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I. Department Profile

Executive Summary: The History Department houses majors and minors for undergraduates in History, History Teaching, and Religious Studies, a Classics minor program, and graduate degrees in History (MA/MS). Since it was last reviewed in 2010, the USU History Department has grown both in terms of faculty numbers and programmatic offerings. The department houses award-winning and world-class researchers in all of its areas of emphasis, and while scholarship is the focus of most faculty roles in the department, teaching is valued highly as well. Since 2010, the department has made several major changes in structure and curriculum that will be described in detail in the self-study, but it continues to maintain its emphasis on strong teaching at the undergraduate and graduate levels and outreach to students around the state. The Department also values general education teaching as a central part of its mission of creating informed citizens, and most faculty in the department offer courses for general education students as part of their teaching loads.

As part of its pedagogical mission, the department has been recognized nationally by the American Historical Association, the Association of American Colleges & Universities, and the Lumina Foundation for its work in clarifying learning outcomes, assessing student learning, and designing degree pathways. In recognition of its role in supporting the university’s educational mission, the Department was awarded the Department Teaching Excellence Award in 2012 by President Stan Albrecht. In the past two years, Dr. Ravi Gupta (2016-17) and Dr. Norman Jones (2017-18) won the College of Humanities and Social Sciences Teacher of the Year award for their classroom work. Retired faculty member Leonard Rosenband was honored with the Nancy Lyman Roelker undergraduate mentoring award from the American Historical Association in January 2015. Three departmental or affiliated faculty have in their careers been named Carnegie Professors of the Year: Frances Titchener (HIST), Mark Damen (HIST), and Bonnie Glass-Coffin (RELS).

I.A. History Program

I.A.1. Mission

The Department of History's primary mission is to train undergraduates to research, analyze, synthesize, and communicate accurate conclusions about change over time by using the historical method. At the same time we aim to inculcate cultural literacy and provide the knowledge necessary for informed decision making by citizens of Utah, the United States, and the world. This mission is reflected in the responsibilities of the History Department. Serving the undergraduate population through general education, general interest courses, the History major, the History Teaching major, minors in History and Classics, and interdisciplinary programs, we give our students crucial work skills as well as enriching their lives. On the graduate level, the History Department prepares MA and MS students to research, teach, edit, and administrate by further enhancing their ability to ask hard questions, research them, and communicate their conclusions clearly. In addition we emphasize the acquisition of the skills of open inquiry and debate as well as team work and collaboration.

I.A.2. Program Description

The History Department strives for excellence in scholarship, teaching, and service to the university. Faculty see their roles as mentors, not only to undergraduates and graduate students,
but to colleagues, especially newly-minted PhDs who have joined the department with the creation of our postdoctoral teaching fellow program in 2014. The department facilitates travel for students and faculty for research in archives, for presentation at professional conferences, and for collaborative projects within the state and beyond this region.

Since our last review in 2010, and as a result of that process, the department implemented several new programs. These include a new pre-major program for undergraduates that helps students better negotiate the major and the aforementioned postdoctoral teaching fellow program. Other initiatives in the history program include a new track in public history for our graduate students, new methods courses at the undergraduate and graduate levels, field trips to our regional campuses for Logan students, and more emphasis on career pathways in history.

Curriculum—Undergraduate
The department offers BA and BS degrees in History (36 credits) and History Teaching (45 credits). The BA requires students to learn a foreign language at an intermediate level, and the BS requires students to complete coursework in the College of Science. Students may also earn a minor in history or in history teaching. The department also offers an online minor (History) to students outside of Logan. Note: Majors and minors in Religious Studies and minors in Classics are explained in separate sections.

New Programs since 2010:

- **Pre-Major (adopted 2010-2011; reviewed and revised 2014-15):** Students in either the regular History track (BA/BS, 36 credits) or the History Teaching track (BA/BS, 45 credits) must complete a **Pre-Major** in order to gain admittance to the major. The pre-major requires 15 credit hours of coursework with a minimum GPA (2.5 for History and 3.0 for History Teaching) in order for a student to be approved to take upper-division courses in the major. The pre-major courses double as general education classes, so students are able to meet some university requirements while also preparing to enter the major. This pre-major resulted in a drop in majors after 2011, but numbers of majors have stabilized at approximately 250 in any given semester.

- **Postdoctoral Teaching Fellows:** This program is designed to provide a professional opportunity for recent PhDs to gain valuable teaching experience in a research setting in the three years after their degree is awarded. The program also allows the department to bring in excellent young scholars in areas of expertise that we do not currently have, exposing students and faculty to a broad range of topics and methods in history. Since the creation of the postdoctoral cohort in 2014-15, the department has hosted eight postdoctoral fellows for terms ranging from one semester to two years.

- **New methodology course HIST 3000 (adopted 2015-16):** As a result of ongoing assessment efforts focused on our senior capstone course in History, the department voted to create a mid-level (sophomore) methods course as an introduction to the skills of an historian. This course, now in its fourth year, has been successful at improving student success in the upper-division major courses and in our capstone. It has also brought the added benefit of creating a cohort of history majors who move through the upper-division courses as a group, working with the same set of tools acquired in the HIST 3000 course. We continue to assess this course and its impact with an eye toward a full review in 2019-2020.
Fields of Emphasis:

- **U.S. History** with specializations in multiple areas, including the North American West, environmental history, and social history (childhood, race, gender). The department at present employs ten full-time historians with an emphasis in American history.

- **European History** with one of the largest concentrations of British historians in the United States (6) in early modern and modern history. Additionally, we have historians in French and Soviet history, and our teaching fields cover much of eastern and western Europe in the early modern and modern periods.

- **Environmental History** is also a strength in the department. HIST 3950 Environmental History is a very popular general education course that also serves history majors and majors/minors in the College of Natural Resources, for whom it is a required course. Three full-time faculty teach and research in this area of expertise.

- **Religious History** remains an area of emphasis in the department, not only in Religious Studies, but also in the history program. Faculty in the department specialize in comparative world religions, history of Islam, history of Christianity, Mormon history, religious conflict, and American religious history. Colleagues in Religious Studies and Classics often cross-list their courses, giving us expertise in Classical Mythology, Buddhism, and Hinduism.

- **Social and Cultural History** have become important emphases for the department in the past few years, with several specialists in the history of childhood/youth, gender history, war and conflict, and race.

- **Comparative World History** is a growing area in the department with specialists in Latin America; Central, South, and East Asia; Eastern and Western Europe; and the US in the World.

While we feel confident in the hiring and new courses we have been able to offer in History, we do still have gaps in our curriculum. In an ideal world, we would hire historians in the areas of Science and Technology, Economic History, medieval Europe, North Africa/Middle East, and U.S. foreign relations and constitutional history. We try to fill these gaps with part-time faculty appointments and postdoctoral teaching fellows when possible. One area that we will prioritize as we move forward is science and technology, which is key part of the larger institutional mission of Utah State.

Curriculum—Graduate

- **Graduate Offerings:**
  The department admits between 8-12 master’s students each fall semester, and these students may pursue a Master’s of Arts degree (30 credits with a foreign language requirement) or a Master’s of Science degree (33 credits with a required quantitative or scientific course). Within these degrees, students may pursue a traditional thesis (plan A) or a more project-based (plan B) option. As of Fall 2017, the Department counted 21 actively enrolled graduate students in either their first or second year of study. All fulltime faculty in the department serve as members of the graduate faculty.

- **Public History track MA/MS (adopted Fall 2017):** The public history curriculum launches in spring 2018, and it will work within the existing History MA/MS degree framework. Depending on interests and career aspirations, students who select a public history emphasis will write a thesis (Plan A) or complete a project/portfolio (Plan B). Current
History MA/MS students are required to take HIST 6000 (Historical Methods and Research, 3 cr.), HIST 6010 (History and Theory, 3 cr.), and HIST 6030 (Research Seminar, 3 cr.). Students who select a public history emphasis will be required to take these core courses and HIST 6020 (which will be renamed Public History Methods and Theory), along with an additional 6 credits of public history coursework. In order to graduate, students will also need to complete a 180-hour or three-credit internship (roughly 12 hours a week for 15 weeks). Ideally during their second year of studies, students will also secure a year-long, paid graduate fellowship working part-time at a cultural institution in the area. As part of this new initiative, our newly-hired public historian, Dr. Rebecca Andersen, will also redesign and coordinate internships in our department for all undergraduates and graduate students in order to provide consistency and better opportunities.

- **New methodology course HIST 6030 (adopted 2017-18):** In order to improve two-year graduation rates for master’s students in history, the department revamped existing methods and theory courses to make them more targeted on skills and planning for the thesis project, and faculty created (actually revived) a course that functions as a second-year writing course for master’s students. This mandatory course requires students to produce either a thesis chapter or a substantial piece for a Plan B project. It has been taught only once (in Fall 2017), but initial assessment suggests that class members find the course advances their individual research while also building a stronger sense of community and collaboration among graduate students. Completion numbers for 2018 should help the department determine whether these changes in the graduate courses have been successful.

### I.A.3. Degrees Offered

**UNDERGRADUATE**
- Bachelor of Arts in History
- Bachelor of Science in History
- Bachelor of Arts in History, Teaching emphasis
- Bachelor of Science in History, Teaching emphasis
- Minor in History
- Minor in History Teaching
- Online Minor in History

**GRADUATE**
- Master of Arts in History
- Master of Science in History

### I.B. Religious Studies Program

**I.B.1. Mission**
The Religious Studies Program at Utah State seeks to foster the disciplined consideration of religion in all its various facets. We seek to train undergraduates to utilize interdisciplinary tools to gain a sufficient base of knowledge as they analyze, synthesize, and communicate persuasive conclusions about religions.
I.B.2. Program Description

Founded in 2007, Utah State University’s undergraduate program in Religious Studies was one of the first such majors in the Intermountain West. To date, it is the only Religious Studies major in Utah to have its own full time faculty. At present, this consists of the Leonard J. Arrington Chair of Mormon History (the first endowed position in Mormon Studies in the world), the Charles Redd Chair of Religious Studies (occupied by a specialist in Hinduism), and an Assistant Professor of Religious Studies, who is a specialist in Indo-Tibetan Buddhism. A significant amount of teaching capacity comes from affiliated faculty within and outside the department who offer courses for the Religious Studies program. Through such collaboration, the program maintains steady and varied teaching capacity in Islam as well as in American Religious History. Furthermore, many of our courses are either thematic, covering particular themes across multiple traditions, or historical in approach, keeping with our location in the History Department. Religious Studies also has a strong online presence to meet demand from students outside of Logan. Introduction to Religious Studies is offered every semester online, along with regular offerings in Islam, Buddhism, and Judaism.

The Religious Studies major underwent a complete curriculum overhaul in 2015. The major requirements prior to the curriculum review had been loosely structured, asking students to choose a certain number of classes from three large categories (cultural, doctrinal, and scientific) drawn from across the humanities and social sciences. These requirements served the major well during its first decade, since there were few regular Religious Studies courses available. However, it had some serious limitations: the distinction between the three categories was artificial, since many courses used more than one approach; there was not enough structure to create a common knowledge base among majors; there was no assurance that students would receive enough training in the discipline to prepare them for graduate study; and students often struggled to find courses each category.

The goals of the curriculum review were threefold: 1) to provide sufficient structure to ensure a common base of religious literacy among majors; 2) to introduce majors to the variety of theoretical approaches in the study of religion; and 3) to provide majors with the flexibility to focus their study on a particular religious tradition or theoretical approach. To accomplish these ends, program faculty surveyed major requirements in Religious Studies departments across the country to provide a benchmark for the curriculum review, then created a common set of learning objectives for the major. The last part of the review entailed a redesign of the major requirements to ensure that the learning objectives were met before graduation and the problems with the earlier requirements were resolved.

At any given time, the Religious Studies program averages about 20+ declared majors, many of whom are double majors with History, Anthropology, languages, or the sciences. The vast majority of students are from across campus, and they want to fulfill requirements for general education or in their respective majors. All of our introductory courses in different traditions (Christianity, Hinduism, Islam, etc.) carry a Depth Humanities designation and are capped at 40 students, while our Introduction to Religious Studies course carries a Breadth Humanities designation and is capped at approximately 100 students.
Fields of Emphasis:

- **Mormonism** – This area is anchored by the Arrington Chair of Mormon History, Dr. Philip Barlow, who teaches courses on Mormonism at both the undergraduate and graduate level. The program has recently gained additional expertise in Dr. Rebecca Andersen, who is the Department’s new public historian and internship coordinator; she is also a scholar of LDS history. Religious Studies majors also have access to a course in Utah history, which includes a significant component on the history of Mormons.

- **Religion in America** – Two faculty members who are specialists in this area, and both of them alternately teach our foundational course in American Religious History.

- **Hinduism** – This area is anchored by Dr. Ravi Gupta, the Charles Redd Chair of Religious Studies, who teaches introductory and upper-division courses in Hinduism, covering the tradition in both text and practice. Dr. Gupta also offers supervision and directed study for history graduate students who specialize in South Asia. We also offer a course in Yoga Theory taught by Camille Litalien, affiliated faculty from Movement Sciences.

- **Buddhism** – Dr. Dominic Sur is our tenure-track specialist in Indo-Tibetan Buddhism, and he teaches an introduction to Buddhism as well as upper-division courses on Women in Buddhism, Buddhism in the West, and History of Ancient Religions. He also supervises graduate students.

- **Islam** – Our teaching capacity in Islam comes from three faculty members and includes courses in Islamic thought, history, and civilization.

- **Christianity** – This area is covered by Dr. Norm Jones, Professor of History, who has been offering an annual course on the History of Christianity in the West, but he will be retiring in 2019. Beginning Fall 2018, this course will be taught temporarily by an instructor. Additionally, Dr. Richard Sherlock, an affiliate Professor of Philosophy, offers Introduction to Christianity annually, and we offer several thematic courses in Christianity and its history. This is an area of need for the program in the future.

- **Judaism** – This is also an area of need for the program. We offer an annual, introductory course in Judaism, taught online by Dr. David Bokovoy. Over the past two years, we have also offered Introduction to Judaism on campus through the postdoctoral fellowship.

- **Theory and Method** – The theory and method course is required of all majors, and all three of our Religious Studies faculty are capable of teaching this course. One of the goals of this course is to prepare students for the individualized research they do in the Senior Research Capstone.

- **Introduction to Religious Studies** – RELS 1010 is a gateway to the Religious Studies major, and it receives high enrollments from students across campus seeking to fill general education requirements. The program offers approximately 500 seats in RELS 1010 each year on campus and an additional 150 seats annually online.

- **Other Areas of Teaching** – The Religious Studies Program benefits greatly from strong collaboration with faculty members in Anthropology, Philosophy, Art History, and English, who regularly serve on Religious Studies committees, participate in events, supervise the senior capstone, and advise our majors.

The Religious Studies program has made great strides in its ability to offer a diverse curriculum to students, but it does still lack permanent faculty in Christianity and Judaism, both important aspects of any program in religious studies. The department has made these two areas priorities for the future.
I.B.3. Degrees Offered

*Undergraduate*
Bachelor of Arts in Religious Studies
Bachelor of Science in Religious Studies
Minor in Religious Studies
Online Minor in Religious Studies

I.C. Classics Program

I.C.1. Program Description
The Classics Program gives students the opportunity to explore the history and civilization of ancient Greece and Rome (1200 BCE – 500 CE). The program seeks to cover as many facets of that age as possible. In doing so, faculty encourage our minors to gain proficiency in the skills and tools that enable and drive the discipline.

This year the department celebrates the thirtieth anniversary of Latin language teaching at Utah State. Besides courses in the ancient languages, the program also offers mythology, history, intellectual history and etymology, and in affiliated programs courses on art, political theory and philosophy. Students minoring in Classics are encouraged to work with faculty members on pedagogical innovations and original research projects. Teacher training is another focus of our program, and we work to find ways for students to study abroad and build connections outside our institution. Further, the faculty seeks to serve the larger university community by offering introductory civilization courses. Bolstering knowledge about our shared ancient past will, ground understanding of the world today and build a matrix for better communities and decision making.

Our minors, who have numbered between five and ten in the last few years, go on to work and study in a wide range of disciplines and pursuits, from graduate studies in Classics at some of the most competitive and distinguished institutions in the world (Oxford, Michigan, Texas, Amherst, Santa Barbara) to various leadership positions in business and teaching.

*Fields of Emphasis:*
- **Ancient History** is central in all four of the Classics degrees we offer. It is both fundamental to our affiliation with the History Department and underlies all aspects of our program. Prof. Frances Titchener spearheads both Roman and Greek history courses. In the last two years she has been assisted by Prof. Charles Oughton, a postdoctoral teaching fellow, who is offering a special class on military history this Spring (2018).
- **Classical Myth and Intellectual History** is the purview of Prof. Susan Shapiro who oversees the teaching of these subjects. These courses serve a broad array of students from across campus. Dr. Shapiro and an undergraduate Classics student, Jessica Mellenthin, received an Open Educational Resources (OER) grant in summer 2017. Together they authored a textbook for Dr. Shapiro's course on Classical Mythology in Fall 2017.
- **Classical Drama** is the expertise of Prof. Mark Damen who also teaches Latin and Greek Etymology every year, a class focused on building vocabulary through understanding the roots and history of words. This class is now available both on line and face-to-face.
• **Latin and Greek Language** classes constitute around half of our course offerings and involve all of our Classics faculty every term. Our language curriculum covers everything from beginning grammar and syntax to advanced readings in ancient authors. Recent innovations in Beginning Latin include “flipping” our first-year course sequence by delivering lectures, exercises and quizzes online and via the Canvas platform. This has allowed these classes to reach a broader student audience both inside and outside USU.

• **Latin Teaching** is directed toward those students who are preparing for a career as teachers in the secondary school system.

• The **Ancient Civilization** courses we offer serve the general student population at USU. Here we aim to broaden students’ understanding of the history underlying the modern age and enrich their appreciation of the cultural traditions that shape life today.

### I.C.2. Degrees Offered

**Undergraduate**

Classics Minor with an Emphasis in Latin.

Classics Minor with an Emphasis in Greek

Classics Minor with an Emphasis in Civilization

Classics Minor with an Emphasis in Latin Teaching

### I.D. Enrollment data and trends

#### I.D.1. Student credit hours generated

Enrollment has been robust in our courses across history, classics and religious studies, and we have been able to meet demand in face-to-face, IVC Broadcast, and online courses. Our recent history of student credit hours (SCH) for all our offerings demonstrates both the spike in enrollments the university experienced two years ago, and our continued commitment to the university mission. We have seen great demand especially for upper-division general education courses (depth courses), while numbers in our introductory survey courses have not increased. The rise of more concurrent enrollment classes at the high school level may be contributing to the flat numbers in the survey courses. In future, we plan to offer more of our popular “Depth Humanities (DHA)” courses, which are upper-division courses aimed at non-majors. These consistently fill to capacity and students have been asking for more seats in these courses.

**TOTAL SCH (2010-2017)**

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<td>18551</td>
<td>17750</td>
<td>18517</td>
<td>20589</td>
<td>19569</td>
</tr>
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#### I.D.2. Number of majors in program

Our major numbers have also been strong, both in history and in religious studies. Using fall headcount data for each year, the number of total majors dropped after the creation of the pre-major, then stabilized. The recently released Fall 2017 data shows 251 majors.

**TOTAL MAJORS (2010-2017)**

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<tr>
<td>MAJ</td>
<td>392</td>
<td>346</td>
<td>299</td>
<td>249</td>
<td>256</td>
<td>281</td>
<td>250</td>
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I.D.3. Graduation, Retention, and Placement

Our graduation rate has improved with recent efforts to better sequence our undergraduate and graduate courses.

GRADUATION RATES (2010-2017)

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<tbody>
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<td>79</td>
<td>78</td>
<td>42</td>
<td>39</td>
<td>62</td>
</tr>
<tr>
<td>Grad</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>13</td>
</tr>
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</table>

Our placement rate for graduate students is quite strong, as is evidenced by our 2015-17 data collection regarding outcomes for our graduate degrees:

Master’s Program Placement 2015-17 (graduates through August 2017)

Placement rate - 84% in further higher education or work

- Doctoral Programs (8) including Univ. of Virginia, Temple Univ., Univ. of Oklahoma, Texas A&M, Univ. of Montana
- K-12 Teaching (5) Utah, Colorado, Montana
- College Teaching (2) Utah, California
- Business/Professional (3) including Conservice, USU, Family Business (OH)
- Law (1) Wisconsin
- Public History/NGO (6) including National Women’s History Museum Project, Int’l Rescue Committee (CA), State History, LDS Church History, Alamo
- No information (5)

Undergraduate Program Placement

Our understanding of placement for our undergraduates is less complete and will be a project for the department in 2018. Many of our undergraduates go on to excellent private-sector careers, graduate or professional programs, and public service, but we do not have a comprehensive listing of recent or long-term graduates. In spring 2018, we plan an alumni initiative that includes a survey of graduates at 5-year, 10-year, and 20-year cohorts. In Fall 2017, we did collect information in the form of anecdotes and advice from graduates of the department. These responses suggest a range of occupations that include:

- K-12 teaching
- Law
- Universities and libraries
- Public history (museums, archives, tourism)
- Public service (local, state and federal government)
- Foreign service
- Corporate work (financial services, retail, manufacturing)
- Small business ownership (individual or family)
- Writing, editing, consulting

I.E. Advising

The department relies heavily on a professional advisor, Amanda Adison, for formal advising work with students in all majors/minors within the department. In addition, faculty provide informal and career advising and mentoring to students. Faculty formally advise our graduate students.
I.F. Student life and professional development
The department has made a concerted effort to increase professional, social, and academic opportunities for students since the last review. These efforts have helped create a more cohesive group of majors/minors with a better sense of identity. We have also responded to student requests for more activities and workshops, and the creation of the HIST 3000 course at the sophomore/junior level has increased connections between majors in history. The religious studies methods course serves a similar function. Finally, in Fall 2017, the department created a Canvas (web classroom software) page for majors and minor; it includes important information and has an announcement feature that allows us to target our message to students in a one-time-per-week Monday morning announcement. Students seem to appreciate that we have stopped sending so much email, and the messages are getting better distribution now.

- **Student Professional Presentations**
  The department began requiring the History Capstone students in Logan to present their work at a public conference in spring and fall of every year. This has allowed for assessment of oral presentation skills, but it has also given students a professional experience in presenting their research. Some students have also taken the opportunity to present at regional and national conferences using funding from the department and the university. In January 2018, for instance, six students (four undergraduates and two graduate students) presented their research at the Phi Alpha Theta National Convention in New Orleans. Students in Classics and Religious Studies have also presented at national and regional meetings for their disciplines.

- **Student field trips**
The department now offers an annual field trip to sites of historic importance in Utah to interested undergraduates, graduate students, faculty, and staff. The trips include visits to sites, lectures by experts, and socializing with alumni and community members. The trips so far have been: Price (mining and rail history), Vernal (US West, dinosaurs, trade), and Blanding (Native American and Mormon history). In 2018, the trip is planned for the new interpretive center at Topaz (the site of a Japanese-American internment camp) and the territorial statehouse museum at Fillmore, where a USU alumnus is director. In addition, Religious Studies has sponsored several students (this year we sent eight students) to attend the Wheatley Conference on Religion in the Public Sphere. This conference has proven to be a milestone for many of our majors, as they come to recognize the manifold possibilities that Religious Studies opens up for their future careers.

- **Student Scholarships**
The department offers several scholarships for undergraduates and graduate students each year for tuition assistance, travel to archives or conferences, and study abroad. Since the last review in 2010, we have added multiple scholarships in history and religious studies, a departmental travel award, and a study abroad scholarship in Classics. We are actively fundraising to increase the number of scholarships we can offer to our majors. Altogether, the department awards in excess of $50,000 per year in undergraduate scholarships.

- **Student Journal**
The *Intermountain West Journal of Religious Studies* is the only peer-reviewed journal that publishes exclusively student-written articles in Religious Studies. The journal is designed to promote the academic study of religion at the graduate and undergraduate levels and USU students have the opportunity to get involved with its production. Each semester, the journal offers an editing internship to an undergraduate or graduate student, along with informal staff
positions to other students. They receive training in editing, proofreading, commissioning book reviews, soliciting peer reviews, and other skills.

- **Student Clubs and Social Activities**
  The department creates community and builds leadership skills through its various clubs and voluntary activities. In History, the primary organization for students is Phi Alpha Theta (part of a national honorary society). PAT sponsors reading groups and film nights, provides the opportunity for student presentation at its regional and national conferences, and hosts social events such as the annual "Fright Night". Classics offers a very popular Roman game each spring that brings together faculty, students, and alumni for a banquet and event. The department now hosts an annual spring awards banquet as well.

- **Professional Workshops**
  As a response to student surveys, the department has instituted a series of professional development opportunities for students. These include: career workshops on resume writing, graduate school application best practices, and articulation of specific skill sets; visits to institutions where alumni work (esp. in Utah); writing workshops and tutorials; and alumni presentations/networking.

- **Undergraduate Research**
  In 2016-17, three undergraduates worked with faculty on summer research projects as part of a pilot program through our college, while another student helped co-author a textbook in Classics. Many of our students work on research projects with faculty. Another faculty-student pair has just been awarded a summer research fellowship for summer 2018.

- **Undergraduate Teaching Fellows**
  Each year the department hires a number of Undergraduate Teaching Fellows (UTFs) to work alongside faculty in classrooms. These UTFs gain a variety of real-life experiences and skills, often leading discussions, conducting online forum discussions, working one-on-one with students, and facilitating projects. Students who work as UTFs for more than one semester often earn the chance to work in an upper-division history course, where the responsibilities for helping with learning and discussion increase.

- **High-Impact practices**
  Faculty have been partnering with other campus and community entities to increase high-impact practices in their courses. Many classes now routinely work with USU’s Special Collections & Archives and the Library’s Digital Initiatives Program, conducting in-depth primary source research to craft physical and digital exhibitions. These exhibitions give students the opportunity to publicly demonstrate research, curatorial, writing, and technological skills. Examples of the digital exhibitions are available on the Library’s Omeka platform under student exhibits. The Department has also collaborated with Special Collections & Archives to place a number of interns, fellows, and student employees, who gain real world work experience in archives and records management, digitization work, and special collections librarianship. Other classes use the anthropology museum or art museum to facilitate collaborative projects and high-impact learning. One faculty member uses Reacting to the Past, a national curricular project, which is an award-winning program for student engagement in the classroom. These interdisciplinary and out-of-the-classroom activities show students how they might apply their interpretive and analytical skills in more real world settings.
I.G. Support of other USU entities

I.G.1. Interdisciplinary programs

American Studies – The department has a long-standing commitment to the American Studies program at the university, and several faculty in our department teach cross-listed courses in American Studies. We rotate responsibility for the graduate methods course on a bi-annual basis.

Interfaith Studies – The newly-formed certificate in Interfaith Leadership is housed in the Department of Sociology, Social Work, and Anthropology. The foundational course in Interfaith Leadership is cross-listed with Religious Studies, while many of its required and elective courses are housed in the Religious Studies Program. The certificate is led by Dr. Bonnie-Glass-Coffin, Professor of Anthropology and affiliate faculty in Religious Studies.

Other programs – The History Department offers courses and assistance to several other interdisciplinary programs and majors, including Asian Studies, Environmental Studies, Global Communications, International Business, International Studies, Latin American Studies, Medieval and Early Modern Studies Native American Studies, Museum Studies, Women’s & Gender Studies, and the Honors Program. Some faculty are also part of USU’s digital learning initiatives.

I.G.2. Administrative duties

History Department faculty are heavily involved in administrative work for the College, University, and statewide system. Dr. Frances Titchener is the university director of Undergraduate Teaching Fellows, while Dr. Norm Jones serves in several capacities on statewide general education initiatives. At the College level, Jeannie Sur has been appointed to the Diversity and Equity Committee as a staff representative. Other faculty serve on Faculty Senate, the Educational Policies Committee, Senate committees, and on ad hoc committees for the College and University.

I.H. Outreach Efforts

• Events and Programming
  We have organized and co-sponsored a steady stream of diverse and well-subscribed events aimed at the campus community. In the past few years, Religious Studies hosted Dr. Eboo Patel, founder of the Interfaith Youth Corps, as well as lectures on the religious dimensions of the West African Ebola epidemic, the Syrian conflict, and the place of religious commitment in the classroom. Religious Studies sponsors an annual social on Religion and Food, among many others. We have also hosted a steady stream of conferences and speakers on Mormon Studies, including a recent well-subscribed conference on Joseph Smith and Translation. The religious studies program just received funding for a major conference on the environment to be held in October 2018 and entitled “God and Smog.” In the areas of History and Classics, the department co-hosts or hosts more than a dozen events per year, including speakers, an awards banquet, and a Roman game. In March 2018, History will host a Tanner Speaker, Dr. Karen Petrone, who will discuss the anniversary of the Russian Revolution and World War I. Finally, the department also provides expertise for events in the local and regional communities in the form of lectures, podcasts, media interviews, and op-ed pieces.

• Partnerships with local and regional organizations
  Increasingly the department has partnered with organizations tied to our mission. We have supported events, hosted classes, supplied interns, and co-sponsored events with such varied groups as the Hyrum Museum (and its Smithsonian show), the Church History Library in Salt Lake, the Hill Aerospace Museum, and local libraries.
II. Faculty and Staff

II.A. Overview of Personnel

Faculty (Permanent, Fulltime)

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>CHANGE SINCE 2010</th>
<th>SPECIALTY</th>
<th>ROLES</th>
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<tr>
<td>Anderson, Rebecca</td>
<td>Lecturer</td>
<td>2017 hired</td>
<td>Public History, Utah Mormon</td>
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</tr>
<tr>
<td>(Logan)</td>
<td>PhD</td>
<td></td>
<td>history</td>
<td>60</td>
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<td></td>
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<tr>
<td>Archer, Seth</td>
<td>Asst. Prof/PhD</td>
<td>2018 (Jan) hired</td>
<td>US West, Health Native Amer</td>
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<tr>
<td>(Logan)</td>
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<td>History</td>
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<tr>
<td>Barlow, Philip</td>
<td>Prof/Arrington Endowed</td>
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<td>American Religion, Mormon</td>
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<tr>
<td>(Logan)</td>
<td>Chair PhD</td>
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<td>History</td>
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<tr>
<td>Barton, John</td>
<td>Principal Lect. Master’s</td>
<td>2012 promoted</td>
<td>US West, Utah History</td>
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<tr>
<td>(Roosevelt-RC)</td>
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<td>Brown, Clayton</td>
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<td>2017 promoted</td>
<td>Modern East Asia, China, Vietnam</td>
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<td>(Vernal-RC)</td>
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<td>War</td>
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<td>Brunstedt, Jonathan</td>
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<td>2015 (Jan) hired</td>
<td>Soviet Union, war Eastern</td>
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<td>(Logan)</td>
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<td>2017 promoted</td>
<td>Colonial US, religion, race</td>
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<td>2017 hired</td>
<td>US and world, civil war</td>
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<td>Gossard, Julia</td>
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<td>18th c. France, gender</td>
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<td></td>
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<td>childhood</td>
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<td>Grayzel, Susan</td>
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<td>2017 Hired</td>
<td>modern Europe, gender war</td>
<td>60</td>
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<td>(Logan)</td>
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<td></td>
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<td>Grieve, Victoria</td>
<td>Assoc. Prof/PhD</td>
<td>2011 promoted</td>
<td>US, childhood, Cold War</td>
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<td>(Logan)</td>
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<td>Name</td>
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<td>Hiring Year</td>
<td>PhD University</td>
<td>Specialty</td>
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<td>Gupta, Ravi (Logan)</td>
<td>Professor</td>
<td>2013</td>
<td>PhD</td>
<td>Hinduism, comparative religion</td>
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<td>Lewis, David (Logan)</td>
<td>Professor</td>
<td>2017 (retired)</td>
<td>PhD</td>
<td>Christianity, Early Britain</td>
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<tr>
<td>McInerney, Daniel (Logan)</td>
<td>Professor</td>
<td>2017 (phased retire)</td>
<td>PhD</td>
<td>19th c US, Civil War</td>
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<tr>
<td>McPherson, Robert (Blanding-USUE)</td>
<td>Professor</td>
<td>2017 (retired)</td>
<td>PhD</td>
<td>Native American</td>
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<td>Mueller, Robert (Tooele-RC)</td>
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<td>PhD</td>
<td>Early modern Britain, Europe</td>
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<tr>
<td>Neel, Susan (Price-USUE)</td>
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<td>PhD</td>
<td>US, environmental women's</td>
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<tr>
<td>O’Neill, Colleen (Logan)</td>
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<td>--</td>
<td>PhD</td>
<td>Native American, US West, gender</td>
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<td>Proctor, Tammy (Logan)</td>
<td>Professor</td>
<td>2013 hired</td>
<td>PhD</td>
<td>modern Europe, war gender</td>
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<td>Rosenband, Leonard (Logan)</td>
<td>Professor</td>
<td>2016 (retired)</td>
<td>PhD</td>
<td>18th century France</td>
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<td>Ross, Danielle (Logan)</td>
<td>Asst. Professor</td>
<td>2014 Hired</td>
<td>PhD</td>
<td>Islam, Eurasia</td>
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<tr>
<td>Sanders, James (Logan)</td>
<td>Professor</td>
<td>2014 promoted</td>
<td>PhD</td>
<td>Latin America democracy, slavery</td>
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<td>Shapiro, Susan (Logan)</td>
<td>Assoc. Professor</td>
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<td>Classics, Latin, Greek</td>
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<td>Sur, Dominic (Logan)</td>
<td>Asst. Professor</td>
<td>2017 hired</td>
<td>PhD</td>
<td>Buddhism, comparative religion</td>
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<tr>
<td>Titchener, Frances (Logan)</td>
<td>Professor</td>
<td>--</td>
<td>PhD</td>
<td>Classics, Latin, Greek</td>
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<tr>
<td>Ward, Joseph (Logan)</td>
<td>Professor</td>
<td>2016 hired</td>
<td>PhD</td>
<td>Early Modern Britain</td>
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### Staff (Permanent, Fulltime)

<table>
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<tr>
<th>NAME</th>
<th>TITLE</th>
<th>CHANGE</th>
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<tr>
<td>Maughan, Melissa</td>
<td>Staff Assistant</td>
<td>Hired 2016</td>
<td>MA English/Tech Comm, USU 2017</td>
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<td></td>
<td></td>
<td></td>
<td>BA History, USU 2013</td>
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<tr>
<td></td>
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<td>BA Political Science Pacific Lutheran 2005</td>
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### Postdoctoral Teaching Fellows (Temporary, Fulltime)

<table>
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<th>NAME</th>
<th>Area of Expertise</th>
<th>Appointment</th>
<th>Highest Degree</th>
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<tr>
<td>Oughton, Charles</td>
<td>Classics, Latin/Greek</td>
<td>2016-18</td>
<td>PhD University of Texas (2016)</td>
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### Faculty (Adjunct, Affiliated, and Part-time)

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<th>TEACHING SPECIALTY</th>
<th>DEGREE</th>
<th>COURSE DELIVERY</th>
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<tr>
<td>Baldwin, Debra</td>
<td>Islamic Studies (RELS)</td>
<td>PhD</td>
<td>online</td>
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<tr>
<td>Bateman, Jeffery</td>
<td>Utah History, US History (HIST)</td>
<td>Master’s</td>
<td>online</td>
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<tr>
<td>Bokovoy, David</td>
<td>Judaism and Biblical Studies (RELS)</td>
<td>PhD</td>
<td>online</td>
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<td>Crow, Jeff</td>
<td>Comparative Religion (RELS)</td>
<td>PhD</td>
<td>online</td>
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<td>Crupton, Emily</td>
<td>American Civilization (HIST)</td>
<td>Master’s</td>
<td>face-to-face/broadcast</td>
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<td>Glass-Coffin, Bonnie</td>
<td>Anthropology (RELS)</td>
<td>PhD</td>
<td>face-to-face</td>
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<tr>
<td>Grove, Annette</td>
<td>Humanities (General Education)</td>
<td>Master’s</td>
<td>online</td>
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<td>Haws, Randall</td>
<td>American Military History, US (HIST)</td>
<td>Master’s</td>
<td>face-to-face</td>
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<tr>
<td>Izmirlioglu, Ahmet</td>
<td>Ottoman Empire, World (HIST)</td>
<td>PhD</td>
<td>face-to-face</td>
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<td>Kisner, Kenneth</td>
<td>European and World surveys (HIST)</td>
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<td>Jackson, William</td>
<td>South Asia, Imperialism (HIST/RELS)</td>
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<td>Sand, Alexa</td>
<td>Art History (RELS)</td>
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<td>face-to-face</td>
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<td>Sherlock, Richard</td>
<td>Philosophy (RELS)</td>
<td>PhD</td>
<td>face-to-face</td>
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<td>Sowder, Michael</td>
<td>English Literature/Writing (RELS)</td>
<td>PhD</td>
<td>face-to-face</td>
</tr>
<tr>
<td>Wheeler, Emily</td>
<td>Utah history (HIST)</td>
<td>Master’s</td>
<td>face-to-face/broadcast</td>
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</tbody>
</table>

### High School Teachers (Teaching Methods course)

- Eborn, Ryan Logan High School
- Moulton, Mary Uintah High School
- Lofland, Melinda Ridgeline High School

### II.B. Teaching

The department prides itself on excellence in teaching across all of its areas of expertise, and we work hard to support that mission. According to IPEDs data, USU faculty teach more students than our peers (22:1 faculty-student ratio at USU compared to a 19:1 average). Most faculty in the department offer at least one large survey course (100+), along with a mix of upper-division and graduate courses in their areas of specialization. We continue to work on assessing our teaching impact in meaningful ways and in keeping with the Tuning project guidelines from the American Historical Association. In 2017, the department adopted new course observation/peer review guidelines for classes, and each faculty member agreed to try and assess a new student-centered assignment in a class (in 2017-18).
II.C. Research
Since our last program review in 2010, faculty in the department have published a number of peer-reviewed works, including:

- **15** single-authored books
- **11** co-edited books
- **54** book chapters
- **59** journal articles

In addition, faculty have contributed to other professional endeavors by publishing in popular newspapers or magazines, web products (podcasts or other digital products), and state-of-the-field handbooks and encyclopedias. One area where we have seen significant growth is in more non-traditional publishing outlets, which include blogs, podcasts, digital history projects, digital exhibits, and open educational resource (OER) books and journals.

In terms of our external presence at professional conferences and other venues, in the last year alone (2017), faculty presented their scholarship and teaching at **71** conferences, workshops, and invited events. (Appendix B) Many of our faculty have received international invitations to present keynotes in areas as diverse as Japan, Colombia, Belgium, Greece, and India, just to name a few. These national and international presentations help establish our professional reputation as a department, and together with other professional service (grant reviewing, manuscript reviewing, etc.), is an important part of our faculty’s scholarly work.

Several of our faculty have been involved with editing journals over the past few years. Dr. Titchener (*Ploutarchos*) and Dr. Shapiro (*Mediterranean Studies*) continue to work in editing capacities for these international journals. Until 2016 when the journal relocated to the University of Oklahoma, two of our faculty members edited and produced four issues per year of the *Western Historical Quarterly* here at Utah State, where the journal had been founded nearly fifty years earlier.

Finally, faculty have been aggressive in seeking external funding in the form of travel grants, major residential fellowships, and curricular development grants. Faculty have won **27** external grants and fellowships since 2010; these awards totaled more than **$1.2 million**. (Appendix C)
II.D. Faculty Demographics
Since our last review, several faculty have retired or changed roles, and our fulltime faculty has expanded. The next two charts provide a small snapshot of some of the most noticeable changes.

**Faculty Ranks in 2017-18 versus 2009-2010**
The department is in the middle of a cohort shift with the retirement of a large number of experienced faculty between 2015 and 2019. This chart shows the current shift in our ranks, and it includes two faculty members (professors) who are in phased retirement (ending in 2018 and 2019). In 2017-18, we also have one faculty member being considered for promotion to professor.

**Gender in 2017-18 versus 2009-10**
We have seen significant change in the number of male and female faculty in the department since the last review, and the department now has its first female department head (hired 2013). This chart includes two male faculty members in phased retirement ending in 2018 and 2019.
III. Program Costs and Support

III.A. Instructional Costs
The Department’s instructional costs primarily lie in the area of personnel, since our faculty can instruct students and conduct research without significant investment in facilities, laboratories, or technologies beyond what the university provides with general classrooms and library resources. According to official university data, the direct instructional expenditures for the department in 2016-17 was $3.1 million, which translates to a cost per student FTE of $4769. (Appendix 1)

III.B. Program support
Funding for instruction in the department comes from several sources. First, the department receives E&G State funding for the bulk of our teaching and research for full-time faculty. This funding is supplemented by enrollment-driven funds through online, face-to-face, and IVC courses, most of which support USU students from across the university. A small number of out-of-state students also enroll in online courses. Other support for instruction comes from external grants, mostly private, which provide buy-out for faculty engaged in special research projects. Examples include faculty research residencies at Brigham Young University and at the Tanner Humanities Center. Finally, our religious studies program is anchored by two endowed faculty chairs, each with about $2 million in endowments at the present moment. Those endowed funds provide partial salary for Dr. Barlow and Dr. Gupta, with the rest coming from state appropriations.

The department is able meet its mission in teaching partly through the use of graduate research assistants in a variety of roles to support faculty. Some of these GRAs assist in large survey classrooms, others intern in public history areas, others perform research alongside faculty, and a few serve as editorial fellows in support of academic journals. GRA funding comes in the form of annual stipends ($10,000 per year in 2017-18) and tuition waivers, and most of that funding is provided by the department using state and private funds. The College awards a few waivers for graduate students from funding that the Research and Graduate Studies Office distributes, but these are not sufficient to cover more than a handful of students. To be competitive in attracting excellent graduate students, we must continue to find resources to support them in GRA positions. Our largest funding need as we move into the future if we hope to be competitive with our peer institutions is support for our graduate program and for our graduate students.
IV. Departmental Assessment and Data-Based Decisions

IV.A. History Degrees

IV.A.1 Learning Outcomes (History degrees)
Learning objectives and outcomes are the skill sets, competencies, and knowledge students should acquire in their discipline before graduation. The following criteria are for history majors involving the acquisition and mastery of historical knowledge, historical thinking, and historical skills.

Historical Knowledge
Goal: Understand a wide range of historical information
- identify the key events which express/define change over time in a particular place or region
- identify how change occurs over time
Goal: Explain historical continuity and change
- describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events
- discuss the ways in which factors such as race, gender, class, ethnicity, region and religion influence historical narratives

Historical Thinking
Goal: Recognize the pastness of the past
- explain how people have existed, acted and thought in particular historical periods
- explain what influence the past has on the present
Goal: Emphasize the complex nature of past experiences
- interpret the complexity and diversity of situations, events and past mentalities
- compare eras and regions in order to define enduring issues
Goal: Emphasize the complex and problematic nature of the historical record
- recognize a range of viewpoints
- compare competing historical narratives
- challenge arguments of historical inevitability
- analyze cause and effect relationships and multiple causation

Historical Skills
Goal: Develop skills in critical thinking and reading
- evaluate debates among historians
- differentiate between historical facts and historical interpretations
- assess the credibility of primary and secondary sources
Goal: Develop research skills
- formulate historical questions
- obtain historical data from a variety of sources
- identify gaps in available records
Goal: Develop the ability to construct reasonable historical arguments
- construct in writing a well organized historical argument
- support an interpretation with historical evidence from a variety of primary and secondary sources
IV.A.2. History BA/BS
Data-based Decisions – 2 main projects based on Assessments


Identifying the Concern. In 2013, faculty, librarians, and students reported problems with students being underprepared for their HIST 4990 research capstone course. As a result, the department surveyed HIST 4990 instructors and students and instituted a shared rubric to assess skills against our learning outcomes. After a discussion at the 2014 retreat, the department voted to create a sophomore-level methods course (HIST 3000), which is a model that is embraced by many history departments in the United States.

Creating HIST 3000 – new course created in spring 2015

Assessing HIST 3000
Multiple assessment tools used to gauge success of course
--exit surveys from 2015-16
--written reflections from students and professor in spring 2017
--discussion among faculty at 2017 retreat
--students who have completed HIST 3000 helped write the HIST 4990 Senior Capstone syllabus in Fall 2017 and wrote reflections in December 2017

Initial Conclusions
- IDEA scores – average to above average marks on “Progress on Relevant Objectives”. Generally the department scores above average in this category in relation to the rest of the institution (65-69%).
- Student exit surveys report improved knowledge of library and research skills, but they suggest that more fine-tuning of the historical process parts of the class may need to feature in future sections.
- Librarians and HIST 4990 instructors report better Historical Skills than in the past
- Spring 2017 written reflections show that students report more confidence in historical research and analysis
- Oral assessment shows marked improvement in student performance over three years

To be completed--
- Department head 3-year review of IDEA forms and enrollment figures (Spring 2018)
- Meeting of HIST 3000 and HIST 4990 instructors to discuss success of new methods courses in meeting History Learning Outcomes (scheduled for spring 2018)
- Norm Jones is authoring an article for a peer-reviewed journal about HIST 3000 (2018)
- Canvas "Learning Mastery" project in collaboration with the CIDI office at USU.
- Development of an online version of HIST 3000 in Fall 2018 (Clayton Brown)

2. Internships and Public History (2014-18 project)

Identifying the Concern. Faculty who have been watching the career paths of students in history identified a problem with our internship procedures and placements. Students also complained that it was difficult to find internships and to receive help with the process. Also,
increasingly history departments across the country have been creating public history tracks or programs to better prepare students for a variety of careers.

**Reviewing and Revising internship procedures**
The department commissioned a faculty member to create a report on peer institutions and public history programs. After that report in 2015, the department met to discuss possibilities to improve access to internships and public history skills for students. First, the department hired a coordinator for a two-year project to improve communication and access to internships (completed 2017). Second, the department hired a Public Historian, who began work in Fall 2017. The department approved a public history track in our master's program in Dec. 2017.

**Creating a Public History Track and Permanent Internship Coordinator (2017-18)**
Our new Public Historian, Rebecca Andersen, will teach our first public history methods course for graduate students and undergraduates in spring 2018. She has also begun meeting with students and internship providers to better facilitate student internships. Note that initial assessment of Public History Program is scheduled for spring 2019.

**IV.A.3. History Teaching BA/BS**
In addition to our regular assessment of history courses, we measure success and assess the history teaching program using the PRAXIS content area exams. The 2010-17 exam data documents our “pass” rates for the social studies composite and history area exams. This chart allows for multiple attempts, as some students take the exam two or three times before successfully passing. The exams have changed slightly in the last seven years, so the different exam numbers show earlier versions and the exam now in force. Also, data for 2016-17 is somewhat complicated by new Utah legislation that provided for alternative licensing for teachers; teachers could take the praxis in order to gain alternative licenses to teach without a formal teaching education degree. This licensing is presently being revised again in 2018.

### PRAXIS EXAM RESULTS (2010-2017)

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<th>PRAXIS TEST</th>
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<th>Number Passed total</th>
<th>Success rate (w/multiple attempts)</th>
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IV.A.4. History MA/MS
Since Fall 2015, the History Department has been considering how best to implement assessment methods for individual students within the graduate program’s larger learning goals.

STUDENT FEEDBACK AND TRACKING (SPRING 2016)
In order to determine student perceptions about whether they achieved these goals, the History Dept. created an exit survey for graduate students and attempted to more closely track the career paths of our alumni.

STRATEGIC PLANNING (SUMMER 2016)
In Summer 2016, the History Dept. GPC participated in a Strategic Planning Session with other department representatives to consider the following issues within the graduate program.

Short-Term Goals
- Simplify and clarify the degree requirements (Handbook)
- Strengthen the distinctions between Plan A (thesis) and Plan B (professional)

Long-Term Goals
- Increase the number of applicants (Recruit individually, social media, gradschoolmatch)
- Improve graduation rates (Research seminar; public proposal defense in February/March of first year)

ASSESSMENT ACTIVITIES (2016-2017)
- The GPC created a Graduate Student Handbook listing all the policies and procedures for the History Department Graduate program and program options (MA/MS, Plan A/Plan B). The Handbook is online and available to students and faculty.
- The department increased its stipend from $7500 to $10,000/year for funded students.
- The Department hired a Public Historian to teach Public History courses (undergraduate and graduate; to serve on thesis committees and guide graduate level research in public history; to manage and guide graduate level internships; to advise graduate students).
- In recruiting for Fall 2017, the GPC actively engaged in recruiting efforts by working with the School of Graduate Studies to create a marketing flyer, using gradschoolmatch.com, and participating in the university’s first Welcome Weekend. The student who attended the Welcome Weekend chose to attend our program with additional financial incentives. For 2018 recruiting, the department held its own welcome weekend with 8 prospective students.
- First year students were offered funding for research travel in Summer 2017 if they defended their thesis proposal by March 2017. Eight of the twelve students (67%) enrolled in HIST 6000 in Fall 2016 defended their proposals in Spring 2017. This is a dramatic improvement.
- Graduating students will participate in the exit survey.

ASSESSMENT PLANS (2017-2018)
- In order to improve graduation rates, the History Dept. created a new required course (Research Seminar) for all students entering their second year. This class was offered for the first time in Fall 2017. The goal was to provide students with structured class time to write a chapter of their thesis or Plan B paper. The department collected student-reported assessments in December.
- Data measuring student achievement of learning outcomes will be collected in our required courses (HIST 6000, HIST 6010, and HIST 6030) in 2017-2018.
IV.B. Religious Studies BA/BS Degrees

IV.B.1. Learning Objectives
Students completing the BA or BS degree in Religious Studies should be able to:
1. demonstrate literacy concerning the major religions of the world
2. understand the relationship between religion and culture, and think critically about the influence of religious value systems on individuals and societies
3. read and analyze the sacred texts of different religious traditions
4. apply appropriate methods of research and argumentation to questions concerning religion
5. communicate their findings in clear, well-reasoned writing
6. possess a rigorous foundation for pursuing advanced study in religion or related fields

IV.B.2. Assessment Methods
A number of assessment tools have guided the ongoing development of the Religious Studies Program. The last external review of the Program was conducted in Spring 2013. The current Department Head, Tammy Proctor, and Program Director, Ravi Gupta, both of whom began in Fall 2013, have implemented the majority of the reviewers’ recommendations.

In Spring 2014, before embarking on a comprehensive curriculum review, the Religious Studies Program participated in the American Academy of Religion’s survey of alumni from Religious Studies programs nationwide. USU’s Religious Studies Program consistently performed on par or better than other universities (public and private) who participated in the survey. Interestingly, our majors reported being more invested in, and knowledgeable about, religion at the beginning of their studies than did students at other universities; similarly, our alumni reported higher levels of competency in religion upon graduation than did students at other schools. We discovered that 70% of our alumni had double-majored, and that business, tourism, and law were common career choices for alumni. To continue gathering data on our majors, we have recently instituted entry and exit surveys.

Upon completing their degrees, our undergraduate and graduate students (with History degrees, but affiliated with religious studies) earn places at prestigious universities and employers. Last year, one of our students went on to pursue a PhD in Classics at the University of California Berkeley, a second is studying for his doctoral degree as a Thomas Jefferson Fellow at the University of Virginia, while another is helping found the Smithsonian’s National Women’s History Museum in Washington. Our faculty continue to attract skilled graduate students to pursue a master’s degree in religious history, especially in the areas of Mormonism, Hinduism, and Buddhism. Last year, we enrolled graduate students from Virginia, Washington DC, Utah, and England.

Finally, as a way to assess our gateway course (RELS 1010) and its ability to foster religious literacy among students, we conduct a survey in the course at the beginning and end of the semester. The survey questions are adapted from the Pew Forum’s survey on religious literacy. The results demonstrate significant growth in students’ religious literacy, from approximately 30 percentage points to 70, despite the fact that the survey questions are external to the course.
Students completing the BA or BS degree in Religious Studies should be able to:

1) demonstrate literacy concerning the major religions of the world

   Our three-year strategic plan, external peer review, and internal curriculum review determined that our coverage was not consistent across the major world religions. Over the past two years, we have worked steadily to improve coverage:

   We created a new tenure-track position in Buddhism, providing stable teaching in this major world religion. Courses include “Introduction to Buddhism,” “Buddhism in the West,” and “Women in Buddhism.” We have hired a postdoc in Judaism, Bible, and Early Christianity, which is our most significant area of need. New courses now offered on campus include “Introduction to Judaism” and “Women in the Bible.” These are supplemented by online courses in this subject area: “Introduction to Judaism,” and “The Historical Jesus.” Nevertheless, we still require long term curricular stability in Jewish Studies and Biblical Studies. The religious literacy survey in RELS 1010 has been consistently returning evidence of significant growth in students’ knowledge of world religions, over the past 3 years. Survey results are available on the Religious Studies assessment website.

2) understand the relationship between religion and culture, and think critically about the influence of religious value systems on individuals and societies

   The Religious Studies Program has collaborated with the Anthropology Program to develop the Interfaith Leadership Certificate, housed in the Department of Sociology, Social Work, and Anthropology. The Certificate relies on numerous Religious Studies courses, while also offering a new course that specifically addresses the nature of religious difference in cultures and societies: “Bridging Religious Difference: Theory and Practice” (RELS 3165). We have added additional new courses that teach the relationship between religion and culture: “Science and Religion,” “Religion and Politics in South Asia,” and “Gods and Goddesses of India.” We have been producing a varied array of events and speakers who address the implications of religion on societies and individuals. Last year’s events include a lecture on the religious dimensions of the West African Ebola crisis, a lecture by an expert on religion and terrorism, a panel on women’s roles in Mormonism (in partnership with the Center for Women and Gender), and a lecture on the relationship between science and religion.

3) read and analyze the sacred texts of different religious traditions

   Our external peer review and survey of majors indicated that we were not offering enough courses on the sacred texts of major religious traditions. We have made development of such courses a priority for the program. Recent offerings include courses such as, “Yoga Theory,” “New Testament Philosophy” (cross-listed with Philosophy), and “Women in the Bible.” We also hosted a well-attended conference on Joseph Smith and Translation, which highlighted scholarship on the Book of Mormon.

4) apply appropriate methods of research and argumentation to questions concerning
religion

“Theory and Method in Religious Studies” (RELS 3990), which is a course required of all majors, now includes research training that is specifically intended to prepare students for their capstone thesis (RELS 4990). Students read journal articles by recognized scholars in the field, learn to decipher the articles’ lines of reasoning through weekly “argument maps,” and build their own skills of questioning and argumentation through regular writing assignments.

5) communicate their findings in clear, well-reasoned writing
In “Theory and Method” (RELS 3990), majors write an annotated bibliography, an academic book review, a thesis proposal, and weekly response papers—thus gaining experience with a variety of writing styles. Nearly all the assignments are iterative, either through multiple drafts of the same essay, or multiple essays of the same type, allowing the instructor to provide regular feedback and track improvement on their writing and reasoning skills. Furthermore, “Introduction to Religious Studies” (RELS 1010), as taught by both Gupta and Sur, includes iterative writing assignments.

6) possess a rigorous foundation for pursuing advanced study in religion or related fields
We have instituted an exit survey of graduating majors to assess how prepared they feel for their future careers. The results of this survey are available on the Religious Studies assessment website.

We have increased the number of majors we send to the Wheatley Conference on Religion in the Public Sphere. Past attendees have affirmed that this conference considerably broadened their understanding of the applicability of Religious Studies to a variety of careers. In Fall 2017, we went 8 majors to the conference.

Upon completing their degrees, our undergraduate and graduate students earn places at prestigious universities and employers. Last year, one of our students went on to pursue a PhD in Classics at the University of California Berkeley, a second is studying for his doctoral degree as a Thomas Jefferson Fellow at the University of Virginia, while another is helping found the Smithsonian’s National Women’s History Museum in Washington.
V. Appendices

APPENDIX #1: R411 Data Table for the Department of History

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<td></td>
</tr>
<tr>
<td>Appropriated Fund</td>
<td>2,456,932</td>
<td>2,595,667</td>
<td>2,613,607</td>
<td>2,730,004</td>
<td>2,910,265</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Legislative Appropriation</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

History Department, Utah State University, Self-Study, January 2018
Special Fees/Differential Tuition

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,456,932</td>
<td>2,595,667</td>
<td>2,613,607</td>
<td>2,730,004</td>
<td>2,910,265</td>
</tr>
</tbody>
</table>

Revenue is not appropriate to specific departments. Amounts shown are E&G FY Budgets (which incl. est. benefits @ 44%) & Estimated Actual RC Faculty Salaries & Estimated benefits. BENEFITS ARE ESTIMATES (they are budgeted centrally).

<table>
<thead>
<tr>
<th>Grants &amp; Contracts</th>
<th>5,000</th>
<th>31,481</th>
<th>143,365</th>
<th>75,592</th>
<th>116,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time (Salaried)</td>
<td>17.25</td>
<td>17.41</td>
<td>17.96</td>
<td>17.1</td>
<td>18.78</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time (May include TAs)</td>
<td>1.47</td>
<td>1.09</td>
<td>1.42</td>
<td>1.14</td>
<td>3.05</td>
</tr>
</tbody>
</table>

Source: Sponsored Programs
<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Instructional Expenditures</strong></td>
<td>2,003,846</td>
<td>2,160,353</td>
<td>2,327,757</td>
<td>2,342,652</td>
<td>2,761,797</td>
</tr>
<tr>
<td><strong>Appropriated Fund</strong></td>
<td>1,888,222</td>
<td>2,091,519</td>
<td>2,124,839</td>
<td>2,208,579</td>
<td>2,577,377</td>
</tr>
<tr>
<td><strong>RCDE Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>6.73</td>
<td>5.62</td>
<td>5.36</td>
<td>5.53</td>
<td>3.81</td>
</tr>
<tr>
<td>Sal</td>
<td>394,937</td>
<td>350,103</td>
<td>339,423</td>
<td>362,101</td>
<td>231,172</td>
</tr>
<tr>
<td>Ben</td>
<td>173,772</td>
<td>154,045</td>
<td>149,346</td>
<td>159,324</td>
<td>101,716</td>
</tr>
</tbody>
</table>

**Source:** Budget & Planning - C:\Data\Spreadsheets\R401 Finance\2012+\15-16 Actual Instructional Faculty.xlsx\15-16TenureList

**Includes:** History, Reli Studies, Mormon Chair, Buddhist Chair, Reli Studies-Mormon Chair, Reli Studies-Redd Chair
APPENDIX #2 – Faculty Research Productivity (from Digital Measures c.v. data)
Note: Includes books, book chapters, journal articles and other intellectual contributions from Jan 2010-Dec 2017; presentations from 2017 only

Andersen, Rebecca K.

Refereed Journal Articles

Presentations

***

Archer, Seth

Refereed Journal Articles
Archer, Seth. (2016) “Colonialism and Other Afflictions: Rethinking Native American Health History,” History Compass

***

Barlow, Philip L.

Books

Book Chapters

Refereed Journal Articles

Non-Refereed Journal Articles

***

History Department, Utah State University, Self-Study, January 2018
**Barton, John**

**Books**
Barton, J. D. (2016). *Upon the Shoulders of Giants: A Brief History of Utah State University’s Regional Campus System*. Logan, UT.: Published by the Provost’s Office, Utah State University.


**Refereed Journal Articles**
Barton, J. D. (2017). “Reflections on Thirty Years of Teaching for Utah State University Distance Education,”. *Journal on Empowering Teaching Excellence*, 1(2).


***

**Brown, Clayton**

**Book Chapters**


**Refereed Journal Articles**


**Other Intellectual Contributions and Non-Refereed Publications**


**Presentations**

***

**Brunstedt, Jonathan J.**

**Book Chapters**

**Refereed Journal Articles**


Presentations

***

Bulthuis, Kyle T.
Books

***

Cogan, Susan M.
Referred Journal Articles

Presentations
Cogan, Susan (Chair), Sixteenth Century Society Conference, "Panel 190: Negotiating Early Modern Catholicism," Milwaukee, WI. (October 26 - 30, 2017).
Cogan, Susan (Presenter & Author), Sixteenth Century Society Conference, "Gender and Social Networks in Early Modern England," Milwaukee, WI. (October 26 - 29, 2017).
Cogan, Susan (Presenter & Author), DHU2 (Digital Humanities Utah 2), "Digital Exhibits in the Classroom and the Library: Bringing Student Research to the Public", Salt Lake City, UT. (February 10 - 11, 2017).

***

Conte, Christopher A.
Book Chapters

Referred Journal Articles

Non-Referred Publications

Presentations
Conte, Christopher A, Radical Hope: Inspiring Sustainability Transformations through Our Past, "Resiliency in Rural Africa: Photography, History and Hope," Rachel Carson Ctr, Munich, Germany. (July 3 - 4, 2017).

***
Culver, Milton L.

Books

Book Chapters

Refereed Journal Articles

Non-Refereed Journal Articles and Other Publications

Presentations
Culver, Milton Lawrence, DHU2 Utah Symposium on the Digital Humanities, "Chair, "Pedagogy and Publics"," University of Utah, Salt Lake City, UT. (February 11, 2017).

***

Damen, Mark

Refereed Journal Articles
Presentations
Damen, Mark, 2017 Phillips Colloquium, "Online Pedagogy in the Latin Classroom," Department of Classics University of Kansas, Lawrence KS. (September 8 - 9, 2017).

***
Diaz, Angela

Refereed Journal Articles

Presentations

***
Gossard, Julia M.

Refereed Journal Articles

Other Intellectual Contributions

Presentations
Gossard, Julia, Society for the History of Childhood & Youth Conference, "Gendering Childhood Definitions: Age, Gender, and Change in Early Modern France", Society for the History of Childhood & Youth, Camden, NJ. (June 2017).

***
Grayzel, Susan R.

Books

Book Chapters


Grayzel, Susan R., Gendering Warfare I: Women, Violated Bodies and War, "Total Warfare, the Homefront and Women in Europe during the First and Second World Wars," The Berkshire Conference on the History of Women, Genders and Sexualities, Hempstead, NY. (June 2017).


Grieve, Victoria M.

**Refereed Journal Articles**


**Presentations**


***

Gupta, Ravi M.

**Books**


**Book Chapters**


**Refereed Journal Articles**


**Presentations**


***

**Jones, Norman L.**

**Books**


**Book Chapters**


**Refereed Journal Articles**


**Non-Refereed Journal Articles**


**Presentations**


Jones, Norman Leslie, History Department and the Shakespeare Birthplace Trust Seminar, "‘The Elizabethan Perceptual Revolution’," University of Birmingham, Birmingham, UK. (March 15, 2017).

***

McInerney, Daniel J.

Refereed Journal Articles

worldhistoryconnected.press.illinois.edu/13.2/forum_mcinerney.html

Non-Refereed Journal Articles


Presentations

McInerney, Daniel J., American Historical Association 131st Annual Meeting, "A Retrospective on Tuning: Where Have We Been; Where Should We Go?," American Historical Association, Denver, CO. (January 6, 2017).

***

Mueller, Robert J.

Other Intellectual Contributions

Presentations
Mueller (Presenter & Author), American Historical Association Annual Meeting. "The Value of Extended Syllabi & Custom Course Readers in Distance Education Courses," AHA, Denver, CO. (January 6, 2017).

***

Neel, Susan M.
Books

Refereed Journal Articles

Presentations

***

Onell, Colleen M.
Book Chapters

Refereed Journal Articles

Other Intellectual Contributions

Presentations

***

Proctor, Tammy M.
Books
**Book Chapters**


**Refereed Journal Articles**

http://www.tandfonline.com/toc/tfww20/current#.U2GlG_3abFI

**Non-Refereed Journal Articles**

http://encyclopedia.1914-1918-online.net/article/The_Everyday_as_Involved_in_War


**Presentations**


***

**Ross, Danielle**

**Book Chapters**

**Referred Journal Articles**

Ross, D. Muslim Charity Under Russian Rule: Waqf, Sadaqa, and Zakat in Late Imperial Russia. *Islamic Law and Society*, 24(1-2).

Ross, D. (2015). Caught in the Middle: Education Reform and Youth Rebellion in Russia’s Madrasas, 1900-10. *Kritika: Explorations in Russian and Eurasian History*, 16(1), 57-90. kritika.georgetown.edu/current


**Presentations**

Ross, Danielle, Japanese Society for the Study of Russian History, "Russia’s First Muslim Print Revolution: The Effects of the Asiatic Press on Popular Reading Habits, (1780s-1880s)," Tokyo University of Foreign Studies, Tokyo, Japan. (September 2017).

Ross, Danielle, Religion, Education, and Literacy in Modernization Workshop, "Secularization or Religious Revival: Reconsidering Muslim Education Reform in 19th and Early 20th-century Russia," Tokyo University, Tokyo, Japan. (September 2017).


***

**Sanders, James E.**

**Books**


**Book Chapters**


**Referred Journal Articles**


**Presentations**


Sanders, James E, American Historical Association 131st Annual Meeting, “Comment for panel "Political Culture, the Legality of Warm and Spatial Imaginaries”," American Historical Association, Denver, CO. (January 5, 2017).

***

Shapiro, Susan O.

Books

Book Chapters

Refereed Journal Articles

Presentations

***

Sur, Dominic D. Z.

Books

Refereed Journal Articles

***

Titchener, Frances B.

Books

Book Chapters

Conference Proceedings

**Presentations**


APPENDIX #3 – Faculty External Grants (from Digital Measures c.v. data)

Note: This includes grants while the faculty member was employed at USU. Some faculty received additional extramural funding before arriving here.

Archer, Seth

“Mellon Fellowship in American History,” University of Cambridge, Private. (2016-2019). Seth gave up the last 1.5 years of the postdoctoral fellowship to come to USU.

Barlow, Philip L.


Brown, Clayton D.


“Harvard-Yenching Library Travel Grant,” Sponsored by Harvard University, $600.00. (June 1 - 15, 2016).

Brunstedt, Jonathan J.

“IREX Individual Advanced Research Opportunities Fellowship,” Sponsored by IREX, Federal, $25,000.00. (August 2014 - December 2014). Jon postponed his arrival at USU by one semester in order to take the fellowship.

Conte, Christopher A.

“Radical Hope: Inspiring Sustainability Transformations through Our Past, Rachel Carson Center for Environment and Society Fellowship, Private, 3000 euro. (Summer 2017).

“Rachel Carson Center for Environment and Society Fellowship, Private, 10,000 euro. (Summer 2016).

“Africa’s Mountains: Collecting and Interpreting the Past.” Sponsored by The European Society for Environmental History, The International Association for Alpine History, The Rachel Carson Center / Ludwig Maximilian University Munich, The Swiss Federal Institute of Technology ETH Zurich, and the University of Zurich, Institute of Evolutionary Biology and Environmental Studies. Summer school symposium entitled Mountains across Borders, held in Lavin, Switzerland, 3000 euro. (August 2013).

Culver, Lawrence L.

“Carroll Professorship,” Sponsored by the University of Oregon, private, $35,000. (September 2017- December 2017).


“Rachel Carson Fellowship,” Sponsored by Rachel Carson Center for Environment and Society, University of Munich, Other, $38,000.00. (January 1, 2013 - July 1, 2013).


(Principal), "Carson Fellowship,” Sponsored by Rachel Carson Center for Environmental Studies, Ludwig-Maximilians-University Munich and the Deutsches Museum, Munich, Germany., Other, $15,000.00. (June 2010 - December 2010).

Damen, Mark


Gossard, Julia M.


Grieve, Victoria M.
"Center for Cold War Studies Travel Grant," Sponsored by NYU Tamiment Library Center for Cold War Studies, State, $1,325.00. (Awarded 2017 for use in May 2018).
"Hartman Center Travel Grant," Sponsored by Duke University Libraries, Private, $1,000.00.
"Eisenhower Library Travel Grant," Sponsored by Eisenhower Presidential Library, Federal, $1,000.00.

Gupta, Ravi M.

Jones, Norman L.
With Kewes, Paulina (Co-Principal), "'New Perspectives on Regime Change'," Sponsored by Henry E. Huntington Library, Private, $20,000.00. (November 2016 - October 2019).
With Adler, Norman (Co-Principal), "Teaching the Big Questions: Religion in the Classroom," Sponsored by Teagle Foundation/Association of American Colleges and Universities, Private, $5,000.00. (July 1, 2013 - July 1, 2014).
(Principal), Adler, Norman (Co-Principal), Glass-Coffin, Bonnie (Supporting), "Big Questions Symposium Planning Grant," Sponsored by Teagle Foundation, Private, $5,000.00. (January 2014 - Present).
(Principal), "Tuning II," Sponsored by Lumina Foundation, Private, $390,000.00. (2011 - 2013).
(Principal), "Tuning USA," Sponsored by Lumina Foundation, Private, $60,000.00. (2009 - 2011).

McInerney, Daniel J.
(Principal), "Faculty Collaboratives," Sponsored by Association of American Colleges & Universities, Private, $127,800.00. (January 2015 - December 2017).
(Principal), "Tuning II Project in Utah," Sponsored by Lumina Foundation for Education, Private, $390,000.00. (June 2011 - June 2013).
(Principal), "Institute for the Study of Knowledge Management in Education Action Collab Project, Develop Beta Version of "iGPS" Assessment Model of Learning in K-12 Classrooms," Sponsored by Gates Foundation, Private, $50,000.00. (January 2012 - December 2012).

ONeill, Colleen M.
ONeill, Colleen Marie, "Obert C. & Grace A. Tanner Humanities Center Visiting Research Fellowship," Sponsored by Tanner Humanities Center, University of Utah, $45,000.00. (August 2016 - May 2017).
"Charles Redd Center for Western Studies," Sponsored by Charles Redd Center for Western Studies, Federal, $1,250.00. (May 2013).
(Principal), "National Endowment of the Humanities Summer Stipend," Sponsored by National Endowment of the Humanities, Federal, $6,000.00. (June 1, 2012 - July 30, 2012).

Proctor, Tammy M.
"NEAC AAS Speaker Grant," Sponsored by Association for Asian Studies, Private, $1,100.00. (2015).
(Principal), Wood, Molly M (Co-Principal), "Ohio Humanities Council Grant," Sponsored by National Endowment for the Humanities/Ohio Humanities Council, Other, $5,000.00. (May 1, 2013 - December 31, 2013).

Shapiro, Susan O.
(Principal), Kleiner, Harrison, Shapiro, Susan O, McNamara, Peter, "Jack Miller Center Course Development Grant," Sponsored by Jack Miller Center, Private, $2,500.00. (February 2013).