

Santa Rosa Junior College

Program Resource Planning Process

Humanities and Interdisciplinary Studies 2018

1.1a Mission

The Humanities Program is dedicated to the study of works of human thought and creativity, including works from the visual arts, literature, music, film, dance, philosophy, and religion within their cultural contexts. We seek to engage our students' minds, hearts, and senses through an examination of the beauty and transformative power of arts and ideas. We encourage dialogue between the ideas, values, and aesthetic expressions of Western and non-Western cultures. We provide students with the opportunity to examine their own beliefs, values, and assumptions and to consider their own individual perceptions of all aspects of creative human endeavors. The aim of the Humanities Program is to help students achieve a broader understanding of themselves and the world around them.

The Religious Studies Program is dedicated to the scholarly--academically rigorous--historical/critical approach to religious texts, traditions, experience, phenomena, and other religious expressions. All of the Religious Studies courses promote critical thinking as applied to religions, cultivate cross-cultural understanding and appreciation of diversity, teach students to challenge and evaluate their own world view and perceptions, and give them training and practice in research and communication skills. Our Religious Studies courses provide excellent general education in human history, cultures, and creative expression and so relate to and support the university humanities curricula. The AA in Religious Studies prepares students to transfer to four year institutions in the discipline, and gives them foundational knowledge and skills for graduate study as well.

1.1b Mission Alignment

Humanities and Religious Studies are consistent with the College's stated Mission:

1. Humanities and Religious Studies provide lower division academic education to support transfer to four-year institutions.
2. Humanities and Religious Studies provide basic skills, including English language skills acquisition.
3. Humanities and Religious Studies serve the educational needs of our students and our

community through courses that maintain high academic standards and develop a respect for learning in all of our students.

4. Humanities and Religious Studies courses encourage intellectual curiosity and integrity, and recognizing accomplishment in an atmosphere of academic freedom.
5. Humanities and Religious Studies provide courses which reflect academic excellence and integrity and which serve the variety of needs and abilities of our students.
6. Humanities and Religious Studies respond to economic, demographic, intellectual, and technological changes through educational program development and staff development.
7. Humanities and Religious Studies challenge students to participate fully in the learning process by teaching students to be responsible for their academic success.
8. Humanities and Religious Studies provides preparation for students for participation as citizens at the local, national and global levels.
9. Humanities and Religious Studies promote awareness of and maintaining sensitivity to ethnic, cultural and gender diversity within our student body, faculty, staff, administration and course offerings.
10. Humanities and Religious Studies contribute to the cultural life of our community by presenting enrichment opportunities to our students and community members.
11. Humanities and Religious Studies strive to provide SRJC with faculty and staff who are knowledgeable and current in their fields.
12. Humanities and Religious Studies faculty contribute to participatory governance within the institution through processes that are inclusive and respectful of all participants and in which information and decision-making are shared.
13. Humanities and Religious Studies faculty maintains a safe learning and working environment.
14. Humanities and Religious Studies faculty periodically review the College and Departmental mission statement.

1.1c Description

The Humanities Program, the Interdisciplinary courses in the Humanities program, and the Religious Studies program are now, with the Philosophy program, one department known as Philosophy, Humanities, and Religious Studies. On the analogy of Behavioral or Social sciences, we are one department consisting of three distinct disciplines: Philosophy, Humanities (including Interdisciplinary Studies) and Religious Studies. Philosophy has a separate PRPP. Humanities and Religious Studies programs provide academic instruction for transfer students in all disciplines for which humanities courses are required for the GE pattern. Humanities and Religious Studies provide lower division courses for students pursuing two majors: Humanities, and Religious Studies. Humanities and Religious Studies provide academic instruction for life-long learners as well. Religious Studies and Humanities courses are offered for students at the Santa Rosa and Petaluma Campuses and online. Some of our efforts have been severely hampered by the recent economic downturn. Despite this we have continued to write global curricula and have completed the plan to have a set of global curricula covering Asia, the Middle East, Africa and a general course, World Humanities. The former SRJC Humanities Department has one of the most complete sets of global curricula in the California CC system.

1.1d Hours of Office Operation and Service by Location

Humanities, Religious and Interdisciplinary Studies courses are offered ten months per year and during summer sessions. During Fall and Spring terms the programs offer classes Monday through Thursdays during the day and in the evening (and some Fridays) at the Santa Rosa Campus, and four classes at Petaluma. The programs also offers distance education classes.

The Emeritus Service Center is open Mondays though Thursdays 8 -4:30 pm for the use of faculty. The Service Center assists faculty by directing students to appropriate offices, office hours or telephone numbers, accepting papers and materials for instructor's inboxes and providing a kindly and welcome environment for faculty, staff and students.

1.2 Program/Unit Context and Environmental Scan

These programs provide mostly general education, and secondarily feed two majors as required or restricted elective courses: Religious Studies, and Humanities, the last being a very broad degree with no specific requirements. Our courses are also listed as electives in the Philosophy and History majors. Our courses articulate with UC and CSU courses. In the spring of 2013, 8 courses were fully revised and the disciplinary designation of 6 of those were changed from HUMAN to RELS to reflect current practice and conform with the State Academic Senate's Discipline List.

2.1a Budget Needs

The budget for Humanities and Religious Studies is mainly used for copying, supplies and purchasing media (i.e. DVD/videos for classroom instruction).

Describe areas where your budget might be inadequate to fulfill your program/unit's goals and purposes. (Not in prioritized order)

1. Travel money for purposes of faculty professional development.
2. Reimbursement money for speakers in our classes.
3. Additional dollars needed for purchase of media due to the development of to new global curriculum. DVD's for subject areas outside the West tend to be more expensive. With the addition of ADA requirements, all purchases must either be CC or subtitled, or the Department must pay to have the media CC or subtitled by media services at cost per minute.
4. Funds to compensate Adjunct instructors for participation in departmental functions, meetings, and retreats.
5. Tutoring funds for student tutors.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	04	\$3,000.00	DVD's and other forms of media. Due to ADA requirements, these funds are needed to both secure media and to provide closed captioning for film and media that is not ADA compliant. Since most of the independent film industry does not provide closed captioning, the acquisition of relevant (especially foreign) media has become increasingly difficult for our department. Just as an example, our most recent available DVDs on African studies are from the 1980s.
0002	ALL	02	01	\$500.00	Increase in honoraria for in-class speakers.
0002	ALL	02	01	\$3,000.00	Travel fund for faculty development.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
	0.00	0.00	NA

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Discipline Coordinators	3.00	10.00	Under the merger, one faculty member serves as department chair as well as discipline coordinator of that person's discipline. This year Alexa Forrester was department chair and Philosophy discipline coordinator, and Eric Thompson served as discipline coordinator for Religious Studies and Humanities. Forrester received 40% reassigned time. In past years, we were able to provide other discipline coordinators (for Humanities and Religious Studies) a modest portion of this reassigned time for administering their autonomous programs. This was a part of the protocols we developed as a result of the forced merger of our programs. However, this arrangement has proven untenable as the Chair reassigned time for our department has steadily declined. The non-chair discipline coordinators were intended to oversee scheduling, curricula, and hiring for the minority disciplines. During the current academic year, however, this work has been completed by the Chair, or by other department faculty without compensation.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
No STNC or student workers	0.00	0.00	

2.2d Adequacy and Effectiveness of Staffing

Staffing in all areas is generally inadequate. Humanities and Religious Studies have no STNC employees. These programs share the Emeritus Service Center staff--2 Administrative Assistants--with several other departments. We have no assistants for grading, tutoring or other academic support.

Our only FT Religious Studies faculty member is on significantly reduced load due to his position as Academic Senate president. And one of our two Humanities instructors is on reduced load to serve as SLO coordinator and in preparation for retirement.

During 2017-18 the adjunct FTEF was ##, the total FTEF was ##. The courses were taught by ##% full time faculty and ##% part time faculty.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	02	01		STNC position to update Humanities website	STNC

2.3a Current Contract Faculty Positions

Position	Description
Thompson, Eric	Religious Studies Instructor, Discipline Coordinator for Religious Studies (20 % teaching)
Kelly-Moore, Jill	Humanities Instructor and Discipline Coordinator for Humanities (50% teaching)
Raymundo, Jose Emmanuel	Humanities Instructor - Fourth year tenure review

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Humanities ratio	1.2000	38.0000	2.0000	62.0000	
Interdisciplinary Studies	0.6000	100.0000	0.0000	0.0000	This ratio is exactly reversed in the spring
Religious Studies	0.8000	56.0000	0.6400	44.0000	
TOTAL	2.6000	51.0000	2.4400	49.0000	

2.3c Faculty Within Retirement Range

One Humanities Instructor is on reduced-load, qualifies for retirement, and plans to retire in the next couple years.

The other Humanities Instructor is a fourth year, tenure-review instructor.

The Religious Studies Instructor will qualify for retirement, but has no current plans to retire.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

With a Humanities Instructor planning to retire within a couple of years, the program is requesting a FT replacement.

The Religious Studies program continues to diversify its course offerings, with a new Buddhism course that began in Fall 2016 and a 'Wisdom Traditions of Asia' online course that will be offered for the first time in the Summer of 2018. The hope is to grow student interest in Asian religions. As this develops, the program will need to assess its reliance on adjunct instruction.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0002	ALL	00	00	Humanities	2 FT instructors that teach Humanities and Religious Studies courses are slated to retire in the next couple years. They will need to be replaced.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Is existing equipment adequate and meeting the needs of the instructional program?

Yes.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

Two classrooms are dedicated to Humanities and Religious Studies on the Santa Rosa campus: 1519 and 1509. The media equipment and technology is adequate.

3.1 Develop Financial Resources

The Dean of the cluster in partnership with the Chair will continue to look for outside funding for both Humanities and Religious Studies. Two grant proposals have been written but were not funded this year.

3.2 Serve our Diverse Communities

In all hiring, these programs emphasize sensitivity to diversity. Candidates for any teaching position, adjunct, regular or temporary must submit a diversity statement which is given weight in hiring decisions. Humanities and Religious Studies, as well as the two Interdisciplinary Courses comprise a markedly global curricula, embracing diversity. Examples include: Humanities 5, World Humanities, Humanities 20, Humanities in Asia, Humanities 21 Humanities in the Middle East and Humanities 22; Humanities in Africa; Humanities 20 is being offered online as of Spring 2011; the Religious Studies program now offers Islam (HUMAN 10.5--now RELS 15), History of Satan (HUMAN 10.66--now RELS 6.66)--a thoroughly cross-cultural course, as well as other courses of global scope that have been offered for years (Comparative Mythology, History of God). Our faculty regularly bring guest speakers, conduct fora, and offer lectures showcasing cultural diversity within the US and globally.

The faculty in these programs is diverse with respect to gender, but somewhat less so in respect to color or ethnicity. Greater diversity is always a goal.

3.3 Cultivate a Healthy Organization

N/A

	culture ca. 3000 B.C.E. to 1450 C.E.										
	2. Demonstrate knowledge of the chronological development of Western culture										Planned
HUMAN 4.2	1. Analyze the chronological development of Western culture, including the cultural eras of the Baroque, the Neoclassical, the Romantic, the Modern and the Postmodern										Planned
	2. Identify and evaluate the contributions of major artists, writers and thinkers of these periods										Planned
HUMAN 5	1. Identify, contextualize and discuss the socio-cultural and aesthetic values of representative works of non-Western visual arts, drama, music, literature or philosophy/religion in a global perspective				Spring						

	2. Compare and contrast the beliefs and values of selected Western and non-Western civilizations as revealed through their artistic and literary records					Fall					Planned
	3. Critique and evaluate explanatory appeals to the existence and activity of "The Devil"										Planned
HUMAN 6	1. Articulate the ways in which the study of American Cultures provides diverse ways of understanding human thought, creativity, and aesthetics				Spring						Planned
	2. Interpret and evaluate art forms and ideas (e.g. visual art, architecture, literature, philosophy, film, music, dance and theater) from at least three distinct American cultural/ethnic groups					Fall					

HUMAN 7	1. Articulate the ways in which the study of Humanities provides diverse ways of understanding human thought, creativity, and aesthetics in a global and/or historical context										planned
	2. Demonstrate an increased ability to critically interpret and evaluate art forms and ideas from diverse cultures and historical periods (e.g.. visual art, architecture, literature, philosophy, film, music, dance and theater)										Planned
	3. Demonstrate how understanding the Humanities can enhance our own creativity and our appreciation of our own and other cultures										Planned
HUMAN 8	1. Analyze and critique a myth for its				Spring						

	and religion within a global perspective										
	2. Compare and contrast the beliefs and values of selected African civilizations as revealed through their artistic and literary records										Planned
HUMAN 49	1. Demonstrate expanded knowledge of the special studies topic orally, in writing or via a research or other project										???

All Religious Studies course outlines identify SLOs. The following table documents the Humanities SLO Assessments that have been performed since 2010 and are scheduled to be performed between now and 2020:

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Course	SLO										
RELS 1	1. Identify and explain various methods and theories used in explicating the meaning, origins, functions, and elements of religions		Fall						Planned		
	2. Describe, compare and contrast corresponding elements of different kinds of						Planned				

	religions from different parts of the world and different periods of history						Spring				
	3. Demonstrate appreciation for the diversity of religious expression							Planned Fall			
RELS 3 Formerly HUMAN 10.3	1. Explain texts of Jewish, Christian and Islamic scripture in terms of their historical and social context			Fall						Planned	
	2. Use the vocabulary of critical scholarship to evaluate the monotheistic religions' claims, rituals and narratives			Fall						Planned	
	3. Demonstrate a sensitive and detailed understanding of the diversity within and among the monotheistic religious traditions			Fall						Planned	
RELS 6.66 Formerly HUMAN 10.66	1. Analyze literary, philosophical, and artistic portraits of the Satan character in relation to their historical, geographical, social, and cultural contexts						Planned Spring				Planned
	2. Name the sources of the major evolutionary stages of Satan's development and list them in chronological order				Spring						Planned
	3. Critique and evaluate explanatory appeals to the existence and activity of "The Devil"					Planned Spring					Planned

RELS 15 Formerly HUMAN 5	1. List and describe the main sacred texts, diverse schools of thought, tenets, rituals and practices of Islam, and major religious offshoots of Islam			Spring						Planned	
	2. Summarize and evaluate the evidence for the historical Muhammad						Planned	Spring		Planned	
	3. Describe the diverse global distribution of Muslims in the contemporary world, and their historical roots and development						Planned	Spring		Planned	
	4. Examine references in contemporary popular media about Muslims and place these references into specific historical, geographical, political and sectarian contexts of Islam's diversity						Planned	Spring		Planned	
RELS 21 Formerly HUMAN 10.1	1. Use a critical-historical vocabulary to describe the composition, history and socio-historical context of a book in the Hebrew Bible			Fall						Planned	
	2. Compare and contrast the different religious ideas among texts of the Hebrew Bible				Spring						Planned
	3. Evaluate competing claims made by the various schools of thought represented in the Hebrew Bible				Spring						Planned
RELS 22	1. Locate on a continuum the Christological content of Christian Gospels, Letters, Acts and Apocalypses both within and outside of the New Testament		Fall						Planned		

Formerly HUMAN 10.2												
	2. Summarize and evaluate the evidence for the historical Jesus		Fall							Planned		
	3. Explain and assess the canonical process and the triumph of Orthodoxy		Fall							Planned		
RELS 32 Formerly HUMAN 10.4	1. Describe and analyze the spectrum of American religious culture in its historical development		Spring							Planned		
	2. Examine and evaluate the diverse cultural and ethnic roots of religious expression in America				Spring					Planned		
	3. Distinguish and describe the diversity of religious expression in America		Spring							Planned		
	4. Critically evaluate the arguments and viewpoints under consideration											
RELS MAJOR	1. Demonstrate greater awareness of global religious traditions and their origins			Spring						Planned		
	2. Apply the appropriate lexicon to discuss religions in socio-historical contextual terms			Spring						Planned		
	3. Demonstrate skills in critical analysis of religious claims			Spring						Planned		

	4. Identify the major world religions and their branches in order to distinguish among different types of religions			Spring							Planned	

4.1b Program Student Learning Outcomes Assessment

RELIGIOUS STUDIES

The Religious Studies Major has now been assessed using the cumulative, or "bottom-up" method. Using the course assessments for all required and restricted elective courses in the program--RELS 1, PHIL 8, PHIL 11, HUMAN 8, HUMAN 10.1, 10.2, 10.3, 10.4, 10.5, and 10.66. See the Sharepoint site for details.

The HUMANITIES major is not this department's jurisdiction, and the HUMANITIES and FINE ARTS major will be discontinued.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Human 20: Asia	N/A	N/A	N/A
Course	Human 21 Middle East	Fall 2011	Fall 2010	Spring 2011
Course	HUman 22 Humaniteis in Africa	N/A	N/A	N/A
Course	Human 4.1	N/A	N/A	N/A
Course	Human 4.2	N/A	N/A	N/A
Course	Human 48	N/A	N/A	N/A
Course	Human 49	N/A	N/A	N/A
Course	Human 5 World Humanities	Spring 2010	Spring 2010	Fall 2011
Course	Human 6 American	Fall 2011	Fall 2011	N/A
Course	Human 7	N/A	N/A	N/A
Course	Human 8: Myth	Fall 2009	Spring 2010	Spring 2013
Course	INTDIS 1	N/A	N/A	N/A
Course	INTDIS 2	N/A	N/A	N/A
Course	INTDIS 4	N/A	N/A	N/A
Course	RELS 1: Intro Rel St	Summer 2012	Fall 2012	Spring 2013
Course	RELS 15: Islam	Spring 2012	Summer 2012	Spring 2013
Course	RELS 21: Hebrew Bible	Spring 2011	Fall 2011	Spring 2013

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	RELS 22: Early Christian Li	Spring 2011	Spring 2011	Spring 2012
Course	RELS 3: History of God	Spring 2009	Spring 2009	Fall 2009
Course	RELS 32: Rel in America	Fall 2010	Fall 2010	Spring 2013
Course	RELS 6.66 Satan	Fall 2010	Fall 2010	Spring 2013
Certificate/Major	Humanities	N/A	N/A	N/A
Certificate/Major	Humanities and Fine Arts	N/A	N/A	N/A
Certificate/Major	Religious Studies	Fall 2012	Spring 2013	Spring 2013

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
RELS 22: Early Christian		X	X	X	X		X	X	X	X	X	X	X	X	X	X
RELS 3: God		X	X	X	X		X	X	X	X	X	X	X	X	X	X
RELS 32: Rel America		X	X	X	X		X	X	X	X	X	X	X	X	X	X
RELS 6.66: Satan		X	X	X	X		X	X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

Besides promoting health and mathematical calculations, our courses promote and assess critical thinking, appreciation and understanding of diversity, communication skills, time and resource management skills, and creativity. These skills are taught and or required in all these courses.

5.0 Performance Measures

Not applicable.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Yes Humanities and Religious Studies offer a full, balanced, and diverse class schedule.

Humanities and Religious Studies offer a wide variety of courses in Santa Rosa, Petaluma as well as hybrid and fully online.

5.2a Enrollment Efficiency

The department courses most recently were enrolled at more than 80.3% efficiency, continuing its nearly decade long trend of 80% or above. The numbers vary greatly between the campuses and disciplines.

The Religious Studies courses continue to have an efficiency above 70%.

Humanities continues to have an efficiency above 84%.

Interdisciplinary Studies continue to have an efficiency above 74%.

Analysis: These numbers are remarkably high and raise concerns about how they may impact these programs' educational missions.

5.2b Average Class Size

The HUMANITIES courses continue to average over 28.

The RELIGIOUS STUDIES courses continue to average over 25.

The INTERDISCIPLINARY STUDIES courses continue to average over 25.

Analysis: These enrollment numbers are remarkably high and raise concerns about how they may impact these programs' educational missions.

5.3 Instructional Productivity

The HUMANITIES PROGRAM's productivity continues to be above 25.

The RELIGIOUS STUDIES PROGRAM's productivity continues to be above 25.

The INTERDISCIPLINARY STUDIES PROGRAM's productivity continues to be above 25.

Analysis: This stat is misleadingly named. For, high so-called Productivity numbers merely mean we are teaching in large classes. These numbers are high enough that they raise concerns about how they may impact these programs' educational missions.

5.4 Curriculum Currency

All Humanities curriculum is current.

5.5 Successful Program Completion

Humanities is a very large degree program which we do not oversee but contribute courses to. The other degrees are small programs numerically but steady with no statistical direction over time. All our courses contribute to the GE pattern for all degrees.

5.6 Student Success

The HUMANITIES courses continue to average over 70%.

The RELIGIOUS STUDIES continue to average over 63%.

The INTERDISPLINARY STUDIES continue to average over 75%.

5.7 Student Access

1. Students from diverse ethnic backgrounds enroll in Humanities disciplines at rates equal to their participation rates in the District as a whole.

In 2008-9 Humanities students served by Ethnicity: 67% White, 5.9% Asian, 2.6% Black, 11% Hispanic, 1.0% PI and 8.1% decline to state.

In 2008-9 INDIS students served by Ethnicity: 57% White, 7% Asian, 4.3% Back, 16.3% Hispanic, 1.3% PI and 9% decline to state. By 2010-11, The proportion of Hispanic students rose slightly to 11.2% while all others decreased or remained constant (Pacific Islanders). The largest change was the increase in students who did not state their ethnicity, with the percent rising to 19.1%, making trend interpretation problematic.

By 2013-14 Humanities had a Hispanic student population of 24.3%, white 57.9%, Asian 5.8%, black 3.3% and other 7.3%. Interdisciplinary Studies had a student5 population of 49% white, 37.8% Hispanic and 8.2% other non-white.

Religious Studies had a white student population of 61.9%, Asian 2.6%, Hispanic 24.3 %, and 6.6% other non-white.

2. Do male or female students constitute 75% or more in this discipline? If so, what strategies are being used or planned to increase enrollment of the non-traditional gender?

Students served by Gender.

In 2008-9 Humanities students served by Gender: 41.3% male, 57.8% female, .8% unknown, For 2010-2011 Humanities enrolled 41.3% males, 57.1% females, 1.6% unknown.

In 2013-14 the department served 56.1% females, 43.7% males.

In 2008-9 INDIS students served by Gender: 42.% male, 56.7% female, 0.7% unknown.

In 2013-14 the department served 70.4 % females, 27.6 % males.

Religious Studies served 49.1% males and 50.6 females in the Fall of 2014.

3. Humanities / INDIS has experienced changes to its student population with more Latino students in our classes, as well as DRD students.

4. Individual Humanities/INDIS faculty engage in outreach or retention efforts to better serve underserved or under-represented populations in this program?

The interdisciplinary nature of Humanities with its global focus has always served the needs of the underrepresented in college including various ethnic groups, lower socioeconomic groups, and we are sensitive to and attentive to the needs of English Language Learners.

As the data collection changes and evolves, the courses in our programs continue to provide access and reflect the diversity that is the institution as a whole. We are mostly white, slight majority female, Latino/as making the largest and growing minority. We serve DRD students, and have seen in our classes students in wheel chairs, those with Cerebal Palsy, the sight-impaired all successfully completing our courses.

5.8 Curriculum Offered Within Reasonable Time Frame

All Humanities and INDIS courses are offered within a two year rotation so that any student wishing to complete a degree in two years is offered the appropriate classes.

5.9a Curriculum Responsiveness

Humanities and INDIS classes respond to changing student needs by assuring that ALL classes are GE/UC and CUS transferrable.

Humanities and Religious Studies have complied with the State requirement that every general education course that transfers to a CSU or UC campus must include objectives and content related to gender, global perspectives, and American cultural diversity.

All HUMAN, INDIS and RS curriculum is part of majors and programs. ALL HUMAN RS and INDIS courses serve the vocational and/or transfer needs of students.

HUMAN 22, Humanities in Africa, has been approved for transfer to UC/CSU and will be offered when the schedule permits.

5.9b Alignment with High Schools (Tech-Prep ONLY)

NA

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The following courses are IGETC and therefore articulate with the CSU/UC campuses:

HUMAN 4.1	Western Humanities: Arts,	3	3B
HUMAN 4.2	Western Culture: Arts,	3	3B
HUMAN 5	World Humanities: Arts,	3	3B
HUMAN 6	American Cultures	3	3B
HUMAN 7	Introduction to the Human	3	3B
HUMAN 8	Comparative Mythology	3	3B
RELS 21	The Hebrew Bible	3	3B
RELS 22	Early Christian Literature	3	3B
RELS 3	History of God	3	3B
RELS 32	Religion in America	3	3B
RELS 15	Islam	3	3B
RELS 6.66	History of Satan	3	3B
RELS 1	Introduction to Religious	3	3B
HUMAN 20	Humanities in Asia	3	3B
HUMAN 21	Humanities in Middle East	3	3B
HUMAN 22	Humanities in Africa	3	3B

5.11a Labor Market Demand (Occupational Programs ONLY)

According to the Department of Labor statistics, there will be a 2.7% increase in the number of jobs for religion teachers in the post-secondary area between now and 2022, with a median salary of \$63,300. Directors of religious activities positions will grow at a rate of 4.4% with a median salary of \$48,000. For other religious workers the outlook is good. The expected growth rate is 7.1% with a median hourly rate of %14.4.

5.11b Academic Standards

Faculty in the Humanities, RS and INDIS program regularly engage in dialogue about academic standards, pedagogy, course currency, classroom environments, teaching strategies. We plan to continue this practice.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	ALL	00	00	Curriculum revision and staffing that reflects our department and disciplinary identity and function, and that clarifies our new departmental realities.	Through collegial dialogue, to bring defined courses by discipline further, to develop new courses, and specify special expertise for all those courses for which it is important. New courses under discussion: Science and Religion; Buddhism; Philosophy of Religion.		More full-time faculty to carry the departmental workload.
0000	ALL	00	00				Note from the Dean: a new full time Humanities position was added and filled in 2015.

6.2b PRPP Editor Feedback - Optional

The Humanities, Religious Studies, and Interdisciplinary faculty provide vital instruction for both general education students and for majors in those fields.

The merger of Philosophy, Humanities, and Religious Studies programs into one Department has been challenging at times, and we commend the faculty for their professionalism as they work together to form a coherent and inclusive Department.

One particular challenge for the merged PHR Department has been handling length-of-service lists and hourly assignments. Although the AFA insists that LOS lists be “departmental” (and not by discipline) Philosophy, Humanities, and Religious Studies are recognized by the state as three distinct disciplines each with their own minimum qualifications. This is further complicated in that the definition of Humanities as a discipline has changed from what it once was (from broad-based and inclusive, to very specific), and that there is some overlap between Philosophy and Religious Studies but less so with Humanities. These concerns have prompted the Academic Senate to re-examine how courses are assigned to disciplines, and whether individual courses need to be reassigned. The expertise to solve this problem lies within the Department, and the Dean’s Office offers our support. It would also be helpful for the Department to develop a Special Expertise document as outlined in Article 16 of the District/AFA contract for highly specialized courses.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	00	00	Curriculum revision and staffing that reflects our department and disciplinary identity and function, and that clarifies our new departmental realities.	Through collegial dialogue, to bring defined courses by discipline further, to develop new courses, and specify special expertise for all those courses for which it is important. New courses under discussion: Science and Religion; Buddhism; Philosophy of Religion.		More full-time faculty to carry the departmental workload.
0000	ALL	00	00				Note from the Dean: a new full time Humanities position was added and filled in 2015.