range of material expected by graduate schools and seminaries. C3 Offer courses that hone the skills necessary for success in continued learning. C4 Be a proactive voice in the curricular decisions of the university at large.

Extra-Curricular Goals in relation to accomplishing this mission include:

EC 1 Create and maintain opportunities for learning that take place out of the classroom, like lectures, travel-trips, study abroad opportunities, internships, etc.

EC2 Create and maintain opportunities for community service and inter Cultural/international experiences for students in and outside of the department.

EC3 Create community-wide opportunities for stimulating awareness of the university's values and identity.

Personnel Goals in relation to accomplishing this mission include:

PI Hiring faculty who model to students the kind of academic and personal integration described in the mission of the department.

P2 Hiring faculty who bring with them the kinds of expertise to achieve curricular and extra-curricular goals. P3 Providing faculty with resources to accomplish curricular and extra-curricular goals. P4 Providing faculty with resources necessary for them to model the value of continued

intellectual growth and participation in the intellectual community.

P5 Provide faculty enrichment.

Learning Outcomes as Related to Relevant Curricular and Extra-curricular Goals

Goal C1:

> Offer a range of courses of instruction that offer students the opportunity to explore a representative sample of the religious and philosophical traditions that have had the most formative impact on the history of ideas.

Learning Outcomes:

<Students will acquire a basic knowledge of the historical development of western philosophy, the major figures, and the major issues.

<Students will acquire a basic knowledge of the origins of Christianity and the development of the various Christian theologies: the major figures and the major issues.

<Students will develop an awareness of non-western religious and philosophical traditions.

Goal C2:

> Offer courses that cover the range of material expected by graduate schools and seminaries.

Learning Outcomes:

<Students will obtain admission to quality graduate schools.

Goal C3:

> Offer courses that hone the skills necessary for success in continued learning. Learning Outcomes:

<Students will perform well in graduate schools.

<Students will practice habits of continuing their own education whether formally or not.

<Students will use their skills in their job setting.

Extra-Curricular Goals in relation to accomplishing this mission include:

Goal EC1:

> Create and maintain opportunities for learning that take place out of the classroom, like lectures, travel-trips, study abroad opportunities, internships, etc.

Learning Outcomes:

<Students will be exposed to high quality scholars in religion and philosophy. <Students will develop an awareness of inter-cultural issues in religion and philosophy. <Students will obtain practical experience in an internship setting.

Goal EC2:

> Create and maintain opportunities for community service and inter-cultural/international experiences for students in and outside of the department. Learning Outcomes:

Learning Outcomes:

<Students will develop an awareness of inter-cultural issues in religion and philosophy.

<Students will obtain practical experience in an internship setting.

Where Specific Learning Outcomes Are Being Addressed And How Outcomes Are Assessed

Learning Outcomes related to Goal C1:

<Students will acquire a basic knowledge of the historical development of western philosophy, the major figures, and the major issues. <Students will acquire a basic knowledge of the origins of Christianity and the development of the various Christian theologies: the major figures and the major issues. <Students will develop an awareness of non-western religious and philosophical traditions.

Addressed:

>In course material. See Appendix E for Course Syllabi and Appendix F for Course Syllabi Evaluation.

Assessed:

>By strategies particular to each course. See Appendix G for a breakdown of assessment strategies per course.

Learning Outcomes related to Goals C2 and C3:

*<Students will obtain admission to quality graduate schools.
<Students will perform well in graduate schools.
<Students will practice habits of continuing their own education whether formally or not.
<Students will use their skills in their job setting.*

Assessed:

>By Alumni Survey. See Appendix H for relevant Alumni Survey results.

Learning Outcomes related to Goal EC1 and EC2:

<Students will be exposed to high quality scholars in religion and philosophy. <Students will develop an awareness of inter-cultural issues in religion and philosophy. <Students will obtain practical experience in an internship setting.

Addressed:

>By sponsoring guest lecturers in specific classes. See Appendix K for list.
>By bringing quality scholars to the campus through the Fasnacht Lecture series and the Baccalaureate speakers. See Appendices I and J for lists.
>By providing archeological field trips.
>By incorporating travel trips into specific courses.
>By encouraging study abroad through BCA.
>By encouraging participation in Summer Service and other internship and community service programs.

Assessed:

- >Course-related travel trips are assessed within the framework of the course.
- >Summer Service and internship opportunities are assessed through these programs' own methods.
- >Alumni Survey questions indicate the students who have taken advantage of these types of opportunities. See Appendix H for relevant Alumni Survey questions.

Assessment of Curricular, Extra-Curricular, and Personnel Goals Not Related to Learning Outcomes

C4 Be a proactive voice in the curricular decisions of the university at large. Assessed:
>In terms of faculty involvement on university committees. See Appendix A for faculty Vitas.

EC3 Create community-wide opportunities for stimulating awareness of the university's values and identity.

Assessed:

>See Appendix I for list of Fasnacht Lecturers.

>See Appendix J for list of Baccalaureate speakers.

>See Appendix K for list of guest speakers brought onto campus for classes.

>See Appendix A for faculty Vitas and participation of faculty in speaking opportunities on campus.

P1 Hiring faculty who model to students the kind of academic and personal integration described in the mission of the department.

P2 Hiring faculty who bring with them the kinds of expertise to achieve curricular and extra-curricular goals.

P3 Providing faculty with resources to accomplish curricular and extra-curricular goals.

P4 Providing faculty with resources necessary for them to model the value of continued intellectual growth and participation in the intellectual community.

P5 Provide faculty enrichment.

Assessed:

>See Appendix A for relevant information on faculty Vitas.

>See Department Profile.

Summary of Program Review Assessment Results

Introduction:

The Program Review for the Religion/Philosophy Department is a living document. As such, its value lies not only in the snapshot it provides of the department over the past five years (Fall 1999-Spring 2005), but more importantly in the processes created and the goals generated in the development of the document.

New processes created for the purpose of on-going program review include: a Course Syllabi evaluation process, a strategy for contacting and surveying department alumni, a rubric for formal evaluation of course syllabi, a rubric for formal evaluation of student Senior Projects, and a system for surveying exiting seniors.

Current Status of the Department: Curricular Goals

C1 Offer a range of courses of instruction that offer students the opportunity to explore a representative sample of the religious and philosophical traditions that have had the most formative impact on the history of ideas.

The analysis of Course Syllabi (Appendix F) indicates that RIP courses are strong in History and Diversity, as well as broad in scope. The result of interviews taken regarding perception of the department (Appendix L) indicate that there is a perceived need for more courses covering religious traditions beyond Christianity, specifically Buddhism and Islam. Alumni Survey results* (Appendix H) indicate agreement that courses offered are appropriate and sufficient preparation for graduate school work, however they also indicate that there are not enough electives offered in the department.

C2 Offer courses that cover the range of material expected by graduate schools and seminaries.

C3 Offer courses that hone the skills necessary for success in continued learning.

In addition to the indication that department courses are appropriate and sufficient preparation for graduate school work, both Alumni Survey results and anecdotal data show that graduates from the PIR department who seek acceptance to a graduate school are very successful in being admitted to outstanding graduate schools. Analysis of Course Syllabi (Appendices F & G) indicates that RIP department courses emphasize critical thinking and writing. The analysis also indicates that there is a broad spectrum of expectations regarding reading. There is a need for student profile information and an evaluation of senior projects in order to better assess the extent to which this goal is being met.

C4 Be a proactive voice in the curricular decisions of the university at large.

The full-time faculty of the RIP department directly influence the curriculum of the university at large by participation on numerous committees that deal with curricular issues (See faculty Vitas, Appendix A). Some specific examples include, Campana: Undergraduate Academic Policies Committee, Reed: Faculty Representative to the Board of Trustees, Rose: MOSAIC cultural institute.

Current Status of the Department: Extra-Curricular Goals

EC1 Create and maintain opportunities for learning that take place out of the classroom, like lectures, travel-trips, study abroad opportunities, internships, etc.

EC3 Create community-wide opportunities for stimulating awareness of the university's values and identity.

The following courses require off-campus field trips (see Appendix K for details):

REL 100, REL 305, REL 311, REL 335, REL 339, 349, CORE 320 Pathways, CORE 320 Family, CORE 320 City, CORE 340.

The following are travel trip courses (see Appendix K for details):

REL 339 Israel, CORE 320 India, HUM 320 Mexico.

Because two of the three full-time RIP department faculty have served as the BCA director in Marburg, Germany and all three have taken UL V students abroad for non-BCA related trips, the faculty are strong advocates for international experiences. Alumni Survey results* and anecdotal data indicate that a relatively high percentage of RIP department students take advantage of opportunities for international travel or study trips. The following is a list of speakers classes to which guest speakers have been invited in order to expose students to other perspectives and scholarship (see Appendix K for details):

REL 100, REL 331, REL 349, CORE 320 Family, CORE 320 City.

The RIP department is active in bringing top scholars to the UL V campus through the Fasnacht Lecture Series (Appendix I) and the Baccalaureate program (Appendix J).

Though the opportunity for community service is provided through the university's general education program, it would be desirable to link more community service opportunities with the department. Rose's inner-city summer intern program in 2003 and the on-going Summer Service program available through Campus Ministry are good examples of this idea.

With the closing of the archeological project in Israel and the closing of the university's campus in Greece, there is a need to develop new opportunities for these types of courses.

Current Status of the Department: Personnel Goals

P1 Hiring faculty who model to students the kind of academic and personal integration described in the mission of the department.

P2 Hiring faculty who bring with them the kinds of expertise to achieve curricular and extra-curricular goals.

Faculty Vitas (Appendix A) indicate that the full-time RIP department faculty are very active in their professional fields and societies as well as in numerous forms of community service. They model the scholarship and personal values that the department seeks to cultivate in its students.

The result of interviews taken regarding perception of the department (Appendix L) indicate that there is a perceived need for: a female faculty member, a faculty member whose expertise is solely philosophy, more diversity in the graduate schools from which the RIP faculty come, and a better Full-time to Part-time faculty ratio. Given enrollment

numbers in upper division courses (Appendix B) and budget constraints (Appendix 0), this is unlikely to be addressed.

P3 Providing faculty with resources to accomplish curricular and extra-curricular goals.

P4 Providing faculty with resources necessary for them to model the value of continued intellectual growth and participation in the intellectual community.

P5 Provide faculty enrichment.

There is a need for office space for Part-time faculty.

Budget analysis (Appendix 0) indicates that there is a need for discretionary funds in the department budget to encourage the use of technology in the classroom, guest speakers in the classroom, new videos for classroom use, etc.

General Goals:

The RIP department has researched the current Wilson Library holding for books relevant to their courses and made recommendations to the library (Appendix N).

Goal: Follow through on these new acquisitions.

Student Profile data for the purpose of comparing RIP students with the broader UL V student population is much desired but unavailable due to constraints in the Office of Institutional Research.

Goal: Re-address this issue when that department is functional again.

Increased contact with department alumni is now more realistic.

Goal: Increase the number of contacts and obtaining more successfully administering Alumni Survey.

The department now has an Exit Survey for graduating seniors

Goal: Implement the newly developed Exit Survey and collect data.

The department now has a rubric for formal assessment of Senior Projects.

Goal: Implement the newly developed rubric for formal assessment of Senior Projects and collect data.

Goal: Seek a replacement location for archeologically based courses.

Goal: Seek office space for Part-time faculty.

Goal: Broaden course offerings to include Islam and/or Buddhism.

* Alumni Survey results (Appendix H) are too few to provide representative data.