

Department of History and Geography

Criteria for Tenure and Promotion

In recognition of pedagogical, scholarly, and service achievement, the Department of History and Geography has set forth the following criteria for tenure, promotion, and yearly evaluations reflective of the mission and responsibilities of the faculty in the department at Columbus State University.

Criteria for Eligibility to Vote on Tenure and Promotion

Tenured faculty members will vote on tenure and promotion.

Criteria for Tenure and Promotion

Faculty members, who meet the university and Board of Regents' requirements and who wish to stand for promotion and/or tenure must submit their credentials to the departmental tenure and promotion committee. This committee shall consist of all tenured faculty members within the department (except the chair) and one tenured faculty member from outside the department chosen by the tenured members of the department. This committee will recommend or not recommend the candidate to the college-wide promotion and tenure committee. The department chair will make a separate recommendation to the college committee. A candidate who is not recommended by either the department committee and/or the chair will be notified of that decision, but may still submit their application to the college committee.

The award of tenure and/or promotion to associate professor requires a departmental faculty member to be considered "excellent" in an evaluation of their teaching. They must also be recognized for "excellent" performance in one of the two other assessment standards of research and service, while achieving a minimum of "satisfactory" in the other.

Only assistant professors, associate professors, and professors are eligible for tenure.

Promotion to Full Professor

Promotion to full professor will require additional recognized evidence of excellence in scholarship and service to the field, institution, and/or community, as well as continued demonstrated efforts to enhance and improve teaching in excess of the traditional expectations for tenure and promotion to the associate professor rank.

An associate professor is eligible to apply for promotion to the rank of professor after having served at least four years in rank. During that time, a candidate for the rank of professor is expected to have excelled in all three of the areas of teaching, scholarship, and service for a sustained period of time (at least three of the previous five years) as demonstrated through a combination of yearly evaluations by the department chair as well as the assessment of the department personnel committee as per the guidelines set forth here.

The rank of associate professor is itself a high academic rank which carries no presumption of future promotion.

Timeline for Tenure and Promotion

In accordance with [the policies of the University System of Georgia](#) and [Columbus State University](#), a non-tenured professor on the tenure track must complete the tenure process between their fifth

and seventh years, including any probationary credit that may have been awarded for service at the time of their employment from other institutions or service at a previous faculty rank (such as a lecturer) at Columbus State. A faculty member can only serve a maximum time in rank of seven years without being awarded tenure. A terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the President.

Considerations for recommending tenure and/or promotion must include:

1. An earned Ph.D. in history, geography, or interdisciplinary/area studies with graduate coursework sufficient to meet [SACSCOC guidelines](#) of a minimum of 18 semester hours from an accredited university in the subject to be taught;
2. Evidence of successful teaching as judged by students, peers, and/or administrator evaluations;
3. Recognized academic or scholarly achievement as determined by peers; and
4. Recognized service to the institution as judged by peers and administrators.

Other contributing factors may include:

1. Professional growth and development as judged by peers and administrators.
2. Extraordinary service to the department or university beyond expected norms.

Tenure upon Appointment

Tenure upon appointment may be awarded at the associate or full professor level but should be reserved for senior scholars. In those situations, the faculty member under consideration will have been awarded tenure at their current university or college, have completed a Ph.D. in the relevant discipline, and have a distinguished record of teaching and scholarship. Typically, the expectation for scholarly distinction would be evidence shaped by disciplinary standards as listed in these guidelines as well as evidence of ongoing academic research or publication. Scholarly distinction will be decided on a case-by-case basis by the department's personnel committee and will be at their discretion.

The policies of the University System of Georgia that govern tenure by appointment can be found in the University System of Georgia Board of Regents policy manual [4.4](#) and [8.3.7](#).

Guidelines for Yearly Performance Evaluation

The guidance set forth in this document shall be used to assess a faculty member's eligibility for tenure and promotion, but shall also be used to assess their performance by the department chair and other administrators during yearly evaluations.

For yearly evaluations, a department faculty member should demonstrate satisfactory progress in each of the three areas of teaching, research, and service detailed in this document while not assuming that they will complete all of the requirements for tenure and/or promotion in a single year.

In the annual review process, the department chair will assess each faculty member's performance in three areas of review: Teaching, Scholarly Activity, and Service. The chair will assess each area as either Satisfactory, Unsatisfactory, or Excellent.

The document [Annual Evaluation Process, Areas of Review, and Ratings Criteria](#) establishes the basic procedure for annual review at CSU. In brief, the annual evaluation involves the creation of a portfolio by the faculty member under review, a scheduled meeting in the spring with the faculty member's department chair, a written response from the department chair as to the faculty member's performance in the three areas of review—teaching, research, and service—and the

faculty member's signature on a statement indicating acknowledgement of the evaluation. The document outlines specific contents required in the portfolio, including teaching evaluations, sample syllabi and other course documents, and self-evaluation narratives written by the faculty member.

Teaching

Academic Freedom

We as a department recognize that each faculty member is entitled to academic freedom in the classroom in discussing their subject and designing their course in accordance with the guidelines and outcomes of the Department of History and Geography and the University System of Georgia.

Evidence of Excellence in Teaching

The Department of History and Geography recognizes that evidence of successful teaching takes a variety of forms. At Columbus State University, all faculty members in the department are expected to receive a rating of “excellent” in teaching to be awarded tenure and promotion, and the following criteria have been outlined to provide guidance in assessing excellent teaching.

Teaching Evaluations and Assessment

In accordance with the guidelines of the College of Letters and Science, faculty must submit student evaluations in all courses taught over the evaluation period. Courses with less than six students and/or a student response rate of less than 20% may be excluded. The Department of History and Geography recognizes the benefits and limitations of student evaluations of teaching effectiveness, and therefore supports the adoption of additional forms of teaching evaluation to provide a holistic perspective of student learning and success. Each faculty member may supplement the university administered student evaluations with other evaluations - including, but not limited to, peer evaluations of teaching.

Faculty may also include examples of course syllabi, assignments, and student artifacts from their courses to aid in demonstrating teaching excellence. Contextualization of this additional information, where appropriate, is welcome, whether as part of a narrative of teaching effectiveness or otherwise.

Teaching Narrative

A faculty member should submit for each evaluation period a narrative of their teaching effectiveness over the period being assessed. This narrative should demonstrate a reflective process through which the faculty member should consider quantitative and qualitative data gathered from the student evaluation process and, when available, from peer and/or administrator evaluations of teaching.

The Department wishes to promote a supportive environment when it comes to innovative pedagogical approaches in this reflective process, too. We recognize that the best teaching narratives focus not purely on the successes achieved during the period under review, but also the challenges we experienced, what we learned, and how we hope to improve in future iterations of our courses. In instances where teaching innovation had a negative outcome or otherwise did not go as planned, however, we expect a faculty member to address those outcomes, including any feedback that may have been garnered from the student, faculty, or administrator evaluation processes.

High-Impact Practices (HIPs) and Excellent Teaching

At the center of the department's evaluation of excellent performance in teaching is the adoption of

High-Impact Practices (HIPs) in the development and implementation of courses, regardless of the level at which those courses are taught (undergraduate or graduate) or their format (lecture, seminar, capstone, laboratory, field, etc). These High-Impact Practices are articulated by the American Association of Colleges and Universities¹ as the following:

- **Collaborative Assignments and Projects:** Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.
- **Diversity/Global Learning:** Courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.
- **Service Learning, Community-Based Learning:** In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life
- **Undergraduate Research:** These courses connect key concepts, questions, and skills with students’ early and active involvement in systematic investigation, research, and performance. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working on authentic projects.
- **Writing-Intensive Courses:** These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

It is not assumed that all of these HIPs will appear in each of a faculty member’s courses, or even that a faculty member will cover each of these processes in the entirety of their teaching. Nonetheless, the sustained integration of these HIPs is a demonstration of a faculty member’s commitment to teaching excellence in accordance with the expectations of the Columbus State University and the University System of Georgia.

Faculty members should address in their narrative for evaluation how they embrace any of these

¹ George D. Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (AAC&U, 2008), 9-11 and excerpted at <https://web.archive.org/web/20211110180848/https://www.aacu.org/node/4084>.

HIPs in their classes, providing a discussion of assessment and outcomes as demonstration of teaching excellence.

Pedagogical Workshops and Special Faculty Appointments

The department supports faculty members who participate in professional development opportunities related to their teaching, including pedagogically-focused workshops, conferences, and seminars, whether held by our institution, the university system, or an outside organization or entity. Attendance at (or participation in) such events will be looked upon favorably as a faculty member's commitment to currency in higher education instructional practices and innovation in yearly evaluations and in tenure and promotion evaluations.

Additional Evidence of Teaching Excellence

Additionally, the Department recognizes that excellent teaching is at times formally recognized by the institution, the university system, or an outside organization or entity. Such additional examples of teaching excellence might include:

- Being a finalist for or winning a teaching award;
- Being a finalist for or winning a student mentorship award;
- Being appointed to a competitive teaching-oriented faculty position, such as a writing or honors college fellowship, on a temporary or permanent basis;

Scholarly Activity

Academic Freedom

In respecting the principles of academic freedom, the Department of History and Geography notes that research on controversial material or subject matter will not be held against them when applying for tenure and/or promotion, or in yearly evaluations. We also will not discriminate against a faculty member's independence in scholarly opinion in a free and open exchange of ideas, and will not hinder a faculty member's ability to freely associate with others in the pursuit of knowledge.

During the probationary period before tenure, each faculty member shall have the academic freedom that all other tenured members of the faculty have in the pursuit of research and the publication of research, including, but not limited to, the equal participation in and opportunity to apply for grants, travel, and leaves of absence for academic purposes.

We as a department accept international, electronic, and national publications equally, and we will not discriminate against publications based on location of publication or medium of publication so long as the publication has undergone a rigorous and demonstrable peer review process. We further agree that publications in languages other than English are not excluded with regard to tenure and promotion.

Productivity

The Department of History and Geography recognizes that evidence for successful scholarly activity takes a variety of forms and has set forward the following criteria for tenure, promotion, and for consideration in yearly evaluations.

In accordance with the [Promotion, Tenure, and Other Faculty Evaluation Policies and Procedures of the College of Letters and Science at Columbus State University](#), evidence of satisfactory performance in this area will include all efforts to remain current in the area of research and creative activity, including papers presented at conferences, manuscripts submitted for review, invited research presentations delivered, or performance otherwise judged by the department committee,

chair, and/or Dean to be generally satisfactory.

The circumstances deemed excellent for tenure and promotion include the publication or receipt of:

- Peer-reviewed scholarly monograph or textbook;
- Two refereed articles in a journal or peer-reviewed book chapters;
- Two refereed articles in a multi-authored article in a journal;
- One refereed article in a journal or peer reviewed article collection AND the reception of a significant national or international grant; or
- One refereed article in a journal or peer reviewed article collection AND two publications from the “Second Category” that has been deemed “First Category” by the Department of History and Geography departmental personnel committee.

Second Category Classification deemed satisfactory for tenure and promotion include:

- Editing a volume of collected articles;
- Producing critical editions of manuscripts in book form or article form;
- Publishing translations in book or article form;
- Published article in conference proceedings; or
- Producing, writing, or directing a historical documentary; or
- Published publicly-engaged scholarship, as outlined and supported in these guidelines.

In addition to the requirements for major publications, the Department of History and Geography recognizes satisfactory progress in annual review by demonstrating continued scholarly activity and currency in the discipline, including:

- Presentations at state, regional, national or international professional conferences;
- Book reviews;
- Encyclopedia entries;
- Atlas or published geospatial contributions;
- Curriculum guides;
- Bibliographies or library guides;
- Exhibitions;
- Completed and submitted applications for significant national or international grants;
- Appearance in local media interviews or documentaries;
- Publicly-engaged scholarship, as outlined and supported in these guidelines; or
- Coursework completed or additional degrees conferred.

Outstanding Merit

The department will give special consideration to examples of exceptional scholarly works or contributions, such as having an article published in a seminal journal; an article or book receiving an award; receiving a major state, national, or international grant; or positive reflections on the contributions of the faculty member from peer researchers external to Columbus State.

Publicly Engaged Scholarship

The College of Letters and Sciences encourages a broad perspective on scholarship, and has chosen to recognize the Boyer Model within its tenure and promotion guidelines.² Part of this model is the “Scholarship of Application,” which is the “rigorous application of disciplinary expertise to

² Ernest L. Boyer, Drew Moser, Todd C. Ream, and John M. Braxton, *Scholarship Reconsidered: Priorities of the Professoriate, Expanded Edition* (New York: Jossey-Bass, 2015).

problems of interest within or outside the academic discipline.” As part of this, the Department of History and Geography also recognizes the role of publicly engaged scholarship in annual performance evaluations of its faculty and within the tenure and promotion processes.

Publicly engaged scholarship is here defined as work directly related to a faculty member’s academic expertise that is: beneficial to communities external to the academy; is visible and shared with community stakeholders; has public and scholarly impact; and reflects the mission of the university.

It recognizes that “community-based projects generate intellectual and creative artifacts that take many forms, including peer-reviewed individual or co-authored publications, but [is] by no means limited to these.”³

It requires the rigorous application of discipline-related expertise, breaks new ground or is innovative, and has demonstrable impact and public consequences.

As part of this, while department faculty are still expected to be developing and disseminating new and original research via peer-reviewed publication within the tenure and promotion process, we also recognize the following means of publicly engaged work that can be considered as evidence of scholarly activity as “Second Category” Classification or for satisfactory performance in yearly evaluations:

- Contributions of disciplinary expertise (articles, opinion pieces, etc) to public fora such as newspapers, curated online fora, and other media outlets;
- The creation of reports on issues of local, state, or national interest to government or non-governmental entities; or
- The creation of original and/or novel Digital Humanities projects that are made publicly available that may not go through a formal peer review publication process.

If the publicly engaged scholarship is not formally published or widely disseminated, then it is unlikely to be considered in this category of evaluation, but may be considered in an evaluation of service.

If a faculty member is choosing to rely on publicly engaged scholarship as a part of their research evaluation, they should prepare a statement explaining how the work in question meets the above criteria.

Additionally, a faculty member relying on publicly engaged scholarship as a part of their research evaluation should strongly consider soliciting letters of support that speak to the impact and influence of the work in question for review. This can be through the solicitation of statements from partners; from leading public figures, whether they have an academic connection or not; from other subject matter experts external to our institution; or from organizational representatives that have benefited from the scholarship.

Service

The Department of History and Geography recognizes that service is an essential element of life in an academic community in support of the ideal of shared governance, and that successful service

³ Julie Ellison and Timothy K. Eatman, *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University* (Syracuse: Imagining America, 2008), 11.

takes a variety of forms. As a department, we recognize that we benefit from a wide variety of service opportunities at the departmental, college, university, system, national, and international level, and we promote our faculty's furtherance of service as part of tenure and promotion and in yearly evaluations. Whether a faculty member chooses to commit themselves to service within the university system, profession, and/or the community is at the discretion of the individual faculty member, and the department promotes service commitments that contribute to their professional aspirations.

We therefore recognize service opportunities at all of these levels, and do not discriminate between public or academic service for tenure and promotion, although we recognize that it is an essential part of the responsibilities of any professor to participate in the governance of the university. In all instances, service should only include such instances where a faculty member's professional affiliation with Columbus State University is identified and their disciplinary expertise is sought.

Service activities are designed to contribute to the professional development of the faculty member and to the enhancement of the department, college, university, academic discipline, and/or local communities. In the annual review and tenure and promotion processes, service should be identified as service to the institution (college, university, and university system), profession/discipline, or community.

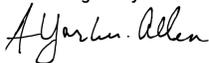
As part of the service evaluation, department faculty will receive recognition for service in yearly evaluations with a variety of groups/bodies, including, but not limited to:

- Serving on departmental, college, university, or system wide committees;
- Leadership on departmental, college, university, or system wide committees;
- Serving on boards or governing bodies of professional academic societies;
- Departmental, college, or university administrative roles;
- Departmental program advancement and fundraising;
- Departmental program community outreach;
- Working as undergraduate, graduate, or program coordinator within the department or university;
- Serving with student organizations or as a club advisor within the department or university;
- Serving in a leadership position in academic organization;
- Serving in a leadership position/on the board of a non-academic historical organization or association;
- Organizing conferences or sessions at conferences;
- Peer reviewing journals or books for publication;
- Public presentations outside of academic conferences;
- Public service for non-profit organizations; or
- Public service for government and civic institutions.

For a faculty member to be considered satisfactory in the service category, they must demonstrate commitment within both the department and the university. Faculty members are expected to actively participate in the governance of the department and university as part of their professional responsibilities. In evaluations, faculty should provide a narrative that demonstrates an active commitment to department and university governance (whether those be "college" or "university" commitments). Departmental and university service can be supplemented with professional or community service.

For a faculty member to be considered excellent in the service category, they must demonstrate additional contributions via leadership roles within their service commitments; meaningful service

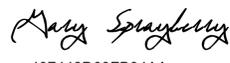
beyond the department and university level; and/or extraordinary service to the college or university. For evaluation, faculty should provide a narrative of these contributions, address how these contributions resulted in meaningful outcomes (and how “meaningful” was defined, with particular emphasis on how the faculty member contributed to the advancement of a stated mission or strategic plan) and, if relying on service external to the university, provide supporting documentation to demonstrate the impact of their service contributions (in the form of letters of support from community partners, the board of a professional organization, or other relevant materials).

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Dr. Annice Yarber-Allen, Dean of COLS

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Dr. Gary Sprayberry, Chair

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Dr. Bryan Banks

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Dr. Jordan Brasher

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Dr. Ryan Lynch

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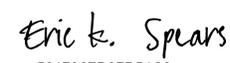
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Dr. Caroline Newhall

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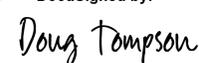
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Dr. Eric Spears

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Dr. Doug Tompson

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