

ANNUAL PROGRAM REPORT

I. SELF-STUDY

A. Five-Year Review Planning Goals

Below are listed the planning goals established by the department in our last 5-year review. Discussion of these goals is reserved for the following section on progress towards completion.

Curricular:

- i) The department intends to move forward with previous plans to have the department's offerings in Religious Studies adequately recognized.
 - a. The department intends to re-institute two options, one in Philosophy and another in Religious Studies.
 - b. The department also intends to re-introduce the Minor in Religious Studies.
- ii) Revise curriculum to eliminate redundant courses.
- iii) Explore online offerings, including the newly introduced opportunity to allow students to take the Critical Thinking required course online. It is planned that both on-the-ground and online sections will be offered in future in order to allow students the greatest flexibility in fulfilling their A3 Critical Thinking requirement.
- iv) Continue to offer sections of the Critical Thinking course for Concord as needed, with the possibility that an online section might bring students across campuses together in the same online environment.
- v) Maintain commitments to GE both in the distinctive Freshman Clusters and Upper Division Humanities.
 - a. In order to mitigate the impact of the low-capped cluster courses, the department will explore alternative possibilities for scheduling and enrollment caps
- vi) Maintain new programmatic learning outcomes and assess as required.

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- i) Increase number of Tenure Track faculty with expertise in the areas of Philosophy of

v) Maintain commitments to GE both in the distinctive Freshman Clusters and Upper Division Humanities.

- a. Department remains heavily involved in GE through conversion.
 - i. Though the department had committed to being involved in 8 different cluster communities, the GE office has decided to abandon the program going forward on semesters.
 - ii. Almost all upper division and all lower division PHIL courses meet a GE requirement
 - iii. Several of our courses meet each of the three overlays.

vi)

- a. The department moved into the new SF building, with significantly improved facilities
- b. The department now shares a Staffing Center with two other units, and has two full-time staff members
- c. The department successfully joined a School of Global Humanities and Cultural Studies
- d. New photocopiers were installed in the new building
- e. The library liaison continues to petition for increased resources in Religious Studies
- f. Travel funding has remained stable
- g. The department has moved to completely online student evaluations.
- h. Department was awarded \$20,000 for maintaining very high graduation rates.

C. Program Changes and Needs

Overview: Our department has made significant changes to the curriculum and Major requirements with semester conversion in mind. Our task was somewhat lessened by the fact that we had already devised new Program Learning Outcomes which we have mapped to the ILOs and tied to assessment

lower-division C2 courses as our best means of introducing new students to the subject. We do offer a significant number of sections of A3, but this is essentially a methods course that does not serve to introduce students to the topics of Philosophy and Religious Studies.

We added two Concentrations – one in Philosophy and a new one in Religious Studies. Students have had the opportunity to take courses in Religious Studies within our department for many years, but conversion has offered us the opportunity to make these courses clearly distinguishable from other Philosophy courses. Students will now take a BA in Philosophy with a Concentration in one of these two areas.

Reflecting the Religious Studies aspects that have been a part of our department for many years, we have also changed the department's name to reflect its offerings, becoming the Department of Philosophy and Religious Studies in F18. The new visibility of the Religious Studies component of our programming is likely to attract more students; over the past decade, many students have expressed surprise at discovering that we offered Religious Studies courses.

After discussions with the Health Sciences program, we also plan to expand our offerings in Bioethics in order to help meet the demand for this course among Health Science Majors. Being a new requirement for their program, there is now a recognized need for a dedicated faculty member to handle this substantive number of students. We hope to add a new tenure-track faculty member in the area who would be able to serve as a liaison between our departments and manage the large number of sections for conformity.

Our last two 5-

D. Assessment Plans for Next Year

The department is due to conduct a five-year review in 2019-2020 and in so doing will conduct a full review of all assessments done since our previous five

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends:

The ratio between regular faculty and lecturers is heavily skewed towards lecturers. This trend has worsened considerably since 2012. The worsening was noted in last year's report, but has worsened yet again since then (moving from about 60% to 76%!). We are in desperate need of additional regular faculty. Adding two new tenure-track faculty will stabilize the department.

instruction from committed regular faculty who have the time and resources to offer extra attention and advising beyond that which lecturers are capable and contractually obligated.

: With an SFR of 30.7 in 2017, we maintain one of the

that informs nursing, medicine, pharma, as well as the increasingly important realm of death, dying, and hospice. This faculty member would be expected to work collaboratively with faculty in Health Sciences not only with this particular course, but to advise students in the area and to conduct collaborative research and substantial outreach to the community at large. We attach a letter of support for this request from the department of Health Sciences.

With only 3.8 regular faculty by head count, a number which drops to 3 when considering the absence of this member for duties as CFA president, we have the lowest number of regular faculty in any department in the university. We are teaching more students with less regular faculty than other departments. Our department is serving a high number of students and we require a commensura