University of Tennessee at Chattanooga

Department of Philosophy and Religion

2019-2020 Self Study

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Preface

In 2018, the Department of Philosophy and Religion set forth a vision for its work:

> The vision of UTC's Department of Philosophy and Religion is to provide truly
> *global* coverage of the philosophical and religious traditions of the world to our
> majors, the UTC student body, and the Chattanooga community. Expansive study of
> religious traditions and philosophical reasoning are both needed to navigate a
> complex global world and to be able to digest, interpret, and analyze that world. (See
> Appendix 0.1 Vision PR Department)

Though this vision was articulated in 2018, it was not a new idea for us. This has been and
continues to be our department's central aim, and we are hopeful that the materials presented
in this self-study will demonstrate our ongoing success in this.

Findings of Previous Program Review:

The 2014 program review of our department went very well. The reviewer stated that our
department ranked in the top 5%-10% among similar state university departments. Among
the specific strengths highlighted in the review were:

--that our faculty members are enthusiastic and highly skilled teachers,

--that we were very active in research,

--that we offered, on the whole, a solid curriculum to our students,

--that we offered excellent advising to our students,

--that we provided valuable service to UTC through applied philosophy courses that
serve other majors

--that we provided valuable service to UTC's general education mission.

Indeed, the reviewer found only one substantial weakness in the department. He felt that we needed a tenure-line position in biblical studies, and that the absence of it reflected a significant hole in our religion curriculum. He was aware that we already had a full-time lecturer in biblical studies, but he argued that our majors deserve a tenure-track scholar for such a core area of religious studies. We remain hopeful that we will be allowed to make such a hire in the near future.

Significant Developments:

The Merger. Surely our department's biggest change in the last five years took place in the fall of 2015 when our department was merged with the Department of Modern and Classical Languages and Literature. Though each department kept its own name, the two were combined administratively as a cost-saving measure. We have one department head over the two departments, with an associate head from each department to assist the head in various ways. Our two departments also share an administrative assistant, Evelyn Murray. Evelyn was formerly the administrative assistant just for Philosophy and Religion, but now admirably juggles the responsibilities of both departments.

The merger was not met with much enthusiasm initially, and the first year was awkward to say the least. Faculty struggled to understand the obligations and prerogatives of the department head and the new role of the associate head for Philosophy and Religion. These difficulties were worked through and the situation has largely been harmonious for the last three years. We continue to believe, however, that the combining of the two departments does not represent an ideal situation. It would be better if the two departments could un-merge and regain their administrative autonomy, and we are holding out hope that, as our

major grows, the administration will reconsider the merger and restore things to the way they were. In the meantime, though, the merger, while still somewhat awkward, is workable, and day to day life for our faculty and students is not greatly disrupted.

5-Year Vision. In 2018, our department developed a 5-Year Vision for its activities. In addition to the basic vision quoted above, we set forth four goals that we will pursue over the next few years. The goals are:

1. The Department of Philosophy & Religion will lead the university in providing first-class research in global philosophical and religious studies scholarship that makes our department a flagship department for excellence in humanities research.

2. The Department of Philosophy & Religion will transform our students with innovative learning experiences that enliven and enrich their scholarship.

3. The Department of Philosophy & Religion will enrich the university with interdisciplinary partnerships.

4. The Department of Philosophy and Religion will grow its major by expanding its recruitment and retention efforts.

We believe that pursuit of these goals will greatly enhance our department's stature at UTC and keep us thriving into the future.

Major Growth. Our number of majors has grown by approximately 50% over the last few years. From 2014-2017, our total number of majors averaged around 35 each year. However, in the fall of 2018, we saw a noteworthy increase to 49 majors, and as of fall 2019 we have 51 majors (see Appendix 0.2 Number of Majors). It bears mentioning that we had 14 graduates in 2018-2019, which is the largest number of graduates we have had in a single

year in at least 10 years. And even though we had this large number of graduates last year, that didn't deplete our number of majors. We still experienced a net growth of two majors from last year to this year.

In keeping with Goal four of our vision statement, we have stepped up our recruiting efforts in the last three to four years. We write letters to students who do well in our lower division classes to encourage them to consider majoring in philosophy or religion. We also present our program to students as an excellent second major to complement other majors, and a significant part of our growth has come from students choosing one of our major tracks as a second major. We have made use of university advertising to present our program to UTC students, and we have created flyers and other materials to promote our majors.

We have also experienced significant growth in the number of students minoring in philosophy or religious studies. Anyone completing a B.A. at UTC is required to have a minor in something. In the fall of 2014 we had 33 minors, but as of fall 2018 we had 41 (see Appendix 0.3 Number of Minors). A department's number of minors is also an important measure of a department's contribution to the University.

Faculty Changes. Professor Stephen Eskildsen, who taught Asian religions for us, left our department in May of 2017 to take a position at another university. We were pleased that UTC allowed us to make a tenure-line hire to replace Dr. Eskildsen, and we successfully hired Dr. Jaclyn Michael to take his place beginning in fall of 2018. In addition to possessing broad competence in Eastern religions, Dr. Michael has a strong scholarly interest in Islam.

In May of 2018, Dr. John Fitzpatrick, who had been a philosophy lecturer for us for several years, left the department. UTC allowed us to replace Dr. Fitzpatrick by hiring another lecturer in philosophy, Dr. Lucy Schultz, in fall of 2019. Dr. Schultz brings expertise in environmental philosophy to our department and will be teaching (among other things) our Values and the Environment course (PHIL 4840), which is of interest to our majors and is also required for Environmental Science majors and thus provides a service to that department as well.

Advising for Humanities: Liberal Arts. In the fall of 2018, the department of Philosophy and Religion took on the advising responsibilities for those students majoring in Humanities on the Liberal Arts track, as well as for students minoring in this track. The Humanities major is an interdisciplinary major in which students take courses from any of the humanities disciplines to construct an individualized major that aligns with their interests. There are two tracks to this major: a liberal arts track and an international studies track. There are currently 17 majors in the liberal arts track, as well as several minors. This change has increased our advising duties somewhat, but since philosophy and religion are two of the core humanities disciplines, taking on these responsibilities is in many ways a very natural fit for our department. Also, since the Humanities program does not have its own department, humanities majors do not really have a home department. We are making efforts to include these majors in our department activities so that they can have a stronger sense of being part of a department.

Change to Major Requirements. Beginning in the 2017-2018 academic year, we stopped requiring our majors to complete a senior thesis. The thesis requirement was a part of our major for many years, but the exercise was frankly not helpful for many of our students and

was increasingly onerous for faculty to oversee. We still encourage our majors to consider writing a thesis, especially those who aspire to any type of graduate school, but students are now left to choose for themselves.

I. Learning Outcomes

1.1 Program and student learning outcomes are clearly identified and measurable.

Our department has specified five learning outcomes for its Philosophy major and five nearly identical outcomes for its Religion major. For the Philosophy side of the program, the outcomes are:

1. Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.
2. Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.
3. Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.
4. Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.
5. Students will be able to discuss contemporary philosophical problems and their significance locally and globally.

And for the Religion side of the program, the outcomes are:

1. Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.

2. Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.

3. Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.

4. Students will know the significant historical figures and multiple perspectives that have influenced religion on a local and global basis.

5. Students will be able to discuss contemporary religious issues and their significance locally and globally.

Philosophy and religion students should possess strong critical thinking and reading comprehension skills, be able to analyze complex ideas, and work adeptly with competing viewpoints. Thus, we feel the above outcomes reflect the broad range of skills that graduates in philosophy and religion should develop, and if they do develop in these areas, they will be well-equipped for a variety of career options.

Our learning outcomes are well-integrated into the content of our courses. The outcomes include skills that are so central to the study of both philosophy and religion that students would scarcely be able to take our classes without receiving significant exposure to them. Our syllabi frequently list some or all of the learning outcomes as objectives for their respective courses, and we consciously seek to design assignments and class discussions around fostering the development of skills related to the outcomes. For examples, see the syllabi for PHIL 2110, PHIL 2310, PHIL 3110, PHIL 3510, PHIL 3530, REL, 2110, REL 3340, REL 3620, REL 4670, and REL 4840 in Appendices 1.1-1.10 Sample Syllabi.

In addition to establishing these outcomes, we have created curriculum maps that display which of the outcomes are worked on in each of our required courses and what level of proficiency we expect students to develop related to those outcomes (see Appendix 1.11 Curriculum Map with Learning Outcomes). For example, in our PHIL 3110 course (Symbolic Logic), we work on Outcomes 1 and 3-5. Outcome 2 is not covered in that course, since, as it is a course in formal logic and very much like a math course, there is not much of a research and writing component to the course. The Curriculum Map further shows that we expect students in that course to develop strong competence with respect to Outcome 3, which is a central focus of the course, while the course only seeks to introduce students to Outcomes 4 and 5. By contrast, in the PHIL 3510 course (History of Ancient Greek and Roman Philosophy), we work on all five outcomes, and expect students to at least practice Outcomes 1-3 and develop competence with Outcomes 4 and 5.

1.2 The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.

To evaluate how well we are meeting the outcomes, we assess a sampling of our courses each year. We choose specific courses to evaluate, and within each course we select one or two outcomes to assess. The professor of the course selects an assignment(s) or test that will provide a good indication of how well an outcome has been fulfilled. The professor then sets target performance values on the test or assignment(s) as a measure of how effectively the outcome is being met. To illustrate, we assessed Philosophy Outcome 3 in our PHIL 2110 class (Logic, Language, and Evidence) in 2017-2018. We used the first exam as our assessment device. We set a goal of having 60% of the class score 24 out of 30 on this exam. We met and even slightly exceeded this goal (64.5% of students hit the mark) and thus felt this was a good indication that the course was effective in fostering student success with

respect to Outcome 3. Appendices 1.12-1.17 Assessment Reports contains this report and several other of our assessment reports from recent years. As the reports demonstrate, if in a given course, we believe that the outcome being assessed is not reached, we implement measures to improve the next time.

1.3 The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.

The University has only recently mandated that these assessments be performed yearly, and so our reports only go back four years. Our plan, in keeping with UTC's assessment guidelines, is to evaluate all of our outcomes in this way at least once in every 5-year period. This will ensure that we are continually working on ways of improving our instruction so as to better accomplish our outcomes. As an illustration, Philosophy Outcome 3 was assessed in the PHIL 2110 course three years in a row. In 2015-2016, only 53.8% of the class reached the target value, and measures were implemented to improve instruction of that material. The following year saw an improvement to 59.8%, just slightly below the target measure. But in the next year, as described above, after still more emphasis on developing the requisite skills, we surpassed the measure by reaching 64.5%. We are, then, actively seeking to utilize our assessment of our learning outcomes to improve our instruction.

1.4 The program directly aligns with the institution's mission.

Our learning outcomes align well with UTC's institutional goals and the goals of the College of Arts and Sciences. UTC's goals, as expressed in its 2015-2020 Strategic Plan are:

1. Transform lives through meaningful learning experiences.

2. Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives.

3. Ensure stewardship of resources through strategic alignment and investments.

4. Embrace diversity and inclusion as a path to excellence and societal change.

And the College of Arts and Sciences (CAS hereafter), of which the Department of Philosophy and Religion is a part, has articulated these goals:

1. This College leads the university, community, and region in providing an essential liberal arts and sciences education that prepares students for an increasingly global context and economy.

2. The College of Arts and Sciences values and promotes human achievement in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts.

3. The College of Arts and Sciences embraces cultural and intellectual diversity.

4. The College of Arts and Sciences cultivates new knowledge through research (theoretical and applied) and creative activities that engage students, faculty, and community partners.

5. The College of Arts and Sciences must establish its identity and value on campus, in the community, and beyond.

Our Outcomes 1-3 (from both sides of the Department) promote the development of foundational intellectual skills, such as analyzing complex ideas and theories, research and writing, and critical thinking. These skills are vital to nearly all other academic pursuits and it is clear that they support several of the goals of UTC and CAS. The institutional and college goals aim to provide rich, meaningful learning experiences to students and encourage

them in scholarship (UTC Goals 1 and 2, CAS Goals 1, 2, and 4), and these goals are well-served by our learning outcomes. Further, our Outcomes 4 and 5 promote both UTC and CAS's goals of embracing cultural and intellectual diversity (UTC Goal 4, CAS Goal 3). These outcomes express our desire to expose our students to global philosophical and religious figures and multiple perspectives on a wide array of issues, and this surely benefits the University's mission of intellectual and cultural diversity.

II. Curriculum

Departmental/Program Curriculum Process

The department conducts a constant review of curricular needs. The curriculum content and organization for both Philosophy and Religion courses are reviewed annually by the tenure-line and tenured faculty members in the department. Philosophy and Religion Lecturers are also consulted, particularly with regard to the courses that they teach.

During the current academic year, we have been particularly busy writing and submitting proposals for recertification of our numerous General Education courses. All of the current year's proposals have passed review by the University's General Education Committee. To supplement our regular courses, we offer a number of special topics courses tailored to our faculty's teaching and research strengths. These courses are listed as PHIL 4910r or REL 4910r and have included classes on the philosophy of David Hume, skepticism East and West, the Koran, conspiracy theories, and aspects of the history of evangelicalism. Students have for some time expressed interest in an increase in such courses, and they have for the most part enrolled well. Such upper level courses ensure that students are able to receive progressively more challenging courses in terms of depth and rigor, in accordance with Curriculum Criterion 2.8.

In philosophy, our pattern has been to offer multiple sections of Introductory Philosophy (2010) and Introductory Ethics (2210) each semester, and the history of philosophy series (3510 and 3530) each year. The history of philosophy sequence (3510 and 3530) and logic are designed to provide students with a solid foundation for moving on to other courses in our major (see Curriculum Criterion 2.7). The following courses are typically offered once per

year: Logic, Language, and Evidence (2110), World Philosophy (1200), Intro to Asian Philosophy (2120), Biomedical Ethics (2250), Existentialism (2310), and Popular Culture, Religion, and Philosophy (2350). These offerings, along with the recent removal of the thesis requirement, help to ensure that students graduate in a timely fashion in accordance with Curriculum Criterion 2.2. As mentioned above, we have regularly included in our offerings, seminars on special topics, often in response to requests from students.

In religious studies, we have offered the introductory courses (1030 and 1100) and Religions of the East (2110) each semester. In the fall, Biblical Literature I (2210) and the History of Christianity (2140) is offered, and in the spring Biblical Literature II (2220) and Religion in American Life (2360) is offered. At the upper level, we have offered a minimum of two courses in the Western traditions and one in either comparative or Eastern traditions each semester. This section has demonstrated the process by which our department reviews curriculum, including how it is revised and implemented, as well as the schedule of our course offerings (criteria 2.1, 2.2).

Course Syllabi

The major program syllabi discussed in Part One were PHIL 2110, PHIL 2310, PHIL 3110, PHIL 3510, PHIL 3530, REL 2110, REL 3340, REL 3620, REL 4670 and REL 4840. Our department has specified five learning outcomes for its Philosophy major, and five nearly identical outcomes for its Religion major. For the Philosophy side of the program, the outcomes (PLO) are:

> PLO 1.   Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.

PLO 2.   Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.

PLO 3.   Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.

PLO 4.   Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.

PLO 5.   Students will be able to discuss contemporary philosophical problems and their significance locally and globally.

For the Religion side of the program, the outcomes (RLO) are:

RLO 1.   Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.

RLO 2.   Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.

RLO 3.   Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.

RLO 4.   Students will know the significant historical figures and multiple perspectives that have influenced religion on a local and global basis.

RLO 5.   Students will be able to discuss contemporary religious issues and their significance locally and globally.

Philosophy Course Syllabi

In PHIL 2110, PHIL 2310, PHIL 3110, PHIL 3510, and PHIL 3530, the syllabi clearly align with our department's learning outcomes.

For instance, the syllabus for PHIL 2110 lists the learning outcomes as follows.

- Students will improve their ability to articulate complex ideas, theories, and arguments, both orally and in writing. (Meets Philosophy Learning Outcome, PLO, 1)
- Students will learn skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas. (Meets PLO 3)
- Students will know significant historical figures and multiple perspectives that have influenced the field of logic. (PLO 4)

The syllabus for PHIL 2310 lists the following learning outcomes.

Students will…

- Identify the key components of at least one body of thought. (PLO 4)
- Explain and analyze a body of thought. (PLO 1,4)
- Apply the unique perspective of the body of thought to a specific problem or question. (PLO 4, 5)
- Effectively articulate in writing their individual perspective in relation to the body of thought. (PLO 1, 2)

The syllabus for PHIL 3110 lists these learning outcomes.

- Students will improve their ability to articulate complex ideas, theories, and arguments, both orally and in writing. (PLO 1)
- Students will learn skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas. (PLO 3)

- Students will know significant historical figures and multiple perspectives that have influenced the field of logic. (PLO 4, 5)

The syllabus for 3510 describes its course learning outcomes as follows.

- Like any philosophy course, this course should develop your abilities to
  - read carefully (PLO 2)
  - analyze arguments, and (PLO 3)
  - think critically about difficult ideas. (PLO 3)
- More specifically, you should be able to
  - engage in educated discussions about ancient Greek and Roman philosophy, including developing your own informed opinions about these philosophers' ideas both orally and in writing, and, (PLO 1, 2, 4)
  - how you might relate these ideas to your own thinking about yourself, society, and the universe. (PLO 2, 5)

The PHIL 3530 syllabus describes the course learning outcomes as follows.

- Upon completion of this course, students should be able to
  - critically analyze and intelligently evaluate a range of philosophical ideas, perspectives, and arguments from the modern period; (PLO 1, 3, 4)
  - express understanding of such philosophical ideas, perspectives, and arguments on the exams; and (PLO 2, 4)
  - articulate and defend their own perspective in relation to material covered in class. (PLO 1, 2, 5)

These specific course outcomes clearly align with our departmental outcomes. They also demonstrate how our departmental objectives align with Program Review Criteria for Evaluation. Criteria 2.4 (alignment with departmental objectives), 2.6 (analytical and critical thinking skills), and 2.9 (presentation of ideas orally and in writing) should be clear from the above outcomes (specifically, PLOs 1 and 2 meets criterion 2.9, while PLO 3 meets criterion 2.6). Additionally, criteria 2.3 (pedagogical innovations), 2.5 (current issues in the discipline), 2.10 (discipline-specific research methods) are addressed. Faculty regularly make use of new teaching ideas learned at conferences such as the Teaching Hub at the American Philosophical Association conferences, and all faculty use Canvas and other technological features (PowerPoint, videos, memes, etc.) to enhance their teaching (criterion 2.3). All faculty have active research programs that require them to attend conferences and keep up-to-date on journal articles, scholarly monographs, etc., so they understand current standards, practices, and issues in the discipline (criterion 2.5). And finally, students receive discipline-specific library instruction on philosophy research from UTC library faculty in at least one required course, Philosophy 3510, a course which requires that students incorporate several scholarly articles into their midterm and final writing assignments (criterion 2.10).

Religion Course Syllabi

In REL 2110, REL 3340, REL 3620, REL 4670 and REL 4840, the syllabi align with our department's stated student learning outcomes. For example, the syllabus for REL 2110 (Religions of the East) states the student learning objectives for the course. Students will be able to:

- Explain the histories and diverse practices of several Eastern/Asian religious traditions (RLO 1,3,4)

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- Examine the differing claims of religious traditions and people with both empathy and skepticism (RLO 2,4,5)

- Evaluate the relationship between religious commitments and social issues in Asia today (RLO 3,4,5)

- Develop critical thinking skills and expression of personal ideas in writing assignments and in class discussion (RLO 1,3)

The learning objectives here of articulating and explaining the various complex historical ideas and perspectives of multiple local and global Eastern/Asian traditions in both oral and written form conform to our department's stated outcomes, and specifically for religion (RLO).

In REL 3340 (Religion in Southern Culture), the course syllabus states its learning outcomes. Students will be able to:

- Summarize the key religious and cultural developments in the South, from the time of Christopher Columbus to the 21st century (RLO 1,5)

- Identify the key personalities associated with religion and culture in the South, from the 16th century to the 21st century (RLO 4,5)

- Analyze the religious, social, historical, political contexts in which religion in the South expanded, from the beginning of the 16th century to the 21st century (RLO 1,2,3,5)

In this course, assignments include online reading quizzes, which require students to know historical figures and multiple religious perspectives in the South that have influenced American culture. Such assignments are discipline-specific to religion in the South (Curriculum 2.10). Another assignment requires students to articulate in writing what the overall thesis for each of the books used in the course. In the same assignment, students are required to identify the theses of each chapter within the books, and provide documented

evidence that the authors use to back up their arguments. This writing assignment forces students to articulate complex ideas, theories, and arguments for several books on Religion in the South, and fosters critical reasoning skills since they must analyze multiple texts and identify the arguments for each of the books used in this course. Furthermore, this assignment helps develop specific discipline-related research skills by requiring them to read and interpret scholarly materials on religion in the South (Curriculum 2.10). All of these assignments are meant to align with the religion learning outcomes (RLO).

In REL 3620 (Modern Christian Thought), the stated learning outcomes are the following. Students will be able to:

- Summarize the key theological developments (both orthodox and perceived heretical) in Christian thought, from the Renaissance to the 21st century (RLO 1,5)
- Identify the key personalities associated with Christian thought, from the 15th century to the 21st century (RLO 4,5)
- Analyze the social, historical, and theological contexts in which Christian thought developed, from the 15th century to the 21st century (RLO 1,2,3,5)

The assignments for this course both align with the course syllabus learning outcomes and the department's outcomes, and specifically for religion (RLO).

In this course, students are required to read sections from one or more of the three textbooks for this course (both primary and secondary sources), and then provide written answers for questions that the professor has assigned for each class session from those textbook readings. The broad, open-ended questions that the professor provides forces students to understand significant historical figures representative of multiple religious perspectives, some of whom are contemporary thinkers, articulate complex ideas, theories, and arguments in modern

theology, and apply critical reasoning in understanding, analyzing, and discussing these texts (RLO 1,3,4 and (Curriculum 2.6, 2.9)). In another assignment, students participate in a group presentation on an assigned theologian or theological movement. They are required to research this topic (a person or modern theological movement), and articulate orally the contribution that this thinker or movement has made to Christian theology. There is creativity component to this assignment, and so many students choose to use sophisticated technological means to present their data, including video clips, PowerPoint slides, and other visual and audio aids. This assignment aligns with the department's religion goals of being able to articulate complex ideas, theories, and arguments orally, learn organizational and research skills, present their findings, and know and discuss significant historical and contemporary figures and movements that have affected religion locally and globally (RLO 1-5 and Curriculum 2.3, 2.4, 2.9).

These are a few examples of how Religion courses within the department align with our program's student learning outcomes. This is demonstrated through specific stated course learning outcomes from the syllabi, using the appropriate pedagogical methods previously mentioned (presenting video clips, PowerPoint, etc.) to present this information to the class, in the case of REL 3620), allowing opportunities to research topics in religion, foster analytical and critical thinking skills and problem-solving techniques, and requiring the use of both oral and written communication (Curriculum 2.3, 2.4, 2.6, 2.9, and 2.10).

Curriculum Review/Revision Information

Since 2015, the tenure-line and tenured faculty within the department have met at least annually, and have voted to make the following curricular changes:

(1) We no longer require Philosophy or Religion 4994, Senior Thesis in Philosophy or Senior Thesis in Religion. Students now have the option to take an upper-level special topics course in place of the senior thesis. But they also can choose to complete a senior thesis in philosophy or religion, if they choose to do so, and if they are able to secure an advisor within the department who is interested in their topic.

(2) Because of General Education requirements, we recertify all of our General Education courses for General Education credit every three years.

(3) The department also lists special topics courses in Philosophy and Religion in the graduate catalog, but offers no regularly scheduled graduate courses. Occasionally students will enroll in 4000-level courses for graduate credit, and several department faculty members have served on master's thesis committees in Psychology, English, and Environmental Science.

The curriculum has been designed to reflect the priorities discussed above with regard to the major program. In philosophy, the department emphasizes those areas recommended by the American Philosophical Association and also offers courses in areas where faculty have special interests (existentialism and phenomenology, aesthetics, modern European philosophy, ancient Greek philosophy, Asian philosophy, applied ethics, philosophy of religion, etc.). The Philosophy faculty have also been able to offer a number of special topics courses under the Philosophy 4910 rubric. Moreover, Philosophy 4830, Feminist Theory, is cross-listed with Women's, Gender, and Sexuality Studies. Philosophy 4840 is cross-listed with the Environmental Science department as ESC 4840.

In religious studies the curriculum is wide-ranging, including courses in the major world religions (Christianity, Judaism, Islam, and Hinduism) and special topics issues that require comparative approaches (Religion in the South; Mysticism East and West; Psychology of Religion). In both disciplines there are introductory courses (Philosophy 1010 and 1020, Philosophy 1200, Philosophy 2010, Religion 1030 and Religion 1100). And REL 4700, Psychology of Religion is cross-listed in Psychology as PSY 4700.

This section has explained any curriculum revision undertaken recently and how specific faculty interests and expertise relate to our department's offerings (2.1).

Catalog Information

The undergraduate major in Philosophy and Religion (B.A.) requires that a student complete 30 hours of coursework in the department. Our majors must also meet the UTC General Education requirements, study a foreign language through the second year, and complete a minor or second major.

Each major in Philosophy and Religion chooses among three concentrations:

(1) The Philosophy concentration requires work only in philosophy and focuses on those areas of philosophy regarded by the American Philosophical Association as central to an undergraduate curriculum: logic, history of Western philosophy, ethics, metaphysics, and epistemology. Certain courses, a logic course (PHIL 2110 or PHIL 3110) and the sequence in the history of Western philosophy (PHIL 3510 and PHIL 3530), are required specifically. All 30 hours must be in courses beyond the 1000-level.

(2) Students choosing the Religious Studies concentration must complete 30 hours in religious studies, with the option of substituting the history of Western

philosophy sequence (PHIL 3510 and PHIL 3530) for two such courses (previously, these two philosophy courses were required of all those choosing this concentration). This substitution option is guided by the understanding that some philosophical expertise is necessary if students are to work effectively. The curriculum in religious studies is balanced between the study of the Western traditions and the history of religions.

(3) The combined concentration requires that a student take 15 hours in philosophy and 15 hours in religious studies. The history of Western philosophy sequence is here again required, in addition to at least two courses from REL 3180 (Modern Judaism), REL 3340 (Religion in Southern Culture), REL 3370 (Interpretations of Religion), REL 3510 (Early Christian Thought), REL 3620 (Modern Christian Thought), REL 4670 (Contemporary Religious Issues), REL 4840 (Holocaust and Genocide), and REL 4920r (Studies in Western Religious Thought).

The design of the program for majors reflects two principal assumptions. First, undergraduate education in philosophy and religious studies should be a liberal education. The major requirements are therefore limited to 30 hours to permit students to construct a significant program of electives or to complete a second major. Secondly, in an area of the United States where few students have been untouched by the influence of religious institutions, it is essential that the department pay careful attention to the interface of philosophy and religious studies. Students have the option to register for a culminating project, either for a single semester, or as a two-semester project under the auspices of the University Honors Program.

Since 1979 the department has also offered an 18-hour minor with two concentrations, one in philosophy and one in religious studies. Their structure is similar to that of the corresponding major concentrations. Since 1987 all students completing a B.A. degree in the College of Arts and Sciences have been required to complete a minor, and we have many minors (41 presently) at UTC.

The department lists multiple regular and special topics courses in philosophy and religion within the 2019-20 undergraduate catalog.

A complete catalog description for our courses may be found on our department's website (Philosophy courses and Religion courses). The catalog descriptions for our major program syllabi identified in this self-study are the following:

PHIL 2110: Logic, Language and Evidence

An examination of accepted forms of reasoning and of the varied ways in which language functions; fallacy, definition, metaphor, and theories of meaning; examples from such areas as science, law, politics, theology, and philosophy; classical and symbolic logic; deductive techniques; induction and deduction contrasted. Offered - Fall semester. (Ensures students will graduate in a timely fashion: criterion 2.2)

PHIL 2310: Existentialism

A survey of existentialist philosophy and literature. Extensive reading and writing. Offered yearly.

PHIL 3110: Symbolic Logic

An introduction to techniques of modern formal logic, including those of sentential logic and predicate logic with relations, identity, and functions. The course will also consider some

important methatheoretic results of first order logic (e.g., soundness and completeness) and select issues in the philosophy of logic. (Offered every other year)

Philosophy 3510: Ancient Greek and Roman Philosophy

Selections from the pre-Socratic through the late Greco-Roman writers, including Plotinus. Emphasis on Plato and Aristotle. Offered - Fall semester.

PHIL 3530: Modern European Philosophy

Rationalism and empiricism as developed by leading thinkers; selections from chief representatives from Hobbes and Descartes through Kant. Offered - Spring semester.

REL 2110: Religions of the East

An introduction to major world religious traditions of Asia, with emphasis on Hinduism, Buddhism, and Confucianism. Offered every semester.

REL 3340: Religion in Southern Culture

Examination of the role of religion in Southern culture, past and present. Attention to the evangelical influence, African-American religion, mountain religion, Southern-based sects, the Pentecostal experience, and the cultural impact of religion in the South. Offered on alternate years.

REL 3620: Modern Christian Thought

Selected movements and figures that have shaped the Christian theological tradition in the nineteenth and twentieth centuries. Offered on alternate years.

REL 4670: Contemporary Religious Issues

Analysis of selected issues, such as church-state relations, fundamentalism, and debates over abortion, that are central to contemporary religious life. Primary attention to the American scene and some cross-cultural comparisons. Offered on alternate years.

Curricular Research Opportunities

The (now optional) senior thesis offers students a unique opportunity to write a research – length paper in a topic of their choosing, providing them with a view of what academic research requires and expects. Students also have the opportunity to enroll in an independent studies course with a faculty member in the department. Both the thesis and the independent study allow students to conduct original research that is supervised by a faculty member, and, in the case of the thesis, be evaluated by a committee of faculty members from the department. Students who take the thesis option are especially meeting criteria 2.8-10, although students who do not opt to complete a thesis are fulfilling these criteria in the ways previously described.

Our students are encouraged to and frequently present at undergraduate conferences. In the last five years our undergraduate students have presented at the National Conference on Undergraduate Research, the Undergraduate Philosophy Conference at Kennesaw State University, the Tennessee Philosophical Association Annual Conference, the Conference on Faith and History, and Research Dialogues at UTC. Students who do presentations are likewise meeting criteria 2.8-10.

General Education

As is the case with many departments in the humanities, we devote a substantial part of our resources and time to offering courses that fulfill the General Education requirement. The following courses are now certified by the General Education Committee:

Humanities and Fine Arts:

Historical Understanding Category:

      Religion 1100

Literature Category:

      Philosophy 2310

      Religion 2210, 2220

Thought, Values, and Beliefs Category:

      Philosophy 1010, 1020, 1200, 2010, 2120, 2210, 2250, 2260, 2310, 2350, 4250

      Religion 1030, 1100, 2110, 2120, 2130, 2140, 2210, 2220, 2350, 2360, 3200

Non-Western Cultures Category:

      Philosophy 1200, 2120

      Religion 2110, 2120, 3200.

III. Student Experience

Student Experience

Since 2014, the Department of Philosophy & Religion has made marked improvements in student retention, student research experience, and student enrichment options. In addition, despite national trends against humanities majors, we have seen growth in graduates in our program (see fig. 1) and recently a much stronger enrollment (see fig. 2).
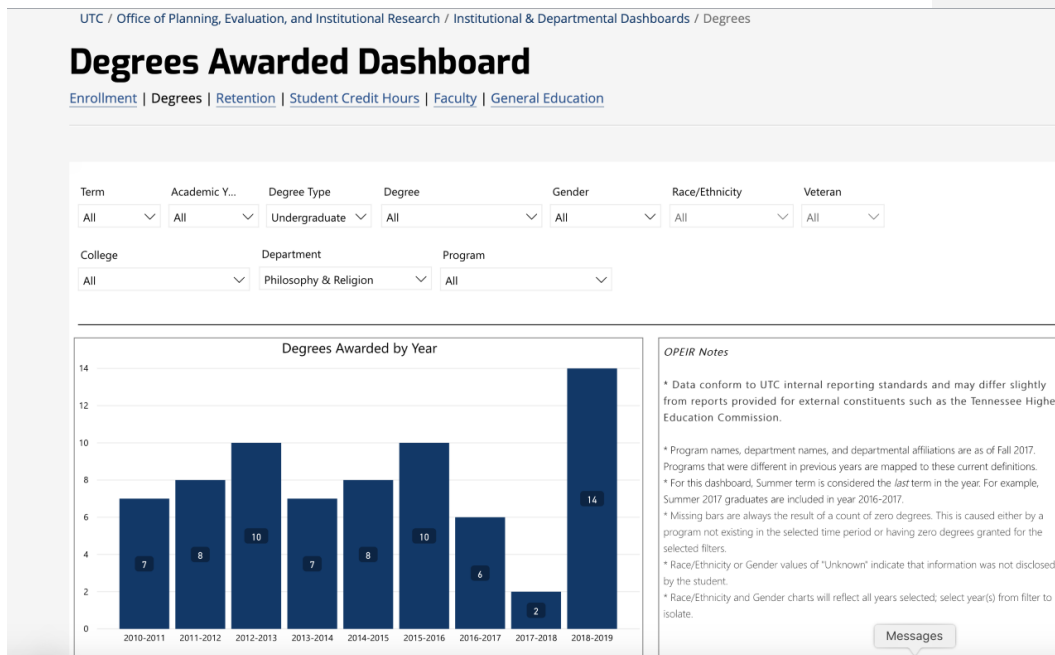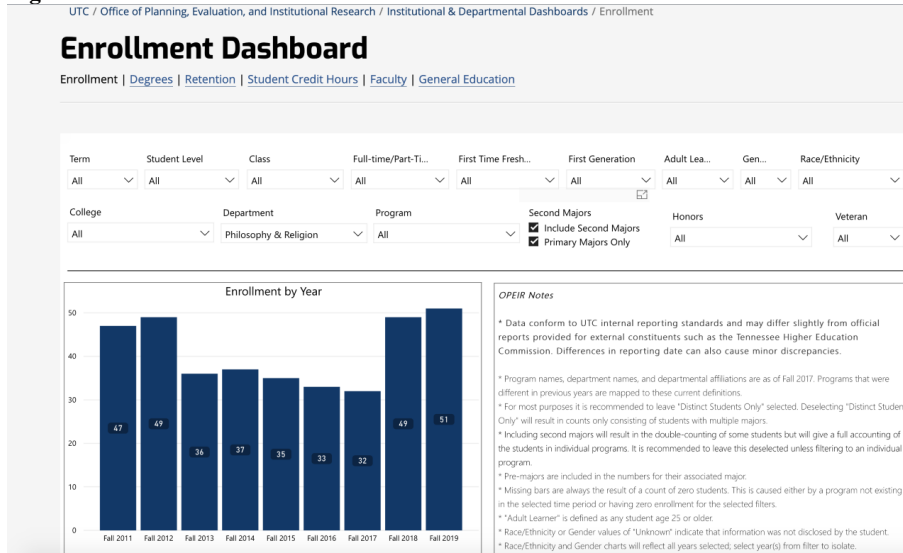
Fig. 1

Fig. 2

Enrollment Dashboard

Enrollment | Degrees | Retention | Student Credit Hours | Faculty | General Education

Term	Student Level	Class	Full-time/Part-Ti...	First Time Fresh...	First Generation	Adult Lea...	Gen...	Race/Ethnicity
All	All	All	All	All	All	All	All	All

College	Department	Program	Second Majors	Honors	Veteran
All	Philosophy & Religion	All	☑ Include Second Majors ☑ Primary Majors Only	All	All

Enrollment by Year: Fall 2011: 47, Fall 2012: 49, Fall 2013: 36, Fall 2014: 37, Fall 2015: 35, Fall 2016: 33, Fall 2017: 32, Fall 2018: 49, Fall 2019: 51

OPEIR Notes

* Data conform to UTC internal reporting standards and may differ slightly from official reports provided for external constituents such as the Tennessee Higher Education Commission. Differences in reporting date can also cause minor discrepancies.

* Program names, department names, and departmental affiliations are as of Fall 2017. Programs that were different in previous years are mapped to these current definitions.
* For most purposes it is recommended to leave "Distinct Students Only" selected. Deselecting "Distinct Student Only" will result in counts only consisting of students with multiple majors.
* Including second majors will result in the double-counting of some students but will give a full accounting of the students in individual programs. It is recommended to leave this deselected unless filtering to an individual program.
* Pre-majors are included in the numbers for their associated major.
* Missing bars are always the result of a count of zero students. This is caused either by a program not existing in the selected time period or having zero enrollment for the selected filters.
* "Adult Learner" is defined as any student age 25 or older.
* Race/Ethnicity or Gender values of "Unknown" indicate that information was not disclosed by the student.
* Race/Ethnicity and Gender charts will reflect all years selected; select year(s) from filter to isolate.

Student enrichment opportunities:

Our department has a number of programs to develop student experience.

1. Awards evening and major specific scholarships.

> The department has for many years awarded, through modest endowments, the annual Robert Mildram Prize and Robert Mildram scholarship, so-named in memory of one of the early pioneers of the department. Given to a student (or occasionally two students) who have achieved an exemplary academic record in the department, the Mildram Prize is presented in spring as part of University Honors Day. The Mildram Scholarship is presented to a student or students majoring in the Department who have achieved high GPAs.

> We also, in conjunction with the Student Government Association, select students from each of our 3 major tracks (Philosophy, Philosophy and Religion, and Religion)

to receive an outstanding senior award. And in the last 3 years we have created for the best new major.   This is a $500 award and is given to a student who has been a major for less than 2 years and who shows exceptional promise for their future studies in our department.

We also initiated a celebration evening held every spring to provide community, celebrate graduates and award our scholarships. We have also had more informal meetings with students such as our get-together at the beginning of this year in the department office.

2. Philosophy Club, Religion Club, and Seminarian Club

The Philosophy Club has been an institution at UTC and in the past five years had some of its most vibrant meetings and events. This student-driven club, open to the broader student community has a weekly meeting where a discussion is held on a variety of topics. In addition, the philosophy club has had film screenings, sponsored events to recruit new students, and effectively helped promote conferences and publications open to undergraduate philosophy majors.

The Seminarian Club started in 2018 and meets monthly to discuss student interests in pursuing seminary and to discuss various challenges and opportunities they face. Currently it is on a hiatus since its members' graduated and Dr. Yeager will wait until more students interested in seminary wish to form a new club.

In 2019, we have also started a Religion Club which is planning to speak to the new religion reporter Wyatt Massey of the Times Free Press about careers in religion and journalism, visit local religious places like the Baha'i Temple and the Islamic Society of Greater Chattanooga mosque, and watching documentaries on religious life and society.

3. Experiential Learning Courses & Innovative Courses

In the past five years, our department has increased our representation in experiential learning, Goal 1 of the University's strategic plan. These courses are:

PHIL 2350/REL 2350—Popular Culture, Religion and Philosophy

PHIL 4840—Values and the Environment

In addition, we have developed a series of new courses and innovative course projects, including a Wikipedia project in REL 4910—Qu'ran, a film screening each year for PHIL 2310/REL 2350, a course on Religion, Spirituality, and Fly Fishing REL 4910, and two upcoming new cross-listed courses with Women, Gender, and Sexuality Studies—PHIL 4910/WSTU 4550—Ancient Women Philosophers and REL 4910/WSTU 4999—Gender/Sexuality in Religion.

We have also continued our offering courses in the Honors College and cross-listing with Art, Environmental Science, and Women, Gender, and Sexuality Studies.

3.1 The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.

Our department requires the standard teaching evaluations by students, but we endeavor to go beyond using just teaching evaluations to providing effective peer mentorship. Although it is not required by the university, we sit in on all lecture-line faculty every year providing an evaluation of their teaching. This provides our lecturers with feedback on their teaching and encourage inclusion in the department. In addition, we also evaluate the tenure-stream faculty every year. While this is used for tenure and promotion information, in addition we provide this information to the faculty to aid them in developing their teaching skills.

3.2 The program ensures students are exposed to professional and career opportunities appropriate to the field

Since philosophy & religious studies are majors that encompass a wide variety of possible careers, we advise students individually depending on their particular interests and have had great success in having our majors do well in academic fields, law school, medicine, and professional fields.

3.3. The program provides students with the opportunity to apply what they have learned to situations outside the classroom

1. Research Dialogues, Conference Attendance, Publications

> Research Dialogues—We have had students present at Research Dialogues, a university wide conference for undergraduate, graduate, and faculty research for a number of years, including this past year a panel devoted solely to Philosophy and Religious Studies students presenting their work.

Conference Attendance—In the past five years, we have had students present at National Council of Undergraduate Research, the Tennessee Philosophical Association, and the Northwest Georgia Student Philosophy Conference.

Publications—The past year, our philosophy major Wolfe Harris—published a peer-reviewed article "Domestic Imperialism: A Reversal of Fanon" in *Stance: An Undergraduate Journal of Philosophy*.

2. Honors and departmental theses

The department routinely directed honors theses (DHON) which are year-long research projects under both the department and the honors college. While we have ended the requirement that every student complete a senior thesis, we also have many students who continue to do independent research as either a DHON or as a senior thesis.

3.4 The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.

1. Coursework

Our department offers a wide-range of courses and in particular shines as an example of providing coursework and readings from beyond Europe and North America. We offer these courses both in our general education courses (ex. World Philosophy,

Religions of the East) as well as in our major-specific courses (Philosophies of India, Buddhism, Mysticism East and West)

2. Lecture Series & Conference

In 2018, Dr. Welsh organized the 43rd Annual International Merleau-Ponty Circle and permitted all students to attend this professional conference free of charge. Attendees came from 10 countries around the world and students were exposed to a wide-variety of academic discussions.

This year, we received funds to put on a series of talks that include a diverse range of discussions not common for this area. One took place this fall organized by Dr. Michael—*Islamaphobia-What It Is, and What We Can Do About It* by Dr. Todd Green. This talk was well-attended with by students, faculty, and the community and included an interfaith panel and community discussion. We have another talk scheduled in March by Dr. Kelly Oliver—*The Special Plight of Women Refugees*.

3.5 Students have access to appropriate academic support services

Students have access to a variety of academic support services and make good use of them. We have a writing center that provides a range of help with projects, an active library reference faculty who often come to classes to do presentations on how to research and are available in a variety of formats (in-person, online, via chat) to help students with their research, and a media lab that helps students put together audio-visual content. (Dr. Mills and Dr. Welsh have required video content in their courses)

https://www.utc.edu/library/services/writing-and-communication-center/index.php

https://www.utc.edu/library/services/instruction/index.php

https://www.utc.edu/library/services/studio/index.php

The university also has a federal Student Support Services program that provides a variety of aid for students from diverse and disadvantaged backgrounds.

https://www.utc.edu/student-support-services/index.php

Finally, we have a new HUB—which is a student support services program run through the College of Arts & Science which helps with advising and other areas in which students need help to succeed.

https://www.utc.edu/college-arts-sciences/hub/index.php

IV. FACULTY

Introduction

The Department of Philosophy and Religion has recruited and retained full-time faculty (now nine in number) who meet its own high standards as well as the SACSSOC guidelines for credentials. The culture of the department, as embodied in bylaws, mentorship, committees (such as the Reappointment, Tenure and Promotion Committee and the various search committees that have been formed), and in other ways, values and expects excellence in both research and teaching. While the professional profiles of some members may stand out in one respect or another, the credentials and achievements of the faculty all around meet a high standard. All faculty hold PhDs directly related to the fields of Philosophy or Religious Studies; and all have scholarly records in their particular fields while continuing to be active in presenting and publishing their work. Without exception, the faculty bring their expertise to bear upon the teaching mission of the department by creating upper-level seminars in their fields, using their expertise also to shape lower-level courses for a broader audience (including many General Education offerings), and, in many cases, directing student research. Two of the nine faculty members are lecturers (Drs. Matlock and Schultz), and they far exceed the standard credentials for their position at UTC by having PhDs and a record of research. While the department has no standing part-time employees, nor any standing budget for part-time instruction, classes are given to part-time instructors as occasion arises through sabbatical leave or else through need on the part of the College of Arts and Sciences to open new sections to meet the demand of incoming freshman. The part-time instructors have had in all cases a MA in a relevant field and in a number of cases a PhD as well.

It is to be noted that, through an arrangement of merged administration that took place in 2015, the current Department Head (Joshua Davies) is not a member of the department but

rather has his faculty line in the Department of Modern and Classical Languages and Literatures. He does hold the same degree (PhD in Classics) held by the previous Department Head (John Phillips), who was a member of the department.

Roster of Full-time Faculty

Name + Years at UTC	Rank	General Audience Courses	PhD	Research Areas
Barry Matlock	Assoc. Lecturer 8	REL 1030 Intro. to the Study of Religion; REL 2210-2220 Biblical Literature I&II	New Testament Studies, University of Sheffield (England)	New Testament Studies, Letters and Thought of St. Paul
Jaclyn Michael	Assist. Prof. 1	REL 2110 Religions of the East	Religions of Asia, Univ. of Wisconsin (Madison)	Islam, Asian Religions, South Asian Literatures and Cultures, Performance Studies
Ethan Mills	Assist. Prof. 5	PHIL 1200 World Philosophy; PHIL 2120	Philosophy, Univ. of New Mexico	Buddhist Philosophy, Indian Philosophy,

		Intro. to Asian Philosophy; PHIL 2350 Popular Culture, Religion, and Philosophy		Ancient and Modern Skepticism
Dennis Plaisted	Assoc. Prof. 15	PHIL 2110 Logic, Language, and Evidence; PHIL 2250 Biomedical Ethics; PHIL 2260 Sports Ethics	Philosophy, Univ. of California (Santa Barbara)	Biomedical Ethics, Early Modern Philosophy, Philosophy of Religion
Irven Resnick	Professor 28	REL 1030 Intro. to the Study of Religion; REL 2130 History of Judaism	Religious Studies, Univ. of Virginia	Medieval Jewish-Christian Encounters, Albertus Magnus, Medieval Christian Polemics

				against Judaism and Islam, Intellectual History of the Thirteenth Century
Brian Ribeiro	Professor 15	PHIL 1010 Western Phil. Traditions I; PHIL 2010 Intro. to Philosophy	Philosophy, Vanderbilt Univ.	Epistemology, Early Modern Philosophy, History and Significance of Skepticism
Lucy Schultz	Lecturer In First Year	PHIL 2010 Intro. to Philosophy; PHIL 2210 Intro. to Ethics	Philosophy, Univ. of Oregon	Environmental Philosophy, Modern Japanese Philosophy, 19th- and 20th- Century European Philosophy
Tamara Welsh	Professor 17	PHIL 2010 Intro. to Philosophy;	Philosophy, Stony Brook University (SUNY)	Continental Philosophy (esp. Phenomenology), Feminist Theory,

		PHIL 2310 Existentialism		Philosophy of Psychology, Public Health Ethics
Jonathan Yeager	Associate Professor 8	REL 2140 History of Christianity	Religious History, University of Stirling (Scotland)	Eighteenth-century British and American Religious History and Thought, History of Evangelicalism, History of the Book

4.1 All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.

Scholarly Expectations in Departmental Bylaws

The departmental bylaws, which are now in the latter stages of UTC's lengthy approval process but have for a number of years provided guidance on faculty performance, specify the benchmarks of scholarly productivity that are expected for tenure and promotion. They were written to promote and ensure a baseline of productivity on which to build a strong

scholarly community in the department. The following passages (from Article VI, Section E) offer the most detail:

- *For tenure and promotion to associate professor, the faculty member must have published at least 4 refereed articles or book chapters. Except under extraordinary circumstances, an article(s) or book(s) must have actually been published to count towards tenure and/or promotion, or must have been both (i) placed under contract or otherwise officially accepted for publication and (ii) be at the stage of production in which it is in page-proof form (or its electronic equivalent).*

- *For promotion from associate professor to full professor, the faculty member must have published at least 4 additional refereed articles or book chapters since the faculty member's promotion to associate professor. Except under extraordinary circumstances, an article(s) or book(s) must have actually been published to count towards promotion, or must have been both (i) placed under contract or otherwise officially accepted for publication and (ii) be at the stage of production in which it is in page-proof form (or its electronic equivalent).*

- *When a faculty member eligible for tenure or promotion has produced a monograph or equivalent (including annotated translations) published by a reputable press as a result of a peer review process, it shall be equivalent to refereed articles by applying the formula, 40 pages in the published book = one refereed article. Edited volumes may or may not be considered equivalent to a monograph. Self-published works will not be counted toward tenure or promotion.*

These requirements suppose that the publication of a peer-reviewed article or chapter every 1.5 years represents a normative baseline of scholarly activity for tenure-line faculty, with lecturers having no research expectations even though they often engage in research.

Sample Year of Scholarly Output - 2018

The average scholarly output of the department considerably exceeds the normative expectation of one article/chapter every 1.5 years - or 2/3 of an article/chapter per year. A count of faculty peer-reviewed publications as documented by CVs from the sample year 2018 can give an impression on the actual research productivity of the department. In that year, there were seven tenure-line faculty and the following publications: five articles/chapters, three books. Given that the bylaws give a calculation for converting books to articles/chapter units, which counts each book as roughly five articles, the total number of article/chapter equivalents for the year would be 20 (five articles plus three books counting as equivalent to 15 articles) produced by seven faculty members. The average, then, comes out to 2.86 units of peer-reviewed scholarship published per faculty member that year; and that was not an atypical year. Naturally, some members stand above this average and some fall below it in any given year, but a review of the CVs shows that it is not exclusively the same one or two people boosting the average every year.

Evidence of Excellence in Teaching

Student Evaluations. The cumulative data on student course evaluations (provided by UTCs Office of Planning, Evaluation, and Institutional Research) allows one to gauge the strength of the department's instruction through comparison with the average student responses to the same questions at the College and University level. It is striking that the department out performs both College and University, and often by a considerable margin, on every question

apart from whether or the students are keeping up with reading assignments. This single lower score may in fact be interpreted in a positive light, in that it implies a kind of rigor in the departmental courses. Thus, when it comes to course design, the promotion of critical thinking, active learning, and other important components of pedagogy, students testify to excellence in higher numbers for Philosophy and Religion courses.

	Strongly Agree or Agree (%) - Philosophy and Religion	Strongly Agree or Agree (%) - College Arts & Sciences	Strongly Agree or Agree (%) - UTC
I am aware of the learning outcomes of this course, as stated in the syllabus	95	90	90
The course content addresses the learning outcomes of this course.	94	89	89
The course structure assists me in achieving the learning outcomes of this course.	88	82	82

I am achieving the learning outcomes of this course.	86	80	81
I keep up with all course readings and assigned work.	82	83	83
The course encourages my use of critical thinking skills.	87	81	82
The way this course is delivered encourages me to be actively engaged.	83	75	77
The instructor is willing to assist me with achieving the course learning outcomes.	90	84	85
The instructor provides constructive feedback on my coursework.	85	76	77

The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	85	82	83

4.2 The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.

Apart from special cases, tenure-line faculty in Philosophy and Religion teach a 3/3 course load which typically includes two sections of General Education offerings with around 30 students apiece and one upper-level offering for majors and minors which tends to have between 10-20 students. Lecturers teach a 4/4 course load, which in more recent years has tended to include three sections of General Education offerings enrolling 30 students apiece and one upper-level offering for majors and minors that has normally 10-20 students. In terms of the numbers and levels of courses taught, this workload is in keeping with comparable departments at UTC, such as History, English, Modern and Classical Languages and Literatures. In terms of the number of students or Student Credit Hours per faculty, the department's averages were right around 100% of the Delaware national average during the years when UTC subscribed to that database and distributed the information to departments (approximately 2013 – 2016). It seems safe to assume that this would still be the case.

There is some variation to the general rule. The Chair of Excellence in Judaic Studies has a 2/2 load, as does the Associate Department Head. Other faculty rotate in combining their two

General Education sections into one larger section, with the result that they teach the same number of students but have fewer hours per week in the classroom. The department cannot allow all faculty to do this every semester, as it would limit the spread of meeting days/times sought by students. It can also happen on occasion that a particular faculty member has time reassigned for other important service. For instance, a faculty member who recently directed four theses in one year taught a 3/2 load for that year.

Give the comparability of faculty workload to other Humanities departments at UTC and to national averages for Philosophy and Religion programs in institutions similar to UTC, and, given also that there can be flexibility in certain circumstances, the teaching loads seem appropriate and reasonable.

In purely numerical terms, the current number of faculty is adequate--but just barely so--to meet program needs. On the one hand, the department has had a lot of success in the past few years in increasing both its number of majors and its number of graduates. Majors and minors have had available to them course offerings with the frequency, variety, and scheduling necessary to make timely graduation possible. The department currently represents a diversity of religious and philosophical traditions (see 4.3 below), which is an important factor in appealing to a range of students on campus. On the other hand, if the department lost even a single full-time position, it would be difficult to offer the roster of courses needed to recruit, retain, and graduate students. Also, the level of diversity in the traditions and expertise represented by the faculty would begin to fall to an unacceptable level. In fact, the program would benefit greatly from expansion, though additional full-time positions, into other areas are that are currently not represented.

4.3 The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.

The department has made strides in recent years in strengthening one particular dimension of diversity: gender. The ratio of female to male faculty, through several recent hires, has moved from 1/9 to 3/9. There has been a deliberate effort to give consideration to qualified female candidates in the pool. Some other dimensions of diversity have remained undeveloped, with ethnicity/race being a noteworthy instance. The UTC dashboard on departmental statistics lists the departmental faculty as 100% white. Although these numbers stand out in comparison to those of certain (though not all) academic disciplines at UTC, they are not especially surprising when several factors are taken into account. In the first place, departments of Philosophy around the country have found it challenging to diversify their faculty rosters because of the demographic trends in the field (http://dailynous.com/category/philosopher-demographics/). In spite of following all university policies and suggestions for enhancing the diversity of candidate pools when positions were advertised and searches conducted, the measure of diversity among the applicants has remained lower than in many fields. Additionally, at this moment in the history of our department, our faculty is a relatively senior one. The average length of service is now nearly eleven years, and most of our faculty were hired when pools were even less diverse than they currently are. While the department is not likely to be hiring tenure-line faculty in the near future, one can suppose that the national demographics of its disciplines will have altered in the meanwhile time such that the next generation of faculty will have a different diversity profile.

In other significant respects, the faculty have managed to foster and achieve diversity. In both Philosophy and Religious Studies, there is strong representation not only in Western traditions but also of Eastern traditions such as Buddhism, Islam, Indian Philosophy, and Japanese Philosophy. Moreover, a full range of time periods is covered, including Classical, Medieval, Early Modern, Contemporary. Faculty members have actively brought these areas

of expertise to the public forum of the university and the wider community of Chattanooga through lectures and other kinds of events. There is also a certain diversity in terms of the institutions at which the faculty have received their training: no two faculty members earned their PhDs at the same place; their doctoral programs are located in three different countries (US, England, Scotland) and are distributed broadly across the US in terms of geography while also including both public and private institutions.

4.4 The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

Speaking of evaluation in the broadest sense, there are three distinct sources of evaluative feedback that reach faculty and form the basis, in various ways, for ongoing improvement in the areas of teaching, research, and service. It should be said that none of these processes are devised by or particular to the Department of Philosophy and Religion. Rather, this system is mandated by the university and is implemented with care and attention in the department. The department does not have need, for the purposes of fostering improvement, of any procedures or processes additional to those mandated by the College and University.

EDO (Evaluation and Development by Objectives). The EDO pertains to all faculty, is annual, and entails several stages: the faculty members set objectives for the coming year in conversation with and with the approval of the Department Head; the faculty members report late in the year on their progress in achieving these objectives; the Department Head makes a written evaluation and ranking (Does Not Meet Expectations, Needs Improvement, Meets Expectations, Exceeds Expectations) to submit to the Dean. Thus faculty, through conversation with and written evaluation from the Department Head, receive confirmation in areas of strong performance and also notice of any weaknesses that might exist. Importantly, faculty members with any particular weaknesses set defined and achievable goals that can

help them to improve in these areas. The Department Head would be able to assist this process in various ways, whether by approving a workload arrangement that allows the faculty to focus most where needed, by arranging for support of the faculty member through professional development funds for relevant training, etc.

Reappointment. The reappointment process happens yearly for all probationary (i.e. pre-tenure) tenure-line faculty and happens at first yearly for lecturers and then at longer intervals (every three or even five years) as they earn promotions to the ranks of Associate and Senior Lecturer. Anyone seeking reappointment in a given year submits a dossier of performance-related documentation that is evaluated by the Reappointment, Tenure, and Promotion (RTP) Committee, which communicates a recommendation to the Department Head about the candidate's suitability for reappointment. The Department Head then makes a recommendation to the Dean. The Department Head also communicates with the candidate in writing about the recommendation made and the rationale behind it. Even when the recommendation is positive, the Department Head will indicate any areas that he/she (or that the RTP Committee) thought weaker and need of some improvement; and specific recommendations are given.

Student Evaluations and Peer Observations. Students evaluate anonymously, through numerical rankings and written comments, the instructor for every class they take. Instructors receive the feedback within about 10 days of the semester's end. The superior student ratings for Philosophy and Religion courses are a sign that the faculty take student feedback seriously. The Department Head also has access to this data and considers it in the EDO process, as likewise the RTP Committee reviews the data for the reappointment process. If student scoring or commentary point to any areas that should be strengthened, these are raised by the Department and RTP. Assistant professors and lecturers (prior to promotion) are

also observed at least two to three times by a tenured member of the department, who files a report and makes it available to the observed faculty member. This information gives the faculty member another perspective, informed by professional knowledge and departmental standards, by which to gauge and improve his or her teaching.

As documented above, the department has on average a high performance in both teaching and research. If challenges arise in either area for any individual faculty member, the department is able to rely on these university-wide processes that are related to evaluation and that ensure proper feedback to the faculty member as well as a framework within which to seek improvement. The feedback is especially abundant for probationary faculty.

4.5 The faculty engage in regular professional development that enhances their teaching, scholarship, and practice.

Apart from the professional development that comes from very regular involvement with professional societies and their panels, conferences, committees, etc., the faculty have cumulatively undertaken a good deal of additional professional development since the time of the department's previous program review five years ago. All faculty hired in the last three years (Drs. Michael and Schultz) participated during their first year in a semester-long pedagogy workshop (for which a course release was given), run by UTC's Walker Center for Teaching and Learning and required by Academic Affairs of all incoming full-time faculty. Dr. Michael has secured for herself a number professional development grants, some internal (UTC Walker Center Professional Development Grant for Fall 2018, Summer 2019, Fall 2019) and one external (Teaching and Learning Workshop for Pre-Tenure Religion Faculty at Colleges and Universities, Participant, Wabash Center for Teaching and Learning in Theology and Religion, Crawfordsville, IN (2019-2020)). Several faculty members (Drs.

Yeager and Mills) have received internal High Impact Practices Grants to fund pedagogical innovation and experimentation. A majority of faculty members have ventured into team teaching (most often in UTC's Honor's College), which is an excellent stimulus for pedagogical development. Finally, a majority of faculty have achieved Quality Matters certification and course redesign grants for online General Education classes.

While the department has none of its own fixed bylaws or policies that mandate professional development, the examples above indicate that faculty members willingly pursue opportunities to develop professionally when they find it relevant to their careers. It happens frequently and, most often, in relation to teaching.

4.6 The faculty is actively engaged in planning, evaluation, and improvement processes that measure and advance student success.

The faculty of the department, led by the Associate Department Head, are wholly responsible for the assessment regime that is used to measure and advance student success. They devise all Student Learning Outcomes for the departmental programs, select outcomes to assess in any given year, design syllabi with an eye to that assessment, collect data from assessment activities and report it to the Associate Head - who then draws up a report and analysis to into the campus-wide assessment software. Likewise, the faculty discuss the results after each assessment cycle and consider whether curricular changes might be called for. As program outcomes and sample assessments are discussed and presented in chapter 1 of this document, there is no need to reproduce them here. Although the student success process is fully in the hands of the faculty, it is also true that the department aspires to see a greater number of faculty actively involved in any given year in terms of incorporating special assessments into their courses.

V. Learning Resources

5.1 Equipment and Facilities

Facilities

Due to renovations begun in Holt Hall (where our office suite had been located for many years), the department was moved to a suite of offices in the State Office Building (or "SOB," located at 540 McCallie Avenue) just before the start of the Spring 2017 semester. In this new location (SOB 345), we have a main-office reception area, along with 11 individual office-spaces (currently a sufficient number for all permanent and temporary faculty members), as well as with two small storage rooms, and one very small conference room. We have been told to expect another move once the former Lupton Library has been renovated and converted to office and classroom space. This next move could occur as soon as Summer 2020.

The SOB (where our office suite is now) does contain some newly-remodeled classroom spaces on the first floor; however, these rooms are few in number and in high-demand (since several other departments are currently housed in the SOB). Therefore, many faculty members must leave the SOB and then walk to their classrooms in various other buildings around campus, including Davenport, Fletcher, and even EMCS on the other side of campus. Some of these buildings can easily require a walk of 10-15 minutes. The inconvenience involved is regrettable, though there may be no current available solution.

Almost all classrooms on campus are now called Smart Classrooms, that is, they are provided with what are known as Lupton podiums—eponymously named from a donor whose

contribution made their purchase possible—which provide computer projection (for PowerPoint presentations, videos, etc.), projection from overhead projectors, and DVD and video cassette presentation capabilities.

Equipment

Our equipment needs are relatively small and are currently to our satisfaction. All full-time department faculty members are provided in their offices with computers and either a personal printer or electronic access to the department printer. All faculty computers are connected to the campus fiber-optic network, providing the choice of either direct or wireless connection to the network, as well as access to e-mail and the internet. The department has its own fax machine, a small copy machine, and a newly-purchased Risograph copier. The department maintains a small reference library in the office, including *The Encyclopedia of Philosophy*, *The Encyclopedia of Religion*, and the eighth edition of Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*.

Requests for the purchase of new equipment can be proposed by faculty members at any time, and such requests are subject to faculty discussion and to voting. Once approved at the departmental level (by the faculty and the department head), equipment requests can either be funded from the annual departmental budget allocation, or such requests can be addressed to— and are occasionally even invited by—the Office of the Dean of Arts and Sciences. In addition, UTC has established a "computer refresh program" that offers a new computer to full-time faculty every four years.

In their use of computer technology, faculty have access to support from UTC's IT Help Desk staff, as well as technology-instructional support through the Walker Center for Teaching and Learning.

The department conducts an annual computer/equipment inventory, as per UT policy.

5.2 Library and Learning Resources Support

Library Resources[1]

UTC has a new library, which opened its doors in January 2015. The new library includes all of the following spaces for use by faculty and students:

- Studio (a workspace for media creation)
- 24/5 Study Space
- A computer lounge with 142 Windows and 36 Macs
- Thirty-seven group study rooms
- Two practice presentation rooms
- Two quiet lounges
- Seven classrooms
- Eight seminar and conference rooms
- Twenty-nine faculty and graduate student carrels
- Two visiting scholar rooms
- Grand Reading Room

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[1] Much of the material presented here is based upon the data collected in the report entitled "UTC Library Accreditation Report, College of Arts and Sciences, Philosophy and Religion." That report was completed in August 2019.

Our library's print and electronic book collection consists of 698,394 unique titles. Of those unique titles 8,402 fall within the subject classifications B-BX, GR, HQ, JA, JC, KB, KBM, KBP, KBR, MT3800-3923, N61-72, NK1648-1678, P, PA, PQ, Q, R723-726, which are applicable to the study of philosophy and religion.

We currently have access to 1,157 print and electronic journals that support research and curriculum associated with the study of philosophy and religion. The library's collection of physical A/V consists of 20,694 unique titles of which 176 are appropriate to the study of philosophy and religion.

The library has current database subscriptions to each of the following that support philosophy and religion: Philosopher's Index, PhilPapers, Religion and Philosophy Collection, Patrologia Latina, Loeb Classical Library, L'Annee Philologique, ATLA Religion Database with ATLA Serials, Humanities and Social Sciences Index Retrospective, Project Muse, and JSTOR.

In 2018-2019, the library allocated $15,962 in one-time expenditures towards the acquisition of monographs and A/V materials in support of the Department of Philosophy and Religion.

The ILLiad (ILL) system provides interlibrary loan services for books, journal articles, or other materials not included in UTC's physical or online collections. In 2018-2019, 4,371 ILL borrowing and document delivery requests were filled for the UTC community; of those, 163 were filled for faculty and students in the Department of Philosophy and Religion.

Finally, our department has a dedicated library liaison, Lane Wilkinson, who, in addition to holding a M.L.I.S., holds a M.A. in philosophy. In his capacity as our library liaison, Lane

works to curate and expand our book collection through new purchases, process any specific faculty book requests, do presentations for our students on library resources, etc.

Learning Resource Support

In addition to the learning services and learning materials that are provided to faculty and students by the UTC library, several other resources for learning exist on campus.

The Walker Center for Teaching and Learning aims to "facilitate excellence in university instruction by providing assistance, information, learning sessions, and consultations in the areas of teaching, learning and technology integration." The Walker Center provides faculty with instruction relating to, e.g., student advising, classroom pedagogy, course development, software training, and so on. There are regularly scheduled workshops held throughout the year, and faculty can also request individualized sessions at any time.

Beginning with Fall 2019, UTC provides Canvas as its LMS (learning management system). Canvas sites are now required for all courses at UTC. Canvas can be used for fully online, hybrid, and traditional face-to-face courses. Canvas allows for the posting of syllabi and other files, the posting of assignments, online discussions, an online gradebook, email contact, etc.

Lastly, The Writing & Communication Center (WCC) is a free service that supports student-writers of all backgrounds and proficiency levels. In addition to in-person and online consultations, they also offer workshops, a library of writers' resources, and a supportive environment for working independently. In 2018-2019 year, the WCC conducted a total of 2827 individual consultations and 84 workshops and presentations, including 30 consultations

for Philosophy and Religion courses (4 of these consultations were with majors). Additionally,

four majors sought eight one-on-one consultations for classes outside of their major.[2]

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[2] The specific numbers reported for the WCC are based upon the data collected in the report entitled "UTC Library Accreditation Report, College of Arts and Sciences, Philosophy and Religion." That report was completed in August 2019.

VI. Support

6.1 Budget

Budget Savings and Administrative Reorganization

In Spring 2015, the university initiated a sweeping reorganization of academic departments as part of a cost-cutting campaign. As a result, Philosophy and Religion (P&R) was merged with Modern and Classical Languages and Literatures (MCLL). Following the merger, P&R no longer had its own department head. Our new head's appointment is solely in MCLL and he oversees both departments. The P&R administrative assistant, Evelyn Murray, was also assigned to the combined unit and transferred to the MCLL office suite in Brock Hall. Although the university reorganization plan had intended for the two units—MCLL and P&R—to be housed in the same building, that has yet to come about (though renovations are underway in the old Lupton Building to create a space where both departments, along with several others, will eventually be housed). We remain on opposite ends of the UTC campus. Neither have we combined administrative committees. Recommendations for promotion and tenure, for example, for P&R faculty are prepared solely by P&R faculty; similarly, in MCLL only MCLL faculty make recommendations for tenure within that unit. P&R has been maintained as a semi-autonomous unit with its own budget and bylaws separate from those of MCLL. Following the merger, an associate department head position was created for P&R, and the associate head handles many internal matters for the department, such as course scheduling and advising. Since the cost savings from the merger that accrued to the university have been modest and the merged situation is itself less than ideal, the P&R faculty remain convinced that restoration of P&R to its full independence is a future desideratum.

Administrative Support

The department administrative assistant, Evelyn Murray, is employed on a flex-time schedule, eight hours a day from mid-August through mid-May. Since the 2015 merger of Modern and Classical Languages and Literatures (MCLL) and Philosophy and Religion (P&R) she has performed essential tasks for both units, sharply increasing her workload. Although her office is in the MCLL suite in Brock Hall, P&R faculty typically submit materials such as invoices as scanned pdf documents via email, overcoming the barrier created by our physical distance. The department has very limited administrative support during the summer months. In addition to keeping track of several regular budgets, Ms. Murray devotes a significant portion of her time to paperwork, office management, and overseeing the publicity surrounding public programs for both MCLL and P&R. Ms. Murray is often asked to assist other, neighboring departments, and has always agreed to do so. Student assistants are also assigned to P&R from the federally funded work-study program to perform basic tasks (photocopying, etc.) and to staff the information desk in our present location.

Offices, Equipment, and Classrooms

After nearly forty years in the same location in Holt Hall 232 and following its merger with MCLL, the P&R department was moved to the Old State Office Building at 540 McCallie Ave. This new location accommodates the entire P&R faculty by providing office space for tenure-line faculty, lecturers, and adjuncts (although adjuncts have sometimes shared an office), and a second office for the MCLL/P&R department head. The P&R student assistants have a work area located in the reception area of the suite. The suite also includes a conference room, a storage room for office supplies, and a small room outfitted with a refrigerator and coffee maker. It is possible to schedule some of the department's courses in

recently renovated classroom space in the Old State Office Building. When classes are not scheduled for the Old State Office Building, faculty may find themselves in any other classroom building on campus.

Our equipment needs are modest and are currently to our satisfaction. All full-time department faculty members are provided with computers and either a personal printer or networked access to the department printer. Computers are replaced under the university "refresh" program every four years. All faculty computers are connected to the campus fiber-optic network, providing the choice of either direct or wireless connection to the network, as well as access to e-mail and the internet. The department has its own fax machine, flatbed scanner, and copy machine; in addition, the department has its own Risograph printer. The department maintains a small reference library, which includes *The Encyclopedia of Philosophy*, *The Encyclopedia of Religion*, and Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, although as a result of the move to the Old State Office Building it no longer has a lounge space for those who would use the materials.

One concern for P&R faculty is that our department offices are scheduled to be moved again at the end of summer 2020 from the Old State Office Building to the old Lupton Library, which is currently under renovation. Moving is disruptive and time consuming. Moving over the summer months, when some faculty are away on research visits, is a significant challenge. The move from Holt Hall to the Old State Office Building, even though completed with the assistance of a transfer company, was not without difficulty and, in some cases, resulted in lost furniture and materials. The faculty office space planned for the renovated Lupton Library, however, seems less accommodating than our present location. Individual offices may be smaller than our current spaces and because all will be located away from

exterior walls, none will have a window. Faculty offices will be furnished uniformly, and faculty will not have the option to bring additional bookcases or filing cabinets. They will have to leave their furniture in the Old State Office Building behind. In addition, it is not clear that P&R faculty will enjoy the same conference room space or storage areas, etc. Since the renovated Lupton Library is expected to house classroom space, administrative offices, and support services, as well as almost all A&S faculty, there is a concern that the faculty work spaces will be inadequate and that department cohesion and faculty productivity will suffer as a result of the move. Faculty input pertaining to the move has not been welcomed.

Almost all classrooms on campus are Smart Classrooms; that is, they are provided with podiums that provide computer projection from overhead projectors (for power point presentations and videos or video clips, among other things), and DVD presentation capabilities. These podiums have greatly enhanced instruction in all departments. The renovated classroom space in the Old State Office Building has achieved a very high standard for media equipment and projection.

Through funds made possible by the UTC Student Technology Fees and state appropriations, the university provides the Canvas Academic Suite, a software tool that provides online course delivery for students and faculty. Canvas makes it possible for students and faculty to do online posting of assignments, e-mail contact, gradebook capabilities, ongoing class dialogue, announcements, and course syllabi. All faculty are expected to employ this software in their courses to varying degrees.

Operating Budget

The department operating budget has remained relatively flat. For 2015 and 2016 it was $16,000; for 2017, $18,500; for 2018 and 2019, $17,000; for 2019-20 it is $17,500. 20% of the operating budget is set aside for office supplies and materials; $1,500 is designated for student awards and department functions (e.g., a spring reception to honor graduates); the remainder is allocated to individual full-time faculty members—including lecturers—for travel and research. Those faculty members with separate endowment are self-supporting for research and travel. These are the Chair of Excellence in Judaic Studies, the Guerry Professorship, the North Callahan Professorship, and the Distinguished Martin Professorship. The Distinguished Martin Professorship in Religion has a $3,500 annual support budget, including $1,400 for travel, although the chairholder is now outside the P&R department with a tenured appointment in Psychology. The Chair of Excellence in Judaic Studies has an operating budget of $8,500, including $2,376 for travel. One source for concern, however, is that the $8,500 operating budget for the Chair Excellence in Judaic Studies has not increased since 1995, despite an original assurance that the amount would be indexed to inflation. The severe decline in the inflation-adjusted operating budget for the Chair Excellence in Judaic Studies has curtailed the Chair's programming efforts and other initiatives. Funds from endowments are subject to impoundment during periods of fiscal difficulty. The P&R department also has an endowed North Callahan Professorship in Religious Studies. That endowed chair provides a salary supplement, funds for research and travel, as well as funds for programming and community events. Its endowment has accrued a substantial operating fund balance because this chair has been unassigned for the past three years. During summer 2019 the dean of A&S approved an internal search to identify an appropriate recipient, and the provost recently announced the appointment of Brian Ribeiro as North Callahan Chair. The Guerry Professorship is a prestigious university endowed chair with a five-year renewable term. Associate professor Jonathan Yeager received a Guerry Professorship in

2019. In sum, funds for faculty research and travel have proved adequate. Equipment allocations, including money for computer replacements, come from the office of the Dean of Arts and Sciences on an annual basis. Office computers are routinely replaced on a four-year cycle.

The department has a Gift Fund that now totals $10,260.74. The department has also benefited from a university incentive scheme to reward departments that develop courses delivered online. Although there are numerous restrictions on how funds that are returned to the department may be used, P&R has received approximately $10,000 annually to encourage online course development. Finally, beginning in 2016-17 the university returned additional monies to departments based on a revenue sharing plan related to summer school enrollment. In 2016-17, P&R received $5,000; in 2017-18, $17,000; and, in 2018-19, $17,000.

6.2 Enrollment, Retention, and Graduation Rates

Graduation rates are somewhat volatile from year-to-year, but they have remained relatively stable over a five-year rolling average. From 2015-2019 we averaged eight students graduating each year. In 2015-16 the department awarded 10 degrees; in 2016-17, six; in 2017-18 the department awarded only two degrees; in 2018-19 the department awarded 14 degrees. The number of majors likewise shows some volatility, but the number from Fall 2019 (51 majors) represents a 45.7% increase over 2015 (35 majors). We are pleased with our retention rates which have steadily risen, reaching 67.7% during academic year 2017. We feel that our strengths in teaching and advisement, in addition to the extra-curricular opportunities that we offer to students (Philosophy Club, lecture series, etc.), have paid dividends.

Our Fall SCH production has remained relatively stable since 2015-2016 (adjusting for sabbaticals, leaves of absence, and the permanent course release given to the Associate Head when the merger occurred), although Spring SCH have declined slightly. Faculty members regularly allow students to enter their courses to exceed the assigned capacities, to the extent that seating in assigned rooms (and the fire code) allow. Our general education offerings are always enrolled to capacity and beyond, and our major courses, even the special topics courses, have strong enrollments.

The size of our department faculty, in contrast, has been reduced since our last review. The number of faculty on a tenure track dropped from 8 to 7, and the number of faculty not on tenure track fell from 3 to 2. SCH produced by tenure track faculty have fallen slightly from a high of 3715 in 2015-2016 to 3186 in 2018-2019; SCH produced by non-tenure track full time faculty have fallen from 1488 to 723; SCH produced by part-time or adjunct faculty increased from 0 to 921 over the same period.

All of these data show that we run very cost-effective but high-quality programs in both philosophy and religion, despite various budget cuts over the years.

6.3 Local, State, and Regional and National Needs

In response to a growing regional and national interest, in 2018 the department hired a new faculty member, Dr. Jaclyn Michael, to provide expertise on Islam (replacing Professor Eskildsen, an expert on Japanese and Chinese religion). Professor Michael has added new courses to our curriculum, including an upper level seminar on the Qu'ran and courses on Islam on the Asian subcontinent. She has also sponsored extramural lectures and programs on

Islam. We have also improved gender diversity within the department by adding one female member on tenure track and one female lecturer.

When compared to our aspirational peer institutions, our department remains severely understaffed.