

ACADEMIC PROGRAM REVIEW

Religious Studies Program Self-Study Report

April 28-30, 2014

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Religious Studies Program Self-Study

Religious Studies Director John Bussanich was the lead author for this report. Sections were drafted by Associate Director and Principal Lecturer Daniel Wolne, Senior Lecturer Lisa Gerber, and Assistant Professor of American Studies and Religious Studies Kathleen Holscher; Department Administrator Lore Giese and UNM Libraries Professor Sever Bordeianu. The Office of Institutional Analytics at UNM provided data on numbers of majors, student credit hour production, and so forth. This report follows a revised (2013) outline of criteria and instructions for Academic Program Review self-studies provided by the APR office. The outline is designed to dovetail with Higher Learning Commission (North Central Association) university accreditation criteria.

Introductory Section and Background Information

OA: Abstract

The Religious Studies Program at UNM offers the BA degree. It serves about 45 majors, graduating 15 students with the BA in Academic Year (AY) 2012. Since the last APR the Program has added permanent instructional faculty: one assistant professor (shared with American Studies), one full-time Principal Lecturer, one Principal Lecturer shared with Philosophy, one Senior Lecturer shared with Philosophy, and one Lecturer III shared with History. Our faculty members and adjunct instructors generally earn strong teaching evaluation results compared to university averages. The Program has a strong tradition of student mentorship and individualized training.

Two-thirds of student credit hours are generated regularly from the Program's three Core Curriculum courses: RELG 107 World Religions, RELG 263 Eastern Religions, and RELG 264 Western Religions. As a small interdisciplinary program, we have historically sought to maintain strength in these core courses and in upper division courses in areas of faculty competence: religions of the Southwest and Latin America, theories of religion, and environmental ethics. To offer as broad a curriculum as possible, the Program crosslists many courses in conjunction with several departments in the College and relies on adjuncts in the area. The immediate challenge facing the Program is to appoint a Lecturer who can offer upper division courses in non-Western religions.

OB. A brief history of the Religious Studies Program

The Religious Studies Program was initiated as a Minor within the Department of Philosophy in 1973 with the appointment as Program Director of Dr. Mathieu Casalis, who possessed doctorates in both Philosophy and Religion. In its early years the curriculum comprised cross-listed courses from the departments of Anthropology, History, Philosophy, and Sociology in Biblical studies, Christian thought, religion and social science, etc. Dr. Andrew Burgess, a Ph.D. in Religious Studies with a focus on religious thought, joined the Philosophy Department in 1978 primarily to augment course offerings in religion by developing connections with other

departments and also in order to teach a wide range of religion courses himself. The Religious Studies Committee was formed in 1979 with participating full-time faculty in other departments. From that time forward Religious Studies at UNM functioned both as an interdisciplinary and as a multi-departmental program. In 1980 Dr. Burgess was appointed Program Director, the same year the Religious Studies Major was approved. Also, an M.A. in Philosophy with a concentration in Religious Studies was instituted.

Under Dr. Burgess's direction, course offerings continued to increase, with greater participation by faculty in Art History, English, History, and Philosophy. By the late 1980s Religious Studies majors averaged about fifteen annually. In its first APR in 1989 the reviewers recommended that the Program should be autonomous, that it should become a department, with its own faculty lines, and that the Program Director should report directly to the Dean of the College. The consensus was that a program based on the inter-departmental model was inadequate to address the diverse subjects of a large, complex field of study like Religious Studies. Moreover, prompted by its APR of 1988, the Philosophy Department in 1990 approved the creation of a separate Department of Religious Studies. By the time of the subsequent Religious Studies APR in 1997, only the recommendation that the Director report directly to the Dean was implemented.

The recommendations of the 1997 APR basically repeated those of the earlier APR, including the creation of a separate M.A. in Religious Studies. (See section OE below for more details on the 1997 APR). Dr. Burgess worked assiduously on achieving this goal, but without success, until he was replaced as Program Director in 2004. Before the completion of his term Dr. Burgess laid the foundation for a sustainable Religious Studies Program within the parameters of limited funding from the College of Arts and Sciences. Notably, he organized a World Religions course in the large-lecture format for which he recruited Dr. Daniel Wolne, who had recently completed his Ph.D. in the UNM Philosophy Department. The Program offers one large lecture section of the course each semester, which enrolls 500 students.

In 2004 Dr. Richard Wood, Professor of Sociology and member of the Religious Studies Committee, was appointed Program Director. A critic of the marginalization of the study of religion at UNM and elsewhere, Dr. Wood was a strong advocate for the Program during his five-year tenure as Director, both at UNM and in the larger community. He lamented the fact that the UNM Program, because of the persistent lack of institutional support, was unable to serve as a forum for serious intellectual exchange regarding religion and its place in the world. Dr. Wood actively promoted colloquia and Inter-faith dialogue involving religious leaders as well as scholars. During his tenure half- and full-time Lecturers were appointed in Religious Studies, which increased the number of offerings and thereby enrollments. In 2005 the Program relocated to Hokona Hall. He further enhanced excellence in the Program by winning social science grants, which supported researchers who also taught courses in the Program. Through his efforts the Program's governance was thoroughly restructured, with the institution of bylaws (see section OC on governance) that stipulated, among other things, that the membership in the Religious Studies Committee be open to all UNM tenure-stream faculty through a system of nomination and voting to three-year fixed terms. Another important legacy

from Dr. Wood's tenure as Director was his pursuit, beginning in 2005, of a Chair in Catholic Studies. In 2007 the Archdiocese of Santa Fe contributed \$500K to create an endowment, which increased to \$2.2 million by 2008.

In 2009 Dr. Sharon Nepstad, Professor of Sociology at the University of Southern Maine, was appointed Program Director. Dr. Nepstad provided strong leadership during her tenure in the midst of budget cuts caused by the 2008 recession. She administered the search for an appointment to the Catholic Studies Chair, which was completed in spring 2011. Dr. Katie Holscher, Professor of Religion at Villanova, accepted the offer and began teaching in the Program in Fall 2012. Meanwhile, Dr. John Bussanich, Professor of Philosophy, was appointed Program Director in January 2012 at the completion of Dr. Nepstad's term.

OC. Organizational Structure and Governance of the Religious Studies Program

As an interdisciplinary program within the UNM College of Arts & Sciences, the Religious Studies Program has responded to special challenges and opportunities in order to shape its governance procedures. The program has achieved some degree of success while facing the challenge that it does not have its own tenure-stream faculty, but rather draws on faculty not only within many departments of the College but also from across the entire University. At the same time, as an interdisciplinary program, Religious Studies needs to sustain broad faculty control and consultation over its programmatic and strategic decision-making. Our internal governance procedures aim to balance administrative efficiency, faculty consultation and control over major decisions, and an efficient administrative structure – all in the service of shared governance of a robust program in Religious Studies.

Governance Structure of the Program

The Religious Studies Program has three components: first and most broadly, a diverse group of tenure-stream faculty and lecturers which provides the instructional expertise at the core of the program; second, the governance structure provided by the Religious Studies Committee (RSC), made up of approximately 10 faculty members elected to the RSC by associated faculty; third, the Director of Religious Studies, who provides executive administration. Overall governance is shared between the RSC (emphasizing long-term strategic direction and programs), the Director (emphasizing curricular and budgetary management, immediate decision-making, and implementation), and the Associate Director (who assists the Director with Lecturer and Adjunct teaching evaluation and Outcomes Assessment). The RSC includes faculty from across the University appointed as indicated below. The Director of Religious Studies is appointed by the Dean of the College of Arts & Sciences. The Associate Director is appointed by the Director.

• The Religious Studies Committee

The RSC controls the long-term strategic decisions regarding the structure of the Religious Studies program and its future direction. The Director of Religious Studies controls decision-making regarding administration and implementation of the strategic and programmatic goals set by the RSC. Final authority over budgetary matters, personnel appointments, and other matters normally within the purview of university administration lies in the Office of the Dean

of Arts & Sciences. The Director is responsible for regularly informing the RSC regarding major matters under consideration, and is open to counsel and input from individual RSC members on these matters.

In guiding the day-to-day management of the Religious Studies Program, the Director draws on the expertise and counsel of the Associate Director and the RSC, via informal contact, consultation by email or phone, periodic meetings of the full Religious Studies Committee, and appointment of ad-hoc task forces to deliberate regarding particular issues facing the Program. Such task forces may be advisory to the Director and Associate Director and/or advisory to the RSC, but shall not have ultimate decision-making authority over the Program.

• **Appointment and terms of service of RSC members**

All Lecturers housed in the Religious Studies Program are permanent members of the RSC. Election to the RSC is open to members of the faculty of the University of New Mexico whose research, writing, teaching, or other scholarly work focuses substantially on religion and whose appointment is in one of the following categories: tenured faculty, tenure-track faculty, full-time lecturer, research faculty, and clinical faculty. The RSC also includes a representative from the adjunct community.

Religious Studies Committee AY 2013-2014

Michael Candelaria, Principal Lecturer, Religious Studies and Philosophy

Monica Cyrino, Professor of Classics

Lisa Gerber, Senior Lecturer, Religious Studies and Philosophy

Katie Holscher, Assistant Professor of American Studies and Religious Studies

Gabriel Meléndez, Professor of American Studies

Donna Ray, Lecturer III, Religious Studies and History

Sarah Davis-Secord, Assistant Professor of History

John Taber, Professor of Philosophy

Daniel Wolne, Principal Lecturer, Religious Studies

Kelly Van Andel, Adjunct in Religion and Literature (Part-Time Instructor Representative)

OD. Information regarding specialized/external program accreditations

The Religious Studies Program does not have any specialized/external program accreditations.

OE. A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team's final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review.

The previous APR for the Religious Studies Program was conducted seventeen years ago in spring 1997. Several of the reviewers' recommendations have been implemented in the interim. The recommendations fall into five categories: governance, program improvement, faculty resources, the proposed M.A. in Religious Studies, and departmental status.

(1) Governance. The Review Committee recommended more faculty involvement in the administration of the Program; regular meetings of the Program Director with the Dean of the College of Arts & Sciences; submission to the Dean of an annual report on the state of the Program; greater clarity on the distinctness of the Religious Studies Program from the Philosophy Department; inclusion of more courses offered by UNM departments that have religious content in the Religious Studies course offerings.

Result: All these recommendations were implemented over a period of about ten years, most after the appointment of Dr. Richard Wood as Program Director in 2004, who devised the Religious Studies Committee, with members drawn from UNM faculty.

(2) Program Improvement. The Review Committee recommended that the Program focus its curriculum strategically in two key areas: (a) enhanced course offerings in the religions of the Southwest and New Mexico; (b) structure course offerings over a multi-year period.

Result: Strategic planning progressed in both areas. In 2005 Dr. Wood initiated discussions with the Archdiocese of Santa Fe that led to the creation of an endowment by 2008. In 2011 Dr. Katie Holscher was appointed as Professor of Catholic Studies, with specializations in the religion of the Southwest and New Mexico.

(3) Faculty Resources. The Review Committee recommended the full-time assignment of at least one core faculty member to teach basic Religious Studies courses. It also recommended hiring a specialist in Southwestern religious tradition and also one in non-European traditions.

Result: Besides the recommendation to hire a specialist in religion of the Southwest, the recommendation to assign more faculty resources to the Program has been implemented with the appointment of one lecturer assigned completely to Religious Studies and of three others with split appointments. No specialist in non-Western religions has been appointed.

(4) M.A. in Religious Studies. At the time of the previous APR the Philosophy Department offered an M.A. with a concentration in Religious Studies. The Review Committee recommended the creation of a new M.A. in Religious Studies.

Result: In September 1997 the Philosophy Department discontinued the M.A. in Philosophy with a concentration in Religious Studies. From 1997 until he ceased being Program Director in 2004, Dr. Burgess sought to create an M.A. in Religious Studies. The project was abandoned thereafter owing to lack of instructional resources. Because the lack of sufficient resources for an M.A. in Religious Studies continues, the RSC does not support it.

(5) Departmental Status. The Review Committee endorsed the creation of a Religious Studies Department in the long term, once the "foundation for a sustainable program" was achieved. Reviewers considered this "an important goal because of the location of UNM in an area that is distinctive for its rich and diverse religious heritage and present."

Result: The 1997 APR response, written by then Director Dr. Andrew Burgess, disputed the recommendation that departmental status be held only as a “long term goal.” In the next few years, Dr. Burgess secured a commitment from two successive Deans of the College of Arts and Sciences (Dr. Michael Fischer in 1999 and Dr. Fritz Allen in 2000) to create a Department of Religious Studies. Upon his installation as new Provost in January 2001, Dr. Brian Foster rejected the proposal without reason or explanation. Owing to the efforts of three Program Directors – Drs. Burgess, Wood, and Nepstad – the foundation for a sustainable program was achieved. However, the oft-proposed goal of creating a Religious Studies Department has not received support from UNM senior administration.

Criterion 1. Program Goals.

1A. Mission Statement.

The Religious Studies Program is dedicated to the study of the world’s religions as historical and cultural phenomena, while much of its intellectual vitality is centered on continued interrogation of the history and implications of the category “religion” itself. It examines the history, texts, artifacts, beliefs, values, and rituals of a variety of religious traditions, including but not limited to Buddhism, Hinduism, Christianity, Islam, and Judaism – and it does not assume that these labels are necessarily adequate to the boundaries and ranges of the experiences, rituals and doctrines to which they allude. The program places special emphasis on (a) religious traditions prominent in New Mexico, the American Southwest, and in Latin America and (b) American Catholicism generally. Inherently interdisciplinary in its approach, religious studies at UNM explores these traditions in light of related fields in the humanities and social sciences such as anthropology, classics, sociology, philosophy, and history. While not adhering to a rigid comparativism, the program encourages students at all levels to apply critical tools gained in the study of one tradition to other traditions they encounter.

The department offers a wide variety of courses ranging from large, popular (and consistently oversubscribed) lecture classes to advanced seminars, as well as independent studies, an honors thesis program, and a capstone course for all majors (RELG 447). Introductory courses orient students to the field of religious studies or to major approaches, topics, or issues within that broader field. Intermediate courses are numbered 2XX and 3XX, and they provide more in-depth analysis. Advanced courses, which are numbered 4XX, often build on knowledge or skills derived from lower level courses, and they provide opportunities for research-intensive study in particular areas of concentration in the study of religion.

1B. The Religious Studies Program and UNM’s Mission.

Departments, programs and courses in religious studies are increasingly perceived as central to the humanities in campuses around the United States. There are a number of reasons for this development. Some of them are global trends with effects both outside and inside the university: the supposed unstoppable march of secularization is now seen as both tenuous and contingent, while calls for collective loyalty and political action under the banner of religious

affiliation grow louder and louder. Secularism itself is now better understood not merely as the absence of religion, but as a dynamic and dialectical response to religious ideologies and rhetorics per se. Meanwhile, members of the field itself have done much to contextualize and correct for its historical Christian-centric biases (to be sure, while still recognizing the importance of the study of varieties of Christianity), recognizing the religious aspects of all human lives as worthy of study in their own right. This latter development is surely facilitated, especially if not uniquely in our program, by the felicitous conjuncture of colleagues trained in disciplines such as philosophy and history as well as those with advanced degrees in religious studies per se.

Thus, although religious studies (as opposed to the teaching of systematic theology) is a relative upstart in the humanities, our program is fully integrated within the University's undergraduate curriculum. In a full program of undergraduate courses, the program provides a substantial major in religious studies, as well as stimulating and challenging ways for students to meet the University's General Education Curriculum and to participate in a wide variety of interdisciplinary programs and curricula in the College of Arts and Sciences. The program offers multiple sections of three courses that contribute to UNM's Core Curriculum: RELG 107 Living World Religions, RELG 263 Eastern Religions, and RELG 264 Western Religions, which cumulatively account for about 3000 credit hours per semester.

We believe our mission is not only fully consistent with, but substantially dependent on, the University's goal of sustaining and enhancing a climate of respect for diversity among its faculty, staff, and students.

1E. Religious Studies Constituencies and Stakeholders.

In keeping with the mission and goals articulated above, the Religious Studies Program considers its primary stakeholders to be not only the faculty and the students in the Program, but also students and faculty in other departments, especially History, Art History, Foreign Languages and Literatures, Philosophy, and Sociology. Other significant stakeholders are the citizens of the State of New Mexico as a whole, who stand to benefit directly and indirectly from the effectiveness of the Program in educating thoughtful, articulate, and ethical members of the community. In this connection, members of the Program engage in various activities to reach out to the wider community, to be described below.

By its nature, the Religious Studies Program will have professional connections to a variety of constituencies outside the University, including outside scholars, faith communities, clergy and lay leaders, campus ministries, and leaders of a variety of institutions interested in religion and its relationship to society. In cultivating such connections, the Program will strive always to cultivate and preserve broad ties to a wide diversity of constituencies, in order to facilitate a dialogue across the many boundaries between faith communities, viewpoints, scientific vs. traditional perspectives, etc. that shape the religious landscape of society.

1G. Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit.

As a discipline, Religious Studies is dedicated to helping students understand and appreciate the prominent historical and contemporary cultural roles that religion plays in our society. Alongside their work in the classroom, our faculty share their expertise in a variety of ways – both to the larger university community as well as to the Albuquerque community at large. In all of these activities, the goal is to apply the tools of the academic study of religion in a context that promotes thoughtful engagement with interested participants in the area.

Within the context of some of our course offerings, students are offered opportunities to experience how different local religious communities engage in their particular practices. Especially in our lower division courses, visits to local religious institutions and services are encouraged and facilitated. For example, for more than two decades, each semester a group of local Hindus has visited campus to demonstrate their practice of devotional chanting. Students in sections of RELG 107 World Religions and RELG 263 Eastern Religions can observe this practice and ask questions of the participants, as a way of furthering their understanding of contemporary devotional Hinduism. A variety of these sorts of opportunities is offered each semester, which have included visits to a local Buddhist temple to observe New Year festivities; observing Friday prayers at a local Muslim mosque, and watching prayer services in Greek Orthodox, Mennonite, and Mormon churches in the area. These visits are limited to students who are registered in Religious Studies courses, but the wider university and local community also benefits from the expertise of RS instructors.

A handful of RS instructors, including Dr. Lipka, Dr. Yates, Dr. Banihashemi, and Dr. Wolne, have given lectures at a local senior citizen education center called OASIS (which is run by Dr. Michael Nutkiewicz, also one of our part-time instructors). All members of the OASIS organization can attend these talks, as well as any other Albuquerque community members. The topics reflect the diversity of the expertise of our instructors, from contemporary Iranian religion to transgressive sexuality in Judaism to the philosophical foundations of the New Atheism. This connection & commitment to our larger community can take a range of forms. Dr. Banihashemi has been involved with the local chapter of the United Nations for a number of years, and through that organization, he was instrumental in organizing (in late 2011) a panel and discussion on Religion and Violence, which was moderated by Dr. Wolne. As Faculty Advisor for the UNM Secular Students Association, Dr. Wolne also moderated a debate on the Existence of God, co-sponsored by the SSA and the Catholic Apologetics Fellowship and Evangelization group (CAFÉ). This event attracted more than 200 students on a mid-week evening in October 2012. This type of outreach work helps to promote careful critical thinking about the role of religion in our society, with an emphasis on engaging in productive and respectful dialogue about these issues. With the surfeit of misinformation about religion which is disseminated on television and the internet, these efforts by our instructors help to inform and educate the local community by offering solid academic perspectives as an antidote to oversimplification and bigotry.

Another example of this commitment to dialogue and engagement was the “Nexus: Religion in the Public University Lecture Series,” sponsored by Religious Studies from August 2005 through December 2007. This lecture series included six major colloquium events that were open to the public, and included a core group of local clergy and faculty who shared their diverse perspectives across denominational lines. When funding for Nexus ran out, the program continued by offering a lunchtime brown bag lecture series, with invited faculty from within UNM offering short, accessible presentations on their area of expertise to any interested UNM students.

A major outreach event occurred in March 2014:

Religion and Ecology Lecture Series 2014

Tuesday, March 4, 2014 12:30 - 1:45
Petuuche Gilbert and Laura Watchempino, Acoma Pueblo
“Indigenous Philosophy in the Protection of Mother Earth”

Thursday, March 6, 2014 12:30 - 1:45
Marian Naranjo, Santa Clara Pueblo
“Personal Sharing of Culture and Spirituality from an Indigenous Woman’s Perspective”

Tuesday, March 11, 2014 12:30 - 1:45
Jane Braithwaite, Mormon
“Mormon Doctrine on Stewardship of the Earth”

Kathryn Turnipseed, Buddhist
“The Power of Refuge in the Midst of Ecological Crisis”

Thursday, March 13, 2014 12:30 - 1:45
Joan Brown, Franciscan, and Sherry Lewis, Jewish Reform
“Kinship, Creative Compassion and Climate Change”

In addition, for many years up through summer 2012, every June the Religious Studies Program sponsored, together with the Philosophy Department and Rinzai-Ji Zen Center, a two-week seminar on Buddhism, held at the Bodhi Manda Zen Center in Jemez Springs. The Seminar was founded in 1977 by Kyozan Joshu Sasaki Roshi, the spiritual head of Rinzai-Ji, for the purpose of providing more accurate information about Buddhism for American students and practitioners. The Seminar was open to the public, but many participants were UNM students, who could obtain three hours of UNM credit, under Phil./Relig. 440/540, “Buddhist Sutras Seminar,” by attending both weeks. Usually about 15-20 UNM students attended. The UNM course was administered by an instructor appointed by the Philosophy Department. Internationally-known

Buddhologists presented lectures. Past speakers have included Carl Bielefeldt (Stanford), Philip Yampolsky (Columbia), Martin Colcutt (Princeton), Houston Smith (Syracuse University), Frederick Streng (Southern Methodist University), Harold Roth (Brown University), Peter Gregory (Smith College), Jay Garfield (Smith College), and Robert Buswell (UCLA). In the early days of the Seminar, leading Japanese philosophers were invited, such as Keiji Nishitani and Masao Abe. The Seminar provided an invaluable opportunity for our students to study Buddhism with distinguished experts in Buddhist Studies while participating in the life of a Buddhist monastery. The association of the UNM Philosophy Department and Religious Studies Program with the Bodhi Manda Zen Center ceased in 2012 when reports in the New York Times and other media surfaced that the Roshi had engaged in sexual abuse in past years (more than ten years previously).

Prof. Katie Holscher, in her capacity as Chair of Catholic Studies, engages in various activities outside UNM, within the larger Albuquerque and northern New Mexico community. Since joining the faculty in Fall 2012, Dr. Holscher has accepted invitations from various Catholic organizations and initiatives to talk on topics that are an extension of her scholarly interests within the study of Catholicism, and that are also of interest to Catholic adults within the Archdiocese of Santa Fe. Her talks to the broader community, over the last year, have included:

“The Meaning of the New Pope for American Catholics,” remarks during weekend masses, Aquinas Newman Center at the University of New Mexico, September 2013.

“The Experience of Vatican II in New Mexico,” remarks at summer meeting of Formation for Christian Service Program, Archdiocese of Santa Fe, Albuquerque, NM, August 2013.

In addition, Dr. Holscher has agreed to give a public lecture, with the archbishop in attendance, at the Catholic Center in Albuquerque in February 2014, and to give a talk at the Catholic Business Forum, an initiative of the Albuquerque-based Dominican Ecclesial Institute (DEI), also in February. Some of these talks are based on her ongoing historical research on Catholicism in New Mexico, while others focus on a topic currently of interest to many Catholic and non-Catholic adults – the papacy of Francis I, and his reception among Catholic and non-Catholic Americans in the United States. In the summer of 2013, Dr. Holscher accepted an invitation to join the board of directors of DEI, after the current chair and executive director identified the Catholic Studies Chair as a critical participant in that organization’s mission to introduce Catholic adults within the Archdiocese to elements of Catholic intellectual life. Finally, Dr. Holscher appears once a semester on the Archbishop’s Radio Hour, at the request of the show’s host Mary Woods, to publicize her work as Professor of Catholic Studies and the courses that she offers at UNM. Every semester Dr. Holscher has both traditional and non-traditional students who audit or otherwise enroll in her classes at UNM as a result of this publicity.

In accepting invitations like these, Dr. Holscher’s personal policy is to always inform the requesting parties that she will not speak, in a direct or intentional way, to matters of faith. As Professor of Catholic Studies she has committed herself to offer both the public – Catholics and

non-Catholics alike – insight into the American Catholic tradition, informed by her own scholarly training in, and commitment to, methods of the social sciences. Her goal as a scholar has long been to maintain a position of “critical empathy” in relation to the subjects (and tradition) she studies, and this is the perspective she brings to all of her public work.

Public groups outside of the New Mexican Catholic community have also shown interest in Dr. Holscher’s work. In 2012, she was asked by the New Mexico chapter of the ACLU to serve as expert witness in a state lawsuit, *Felix v. Bloomfield*. As expert witness, her responsibilities included producing a report that analyses a granite Ten Commandments monument displayed on the grounds of a civic building in the Four Corners regions, in light of the religious history and present-day religious diversity of that region, as well as reading and counseling attorneys on another report, produced by an expert for the defense. Looking toward the next year, she has accepted an invitation from the Center for International Studies-Albuquerque International Association to give a talk on Francis I in Fall 2014. She has also agreed to teach a one-day course on Religion in New Mexico in Fall 2014 for Albuquerque OASIS, an non-profit organization that provides learning services to senior citizens.

Contacts Dr. Holscher made related to the above activities include:

Dolly Sokol (Executive Director of Development, Archdiocese of Santa Fe)
Kris Coffey (Chair, Board of Directors, Dominican Ecclesial Institute)
Kyle Kemp (Executive Director, Dominican Ecclesial Institute)
Dcn. Keith Davis (Director of Ministry, Resources, and Formation, Archdiocese of Santa Fe)
Fr. Dan Davis, OP (Pastor, Aquinas Newman Center, UNM)
Michael Nutkiewicz (Director, Albuquerque OASIS)

Marina Oborotova (President, Center for International Studies-Albuquerque International Association)

The Religious Studies Program sponsors occasional talks on the UNM campus. In Spring 2014, for the first time the Program will be joint sponsor of the celebrated Medieval Studies Lecture Series in conjunction with the Medieval Studies Program. The RS Program committed \$7500 for this major public event. This year the focus will be on expressions of spirituality in four different religious traditions in the Medieval period: Judaism, Christianity, Islam, and Tibetan Buddhism. Lectures will be presented by four eminent scholars of religion:

Dr. Lenn Goodman, Vanderbilt University
Dr. Jawid Mojaddedi, Rutgers University
Dr. Ann Klein, Rice University
Dr. Bernard McGinn, University of Chicago

On Friday January 31, 2014 the Religious Studies Program and the Department of American Studies will co-sponsor the following lecture: Joshua Dubler, Ph.D. “The Rise, Fall, and Rise of Radical Prison Religion.”

Joshua Dubler received his Ph.D. in religious studies from Princeton University, and is assistant professor of Religious Studies at Rochester University. His book, *Down in the Chapel: Religious Life in an American Prison*, was published in August 2013 by Farrar, Straus and Giroux. Heralded by Cornel West as “a masterful and magisterial probing into our new Jim Crow,” *Down in the Chapel* is a compassionate and often surprising ethnographic account of religious life in a Pennsylvania maximum-security prison. It received a starred review in *Publisher’s Weekly*, and has been positively reviewed in the *Wall Street Journal*, the *Christian Science Monitor*, and other prominent publications.

Criterion 2. Teaching and Learning: Curriculum.

The academic study of religion is a key component of an integral liberal arts education, and has application for students in any field of inquiry. Religion is one of humanity’s oldest and most pervasive cultural constructs, and the beliefs, rituals, sacred texts, and institutions associated with religions around the world have had deep political, economic, and even ecological effects on the daily lives of billions of people. Some of the most basic and entrenched problems that the modern world faces have roots (and possibly some solutions) in religious ideologies. And with the explosion of information available to students via cable television and the internet, the ability to distinguish fact from fiction about religion and its influence in the world has profound implications. Our core courses expose students to the history, philosophy, art, and rituals of the world’s major religious traditions. They teach critical reading and thinking skills that are applicable to other disciplines as well as to religious studies. Within the Religious Studies major, distributional areas of Asian Religions, Western Religions, Religion in America, and Sacred Texts cultivate a diverse set of student interests, thus serving students who wish to focus on these specific fields in the discipline. And at the upper-division level, majors, minors, and other interested students at UNM can find a broad range of offerings, from a course on the History of the Holocaust to a class on Islamic Sufism to a range of classes in the unfolding of both Protestant and Catholic branches of Christianity. Because of the varying expertise of our full-time faculty, as well as the wide-ranging interests of our adjuncts, the Religious Studies Program every semester offers fresh opportunities for students to engage in the study of both ancient and contemporary forms of religious expression. In Spring 2014 semester, our upper-division classes include a class on Religion and Ecology; a course entitled “Celluloid Buddhas” (that has always drawn substantial numbers of students); another popular class on contemporary Atheism; a new course on Modern Occult and Neo-paganism; and a course on Jewish Mysticism and Kabbalah. By consistently offering core classes to majors and other interested students, as well as a broad offering of upper-division classes each term, the Religious Studies Program continues to serve the UNM community in a vital and professional manner.

2A. Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the graduate and undergraduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion.

- **Major requirements in Religious Studies:** The major must complete 33 hours of coursework in Religious Studies, complying with the following requirements:

1	18 of these 33 hours must be at the upper division level.
2	Required courses are 230 (Hebrew Scriptures) or 231 (Hebrew Prophets); 232 (Christian Scriptures); 263 (Eastern Religions); 264 (Western Religions); and any 447 Seminar in Religious Studies or another 400 level seminar.
3	In addition to the five required courses listed in #2, students must also take at least one course in each of the following distributional areas: Asian Religions, Western Religions, Sacred Texts, and Religion in America. Courses that meet the distribution requirements are listed in the table below.
4	In order to provide flexibility, the Asian religions distributional requirements (263 and another Asian religions course) and the Western religions distributional requirements (264 and another Western religions course) may also be met by appropriate pairs of general courses that together cover Asian and Western religions respectively. Thus, for example, the Asian religions requirements may also be met by taking two courses, one in Hinduism and one in Buddhism, and the Western religions requirements may also be met by taking two courses that cover the major Western traditions (i.e. Judaism, Christianity, or Islam).

Distributional Area Courses:

Asian Religions:	107, 263, 331, 438, 439, 440, 442, 448, 449, 453, 457
Western Religions:	105, 264, 306, 323, 324, 326, 327, 350, 360, 361, 365, 404, 413, 426, 450, 452, 457, 465, 475, 481
Religion in America:	303, 308, 333, 387, 388, 389, 390, 392, 422, 430, 441, 482, 483, 490, 491
Sacred Texts:	103, 104, 106, 109, 2230, 231, 232, 463, 407, 408, or 440

- **Dual Major:** Students may combine a major in Religious Studies with another major. For students with dual majors, the total number of hours required for the Religious Studies major is reduced from 33 to 30, while requirements for the other major remain the same. To graduate in Arts and Sciences one will need to declare a major and a minor or two majors. Sometimes one starts out with a major and a minor and then thinks, "why not have two majors?" In Religious Studies it is a little easier to do this than in some other fields, because the "dual major" lets one add a Religious Studies major for just 12 more credits (a total of 30) more than one would need for a minor. Students should be mindful of taking the right required courses and group requirements along the way.
- **Minor Requirements:** A minor in Religious Studies requires the student to take 18 credits at any level with a REL prefix or cross-listed with Religious Studies.
- **Arts and Sciences Requirements:** Since Religious Studies is a major within the college of Arts and Sciences, Religious Studies majors must satisfy the Arts and Sciences requirements and the University's core curriculum requirements.
- **Advisement with Religious Studies Advisor:** Once students are admitted to the College of Arts and Sciences, the student must formally declare a major and a minor, a double major, or a special curricula of the College of Arts and Sciences. When students declare a major in Religious

studies, they will meet jointly with the Arts and Sciences Advisor and the Religious Studies Advisor. This is to ensure that they understand all the requirements for the degree. Students develop a plan of study in conjunction with these advisors. The Lobotrax tool makes it easy for the students and advisors to track student progress to the degree.

- **Honors in Religious Studies:** The Honors option requires students to sign up for two consecutive semesters of RELG 497 Independent Studies, in which they prepare an Honors thesis under the direction of a committee.

2B. Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill prerequisites of other programs, cross-listed courses.

The UNM Undergraduate core curriculum includes RELG 107 "Living World Religions", RELG 263 "Eastern Religions", and RELG 264 "Western Religions". We also offer a wide selection of courses that are cross-listed with other UNM departments:

RELG 303 Introduction to Black Liberation and Religion / AFST 303

RELG 306 Reformation Era, 1500-1600 / HIST 306

RELG 323 History of the Jewish People to 1492 / HIST 323

REL324/524 Modern History of the Jewish People- HIST 324/524

RELG 326 History of Christianity to 1517 / HIST 326

RELG 327 History of Christianity 1517 to Present / HIST 327

RELG 333/533 Ritual Systems and Behavior ANTH 333/533

RELG 343 Buddhist Philosophy / PHIL 343

RELG 347 Catholicism in America

RELG 347 Religion(s) in the American West

RELG 347 Religion in New Mexico

RELG 347 Growing Up Catholic in America

RELG 361 Modern Christian Thought / PHIL 361

RELG 365 Philosophy of Religion / PHIL 365

RELG 422 Sociology of Religion / SOC 422

RELG 426/626 History of the Holocaust / HIST426/626

RELG 430 American Religious Communication / CJ430

RELG 431 Ch'an and Zen / PHIL 431

RELG 434 South Asian Mystical Traditions / PHIL 434

RELG 438 Indian Buddhist Philosophy / PHIL 438

RELG 453 Asian Studies Thesis / COMP, HIST, PHIL, POLS 453

RELG 475 Dante in Translation / ITAL 475

RELG 491 African-American Religious Traditions / AFST 491

2C. Describe the modes of delivery used for teaching courses.

Instructors in the Religious Studies Program use a variety of modes for delivery in our courses including classroom lecture, lecture supplemented with classroom discussion, and seminars. In recent years, we have increased the number of on-line course offerings. We now offer regularly RELG 107 "Living World Religions", RELG 263 "Eastern Religions", RELG 264 "Western

Religions”, RELG 230 “Hebrew Scriptures”, RELG 350 “Religion and Literature”, and RELG 447 “Jewish Mysticism and Kabbalah” in on-line formats.

Criterion 3. Teaching and Learning: Continuous Improvement.

3A. Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the education objective described in Criterion 1. Summarize and discuss direct and indirect evidence of students’ learning gathered by the program.

The Religious Studies Program uses two levels of assessment. First, we assess the GenEd (general education) courses, which include RELG 107 World Religions, RELG 263 Eastern Religions, and RELG 264 Western Religions. Second, we assess our program by interviewing our graduating seniors. The interview employs both direct and indirect measures.

The assessment of GenEd courses is firmly established. In our courses, we assess student papers to determine whether they can explicate an idea or argument and to ensure that they can develop their own arguments. Our decision to evaluate student essays reflects our commitment to writing across the curriculum. We are committed to helping students develop their analytic and writing ability. Our faculty meet annually to evaluate course data, discuss pedagogy, and improve student learning.

RS Program assessment has evolved over the past year. Previously, we assessed our 400 level seminars irregularly. Now, we conduct a formal interview with graduating seniors to assess their level of learning as well as their overall satisfaction with the program. We initiated the interview process in the spring of 2013 and interviewed two of our five graduates. This was a trial run with this new phase of program assessment. In future, we will interview and assess all of our graduating seniors. This will be done in conjunction with the capstone course we are adding entitled “Theories of Religion.” This course was offered for the first time in the Fall of 2013. After it is formally approved by the Curriculum Committee, it will be required for our graduating seniors. Not only will the course enable students to reflect on overarching theories of religion, it will also provide a distinctive perspective from which to assess the program. The faculty and Religious Studies Committee will meet annually to discuss the assessment results in order to improve the program.

Broad Learning Goals for the B.A. in Religious Studies

The completion of the major in Religious Studies will enhance the liberal arts experience for UNM undergraduates and help prepare them for their careers. The Program aims to deepen student knowledge of religion, inculcate skills for a variety of career paths, and instill the aspiration to become life-long learners.

Knowledge: We want all our graduates to have a broad knowledge of the history of religions. By the end of their course of study, students will be aware of issues in the four distributional areas: Asian Religions, Western Religions, Sacred Texts, and Religion in America.

Skills: We want our students to master the fundamental skills of critical reading, persuasive writing, and critical thinking.

In regard to developing the ability to read critically, we want our students to be able to engage in complex, sustained reflection about the historical, textual, and theoretical issues scholars of religion find compelling.

In regard to developing critical thinking skills, we want our students to approach historical events, religious traditions, and sacred texts with a critical eye in order to assess the merits of interpretations advanced by historians. Doing so effectively requires that students be able to identify what the author is asserting and what explicit and implicit assumptions the author is making. Students will analyze the view or interpretation an author or text presents to support a claim, assess whether the view or interpretation supports the conclusion, and determine whether there are good reasons to deny the truth of the claims the author or text makes.

In regard to writing skills, all majors in their course of study are asked to compose essays that deploy persuasive arguments. The general goal is to learn how to clearly and convincingly argue for a stated position. In our lower division courses, such as RELG 107 Living World Religions, students may be asked to analyze the truth-claims presented in a sacred scripture, while in our upper division courses, students will more likely be asked to defend a particular interpretation of a historical text or critically engage the ideas forwarded by a central figure in a specific religious tradition. Whatever the specific task presented to them, effectively crafting an argument requires that students clearly present the position they are critiquing *and* lay out clear and convincing reasons that will persuade their readers of their own claims.

Values: The highest goal of a liberal education is to awaken in students the search for knowledge. We want students to become true learners – curious, independent people with inquiring minds eager to explore the world and to identify and examine assumptions in their own and others' ways of thinking. There should be nothing they do not want to learn about. They should not have to rely on others setting goals for them; they should set their own learning goals. They should take responsibility for their own learning.

Learning Goals Specific to the B.A. in Religious Studies

Our goal for students pursuing the major in Religious Studies is to acquire broad knowledge of the history of religions in required courses:

230 (Hebrew Scriptures) or 231 (Hebrew Prophets) or 232 (Christian Scriptures); 263 (Eastern Religions); 264 (Western Religions); and the Capstone Seminar in Religious Studies. In addition

to these five required courses, students must also take at least one course in each of the following distributional areas: Asian Religions, Western Religions, Sacred Texts, and Religion in America.

List of Student Learning Outcomes (SLOs) for B.A. in Religious Studies

- A.1. Students will have an in-depth understanding of the basic beliefs, practices, history, and sacred texts of at least two major traditions of the student’s choosing.
- A.2. Students can articulate how religious symbols and narratives are interpreted and mobilized to construct meaning in human life, by individuals and by communities – and how this changes over time or across different communities.
- B.1. Students can utilize a variety of analytical concepts and hermeneutic methods from the humanities and social sciences to describe and evaluate the basic beliefs and practices of at least two major religious traditions, how they have developed historically, and the approaches to sacred writings within those traditions.
- B.2. Students can engage in public dialogue and debate regarding ethical and political issues related to religion.
- B.3. Students can articulate their own thoughts clearly in critical discussion and in writing.
- C.1. Students can engage in constructive dialogue regarding the role religions play in public life in a modern democracy.
- C.2. Students will appreciate the diverse accounts of wisdom and scripturally based moralities articulated by different religious traditions.

Direct and Indirect Assessment for Graduating Seniors in Fall 2012 and Spring 2014

On a scale of 1-4, two faculty members rated the student response. (1=unacceptable, 2=acceptable, 3=good, 4=excellent)

Student Learning Outcome	Raw score (average from two interviewers)	Percent good or better
A1	4	100
A1	4	100
A1	3.5	100
A2	Not Assessed	
B1	Not Assessed	
B2	Not Assessed	
B3	4	100
C1	4	100
C2	4	100

In these interviews, students were thoughtful and articulate. They had in-depth understanding of basic beliefs, practices, and sacred texts. In addition, they engaged in a constructive dialogue about the role religions play in public life. Both showed a deep appreciation for the diversity of religious traditions.

3B. Provide evidence of actions taken to improve programs based upon the assessment process.

In designing the assessment process, faculty and the Religious Studies Committee have had many discussions about what we hope our students gain from the program. One important, but missing, element was a capstone course where seniors could critically reflect on the study of religion and analyze theories of religion. We want students to gain a sense of community, experience a quality seminar with their peers, and appreciate Religious Studies as an academic discipline. This course is a bridge between undergraduate studies and a future in graduate school or in non-academic careers.

The capstone course will enhance the assessment process itself. The exit interview is not designed to assess all student learning outcomes. We intend to complete program assessment by evaluating the papers from the capstone course. This will allow us to evaluate the remaining student learning outcomes and will give us a good sense of their writing expertise by the end of their undergraduate studies.

Criterion 4. Students.

4A. Provide information regarding student recruitment and admissions (including transfer articulation).

In most cases, our majors become familiar with the Religious Studies Program through one of the three GenEd core courses. Students continue to take courses in Religious Studies due to an intrinsic interest in the subject. Currently, they meet with the Program advisor, Dr. Lisa Gerber, and plan their course of study. Dr. Gerber attends various events on campus to distribute literature about Religious Studies as a major and answer questions. We have not engaged in other active recruitment efforts, as demand for classes has been strong, the program has a positive reputation for quality teaching, and interested students seem to find us.

Major and minor requirements are outlined clearly on the Religious Studies website and we also have an informational brochure for majors and potential majors.

As for transfer articulation, UNM has an efficient and automated system. The Religious Studies Program is careful about which courses count as Religious Studies courses. Many of our students transfer here from universities that are associated with a particular religious denomination. Since we are a public university, the Religious Studies program does not accept courses that promote a particular religious affiliation. Dr. Gerber evaluates transfer courses by evaluating the institution, the course description, and the syllabus.

4B. Provide an analysis of enrollment trends, persistence, and graduation trends.

**Total Academic Year Student Credit Hours
Restricted and Unrestricted
Religious Studies Program
2002-2003 to 2011-2012 Academic Years**

Total Student Credit Hours										
CLASS LEVEL	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Freshmen	5695	6313	6762	6519	5877	5354	5343	5560	5151	4926
Sophomore	852	1449	1149	1185	1080	1113	1104	1387	1346	2121
Junior	498	696	342	765	645	786	633	933	741	902
Senior	501	490	921	402	595	534	757	684	936	603
Graduate	36	72	27	27	9	0	12	6	0	0
Total	7582	9025	9201	8898	8206	7787	7849	8570	8174	8552

¹ Restricted credit hours are those for which UNM receives no funding from the state. They are primarily connected to our courses funded by non-I&G accounts or are credit hours delivered via the Internet to out-of-state students

Freshmen = 100-level courses
 Sophomore = 200-level courses
 Junior = 300-level courses
 Senior = 400-level courses
 Graduate = 500-level courses

Data Source: HED End-of-Semester Course File, created and maintained by the Office of Institutional Analytics
 UNM Office of Institutional Analytics: Vicky Duer

**Total Number of Degree Recipients
2002-2003 to 2012-2013 Academic Years
Religious Studies Program**

Major	Degree	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Religious Studies	BA	4	8	15	9	12	10	12	13	12	13	13
	BAFA	1	0	0	0	0	0	0	0	0	0	0
	BS	0	0	0	0	0	0	0	0	0	2	0
		5	8	15	9	12	10	12	13	12	15	13

Data Source: Data is extracted from Academic Outcome at a point-in-time by the Office of Institutional Analytics
 UNM Office of Institutional Analytics: Vicky Duer
 No. of Degree Recipients, 2005-06 to 2011-12

**Total Fall Enrollment by Major and Level (2003-2012)
Religious Studies**

Declared Major: RELG Religious Studies

Undergraduate Students in University College with Declared Major in Discipline											
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total
Year 1-Freshman	5	3	6	6	4	5	6	4	4	4	47
Year 2-Sophomore	1	3	6	5	3	4	4	3	6	3	38
Year 3-Junior	1	1	0	0	1	1	1	1	2	1	9
Year 4-Senior	1	1	0	0	0	0	0	1	2	1	6
Total	8	8	12	11	8	10	11	9	14	9	100

Undergraduate Students with Declared Major Admitted to Major College											
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total
Year 2: Sophomore	3	4	3	3	3	5	4	8	0	4	37
Year 3: Junior	10	15	12	7	10	13	11	10	10	10	108
Year 4: Senior	14	28	21	26	22	23	23	28	27	17	229
Total	27	47	36	36	35	41	38	46	37	31	374

Total Fall Enrollment by Major											
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total
	35	55	48	47	43	51	49	54	51	40	335

The numbers of student credit hours and Religious Studies degree recipients have remained relatively constant during the period under review.

4C. Provide a description of program advisement for students.

Religious Studies students meet with the undergraduate advisor, Dr. Lisa Gerber, to plan courses of study and to ensure that they are meeting all the requirements on a timely basis. To facilitate this, we have a brochure for our majors and minors that includes a course check list. The undergraduate advisor meets with the student to go through the student's LoboTrax with her. Since we are an interdisciplinary program, we have a variety of courses that can fulfill the group requirements. If a student wants to do an Honors' thesis, the advisor will instruct him on the process and guide him toward the appropriate faculty member to work with. Students also come in for help on how to choose courses that will help later in a career or in graduate school.

4D. Describe any student support services that are provided by the unit.

We do not have dedicated student support services in our program. However, we do work closely with CAPS and the writing lab.

4E. Describe any student success and retention initiatives in which the unit participates

Faculty promote student research under the Ronald McNair Scholars Program and the Religious Studies Honor's Thesis option.

4F. Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures.

We do not have the resources to track systematically our BA degree recipients after graduation with respect to placement or professional success.

5A. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

The Religious Studies Program instructional staff includes one Assistant Professor, several Lecturers, and a large number of Adjuncts.

Assistant Professor

Dr. Kathleen Holscher, Assistant Professor, American Studies Department and Religious Studies (half in each), Chair of Catholic Studies.

- Ph.D. Religious Studies, Princeton University, 2008.
- Prof. Holscher teaches four courses per year, primarily on Catholicism in America: "Religion in New Mexico," "Growing Up Catholic in America," "Catholicism in America," "Religion(s) in the American West."

Lecturers

- Dr. Michael Candelaria, Principal Lecturer, Religious Studies and Philosophy Department (half in each). Th.D. Harvard University, 1987. Religious Studies Courses: World Religions, Liberation Theology, Latino Christ.
- Dr. Lisa Gerber, Senior Lecturer, Religious Studies and Philosophy Department (half in each). Undergraduate Advisor and Outcomes Assessment Coordinator. Ph.D. Philosophy, University of New Mexico, 1999. Religious Studies Courses: Eastern Religions, Religion and Nature, Religious Ethics.
- Dr. Donna Ray, Lecturer III, Religious Studies (2/3) and History Department (1/3). Ph.D. History, University of New Mexico, 2011. Religious Studies Courses: Western Religions, History of Christianity, American Fundamentalism.
- Dr. Daniel Wolne, Principal Lecturer and Associate Director of Religious Studies. Ph.D. Philosophy, University of New Mexico, 1997. Religious Studies Courses: World Religions, Eastern Religions, Theories of Religion, Atheism.

Regular Adjuncts

- Dr. Mozafar Banihashemi, Ph.D. Sociology, UNM, 2012. Religious Studies Courses: Islam, Islamic Fundamentalism, Sufism.
- Dr. Lynn Bridgers, Ph.D. Religious Studies, Emory University, 2004. Religious Studies Courses: Psychology of Religion, Women and Religion.
- Dr. Emily Kratzer, Ph.D. Classics, UCLA, 2010. Religious Studies Courses: Paganism and Early Christianity, Ancient Religion and Magic.
- Dr. Hilary Lipka, Ph.D. Near Eastern and Judaic Studies, Brandeis University, 2004. Religious Studies Courses: Western Religions, The Occult.
- Dr. Michael Nutkiewicz, Ph.D. History, UCLA, 1978. Religious Studies Courses: Introduction to Jewish Thought, Jewish Mysticism and Kabbalah, Judaism and Modernity, Hebrew Prophets.
- Dr. Judith A. Todd, Ph.D. Biblical Studies, Graduate Theological Union (Berkeley, CA), 1990. Religious Studies Courses: Hebrew Scriptures, Biblical Hebrew.
- Dr. Kelly R. Van Andel, Ph.D. (Religion & Literature) Department of Theology & Religious Studies, University of Glasgow, 2009. Religious Studies Courses: Religion and Literature, Western Religions, World Religions, Eastern Religions.
- Frank Yates, B.A. Philosophy 1988, University of Texas at Austin; Doctor of Ministry Degree (D.Min.), Austin Presbyterian Theological Seminary, Austin, Texas, 1984. Religious Studies Courses: Christian Scriptures, Theology of Paul, Jesus and the Gospels.

5B. Provide information regarding professional development activities for faculty within the unit.

The primary mechanism for professional development is UNM's sabbatical policy, which allows a one-semester release from teaching (with full pay) or a full academic year's release at 2/3 pay after each six years of full time service. Assistant Professor Holscher's professional development is under the auspices of American Studies, her home department. The Program's four Lecturers are now eligible for sabbaticals. A research program is not part of their contractual obligations. However, because some Lecturers are engaged in research and others in enhancing teaching methods in large enrollment courses, each Lecturer has a professional account which supports travel to conferences for these purposes.

5C. Provide a summary and examples of research/creative work of faculty members within the unit.

Dr. Michael Candelaria, Principal Lecturer, Religious Studies and Philosophy. Dr. Candelaria's research area is Latin American Philosophy and Theology.

Selected Publications:

- *The Revolt of Unreason: Miguel de Unamuno and Antonio Caso on The Crisis of Modernity*. Amsterdam: Rodopi, 2012.
- *Popular Religion and Liberation. The Dilemma of Liberation Theology*. Albany, NY: SUNY Press, 1990.
- *The Latino Christ: What can Latino Representations of Christ Tell Us About Latino/as?* (in progress).

Dr. Lisa Gerber, Senior Lecturer, Religious Studies and Philosophy. Dr. Gerber's research focus is environmental ethics.

Selected Publications:

- "On Leopold, Wolves, and Wildness," Chilean journal *Ambiente y Desarrollo* (Center for Research and Planning of the Environment) Volume XXIII-I-2007.
- "The Nature of Water: Basia Irland Reveals the 'Is' and the 'Ought,'" *Ethics and the Environment*, 8 (2003): 37-50.
- "Standing Humbling Before Nature," *Ethics and the Environment* 7 (200): 39-53.

Dr. Kathleen Holscher, Assistant Professor, American Studies and Religious Studies, Chair of Catholic Studies. Dr. Holscher's research area is Catholicism in America and Religion in New Mexico.

Selected Publications:

- *Religious Lessons: Catholic Sisters, Public Education and the Law in Mid-Century New Mexico*. New York: Oxford University Press, 2012.
- "Contesting the Veil in America: Catholic Habits and the Controversy over Religious Clothing in the United States," *Journal of Church and State* 54, no. 1 (Winter 2012): 57-81.

Dr. Donna Ray, Lecturer III, Religious Studies and History Department.

Selected Presentations:

- Donna E. Ray, Shawn L. Berman, Michael E. Johnson-Cramer, and Harry J. Van Buren III. 2014. "Refining Normative Stakeholder Theory: Insights from Judaism, Christianity, and Islam." *Journal of Management, Spirituality, and Religion*, Special Issue on Stakeholder Theory and Workplace Spirituality (forthcoming).

Dr. Daniel Wolne, Principal Lecturer, Religious Studies.

Selected Presentations:

- "Meeting the Challenges of Large Class Instruction" UNM Office of Support for Effective Teaching conference & Get Set/Reset conference, August 2010 and February, 2011.
- "Ridicule and the Ethics of Evangelical Atheism", American Academy of Religion conference (Rocky Mountain division), March 2008.

Service

- UNM Faculty Associate for Large class instruction (2009-2010).
- "Resources for Effective Teaching" (www.unm.edu/~oset/RET.html) under the heading of "Teaching Large Enrollment Classes."

5D: Provide an abbreviated vitae for each faculty member.

(1) Principal and Senior Lecturers

Michael Candelaria, Th. D.

Principal Lecturer, Department of Philosophy and Religious Studies Program
The University of New Mexico, MSC03 2145
Albuquerque, NM 87131
C: 505-235/1667, W: 505-277-4009
E-mail: mcandel@unm.edu

EDUCATION

Harvard University, Th.D., 1987, Cambridge, Massachusetts
Southwestern Baptist Theological Seminary, M.Div., 1983, Fort Worth, Texas
Southern Bible College, B.A., 1981, Houston, Texas

PROFESSIONAL EXPERIENCE

The University of New Mexico, Principal Lecturer, Joint Appointment, Religious Studies Program and the Department of Philosophy, August 1013-current
The University of New Mexico, Lecturer III, Joint Appointment, Department of Philosophy and Religious Studies Program, August 2005-current
The University of New Mexico, Lecturer III, Chicano Studies Program, August 2001-May 2005.
Central College of New Mexico, Instructor, Philosophy, Albuquerque, New Mexico, May 2000- May 2001.
St. John's College, Santa Fe, New Mexico, Tutor (all faculty members have the title "Tutor"), 1995-1996.
California State University, Bakersfield, Assistant Professor, Dept. of Philosophy and Religious Studies, 1990-1994. Lecturer, Dept. of Philosophy and Religious Studies, 1987-1990.
Harvard University, Teaching Fellow, 1984-1987.

GRANTS AND AWARDS

National Endowment for the Humanities, Institute of Latin American Philosophy, University of Buffalo, New York, Summer 2005.
Rockefeller Fellowship, "Cultural Expression and Public Discourse," Southwestern Hispanic Research Institute, University of New Mexico, Albuquerque, New Mexico, 1992-1994.
National Endowment for the Humanities, "19th Century Religious Thought," Graduate Theological Union, Berkeley, California, Summer 1992.
Meritorious Performance and Professional Promise Award, California State University, Bakersfield, 1990.
National Endowment for the Humanities, "Karl Marx," University of Southern California, summer, 1988.
Fund for Theological Excellence, Hispanic Doctoral Fellowship, 1983-1985.
Robert A. Baker Award for Excellence in Church History, Southwestern Baptist Theological Seminary, Fort Worth, Texas, 1983.

BOOK PUBLICATIONS

The Revolt of Unreason: Miguel de Unamuno and Antonio Caso on The Crisis of Modernity. Amsterdam: Rodopi, 2012.
Introduction to World Religions. Indianapolis: The College Network, Inc., 2011.
Popular Religion and Liberation. The Dilemma of Liberation Theology. Albany, NY: SUNY Press, 1990.

BOOK IN PROGRESS

The Latino Christ: What can Latino Representations of Christ Tell Us About Latino/as?

ARTICLE PUBLICATIONS

- "The Ethics of Global Justice. The Formal Principle of Discourse Ethics and its Complement in the Material Principle of Liberation Ethics," *Concordia. Internationale Zeitschrift fur Philosophie*, vol. 43, (January 2003).
- "Images in Penitent Ritual and Santo Art: A Philosophical Inquiry into the Problem of Meaning," in *Nuevomexicano Cultural Legacy*. Edited by Francisco Lomeli and Victor Sorell. (Albuquerque, NM: University of New Mexico Press, 2002).
- "Nat Turner's Insurrection," *The Encyclopedia of North American History*. Marshall Cavendish Corp., 1998.
- "Great Awakening, First," *The Encyclopedia of Civil Rights in America*. M.E. Sharpe Publications, 1997.
- "Great Awakening, Second," *The Encyclopedia of Civil Rights in America*. M.E. Sharpe Publications, 1997.
- "Mexican Americans," *The Encyclopedia of Civil Rights in America*. M.E. Sharpe Publications, 1997.
- "Liberation Theology," *The Latino Encyclopedia*. Pasadena, California: Salem Press, 1995.
- "Mexican American Art," *The Latino Encyclopedia*. Pasadena, CA: Salem Press, 1995.
- "Sobre a Possibilidade de Uma Ethica Universal, Ethica do Discurso e Ethica da Libertacao," in *Ethica do Discurso e Filosofia da Libertacao: Modelos Complementares*. Edited by Antonio Soddecum. Sao Leopoldo, Brazil: Editora Unisinos, 1994.
- "Alienation," *Ready Reference: Ethics*. Pasadena, CA: Salem Press, 1994.
- "On the Possibility of a Universal Ethics: Discourse Ethics and the Philosophy of Liberation," *Diskursethik and Lateinamerikanische Philosophie*. Edited by Raul Fonet-Betancourt, Aachen, Germany, Augustinus Verlag, 1994.
- "The Ambiguous Epistemology of Enrique Dussel," *Diskursethik and ihre Lateinamerikanische Kritik*. Edited by Raul Fonet-Betancourt. Aachen, Germany: Augustinus Verlag, 1993.
- "Ideology and Ethics," *Ready Reference: Ethics*. Pasadena, CA: Salem Press, 1993.
- "Social Justice/Responsibility," *Ready Reference: Ethics*. Pasadena, CA: Salem Press, 1993.
- "Justice: Extrapolations from the Concept *Mishpat* in the *Book of Micah*," in *Voces: Voices from the Hispanic Church*. Edited by Justo Gonzalez, Philadelphia: Abington Press, 1992.
- "Transcendental and Universal Pragmatics," *Diskursethik oder Befreiungsethik*. Edited by Raul Fonet Betancourt, Aachen, Germany, 1992.
- "Liberation Theology," *The Encyclopedia Americana*, Hartford, CN: Grolier's Inc., 1990.
- "Horatio Alger in East L.A.," *Christianity and Crisis*, (May 2, 1988).
- "Jose Carlos Mariategui: The Forerunner of Liberation Theology," *The Christian Century*, (Oct. 14, 1987).

Lisa Gerber, PhD

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EDUCATION

Ph.D. in Philosophy, University of New Mexico, 1999
M.A. in Philosophy, University of Montana, 1993
B.A. in English/Philosophy, University of New Mexico, 1989

PROFESSIONAL EXPERIENCE

Senior Lecturer, University of New Mexico, Department of Philosophy and Religious Studies Program
2005-present
Visiting Assistant Professor, Ferris State University, 2003-2005
Visiting Assistant Professor, University of New Mexico Honors Program, 2000-2002
Assistant Professor, Southwest State University Philosophy Department, 1999-2000
Teaching Assistant, University of New Mexico Philosophy Department, 1995-1998

REFEREED ESSAY PUBLICATIONS

"On Leopold, Wolves, and Wildness" for Chilean journal *Ambiente y Desarrollo* (Center for Research and Planning of the Environment). Volume XXIII-I-2007.
"The Nature of Water: Basia Irland Reveals the 'Is' and the 'Ought,'" *Ethics and the Environment*, Chris Cuomo, editor, 8(1) 2003, 37-50.
"Standing Humbling Before Nature," *Ethics and the Environment*, 7(1) 2002, 39-53.
"What is So Bad About Misanthropy?" *Environmental Ethics*, 24:1, Spring 2002, 41-55.
"The Art of Intimacy" *Philosophy in the Contemporary World*, Vol 8, No. 3 (Fall-Winter 2001) 79-83.
"Hogville," with narration by Kathy Richardson, in *Draining the Great Oasis: An Environmental History of Murray County, Minnesota*, Anthony J. Amato, Janet Timmerman, and Joseph A Amato, eds., (Marshall, MN: Crossing Press, 2001) p. 221-237.

OTHER PUBLICATIONS

"Robinson Jeffers" article for *Encyclopedia of Environmental Ethics and Philosophy*
Macmillan Reference USA / Thomson Gale. 2008
Review essay on *Wild Ideas*, (edited by David Rothenburg), *Interdisciplinary Studies in Literature and Environment*, Winter 1997, 129-130.
Review essay on *American Women Afield: Writings by Pioneering Women Naturalists*, (by Marcia Myers Bonta), *Western American Literature*, Spring, 1996, Volume XXXI, no. 1., 70-71.

LITERARY PUBLICATIONS

"Living the Malpais," *Flyway: A Literary Review*, Volume 3.1 Spring 1997, 65-71.
"Witness," *Southwestern American Literature* (special environmental literature edition) Vol. 21 No.1 Fall 1995, 95-100. Reprinted in *Getting Over the Color Green: Contemporary Environmental Literature of the Southwest*, Scott Slovic, ed, (Tucson, U. of Arizona Press, 2001)

REFERREED PAPER PRESENTATIONS

"Wisdom in Predator Restoration" Joint Conference *International Society of Environmental Ethics and International Association for Environmental Philosophy*, Allenspark, Colorado, May 2007

"The Spiritual Practices of Thoreau" Meeting of the International Society for the Study of Religion, Nature and Culture, Gainesville, Florida, April 2006.

"The Art of Intimacy," International Society for Environmental Ethics Group Session held concurrently with the American Philosophical Association Western Division Meeting. Albuquerque, New Mexico, April 7-10, 2000.

"Attentiveness," Meeting Aesthetics and the Environment, Logan Utah, October 1999.

"Fire and Water," Annual Meeting of the Western Literature Association. Albuquerque, New Mexico, October 15-18 1997.

"Living the Malpais." Meeting of the Association for the Study of Literature and Environment. Missoula, Montana, July 17-19 1997.

"Intimacy." Meeting of the Association for the Study of Literature and Environment. Fort Collins, Colorado, June 9-11, 1995.

"Witness." Annual Meeting of the Western Literature Association. Salt Lake City, Utah, October 5-8, 1994.

"Is *Ramona's* Place in the Home?" Annual Meeting of the Western Literature Association. Reno, Nevada, October 7-10, 1992.

COURSES TAUGHT

Environmental Ethics, Virtue, Character, and Religion, Ethics and Community, American Philosophy, Reasoning and Critical Thinking, Health Care Ethics, Medical Ethics, Ethics and Professionalism in Engineering and Technology, Ancient Humanities, Modern Humanities, Eastern Religion, Introduction to Philosophy, Ethics, Ethics and Human Nature, World Religions, Religion and Ecology, Religion and Animals, and seminar on Aldo Leopold

MEMBERSHIP IN ORGANIZATIONS

Society for the Religion and Ecology

International Society for Environmental Ethics

CURRENT RESEARCH:

Leopold's conception of possession and the implications for building an environmental ethic

KATHLEEN A. HOLSCHER

Assistant Professor, American Studies Department and Religious Studies Program
Endowed Chair of Catholic Studies
American Studies Department
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EDUCATION

Ph.D. in Religion, September 2008.

Department of Religion, Princeton University, Princeton, New Jersey.

Masters of Arts in Religion, September 2005.

Department of Religion, Princeton University.

Bachelor of Arts, high honors, June 2001.

Swarthmore College, Swarthmore, Pennsylvania.

PROFESSIONAL EMPLOYMENT

Assistant Professor and Chair of Catholic Studies, August 2012-present.

Department of American Studies and Religious Studies Program, University of New Mexico.

Assistant Professor, August 2008-August 2012.

Department of Theology and Religious Studies, Villanova University.

SELECTED PUBLICATIONS

Religious Lessons: Catholic Sisters, Public Education and the Law in Mid-Century New Mexico. New York: Oxford University Press, 2012.

"Contesting the Veil in America: Catholic Habits and the Controversy over Religious Clothing in the United States," *Journal of Church and State* 54, no. 1 (Winter 2012): 57-81.

RECENT INVITED LECTURES, CONSULTATIONS AND CONFERENCES

"School Prayer, Bible Reading, and the Catholic Vocabulary of Religious Freedom in Mid-Century America," *New Worlds of Faith: Religion and Law in Historical Perspective*, University of Pennsylvania, June 2013.

"Vatican II and the Experience of Priestly Authority in Rural New Mexico." *Lived History of Vatican II Project*. In conjunction with Cushwa Center for the Study of American Catholicism, University of Notre Dame. Three year research consultation, culminating with an international conference in 2014 and subsequent published volume.

"Catholic Sisters, Public Schools: The Church-State Battle that Rocked New Mexico and Captivated the Nation," North American Academy of Liturgy (NAAL) Annual Meeting, January 2013

"A Decision that 'Spits in the Face of Our History': Catholics, Protestants and the Changing Church-State Vision of 1960s America." American Historical Association (AHA) Annual Meeting, January 2012

"The Sister Danger: What 'Captive School' Conflicts Can Tell Us About Mid-Century American Catholic History." Spring Meeting of the American Catholic Historical Society, Philadelphia, April 2011

"A Doubled Higher Calling: American Catholics, Memory and Military Saints." American Academy of Religion (AAR) Annual Meeting, Atlanta, November 2010

TEACHING EXPERIENCE

Religion in New Mexico, University of New Mexico, Fall 2013

Growing Up Catholic in America, University of New Mexico, scheduled for Fall 2013

Catholicism in America, University of New Mexico, Fall 2012; Villanova University, Spring 2009 (graduate seminar),
Spring 2010 - Spring 2012

Religion(s) in the American West, University of New Mexico, Fall 2012; Villanova University, Spring 2009.

Religion in America, Villanova University, Spring 2011, Spring 2012

Catholics and American Freedom (undergraduate honors course), Villanova University, Fall 2010.

Latino Religion in the U.S., Villanova University, Fall 2009

Christianity in History, Villanova University, Fall 2008 - Spring 2010

DONNA E. RAY

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Rio Rancho, NM 87144
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EDUCATION

Ph.D. 2011

Department of History, University of New Mexico,

Major fields: Medieval Europe, Early Modern Europe

Minor field: Comparative Religions of the West

Dissertation title: "There is a Threeness About You": Trinitarian Images of God,

Self, and

Community Among Medieval Women Visionaries

S.T.M. 1999, Yale University

M.Div. 1995, Princeton Theological Seminary

M.A. 1992, Northwestern University, Major field: English

B.A. 1988 *cum laude*, Wheaton College (Ill.) Majors: English and Biblical Studies

RECENT ACADEMIC EXPERIENCE

Lecturer III

University of New Mexico, Department of History and Religious Studies Program, Fall 2011-

- History of Christianity to 1517 (History/Religion 326)
- History of Christianity 1517 to Present (History/Religion 327)
- Western Religions (Religion 264), both live and online
- Religion in American History (Religion/History 441)
- Evangelicals, Fundamentalists, and Pentecostals (Religion 447)
- Religious History of the U.S. West (Religion 447)

Teaching Associate and Part-Time Faculty

University of New Mexico, Department of History

- Western Civilization to 1648 (History 101), Fall 2010
- High Middle Ages (History 300), Fall 2009 and Fall 2010

RECENT PUBLICATION

Donna E. Ray, Shawn L. Berman, Michael E. Johnson-Cramer, and Harry J. Van Buren III. 2014. "Refining Normative Stakeholder Theory: Insights from Judaism, Christianity, and Islam." *Journal of Management, Spirituality, and Religion*, Special Issue on Stakeholder Theory and Workplace Spirituality (forthcoming).

SELECTED CONFERENCE PRESENTATIONS

"Mormon Temples: Medievalisms on the Western Landscape", October 21, 2011

26th Annual International Conference on Medievalism; Albuquerque, New Mexico

"The Whirlpool and the Abyss: Hadewijch and the Holy Trinity", May 13, 2011

46th International Congress on Medieval Studies; Kalamazoo, Michigan

"'The Whole Trinity Lives in You': Images of God, Self, and Community among Medieval Women Visionaries", March 18, 2011

American Academy of Religion, Rocky Mountain-Great Plains Regional Meeting, Denver, Colorado

"Aimee Semple McPherson and Her Seriously Exciting Gospel", January 7, 2010

American Society of Church History; San Diego, California

ACADEMIC SERVICE

Member of Religious Studies Committee; University of New Mexico; 2011-present

RECENT AWARDS

Nominee for 2011-2012 Lecturer or Affiliated Teacher of the Year Award, Office of Support for Effective Teaching, University of New Mexico

Nominee for 2010-2011 Susan Deese-Roberts Outstanding Teaching Assistant Award, Office of Support for Effective Teaching, University of New Mexico

Graduate Student Prize, Institute for Medieval Studies, University of New Mexico, September 2010

Student Conference Award Program Grant, University of New Mexico, Summer 2008 and Summer 2009

DANIEL S. WOLNE

Principal Lecturer, Religious Studies Program
Religious Studies Program
The University of New Mexico MSC 03 2145
Albuquerque, NM 87131
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EDUCATION

Ph.D. in Philosophy, December 1997, University of New Mexico
Doctoral Dissertation: "The Boundaries of Identity: Postmodern and Mystical approaches to Self and Self-Transformation" (Chair: J. Taber)
M.A in Philosophy, December 1993, University of New Mexico
Masters Thesis: Gender and Mysticism: an examination of the issue with regard to women in early Buddhism, Vajrayana Buddhism, and Islamic Sufism" (Chair: J. Taber)
B.A Philosophy, May 1986, Colorado State University

PROFESSIONAL EMPLOYMENT

Principal Lecturer, 2013- , Religious Studies Program, University of New Mexico
Full-time Lecturer III, 2004-2013, Religious Studies Program, University of New Mexico
Visiting Lecturer in Religious Studies, 2001- 2004, University of New Mexico
Adjunct Instructor in the Philosophy Department, 1996 -2004, University of New Mexico
Instructor of Philosophy, 1997-2000, Albuquerque Technical-Vocational Institute
Visiting Assistant Professor, Spring 1998, New Mexico State University

PROFESSIONAL RECOGNITION & HONORS(selected):

Nominee for Adjunct Teacher of the Year: 2010, 2011
Inducted as Honorary member, Phi Eta Sigma (freshman Honor Society)2004
Adjunct Teacher of the Year 2003
Barrett Dissertation Fellowship, 1992-1997
Outstanding Teaching Assistant Award, 193-1994

TEACHING ACHIEVEMENTS: UNM office of Support for Effective Teaching (OSET) Faculty Associate for large class instruction, 2009-2010
"Meeting the Challenges of Large Class Instruction" UNM Office of Support for Effective Teaching conference & Get Set/Reset conference, August 2010 and February, 2011

ACADEMIC SERVICE (selected):

UNM Religious Studies Program undergraduate advisor, 2004-2009
Religious Studies Committee Member served two 3-year terms

COMMUNITY SERVICE (selected): Lecture on "The New Atheism" to Oasis continuing education organization, October 2012
Moderator of debate on the existence of God, co-sponsored by UNM Secular Students Association and Catholic Apologetics Fellowship and Evangelization group, September, 2012
Moderator of panel on Religion and Violence; local chapter of United Nations, October, 2011

PAPER PRESENTATIONS/ INVITED LECTURES

"Meeting the Challenges of Large Class Instruction" UNM Office of Support for Effective Teaching conference & Get Set/ Reset conference, August 2010 and February, 2011

"Ridicule and the Ethics of Evangelical Atheism," American Academy of Religion conference (Rocky Mountain division), March 2008

"The pros and cons of an enforced Quiet Class policy in large introductory lectures," part of UNM Excellence in the Classroom series, February 2006

"Hindu and Buddhist conceptions of desire and the body," 2 lectures to docents at the Albuquerque Museum of Art, August & September 2002

"Islamic Fundamentalism," 4 hour seminar given to Bernalillo County hostage negotiation team and SWAT team, April 2002

(2) Adjuncts

Mozafar Banihashemi

6000 Paper Flower Place, NE
Albuquerque, NM 87111
(505)292-6353

EDUCATION

Ph.D. Sociology, University of New Mexico, Fall 2012
M.A., Sociology, University of New Mexico, Spring 2005
M.A., Counseling, University of New Mexico, Spring 1993
B.A., Political Science, National University of Iran, 1970

DISSERTATION: "Shi'ite Reformism versus Shi'ite Fundamentalism: a Comparative Study of Shi'ite Discursive Practices in 20th Century Iran: the Cases of Khomeini and Hakamizadeh"

PROFESSIONAL EXPERIENCE

Part time Instructor, "Introduction to Islam," University of New Mexico, Fall 2013
Part time Instructor, "Islamic Mysticism," University of New Mexico, Fall 2013
Part time Instructor, "Politics of Religious Fundamentalism," University of New Mexico, Spring 2013
Part time Instructor, "Introduction to Islam," University of New Mexico, Fall 2012
Part time Instructor, "Politics of Religious Fundamentalism," University of New Mexico, Spring 2010
Part time Instructor, "Religious Fundamentalism and Sociology," University of New Mexico, Spring 2009
Part time Instructor, "Non-Proliferation of Weapon of Mass Destruction and Public Policy," University of New Mexico, Spring 2007

RESEARCH EXPERIENCE

Co-principal investigator; Web Access for Civil Society Initiatives (WACSI): a project funded by MEPI (US Department of State) to promote civil society in the Middle East (Egypt, Jordan, Saudi, Arabia, and Syria).
October 2006 – present.
Research Assistant; Congregational Development: Community Organizing and Social Justice in USA, Fall 2002-Spring 2003.
Research Assistant; Institute for Social Research; assist with data analysis for various research federally and locally funded projects on adolescent and adult drug courts, Fall 2001-Fall 2002.
Research Assistant; Counseling Program; assist Dr. Vonda Long (principal investigator) with theoretical research on interviewing and communication skills and verbal and non-verbal behaviors, Fall 1991.

Lynn Bridgers, Ph. D

lynnbridgers@att.net

505-268-0318

Education

Emory University, Graduate Division of Religion, Ph.D, Religion 2004

Webster University, Masters in Counseling, Anticipated Graduation May 2014

Jesuit School of Theology at Berkeley, Graduate Theological Union, M.A., Theology, 1998

University of California, Berkeley, Professional Sequence in Technical Communications, 1998

University of San Francisco, M.A., Writing, 1993

The College of Santa Fe, B.A., Humanities, Magna cum Laude, 1990

Teaching Experience

Part time Instructor, "Psychology of Religion," University of New Mexico, Fall 2010-2013

Part time Instructor, "Religion and Gender," University of New Mexico, Fall 2009-2012

Part time Instructor, "Religion in America, University of New Mexico, Fall 2010-Spring 2011

Adjunct Professor, "Introduction to Spanish Mysticism," St. Norbert College, Fall 2011

Adjunct Professor, "Christian Ethics," St. Norbert College, Fall 2009-Spring 2011

Adjunct Professor, "Models of Ministry and Leadership in the Church," St. Norbert College, Fall 2010

Adjunct Professor, "Systematic Theology," St. Norbert College, Fall 2008-2010

Professional Experience

Practicum, Streetwise, Site Supervisor, Albuquerque, NM 87107, June-July 2013

Director of Ministry, Spiritual Renewal Center, Albuquerque, NM 87120, 2009-2010

Associate Director, Master of Theological Studies, Supervision of Albuquerque Program in coordination with Howard Ebert at DePere Campus, June 2010-November 2011

Assistant Professor of Pastoral Ministries and Religious Education, Coordinator of Graduate Programs, St. Thomas University, Institute for Pastoral Ministries, Fall 2005-Spring 2007

References Upon Request

EMILY KRATZER

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EDUCATION

Ph.D., Classics, UCLA (Dissertation: *The Double Herakles: Studies on the Death and Deification of the Hero in Fifth-century Drama*) 2010

M.A., Classics, UCLA, 2006

B.A., Classical Antiquity, University of Kansas, 2003

Dissertation: *The Double Herakles: Studies on the Death and Deification of the Hero in Fifth-century Drama* 2010

PROFESSIONAL EXPERIENCE

Part time Instructor in Religious Studies, University of New Mexico, 2013-2014

Visiting Assistant Professor of Classical Studies, Butler University, Dept. of Philosophy and Religion 2012-2013

Lecturer in Classics, University of New Mexico, 2011-2012

Lecturer in Classics, UCLA Department of Classics, 2010-2011

PUBLICATIONS

"A Hero's Welcome: Homecoming and Transition in the Trachiniae," *Transactions of the American Philological Association*, Vol. 143 (Spring 2013)

"Mortality is Hard to Wrestle With: Cosmology and Combat Sports in the *Alcestis*" (forthcoming in *Classics@*, 2014)

PAPERS AND PUBLICATIONS

"Bodies for Gold: Classicism, Class, and Blood Sports in Tarantino's *Django Unchained*" Film and History Conference, Madison, WI (November 2013)

"In Praise of the Mortal Athlete: Ancient Sports and Modern Controversies over Use of Performance-Enhancing Technologies," CAMWS (March 2013)

"How to Die Like an Athlete: The Legendary Lives and Ends of Ancient Greek Athletes," CAMWS, Baton Rouge (March 2012)

"Victory or Death? The Legendary Lives and Ends of Ancient Athletes," UCLA Undergraduate Classical Society Pizza Lunch (April 2011)

"Necessity, Mortality and the Cosmic Hierarchy of the *Alcestis*," CAMWS, Grand Rapids (April, 2011)

"Mortality is Hard to Wrestle With: Metis, Bie and Ananke in Euripides' *Alcestis*," University of British Columbia-Vancouver Graduate Student Conference (May 2010)

"Herakles the savior and the 'Tragi-comic' in Sophokles' *Philoketes*," CAMWS, Oklahoma City (March 2010)

"Images of Triumph and Defeat: The *Nostos* of Herakles in the Trachiniai," APA, Anaheim (January 2010)

"Athletics Metaphors for Apotheosis and the Death of Herakles in Sophokles' *Trachiniai*," University of Wisconsin-Madison Graduate Colloquium (October 2009)

"*ano kato*: Spatial Metaphor in Euripides' Herakles and the Duality of the Hero," CAMWS, Minneapolis (April 2009)

"Aristocratic Ostentation, Pindar's 'Silver-Faced' Muse and the Symbolic Value of Victory," Undergraduate Guest Lecture, University of New Mexico (February 2009)

"Contesting Ideologies: The Epinician and Soteriological in Pindar's *Olympian 2*," APA, Chicago (January 2008)

COURSES TAUGHT

Classical Civilization in translation, upper division

Paganism and Early Christianity (2013)

Ancient Athletics (2010, 2012, 2013)

Ancient Religion and Magic (2011)

Ancient Epic (2011)

Classical Civilization in translation, lower division

Greek Art and Mythology (2012, 2013)

Greek Civilization (2011, 2012, 2013)

Classical Mythology (2008)

Ancient Greek

Intermediate Greek Independent Study: Plato, *Ion*; Euripides, *Alcestis* (2012)

Intermediate-Advanced Greek Reading Course: Plato, *Phaedo* (2011)

Beginning Greek, 3rd quarter (2011)

Ancient Greek Summer Intensive Workshop (2007)

Latin

Graduate Reading Course, "The Rhetoric of Roman Religion": Livy Book 1; Cicero, *De Domo Sua*, *De Haruspicum Responso* (2011)

Advanced Undergraduate Latin Reading Courses: Vergil, *Aeneid* (2010, 2012); Livy 1 (2011)

Intermediate Latin: Aulus Gellius' *Noctes Atticae* (2010)

Latin Summer Intensive Workshop (2006)

Beginning Latin year-long sequence (2006-2007)

HILARY LIPKA

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Albuquerque, NM 87108
(505) 508-1006
hlipka@unm.edu

EDUCATION

Brandeis University, (Waltham, MA) Ph.D. in Near Eastern and Judaic Studies, 2004
Brandeis University, (Waltham, MA) M.A. in Near Eastern and Judaic Studies, 1996
Middlebury College, (Middlebury, VT.) B.A. *cum laude* in Classics, 1990

PROFESSIONAL EXPERIENCE

Teaching Experience

Part time Instructor, Department of Religious Studies, University of New Mexico, Fall 2009-present
Instructor, Language Systems International, Los Angeles, CA October 2005-September 2006
Instructor, Polymath Academy, Los Angeles, CA, October 2004-October 2005
Coordinator, Brandeis University Writing Center, Waltham, MA, August 2000-May 2003
Staff member, Brandeis University Writing Center, Waltham, MA January 1997-May 2000
Instructor, Department of Jewish Studies, Hartford, CT. Fall 1998
Instructor, Department of Classics, Hartford, CT Fall 1998

PUBLICATIONS

Sexual Transgression in the Hebrew Bible (Sheffield Phoenix Press, 2006).
"Central Commentary," *Parashat Emor* and *Parashat Behukkotai* and "Another View," *Parashat Balak*, *Parshat Tetzaveh*, and *Parashat Tzav* in the *Women of Reform Judaism's Women's Torah Commentary* (Union of Reform Judaism Press, 2008)
"Profaning the Body: *Chillel* and the Conception of Loss of Personal Holiness in H" in *Bodies, Embodiment, and Theology of the Hebrew Bible*. Eds. Tamar Kamionkowski and Wonlil Kim (T. & T. Clark, 2009)

FORTHCOMING PUBLICATIONS

"Shaved Beards and Bared Buttocks: Shaming through Emasculation in Biblical Texts" in *Mapping Ancient Near Eastern Masculinities* (Routledge, 2014)
"Lot and His Daughters" and "Femmes Fatales of the Bible" in *Bible Odyssey Project* (Society of Biblical Literature, 2014)
"Masculinities in Proverbs: An Alternative to the Hegemonic Ideal" in *Men and Masculinity in the Hebrew Bible and Beyond*, second volume (Sheffield Phoenix Press, 2013)
"Sexual Transgression: Hebrew Bible" and "Sexual Violence: Ancient Near East" in *The Oxford Encyclopedia of Bible and Gender Studies* (Oxford University Press, 2014)

CONFERENCE PAPERS

Judah's Sentence of Tamar in Genesis 38:24: An Example of Ancient Israelite Family Law?, at the national meeting of the Society of Biblical Literature, Chicago, Illinois, November, 2012.
Shaved Beards and Bared Buttocks: Shaming through Emasculation in Biblical Texts, at the Mapping Ancient Near Eastern Masculinities conference, Penn Museum, University of Pennsylvania, Philadelphia, Pennsylvania, March, 2011.
Girls Behaving Badly: Representations of Daughterly Deviance and Disobedience in Biblical Texts, at the national meeting of the Society of Biblical Literature, New Orleans, Louisiana, November, 2009.

Regulations Regarding the Purity of Priests' Wives in Leviticus 21, at the national meeting of the Society of Biblical Literature, Boston, Massachusetts, November, 2008.

"She Shall Be Put to the Fire": The Case of the Priest's Daughter Who "Defiles Herself through Harlotry" (Leviticus 21:9), at the annual meeting of the Western Commission for the Study of Religion (regional meeting of the Society of Biblical Literature), Berkeley, California, March, 2007.

"Should He Treat Our Sister Like a Whore?": The Sexual "Defilement" of Women in Biblical Texts, at the national meeting of the Society of Biblical Literature, Philadelphia, Pennsylvania, November, 2005.

Professional Memberships and Affiliations

UCLA, Center for the Study of Women

Los Angeles, CA.

Research Scholar

August 2005-

June 2008

Member, Society of Biblical Literature

1995-present

MICHAEL NUTKIEWICZ

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EDUCATION

University of California, Los Angeles: Ph.D., History (1978)
University of Southern California: BA, MA Philosophy (1971 & 1973)
Hebrew University – Jerusalem, Israel (1969)

PROFESSIONAL EXPERIENCE

Adjunct Instructor, Religious Studies Program, University of New Mexico, 2007- current
Courses taught: Introduction to Jewish Thought, Jewish Mysticism and Kabbalah, Judaism and Modernity, Hebrew Prophets
Full time Instructor, Taught all Jewish Studies courses, Department of Religious Studies, University of Missouri-Columbia, MO, 1982-1985
Adjunct Instructor, Department of Religious Studies & Department of History, California State University, San Diego (*Jewish Mysticism and Kabbalah; Modern Jewish History*) 1985
Department of History, Columbia College, Columbia, MO (*History of Science survey*) 1982
General Studies Program, Washington University, St. Louis (*Holocaust; religious studies*) 1981
Department of History, Harris-Stowe State College, St. Louis, MO (*Western Civilization survey*) 1980

NONPROFIT EMPLOYMENT HISTORY

Executive Director, Albuquerque OASIS, Direct a nonprofit education program for older adults (50+) offering 300 topics in the arts, current events, humanities, science and nature, Southwest and travel. 2010 – current
Director, Center for Refugee Settlement and Support, Catholic Charities of New Mexico, Oversaw \$1.5million in grants and contracts, and a staff of 12 engaged in resettlement services for over 250 refugees per year from 13 countries, 2007-2010.
Executive Director, Program for Torture Victims, Los Angeles, Directed a nonprofit organization whose mission is to alleviate the suffering and health consequences of politically motivated torture. Agency provides psychological, medical, and social services to men and women from more than 65 countries around the world, 2001-2007.
Senior Historian, Survivors of the Shoah Visual History Foundation, Los Angeles, Senior Historian at the foundation established by Steven Spielberg to interview and digitize the testimonies of Holocaust survivors and witnesses for research and education. The Foundation archive contains 52,000 interviews from 57 countries in 32 languages, and is now at the University of Southern California, 1995-2001.
Dean, Siegal College of Judaic Studies, Cleveland, OH. Managed the human and financial resources for College's academic programs, including supervision of faculty and student services. Taught courses in Jewish history, religion, and culture, 1993-1995.

AREAS OF SPECIALIZATION

Jewish studies (medieval, early modern, and modern history and thought); Holocaust and Genocide Studies, Early Modern European Intellectual History, Oral History

CURRENT INDEPENDENT SCHOLARSHIP PROJECTS

Translation project from the Yiddish: Elijah Gumener, *A keptil Ukraine: tsvey yor in Podlye* (Vline: Sh. Shreberk, 1921): an eyewitness account and ethnographic study of Jewish society in southern Ukraine during the civil war following the Russian Revolution.

Publications list upon request

Judith A. Todd

President, Board of Directors

Water in the Desert Ministries: A Christian Center for Spiritual Renewal

P.O. Box 65818 Albuquerque, NM 87193

4549 Greene, NW

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(505) 899-2958 (home)

Birthdate: October 5, 1945

Affiliation: Presbyterian, USA

(Ordained, 1975)

Education

Graduate Theological Union (Berkeley, CA), Area 1, Biblical Studies, Ph.D., 1990

Graduate Theological Union (Berkeley, CA), Hebrew Bible, M.A., 1982

McCormick Theological Seminary (Chicago), Biblical emphasis, M.Div., 1975

University of New Mexico (Albuquerque), English/Education, B.A., 1968

Hastings College (Hastings, NB), English/Social Studies, no degree

Dissertation: *Can Their Voices Be Heard? A Sociological and Literary Study of the Roles of Women in 1 Samuel 16 Through 1 Kings 2*

Teaching Experience

Part time Instructor, "Hebrew Scriptures," University of New Mexico, Fall 2009 to Present

Part time Instructor, "Hebrew Prophets," University of New Mexico, Spring 2009

Part time Instructor, "Biblical Hebrew," University of New Mexico, 2007-2008, Spring 2010, Fall 2011

Assoc. Professor, Old Testament, Central Baptist Theological Seminary (Kansas City), 1995-2003

Asst. Professor of Biblical Studies, Central Baptist Theological Seminary (Kansas City), 1992-1995

Visiting Prof. of Biblical Studies, Central Baptist Theological Seminary (Kansas City), 1991-1992

Lecturer, Biblical Hebrew, San Francisco Theological Seminary (San Anselmo, CA), 1979-1987

Lecturer, Biblical Greek, Graduate Theological Union (Berkeley, CA), 1982-1986

Lecturer, Intro. To Hebrew Bible, Holy Names College (Oakland, CA), 1981-1985

9th Grade English, Washington High School, Kansas City, Kansas, Public Schools, 1970-1971

9th & 12th Grade English, Zuni High School, Gallup-McKinley Public Schools, 1968-1970

Church Experience

Active on Presbytery Committees: Education Networking Committee, 2012-Present

Assoc. Staff for Joining Hearts and Hands Mission Initiative, Presbytery of Santa Fe, 2004-2009

Interim Ministry Training, Austin, TX, March 2004

Assoc. Executive for Mission Interpretation, Presbytery of Chicago, 1974-1977

Intern, First Presbyterian Church, Defiance, Ohio, 1973-1974

Field Education, First Presbyterian Church, Winnetka, IL, 1972-1973

Field Education, Fourth Presbyterian Church, Chicago, IL, 1971-1972

Publications

Living Into the Answers: A Workbook for Personal Spiritual Discernment, by Valerie K. Isenhower and Judith A. Todd (Upper Room Books, 2008)

Listen for God's Leading: A Workbook for Corporate Spiritual Discernment, by Valerie K. Isenhower and Judith A. Todd (Upper Room Books, 2009)

"Multiple Interpretations of the Biblical Text: Why Should the Church Listen?" in *Central Thoughts on the Church in the 21st Century*, edited by Thomas E. Clifton. Smythe and Helwys, 1998.

"The Pre-Deuteronomiac Elijah Cycle," in *Elijah and Elisha in Socio-literary Perspective*, edited by Robert Coote. Scholars Press, 1992.

"Remember and Go Forth: God's Covenant with the Community of Faith," the 1986-1987 Bible

Study for Presbyterian Women published in *Concern* magazine.

Dr. KELLY VAN ANDEL

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EDUCATION

University of Glasgow, Ph.D. (Religion & Literature) Department of Theology & Religious Studies, 2009
M.A.R., Yale Divinity School, 2006
Certificate, Yale Institute of Sacred Music (Center for the Study of Music, Worship, and the Arts) 2006
M.A. in English Literature, University of New Mexico, 2003
B.A. in English Literature, Calvin College, 1998

TEACHING EXPERIENCE

Adjunct Instructor, Religious Studies Program, Living World Religions, Eastern Religions, Religion & Literature, University of New Mexico, Fall 2013 – present
Professor, World Religions & English Language and Literature, Mahindra United World College of India, August 2012-May 2013
Adjunct Instructor, Religious Studies Program, Living World Religions, Eastern Religions, Western Religions, University of New Mexico, Fall 2009- May 2012
Adjunct Instructor, School of Adult and General Education (English essay writing & practical writing), Central New Mexico Community College, Fall 2009 – May 2012
Instructor Office of Lifelong Learning, Historical Jesus, University of Edinburgh, Spring 2009
Teaching Assistant, Department of Theology & Religious Studies, University of Glasgow, 2007-2009
Teaching Assistant, Department of English, Composition I, Composition II, Technical Writing, University of New Mexico, 2001-2003

PROFESSIONAL EXPERIENCE

Director of University Guidance, Mahindra United World College of India, 2012-2013
Organizer, Jonathan Edwards and Scotland Conference, jointly sponsored by the University of Glasgow and the Jonathan Edwards Center, Yale University March 30-31, 2009
Member of Organizing Committee, Modern Environments: Contemporary Readings in Green Studies, University of Glasgow, September 7-8, 2007

TEACHING AND ACADEMIC AWARDS

Nominee for Lecturer of the Year Award, University of New Mexico, 2012
Postgraduate Faculty Overseas Research Scholarship, University of Glasgow, 2006-2009
Dowanhill Prize for research potential and interest in homiletics and public address, University of Glasgow, 2006
Charles S. Mesick Prize for effective public address, especially in preaching, Yale Divinity School, 2006
Tuition Scholarship, Yale Institute of Sacred Music, 2003-2006
Pew Younger scholar in Literature, Pew Younger Scholars' Program, University of Notre Dame, 1998
Dean's Scholarship (Academic Excellence), Calvin College, 1994-1998
Mosaic Scholarship (Scholarship in Recognition of Multicultural Experience), Calvin College 1994-1998
Stewardship Scholarship (Community Service), Calvin College 1994

SCHOLARLY PUBLICATIONS

"Interdisciplinary Poetics: S.T. Coleridge and the Possibility of Symbol-Making After the Word." *Literature and Theology: New Interdisciplinary Spaces*. Ed. Heather Walton. Burlington, VT: Ashgate, 2011. 201-213.
"The Geography of Sinfulness: Mapping Calvinist Subjectivity on the Mission Frontier," *Jonathan Edwards and Scotland*. Eds. Kenneth P. Minkema, Adriaan C. Neele, and Kelly Van Anandel. Edinburgh: Dunedin Academic Press,

2011. 89-99.

Abstract and Summaries of Gifford Lectures including A.M. Fairbairn, *The Philosophy of Religion*, Richard Kroner, *The Primacy of Faith*, (1939-1940); Brand Blanshard *Reason and Goodness* (1952-1953); Edward Caird, *Evolution of Religion* vols. 1 & 2; Emil Brunner, *Christianity and Civilization*; 2006-2007. www.giffordlectures.org/

CONFERENCE PRESENTATIONS

"Jonathan Edwards and the Politics of Language: Crafting Subjectivity on the Mission Frontier," Jonathan Edwards and Scotland Conference, University of Glasgow, 30-31 March 2009.

"The Politics of Farewell and the Work of Mourning in Puritan New England: Becoming Flesh Like Christ," Scottish Universities Postgraduate Conference in Theology & Religious Studies, University of Glasgow, 6 June 2008.

"Dismantling the Atomic Bomb: The [Im]possibilities of Leslie Marmon Silko's Ceremony as Ritual Act," Modern Environments: Contemporary Readings in Green Studies, University of Glasgow, 7-8 September 2007.

"Opening and Traversing Cultural Circles: Mission, Worship, and Encounter Among Anglos and Navajos in the American Southwest," presented with Scott Libson, Yale Institute of Sacred Music, Yale University, April 2006.

FRANK YATES

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EDUCATION

Texas A&M University (College Station, TX) Philosophy, M.A 1995-1998
University of Texas at Austin (Austin, TX) Philosophy, B.A 1998
Austin Presbyterian Theological Seminary (Austin, TX) Doctor of Ministry (Degree. Min) 1984
Austin Presbyterian Theological Seminary (Austin, TX) Masters of Divinity, 1975
Abilene Christian University (Abilene, TX) Graduate studies in Church History/Theology 1970-1971
Abilene Christian University (Abilene, TX) B.A in English 1970

Dissertation: "Teaching New Testament Survey in a College Setting"

PROFESSIONAL EXPERIENCE

Part time Instructor, "Christian Scriptures," University of New Mexico, Fall 2007 to Present
Part time Instructor, "Jesus and the Gospels," University of New Mexico, Fall 2007 to Present
Part time Instructor, "Jesus and the Gospels," University of New Mexico, Fall 2007 to Present
Adjunct Instructor, "Philosophical Ethics, Leadership and Ethics, Theology" Lewis University, 2009-present
Adjunct Instructor, "Religion and Ethics, Philosophical Ethics, Jesus and Gospels", College of Santa Fe, 2004-2009
Adjunct Instructor, "Theology of Paul, Hebrew Prophets", College of Santa Fe, 2004-2009
Adjunct Instructor, "Philosophy," Central New Mexico Community College, Albuquerque, NM, 1999-2007
Adjunct Instructor, "World Religions" Central New Mexico Community College, Albuquerque, NM 1999-2007
Adjunct Instructor, "Philosophical Ethics," Blinn College, Bryan, Texas, 1996-1998
Adjunct Instructor, "Developmental Ethics," Amarillo College, Bryan, Texas, 1993-1995
Adjunct Instructor, "Hebrew Scriptures, Christian Scriptures, Philosophy of Religion," Schreiner University, Kerrville, Texas, 1980-1984

AREAS OF EXPERTISE

Biblical Studies- Hebrew Scriptures, Christian Scriptures, Greek
Church History and Theology- Reformation History, American Church History, Ancient and Modern Theology with concentration in Kierkegaard and Moltmann
Language Arts – Literature and Religion
Philosophy – Introduction to Philosophy, Philosophy of Religion, Aesthetics, Philosophy of History, Philosophy and Theology
World Religions – Christianity, Islam, Judaism

CHURCH EXPERIENCE

Pastor, St. Andrews Presbyterian Church, Albuquerque, NM, 1998
Director of United Campus Ministry, Texas A & M, College Station, Texas, 1979-1997

Criterion 6. Resources and Planning.

6A. Describe how the unit engages in resource allocation and planning.

Allocation of Program resources for any large or recurring expenditure occurs on approval of the Director in consultation with the Religious Studies Committee. Approximately 97 percent of the department budget is committed to instructional and staff salaries, as well as graduate assistantships. Otherwise, budgets are small and allocations outside the norm are made on an as-needed basis, decided by the Program Director in consultation with the Department Administrator.

6B. Provide information regarding the unit's budget including support received from the institution as well as external funding sources.

Our fiscal year runs July through June. Our budget process begins in January each year, with year-end projections made for the following June to identify what carry-forward balance, if any, may exist. In preparing our budget request for the next fiscal cycle, the Program Director and Administrator examine how funds were spent over the preceding year, discuss upcoming department needs and anticipate large expenditures, and budget accordingly. Any carry-forward balance from the previous fiscal year rolls into the new fiscal year and is added to our annual allocation from the institution.

- Operating funds are allocated to the program by the College of Arts and Sciences. The RS annual operational budget allocation from the College of Arts and Sciences is currently \$13,835.00. The RS PTI instructional budget allocation from the College of Arts and Sciences and the Evening/Weekend Program for Fall 2013 was \$18,666.00 and for Spring 2014 is \$36,000. EU funds generated since inception total \$320,001.08.
- Funds accumulated from teaching online courses are allocated for hiring GAs, professional development of Lecturers, guests speakers, and equipment purchases.
- The Religious Studies Program holds an endowment which supports the Catholic Studies Chair currently held by Dr. Kathleen Holscher.
- The program also has a few small donor accounts that contain contributions from the public, alumni, and emeritus faculty. Balances of these accounts range from \$1,000 - \$3,000. Presently, these are applied to undergraduate scholarships and guest speakers. Spending from these accounts is at the discretion of the Program Director.

6C. Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.

The program has one full-time (1.0 FTE) Department Administrator Level 2, Lore Giese, who is responsible for managing the daily operations of the department. This includes the coordination and oversight of all fiscal activity, human resources transactions, purchasing, property and inventory management, coordination of program functions, administration of scholarship funds, travel administration and reconciliation, and coordination of promotion

reviews. She works closely with the Program Director and faculty, providing guidance on compliance with University policy.

6D. Describe the library resources that support the unit's academic and research initiatives.

The University of New Mexico's University Libraries (UL) consist of 4 campus libraries: Zimmerman Library (Social Sciences, Humanities, Education), Parish Memorial Library (Business and Economics), the Fine Arts Library (Fine Arts, Art History, Architecture), and the Centennial Science and Engineering Library (sciences, engineering). Within the UL system, Zimmerman Library is the principal library that supports, provides a variety of research services, collection development, data management, and instruction services for students and faculty in Religious Studies. Zimmerman Library contains the main components in the core collection for monographs, serials, and electronic databases and resources (e.g. E-books). Zimmerman is the largest of the four campus libraries and is, as well, one of the largest libraries in New Mexico.

The UL Cataloging and Acquisitions Department coordinates the selection of all monographs, serials, maps, and other materials found in the UL collection. Responsibility for selection and budget allocations is divided among subject specialists in several clusters (e.g. Social Sciences, Humanities, and Sciences). One or more academic departments have a designated selector with whom they consult. For Religious Studies and Philosophy, the primary selector is Professor Sever Bordeianu, who is very efficient at fulfilling requests for resources. The subject specialist has a degree of latitude over monographic spending; very little among database or journal acquisition. In fiscal year 2013 the library allocated \$11,000 for Religion and Philosophy print monographs and about \$10,500 for Religion and Philosophy serials and electronic resources.

In general, the Library is adequate for undergraduate teaching, which is the focus of the Religious Studies Program. In 1997 the University Library was fortunate to receive a gift (thanks to the efforts of Prof. Burgess, former Program Director) that allowed it to purchase a large private collection of books in classical Indian religion and philosophy of the retired Sanskrit scholar Steven Goodwin. This collection contained over 700 titles, approximately a third of which were in Sanskrit language, including standard editions of Indian religious and philosophical classics. These now form the basis for a respectable collection of texts in Indian philosophy and religion.

Criterion 7. Facilities.

The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.

7A. Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

The Religious Studies Program has 14 faculty offices, including the Program Chair's, and one graduate student office. Five of the 14 offices are occupied by 4 full-time Lecturers, and one assistant professor. The remaining 7 offices are currently occupied by 7 Part-time Faculty. It is

the Program's usual practice to provide office space for its Part-time faculty, which allows them to be available for office hours to meet with students. The Religious Studies Program has a total of 2122 square feet, which includes one conference room.

7B. Describe any computing facilities maintained by the unit.

None.

8A. Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, types of programs.

Since several states have institutions that are UNM peers, it should be noted that every flagship institution in these states – and indeed in all or almost all of the fifty states – has a Religious Studies Department. In this regard New Mexico may be unique.

Peers with Religious Studies Programs similar to or more limited than UNM:

(1) New Mexico State University, University of Texas El Paso, Texas A & M University, Texas Tech University, University of Colorado Denver, University of Utah:

No Tenure-Stream Faculty in Religious Studies. Religious Studies Minor, Interdisciplinary program with participating faculty from departments.

(2) Oklahoma State University. 1 Tenure-Stream Faculty and 1 Lecturer in Religious Studies Program. Religious Studies Minor.

(3) University of Houston. No tenure-stream faculty, 9 Lecturers. Religious Studies Minor.

(4) University of Texas at Arlington, University of Nevada-Las Vegas: No Tenure-Stream Faculty or Lecturers. No Religious Studies Major or Minor.

12 Peers with Religious Studies Departments, surpassing UNM in instructional staff, degrees and courses offered:

- Arizona State University. 21 Tenure-Stream Faculty and 1 Lecturer. B.A., M.A., Ph.D.
- Florida International University. 13 Tenure-Stream Faculty. B.A., M.A.
- University of Arizona. 7 Tenure-Stream Faculty and 1 Lecturer. Participating faculty from other departments. B.A.
- University of California-Riverside. 6 Tenure-Stream Faculty. B.A., M.A, Ph.D.
- University of Colorado Boulder. 9 Tenure-Stream Faculty and 5 Lecturers. B.A., M.A.
- University of Iowa. 12 Tenure-Stream Faculty. B.A., M.A, Ph.D.
- University of Kansas. 10 Tenure-Stream Faculty and 5 Lecturers. B.A., M.A.
- University of Missouri-Columbia. 5 Tenure-Stream Faculty. B.A., M.A.
- University of Nebraska-Lincoln. 10 Tenure-Stream Faculty and 2 Lecturers in Religious and Classical Studies Department. B.A., M.A.
- University of Oklahoma. 5 Tenure-Stream Faculty. Participating faculty from other departments. BA.
- University of Tennessee. 7 Tenure-Stream Faculty and 4 Lecturers. BA.
- University of Texas at Austin. 12 Tenure-Stream Faculty. B.A., M.A, Ph.D.

Criterion 9. Future Direction. The unit engages in strategic planning and prioritization in order to achieve its mission and vision.

9A. Provide a summary of strengths and challenges for the unit.

Religious Studies Instructional staff (0.5 FTE Assistant Professor, 2.67 FTE Lecturers, about 10 adjuncts) do a commendable job teaching UNM core courses, introductory courses and surveys in Western religions, and some upper division seminars on selected topics in Western religions, e.g. atheism, religion in the Southwest, women in religion, and religion in the ancient world. All the adjuncts in the program have Ph.Ds in the areas in which they teach courses.

The primary challenge facing the Religious Studies Program is to offer upper-division courses in non-Western religions by scholars who specialize in them. Currently, no competent adjuncts are available in the area.

9BC. Describe the unit's strategic planning efforts and priorities.

The Religious Studies Committee strongly supports the formation of a Religious Studies Department at UNM. At a flagship research university, as an academic field Religious Studies is just as important as fields like Philosophy, Political Science, and American Studies. Academic study of the Humanities at UNM is compromised by the lack of tenure-stream faculty in key areas like Biblical Studies and the History of Religions.

The Religious Studies Committee over several years has requested the appointment of a full time Lecturer in Eastern Religions, i.e. in either South Asian and/or East Asian Religions. This request has not been approved.

In January 2014 Religious Studies approved an MOU to establish for two years a joint Visiting Lectureship in Classics and Ancient Religion with the Department of Foreign Languages and Literatures. In March 2014 FLL and Religious Studies appointed Dr. Luke Gorton to be a Visiting Lecturer for two years.

In 2012 Dean Peceny and the RS Program Director met with Sam Sokolove, Executive Director of the Jewish Federation of New Mexico, and Sara Koplik, Director of Hillel at UNM, to discuss the possibility of creating a Chair in Jewish Studies, analogous to the Chair in Catholic Studies, which is supported by an endowment created by the Archdiocese of Santa Fe. They were very supportive of the idea but also daunted by the minimum amount of such an endowment – \$1.25 million.