

Executive Summary for the Department of History & Geography: Bachelor of Arts in History & Bachelor of Arts in History with a Concentration in Secondary Education

Major Findings of the Program's Quality and Productivity

The detailed self-study of the Department of History & Geography's programs provided an opportunity to assess those areas within our different degree tracks that are successful and those in need of adjustment. The areas that were assessed by faculty members as "above average" to "very strong" are listed as our strengths, while those areas assessed as "very weak" or "below average" are listed as weaknesses.

Program's Strengths in the Area of Quality

Appropriateness of Faculty Credentials
Indicators of Good Teaching
Indicators of Good Advising
Activities to Enhance Program, Department, College, Institution, Community and/or Region
Quality of Faculty & Student Achievements
Relationship between Program's Curriculum and Its Outcomes
Utilization of Multidisciplinary Approaches
Utilization of Multicultural Perspectives

Program's Strengths in the Area of Productivity

Retention Rates
Cost Effectiveness of Instructional Delivery

Program's Weaknesses in the Area of Quality

Use of Part-time Faculty
Diversity of Faculty
Opportunities for Faculty Development
Departmental Reward System
Quality of Facilities and Equipment
Availability of Classroom and Laboratory Space
Opportunities for Student Research Projects

Program's Weaknesses in the Area of Productivity

Enrollment in Program

List of Recommendations for Improving Program Quality

Quality of Faculty

- Two more tenure-track historians should be hired to replace Alice Pate and Tyler Fleming.
- One of the new hires should be a specialist in American history. The other new hire should be an African specialist.
- By hiring new tenure-track faculty, we can cut down on the use of part-time faculty members and strengthen the department in the areas of teaching, advising, and service. The new faculty members could support the Digital Humanities program and the Race, Ethnicity, and Society program. New faculty could aid with Retention, Progression and Graduation by establishing early relationships with history majors, by increasing contact time with students, and by assisting with field trips and other extracurricular activities.

Faculty Development

- Increase funding for research and conference travel. Many of our colleagues have departed for other schools in the past few years due partly to low funding for faculty development. Since we have not received a cost of living increase since 2008, faculty member are finding it more and more difficult to properly fund research and conference trips.

Advising

- Work more closely with the Department of Teacher Education to devise course schedules that accommodate History & Secondary Education majors.

Quality of Research and Scholarship

- Acquire additional funds for Graduate and Undergraduate student research and conference travel.
- Adequately fund the MA in History program (programming, assistantships, library holdings, recruiting, etc.).
- Seek external grants to fund research projects, programming, and Digital Humanities.

Utilization of Multicultural Perspectives

- The hiring of an African specialist would enhance the MA in History with a Concentration in Race, Ethnicity, and Society program and perhaps address the lack of faculty diversity within the department.

Relationship between Program's Curriculum and Its Outcomes

- Develop a new assessment tool for graduating seniors.

Classroom and Laboratory Space

- Increase the history catalog at the library.
- Acquire new PCs for GIS students.
- Repair or replace air conditioner in One Arsenal Place.
- Address security issues at One Arsenal Place.
- Improve sound quality in Carpenter's 217.

List of Recommendations for Improving Program Productivity

Enrollment in Program

- Launch a recruitment drive to boost enrollment.
- We are in the process of conducting a survey of history alumni (2003 to 2013) to determine their respective career and educational paths after leaving CSU. We can use the findings to inform current and future history majors about careers available to graduates with history degrees.

Retention Rates

- Utilize the Writing Center and tutoring services at the Academic Center for Excellence.
- Place a graduate teaching assistant from the MA in History program in the Writing Center to assist students in our lower and upper division history and geography courses. Such a strategy will help boost RPG rates.

Conclusions about the Program's Viability at CSU

The History program at CSU is viable and will continue to be viable in the future. Our graduates will continue to pursue careers in a variety of fields, including education, administration, journalism, public history, the religious ministry, and law. With the implementation of a Digital Humanities program and the continued expansion of GIS, our graduates will acquire skills that are not widely available in other history programs in the region. Such programs help fulfill the goals of the **Complete Georgia College** plan by training students for emerging and cutting edge careers.

Program Improvement Plan (completed by Dean and Provost/VPAA with Department Chair)

Summary Recommendations and Supporting Rationale

Expand or Enhance Program

- **Two tenure-track positions to replace Tyler Fleming and Alice Pate:** Compared to other history departments at peer institutions across Georgia, we are woefully understaffed. In the fall of 2012, Armstrong Atlantic had 120 history majors and seventeen full-time historians on its faculty. In the fall of 2012, CSU had eight full-time historians and 123 history majors. We continue to rely upon temporary faculty members, who cannot direct graduate theses. The decline in tenured and tenure-track faculty members has placed added pressure on other members of the department in terms of service and advising and, in truth, weakens our position across the University. New faculty members are necessary to support the new MA program, to guide graduate research theses, to help with the departmental committee work, to support the new Digital Humanities program, to offer more required undergraduate and graduate courses, to aid in recruitment, to organize field trips and other extracurricular activities, and to address and

improve Retention, Progression and Graduation rates. With additional faculty members, we could reduce the class size in core survey courses, increase our contact hours with students, and further improve RPG rates. Additional faculty members would also share the workload with current members of the department and thus improve faculty morale and productivity.

- **Expand and improve the MA in History program:** In order to attract qualified students to the program, two new tenure-track historians should be added to the department, more assistantships should be funded, the history collection in the library should be expanded, and additional funds should be secured for programming and recruitment. In the spring of 2014, we will welcome our sixth graduate student into the program – up from just one student the previous spring. Yet, the dearth of research materials, limited opportunities for assistantships and programming, and the lack of tenure-track and tenured faculty to guide graduate level research theses may inhibit the program's growth. In the fall of 2012, Armstrong Atlantic University had virtually the same number of undergraduate history majors (120) as CSU, with a smaller overall enrollment (7,439). Still, Armstrong Atlantic had twenty-five students enrolled in its MA in History program. There is no reason to believe that we can't have similar results with aggressive recruiting and adequate staffing.
- **Digital Humanities Program:** The introduction of a Digital Humanities program would provide students with skills and methodologies not typically acquired in other history departments. Students and faculty could collaborate on a number of digital projects. For instance, several faculty members have discussed building a public access web-site dedicated to the rich history of Columbus, Georgia, and the surrounding Chattahoochee Valley region. The site will utilize geospatial technologies, historical maps, digital archives, oral interviews, podcasts, and short documentary films as tools to explore, interpret, analyze, and interact with the past. The project will be interdisciplinary and collaborative in nature, drawing expertise from a variety of fields and disciplines, including history, geography, library science, computer science, communications, and archaeology. The department would eventually create a degree track in History and the Digital Humanities. Students who successfully complete this degree will take courses in history, GIS, web-site design, and social media. It will give them an advantage in an increasingly competitive job market.
- **Increase funding for faculty and student research and conference travel:** Since 2008, faculty members in the Department of History and Geography have published two books (another is forthcoming), one edited volume, six chapters in edited volumes, eleven journal articles, five dissertations, and countless book reviews, reports, newspaper and magazine articles, museum guides, and encyclopedia articles. With rising demands on faculty members to publish peer-reviewed articles in order to gain tenure and/or promotion, additional faculty development funds are essential.

2013 Department of History & Geography: Detailed Self-Study

Section One – Program Background and Overview

I. Brief Program Overview

Description of Program

The Department of History and Geography offers a dynamic program that prepares graduates for careers in a variety of fields and produces strong candidates for graduate or professional school. Our graduates acquire valuable writing and critical thinking skills, develop and produce independent research projects, and gain a clear understanding of what it means to be global citizens. Courses in history and geography help students to understand the rich complexity of the human experience and provide them with the necessary tools to evaluate and analyze this experience across time, space and cultures. The program fulfills Columbus State University's new **2013-14 Strategic Plan** by empowering students "to contribute to the advancement of our local and global communities through an emphasis on excellence in teaching and research" and by increasing community awareness, engagement, and service to others." Faculty members in the Department of History and Geography are experts in their respective fields and are dedicated to student success.

The Department of History and Geography offers two undergraduate degrees: the Bachelor of Arts in History and the Bachelor of Arts in History with a concentration in Secondary Education. The BA in history is designed for students with a variety of personal, professional and career goals. It equips the student with the necessary skills and experience to enter graduate or professional school, leading to careers in administration, teaching, government service, law, journalism, and public history. The BA in History with a concentration in Secondary Education prepares graduates for teacher certification and a career in teaching. Courses in Urban Geography, Cultural Geography, and Geographic Information Systems (GIS) enhance the research and employment opportunities of our graduates. The department offers and administers a handful of Minors and Special Certificate programs, including Geography, Medieval and Renaissance Studies, African American Studies, Gender Studies, and Latin American Studies.

The Department offers several classes in the core curriculum, including HIST 1111, HIST 1112, HIST 2111, HIST 2112, GEOG 1101, and GEOG 2215. Our classes are listed in Areas B, D, and E. Except for the Math and Philosophy Department, we are the only department that offers courses in both Area D and Area E, and we are the only department that offers an Area D course on the RiverPark campus (GEOG 2215 Intro to GIS). We will also offer a course (HIST 2111) in the new Degree-in-Three program.

The department began offering a Master of Arts in History in the fall of 2012. The MA program has strengthened our overall program in dramatic ways by raising standards in our upper division courses and by providing a graduate teaching assistant for students in Historical Methods. Students admitted to the MA program can choose to pursue a general Master of Arts degree in History or a Master of Arts in History with a concentration in Race, Ethnicity and Society. The general MA in History allows students to choose broadly from the department's course offerings in American, global, or military history while benefiting from the department's strengths in race, social and cultural history. The MA in History with a concentration in Race, Ethnicity, and Society is a **unique program** in Georgia that provides students with the opportunity to study the historical construction of race and ethnicity from an international perspective, while drawing on strong regional resources to explore such topics as the civil rights movement, slavery and emancipation, the African Diaspora, Native American society, and immigration. Additionally, our MA program allows graduate students to take courses in GIS and/or use their knowledge of GIS to fulfill language/technology requirements, thus providing our students with skills that are not available in similar graduate programs across Georgia.

The Department of History & Geography has the distinction of being the only department in the College of Letters and Sciences with an endowed chair. In the fall of 2011, the department welcomed Dr. Dan Crosswell to campus as the first holder of the Colonel Richard R. Hallock Distinguished University Chair in Military History. Dr. Crosswell offers lower and upper division courses in military history and organizes events each semester that focus on war and society.

Finally, the department provides numerous internship opportunities, promotes international education, sponsors trips to various historical sites and repositories, offers an abundance of cultural enrichment activities, and serves the university and the surrounding community in a variety of ways.

Program Mission and Its Relation to CSU Mission

The B.A. in History offers ways of thinking about the human experience across time, space, and cultures, and tools to reason systematically; critical skills to examine the relationships among people and events; and the ability to make thoughtful judgments about human affairs. The [Bachelor of Arts \(BA\) in History](#) is designed for students with a variety of personal, professional, and career goals. It equips the student for admission to professional and graduate schools leading to careers in teaching, law, journalism, the religious ministry, public history, and administration. The [BA in History with a concentration in Secondary Education](#) prepares the student for teacher certification and a career in teaching. History graduates will be able to:

- Demonstrate critical thinking skills by analyzing, evaluating and synthesizing historical information from multiple sources.
- Demonstrate the ability to place major events and historical interpretations into chronological order and into broader thematic context.
- Demonstrate the ability to communicate with others orally and in writing concerning historical facts, issues and interpretations.
- Utilize research methods that value the work of others, maintain high standards in regard to proper evidence, and exhibit tolerance for alternative methods of research, synthesis and analysis.
- Demonstrate knowledge of standards of professional and ethical conduct in history.

The History program reflects the mission of the university in myriad ways by encouraging undergraduate and graduate research, by utilizing cutting edge technology and research methodologies, by promoting study abroad, by collaborating with faculty and students across multiple disciplines, and by preparing our graduates for success in a variety of fields.

Stakeholder's Satisfaction with the Program

In 2010, the department created a new Senior Exit Questionnaire to assess student satisfaction with history coursework. Some of the results:

	Very dissatisfied	Dissatisfied	Undecided	Satisfied	Very satisfied
How satisfied are you that your history coursework at CSU enabled you to gain an understanding of different interpretations of historical evidence?	0	0	2	36	21
How satisfied are you that your history coursework at CSU enabled you to gain the ability to place major events & historical interpretations into chronological order & into the broader thematic context?	0	2	2	30	25
How satisfied are you that your history coursework at CSU enabled you to gain the ability to use resources such as the internet, library, archives & oral interviews?	0	1	1	25	32
How satisfied are you that your history coursework at CSU enabled you to gain the ability to communicate with others orally & in writing concerning historical facts, issues, & interpretations?	0	1	2	30	26
How satisfied are you that your history coursework at CSU enabled you to gain the skills in historical research & discourse that value the work of others, maintain high standards in regard to proper evidence & exhibit tolerance for alternative methods of research, synthesis & analysis?	0	1	4	33	31
How satisfied are you that your history coursework at CSU enabled you to gain the ability to document sources properly using the Turabian or Chicago Manual of Style format?	0	4	7	22	26
How satisfied are you that your history coursework at CSU enabled you to gain the ability to compare historical developments across time, space & cultures?	0	0	5	37	17

According to the results from our 2010 – 2013 Senior Exit Questionnaires, a solid majority of our graduating seniors said that they are “Certain” or “Very Likely” to enter graduate school or a professional school for further degree work after graduation. In the same survey, we asked, **“Do you feel that the history coursework at CSU enabled you to enter graduate school or a professional school to seek a higher degree?”** Forty-four of fifty-six respondents answered “Yes” or “Yes, but could do more.” Only two answered, “No.”

Relationship of Program Needs to Student and Societal Demands

In the fall of 2011, we introduced HIST 1000 History Convocation, a non-credit hour course designed to inform students of program developments and changes, notify them of upcoming events, and foster a sense of community among history majors and faculty. Students who are enrolled in History Convocation are required to attend a mass meeting at the beginning of the semester and attend three history-related events over the term to receive full credit. History majors are required to take HIST 1000 five times to fulfill degree requirements. We use the Convocation meeting at the beginning of the semester to discuss internship opportunities, promote study abroad programs, inform students of job opportunities available to history majors, explain program requirements, and gain valuable feedback from students in the major. Convocation has emerged as a valuable tool for boosting Retention, Progression, and Graduation Rates and for helping to bridge the gulf between students and professors.

To provide our students with more on-the-job experiential training, the Department of History and Geography has been promoting and expanding internship programs. In the past five years, we have placed history and geography students at various repositories, museums, and public institutions in the area, including the Port Columbus Civil War Naval Museum, the National Infantry Museum, the Columbus Museum, the CSU Archives, the Columbus Consolidated Government, and the Historic Chattahoochee Commission. In January 2013, the department conducted an internship workshop at our spring History Convocation to make students aware of internship opportunities and to convey the importance of gaining professional work experience before graduation. In the fall of 2013, we began offering a new internship course for geography students (GEOG 4615).

In the fall of 2010, the department began offering courses in Geographic Information Systems (GIS). According to the Bureau of Labor Statistics 2010-11 Handbook, GIS skilled workers have “favorable job prospects” over the next ten years. The US Department of Labor recently reported that “because the uses for geospatial technology are so widespread and diverse, the market is growing at an annual rate of almost 35 percent, with the commercial subsection of the market expanding at the rate of 100 percent each year.” In order to meet the demands of an evolving job market and to provide valuable GIS skills to CSU students, we began offering three courses in the field: GEOG 2215 Introduction to GIS, GEOG 3215 Intermediate GIS, and GEOG 5215 Advanced GIS. Since the fall of 2010, 120 students have taken GEOG 2215, thirteen have taken GEOG 3215, and six have taken GEOG 5215 (offered for the first time in the fall of 2013). GIS courses will help fulfill the goals of the Complete Georgia College plan by training students for emerging and cutting edge careers.

Section Two – Indicators of Program Quality

II A. Quality of Faculty

Appropriateness of Faculty Credentials

Since 2008, the department has been in a constant state of flux, with many faculty members either retiring or moving to different institutions. The lack of funding for new positions and the fact that we haven’t received a cost of living increase since 2008 have caused uncertainty within the department and have motivated some to seek employment elsewhere. The tenured and tenure-track faculty members who remain have been compelled to increase their workload within the department due to the addition of an MA program and the increased use of temporary faculty members. Since 2011, we have increased our extracurricular activities in dramatic ways by organizing field trips and film series, creating the Belize program, bringing numerous lecturers to campus, and organizing such events as our yearlong commemoration of the civil rights movement in 2013-14. Such programming benefits the students and community in immeasurable ways, but does require a huge investment in time and energy from full-time faculty. Below, we have highlighted many of the personnel changes, developments, and challenges over the past five years:

- Since 2008, two fulltime faculty members, Virginia Causey and Becky Matthews, have retired. Four tenured or tenure-track faculty members, Alice Pate, Joel Tishken, Tim Hawthorne, and Tyler Fleming, have moved to different institutions.
- Compared to other history departments at peer institutions across Georgia, we are woefully understaffed. Armstrong Atlantic University, for instance, has awarded an average of twenty-five undergraduate history degrees per year since 2008-09. In the fall of 2012, Armstrong had 120 history majors and seventeen full-time historians on staff. In the fall of 2012, CSU had eight full-time historians (including three historians with reduced teaching loads due to administrative duties) and 123 history majors.
- Three of our current faculty members – Gary Sprayberry, Neal McCrillis and Dan Crosswell – have reduced teaching loads due to administrative duties. This makes the department more dependent upon part-time faculty

members to teach core survey classes, like HIST 2111 and HIST 2112. Additionally, this means that we have fewer opportunities to recruit students from our core classes, and it means that history majors have fewer opportunities to interact and take courses with full-time faculty members. We feel that the relationship between the history major and a fulltime faculty member should begin as early as possible, as it aids in Retention, Progression, and Graduation.

- We now have two geographers in the department who teach two courses in the core curriculum (GEOG 1101 & GEOG 2215) and offer 3000-level or above geography courses to history majors. All History/Secondary Education students are required to take one 3000-level or above geography course. Yet, the two geographers cannot teach other courses that are required for our undergraduate and graduate degrees, like HIST 3125, HIST 5195, HIST 4795 and 6000-level history seminars. The hiring of a GIS specialist in 2010 helped fulfill the department's 2009-10 Strategic Plan, but was never meant to serve as a replacement hire for a departing or retiring historian.
- Since 2010, the number of historians with full teaching loads has been reduced from seven to five. **Alice Pate and Tyler Fleming have still not been replaced with new tenure-track faculty members.** Instead, we continue to rely upon temporary faculty members, who cannot direct graduate level research theses. The decline in tenured and tenure-track faculty members has placed added pressure on other members of the department in terms of service and advising and, in truth, weakens our position across the University.
- In the fall of 2009, we had seven full-time historians and two part-time administrative historians. This was without an MA program. In the fall of 2013, we have five full-time historians and three part-time administrative historians with an added MA program.
- The introduction of an MA program in the fall of 2012 has improved our overall program in a number of ways, but has placed special burdens on the history faculty. Currently, we only have five tenured or tenure-track faculty members who can direct graduate theses. As the numbers of graduate students increase (we will have six or possibly seven in the spring of 2014), this will present a big challenge for the department. In addition, we are required to offer a handful of new courses (HIST 5195 Historiography, for instance) for the MA, which means that faculty are spread even thinner and can't devote an adequate amount of time to research and advising. Such realities make it more difficult to attract and keep talented faculty.

The chart below breaks down the faculty numbers over the past five years:

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Full-time Tenured or Tenure-track	6	8	9	7	7	7
Temporary Faculty	3	2	2	3	3	3
Historians	8	9	9	8	8	8
Geographers	1	1	2	2	2	2
Faculty w/ Reduced Teaching Loads	2	2	3	3	3	3
Faculty w/ Fulltime Teaching Loads	7	8	6	7	7	7
Historians w/ Fulltime Teaching Loads	6	7	7	5	5	5
Historians who can direct Graduate Theses	N/A	N/A	N/A	N/A	5	5

Assessment of Indicator: Very Strong

All full-time faculty members (including one faculty member on sabbatical in 2013-14) have terminal degrees:

Dr. Dan Crosswell, Colonel Richard R. Hallock Distinguished University Chair in Military History – Military History – Ph.D., Kansas State University, 1986. Current research: Biography of Colonel Richard R. Hallock.

Dr. John Ellis, Assistant Professor of History & Graduate Coordinator – US History – Ph.D., University of Tennessee. Current Research: Social history of the Second Seminole War.

Dr. Daniel Gullo, Assistant Professor of History (on leave in 2013-14) – Medieval European History – Ph.D., University of Chicago, 2009. Current research: Print culture and the transmission of texts, both classical and religious, in religious communities at the end of the Middle Ages, particularly in Spain and Italy.

Dr. Brad Huff, Assistant Professor of Geography – Ph.D., Florida State University, 2012. Current research: Focuses on mixed-methods cultural landscape analysis of communities of practice.

Dr. Patrick Luck, Visiting Professor of History – Ph.D., Johns Hopkins University, 2012. Current research: Slavery in the American South, in particular plantation management and the economics of slavery.

Dr. Neal McCrillis, Mildred Miller Fort Foundation Eminent Scholar Chair of International Education and Director of the Center for International Education & Associate Professor of History – Ph.D., University of Illinois-Chicago. Current research: British views of America and Americans and the reaction to United States' personnel entering the First World War (1917-1918).

Dr. Amanda Rees, Associate Professor of Geography & Coordinator, Columbus Community Geography Center - American Studies Ph.D., University of Kansas 1998. Current Research: youth and urban planning, sense of place and religion in New Urbanism, strategies for successful U.S. Stand Alone Geographers.

Dr. Ilaria Scaglia, Assistant Professor of History – International Relations – Ph.D., State University of New York at Buffalo, 2011. Current research: History of internationalism, and the role that mountains (Alps and Himalayas) served both a concrete and metaphorical grounds for international cooperation in the 1920s and 1930s.

Dr. Gary S. Sprayberry, Chair of the Department & Associate Professor of History – US History – Ph.D., University of Alabama, 2003. Current Research: Student radicalism and antiwar protest at southern colleges and universities in the 1960s and a community study of Anniston, Alabama, during the civil rights era.

Dr. Doug Tompson, Associate Professor of History – Latin American History – Ph.D., University of Florida, 2001. Current research: Slavery, race, ethnicity and national identity in Central America in the 18th and 19th centuries.

Use of Part-Time Faculty

Assessment of Indicator: Below Average

Only two of the seven part-time faculty members have terminal degrees. The other five have M.A. degrees in history. Two of the part-timers are retired CSU faculty members. Baird is a doctoral candidate at Auburn University. Our part-timers teach the two survey courses in US history, HIST 2111 & HIST 2112. Part-time faculty members teach one or two courses per semester. (Dr. Steven Gill has been included in this section because he typically teaches part-time in the department. He is currently filling in for a faculty member on sabbatical in 2013-14.) The low wages for part-time instructors has made it difficult to recruit quality instructors. Many have opted to teach at Auburn University or at another institution in Atlanta.

Mr. Andrew Baird – M.A., Auburn University, 2005. Presently a doctoral candidate at Auburn University. United States history since 1865; history of technology; aviation and space history.

Dr. Stephen Barber – Ph.D., Auburn University, 2011. US History to 1865 and the History of Georgia.

Dr. Virginia Causey, Retired Professor of History – Ph.D., Emory University, 1983. Current research: First scholarly, analytical history of Columbus, Georgia.

Mr. Donald Cope, Professor Emeritus – M.A., Auburn University, 1968. United States history to 1865.

Dr. Steven Gill, Temporary Lecturer in World History for 2012-13 – British History – Ph.D., State University of New York at Buffalo, 2013.

Mr. Phil Linn – Specialist in Education, Columbus College, 1995, and M.A., University of North Carolina – Chapel Hill, 1985. United States history; modern European history.

Mr. Jeff Seymour – M.A., Jacksonville State University, 2000. United States history since 1865; American Civil War.

Mr. Hans Sprenkle – M.A., Georgia Southern University, 2010. United States history since 1865.

Diversity of Faculty

Assessment of Indicator: Very Weak

In terms of gender and ethnicity, the department has become less diverse since 2008 due to retirements and faculty departures. But when considering areas of specialty within the disciplines of history and geography, we continue to

maintain a satisfactory level of diversity. We have faculty members who are experts in the fields of Latin American history, African American history, Medieval European history, Asian history, International Relations, cultural and urban geography, GIS, early and modern American history, and Modern European history. Further, three of our fulltime faculty members hail from different countries, further enhancing cultural diversity within the department.

Full-time Faculty (includes faculty members who teach reduced loads due to administrative duties)						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Male	5	6	7	7	8	8
Female	4	4	4	3	2	2
Black	0	0	0	1	0	0
White	9	10	11	9	10	10
Hispanic	0	0	0	0	0	0
International Faculty	1	1	1	3	3	3
Total	9	10	11	10	10	10

Opportunities for Faculty Development

Assessment of Indicator: Below Average

Each fall semester, faculty members submit proposals to the Department's Events & Awards Committee for faculty development funds to travel to conferences. The committee makes recommendations on how the funds should be distributed and the Chair makes the final decisions on the awards. Faculty members do not receive funds unless they are presenting papers at conferences. Since the fall of 2008, faculty members have received close to \$30,000 from the Provost's office, the History & Geography Department, and the College of Letters & Sciences to travel to professional conferences. Members of the department have also received about \$90,000 in grants (internal and external) since 2008 for research travel, to initiate community service programs, for course development, and to fund programming.

Since 2010, three faculty members have received funds from the Center for International Education to travel to Oxford, England, to participate in study abroad workshops. Three other faculty members, Doug Tompson, Amanda Rees, and Tim Hawthorne, received funds to develop the Belize program.

Faculty members can apply for semester or year-long sabbaticals. In the fall of 2009, Dr. Virginia Causey received a sabbatical to conduct research for a book on the history of Columbus, Georgia. Dr. Amanda Rees has been awarded a sabbatical for the fall of 2014. Tenured and tenure-track faculty members now teach a 3/3 load, which frees up additional time for research and writing.

Program Improvement Plans

- Increase the funding for research and conference travel. Many of our colleagues have departed for other schools in the past few years due partly to low funding for faculty development. Since we have not received a cost of living increase since 2008, faculty member are finding it more difficult to properly fund research and conference trips.
- Increase the diversity within the department.
- Hire a specialist in American History to assist with the MA degree and the new Digital Humanities program.
- Hire a specialist in African History to support the Race, Ethnicity, and Society track in the Master's program.
- Continue to address salary compression issues with Salary Study Committee.

II B. Quality of the Teaching

Indicators of Good Teaching

Assessment of Indicator: Above Average

The Social Research Center provided summary data of course evaluations from the spring of 2013. All history courses combined yielded an average score of 4.53 out of 5 (N = 705). The question, "Is the instructor well prepared," scored the highest average with a 4.67. The question "I have progressed in my ability to think critically, to solve problems,

and/or to make decisions,” scored the lowest with an average of 4.43. The 1000-level history courses averaged the lowest scores with an average of 4.46 and the 5000-level courses received the highest marks with a 4.83 average.

In recent years, faculty members have been recognized for their efforts and achievements in the classroom. In 2010, Gary Sprayberry was a Finalist for CSU Educator of the Year. He was nominated for the award again in 2011. In 2010, Amanda Rees received a CSU Outstanding Teacher of Writing Award. Further evidence of good teaching can be found in the Senior Exit Questionnaire results listed above in the section entitled “**Stakeholder Satisfaction with the Program.**”

Indicators of Good Advising

Assessment of Indicator: Very Strong

In the past few years, we have instituted a number of reforms to improve student advising. First, all seniors are advised by the Chair of the department to ensure that they have met all of the necessary requirements before graduation. Second, all of our History/Secondary Education majors are required to see an adviser in the Department of History & Geography and an adviser in Teacher Education during Advising Week. Third, we hold a large meeting (our History Convocation) with all history majors at the beginning of each semester to announce changes to the curriculum, review degree requirements, and address any problems with advising procedures. Fourth, before each advising session, the Chair sends an Advising Handbook to all faculty members that includes new policies, updates to the curriculum, and basic information about the advising process. Advisees are assigned on a rotating basis, and all faculty members are required to participate in the advising process. We must work more closely with the Department of Teacher Education to devise a course schedule that accommodates History & Secondary Education majors. They often complain about time conflicts between history and education courses.

Overall, students are very satisfied with our advising process and the availability of faculty for tutoring and advising. In 2010-11, we implemented a new Senior Exit Questionnaire. We asked, “**How would you assess the advising you received as a History or History/Secondary Ed major?**” The chart below illustrates how students have answered the question over the past three years.

	Very dissatisfied	Dissatisfied	Undecided	Satisfied	Very satisfied
2010-11	6	2	6	7	2
2011-12	1	1	4	7	2
2012-13	0	0	3	5	8

In the fall of 2012, we conducted an online undergraduate office hour survey (**CPR, Appendix 4, History & Geography Office Hours Survey**). We asked, “Have you ever had a problem with professors not making themselves available during office hours or by appointment?” Of the fifty-three students who responded, only one answered, “Yes.”

Departmental Reward System

Assessment of Indicator: Below Average

Each full-time member of the department is assessed on an annual basis by the Chair of the Department. Good advising and teaching are recognized in the annual review. Based on these annual reviews, the Chair makes recommendations for merit raises, promotion, and tenure. In 2011, the department adopted new guidelines for Tenure and Promotion (see **CPR, Appendix 7, History & Geography Dept. Criteria for Tenure & Promotion**). There have been no merit or cost of living raises in the department since 2008. Two faculty members with serious salary compression issues did receive pay increases in 2012 at the behest of the CSU Salary Study Committee.

Program Improvement Plans

- Expand the advising period from one to two weeks.
- Develop a student advising handbook.
- Implement a student advising checklist across the department for undergraduates.
- Develop a formal advising system for graduate students – one that includes guidance on grant opportunities, internships, and job applications.

II C. Quality of Research and Scholarship

Opportunity for Student Research Projects

Assessment of Indicator: Below Average

We have made it a priority in the department to promote both undergraduate and graduate research. Yet, there are very few funds available for students to conduct research in other cities or travel to conferences. In fact, outside of the one graduate assistantship awarded in 2012-13 and 2013-14, we received no funding for graduate research or programming. Each term, we encourage students to apply for the Student Research & Creative Endeavors grants to fund research projects and travel to conferences. In 2012, three of our students received SRACE grants to conduct research. In 2009-10, three history majors were awarded Undergraduate Research & Scholarly Activity Grants. When possible, the department provides additional funding for students to travel to conferences and conduct research in other cities. Such funding opportunities have allowed history majors to publish and present their research in different venues. For some examples of student research projects, see **CPR, Appendix 10, Student Research Presentations & Publications.**

Students are required to write original research papers in all upper level history courses. In the Senior Research Seminar (taught once a semester), students are required to write an article-length research paper on a topic related to the theme of the class (the theme varies from semester to semester). At the end of the semester, the instructor selects the three best papers and asks the students to present their research in a public forum. For a list of recent presentations, see **CPR, Appendix 8, Recent Senior Research Seminar Presentations.**

Student research opportunities are not limited to our history courses. In the GIS and Geography courses, students have engaged in a wide variety of projects, such as: assisting the River Valley Regional Commission in the construction of a community redevelopment plan in Butler, Georgia; assisting the Department of Public Services of the Columbus Consolidated Government with a building identification plan for the assets they own in Muscogee County; assisting the city government with the location of thousands of rain water sewer inlets in downtown Columbus; assisting Buena Vista City Cemetery in the organization of its occupied and unoccupied plots; assisting Feeding the Valley through the development of maps locating food pantries in Muscogee County; and assisting Columbus Museum with the promotion of their artifacts related to the Black Heritage Trail in Columbus through the construction of an interactive map.

Faculty Publications, Presentations and Grants

Assessment of Indicator: Satisfactory

Publications and Reports

Since 2008, faculty members in the History & Geography Department have published two books (another is forthcoming), one edited volume, six chapters in edited volumes, eleven journal articles, five dissertations, and countless book reviews, reports, newspaper and magazine articles, museum guides, and encyclopedia articles. For a full list, see **CPR, Appendix 3, Presentations and Publications.**

Presentations

Since 2008, faculty members have given close to ninety public lectures and conference presentations. For a full list, see **CPR, Appendix 3, Presentations and Publications.**

Grants

Since 2008, members of the department have received nearly \$90,000 in grants (internal and external) for research travel, to initiate community service programs, for course development, and to fund programming. For a full list, see **CPR, Appendix 9, Grants.**

Program Improvement Plans

- The department should seek additional external grants to fund programming and research projects.
- Revitalize the Friends of History group in order to raise funds for programming and student scholarships.
- Acquire funds for Graduate and Undergraduate research and conference travel.
- Adequately fund the MA in History program (programming, assistantships, library holdings, recruiting, etc.).
- Seek external funding for Digital Humanities projects.

II D. Quality of Service

Activities to Enhance Program, Department, College, Institution, Community and/or Region

Assessment of Indicator: Very Strong

Faculty members in the History and Geography Department serve the university, the department, and the community in a number of ways. Below, we have provided a list of some of the highlights:

- The department invites accomplished speakers to campus each year to inform and educate students and members of the community. Since 2008, the list of visiting lecturers includes civil rights activist Charles Person, renowned scholars Georg and Wilma Iggers, geographer Anne Knowles and historians Doris Kearns Goodwin, Scott Lien and Thomas Aiello.
- Over the last two years, the Hallock Chair in Military History has invited a number of lecturers to campus, including historians Dan Sutherland and Lesley Gordon and the Commanding General of the U.S. Army Maneuver Center of Excellence at Fort Benning, General H.R. McMaster.
- In the last two years, the department has sponsored a number of field trips for students and community members. We have visited the Horseshoe Bend National Battlefield, Andersonville National Historic Site, the Georgia State Archives in Morrow, Tuskegee University, the Little White House in Warm Springs, the Tuskegee Airmen National Historic Site, the Alabama State Archives and old Capitol Building in Montgomery, the Birmingham Museum of Art, the Civil Rights Institute in Birmingham, and Seaside, Florida. On average, about 40 people participate in each of the field trips. The trips offer students (and community members) the opportunity for experiential learning and they give us a change to recruit new majors.
- Faculty members are actively involved in a number of community organizations and government entities, including the Port Columbus Civil War Naval Museum, the Rotary Club of Columbus, Historic Columbus, the Columbus Museum, the Historic Chattahoochee Commission, Midtown Inc., the Muscogee Genealogical Society, the Chattahoochee Indian Heritage Commission, the Columbus, Georgia Food Bank, Columbus Consolidated Government, Girls Inc., and the Columbus, Georgia River Warden.
- Faculty members have given dozens of talks at public events and venues around the region, including the Liberty Theatre, Fort Benning, the Columbus Public Library, the W.C. Bradley Co. Museum, Hardaway High School, the Columbus Chapter of the Daughters of the American Revolution, the Historic Chattahoochee Commission Annual Meeting, and the Community GIS Day at the Columbus Civic Center.

For a full list of service activities, see **CPR, Appendix 2, Faculty Service.**

Program Improvement Plans

- Faculty members are encouraged to strike a careful balance between service, research and teaching. Service that enhances the history and geography program should be given priority.

II. E. Quality of Faculty and Student Achievements.

Assessment of Indicator: Very Strong

Faculty Honors:

- | | |
|------|---|
| 2014 | Visiting Fellow at the Graduate Institute of International and Developmental Studies in Geneva, Switzerland (awarded in 2013) – Ilaria Scaglia |
| 2013 | Governor's Teaching Fellowship – Amanda Rees |
| 2012 | CSU Faculty Fellow, Center for the Enhancement of Teaching & Learning – Amanda Rees |
| 2012 | Induction into Phi Beta Delta: Honor Society for International Scholars – Gary Sprayberry |
| 2012 | CSU Faculty Writing Fellow – Amanda Rees |
| 2011 | CSU Educator of the Year Nominee – Gary Sprayberry |
| 2011 | Army Historical Foundation Distinguished Book Award (Biography Category) – Dan Crosswell |
| 2011 | Post-Doctoral Residential Research & Teaching Fellowship, The Carter G. Woodson Institute for African-American & African Studies, University of Virginia, Fall 2011-Spring 2013 – Tyler Fleming |
| 2011 | Nominee for Best Book Award, Organization of American Historians – John Ellisor |
| 2011 | Nominee for Best Book Award, Southern Historical Association – John Ellisor |
| 2011 | Nominee for Best Book Award, Western History Association – John Ellisor |
| 2010 | CSU Outstanding Teacher of Writing Award – Amanda Rees |

- 2010 Barnes F. Lathrop Prize for Best Dissertation in the Department of History for 2009, University of Texas at Austin – Tyler Fleming
- 2010 CSU Educator of the Year Finalist – Gary Sprayberry
- 2010 Member of the Senior Common Room, Regents College, Oxford University – Amanda Rees
- 2010 CSU Quality Enhancement Program Faculty Writing Fellow – Gary Sprayberry
- 2009 President of the Georgia Association of Historians – Alice Pate
- 2008 Roger Warlick Local History Achievement Award, Georgia Historical Society – Virginia Causey
- 2008 CSU Nominee for the University System of Georgia “Shining Star” Award – Neal McCrillis
- 2008 CSU Faculty Writing Fellow – Amanda Rees
- 2008 Georgia Consortium for International Studies Faculty Award – Joel Tishken
- 2008 Faculty Associateship, Center for International Education – Doug Tompson

Student Honors – Honors earned by History & Geography Department undergraduate students include:

- 2013 University System of Georgia Outstanding Scholar Award – Caleb N. Zuiderveen
- 2013 Southern Literary Festival Student Formal Essay Winner, College Level – Heidi Packard
- 2013 First Place Prize Georgia Undergraduate Research Conference – Ashley Meadows
- 2012 Sergeant Audie Murphy Club Scholarship – Taylor Meek
- 2012 Daughters of the American Revolution History Award – Catherine Lovin
- 2012 Ivey Foundation Scholarship – Logan Copley
- 2012 Ivey Foundation Scholarship – Anthony Gibson
- 2009 Georgia Consortium for International Studies Student Award (1st Prize) – Amanda Rodwell
- 2008 Daughters of the American Revolution History Award – Taylor Burton

Phi Alpha Theta inductees – Phi Alpha Theta is a professional academic honor society for students interested in the study of history.

- 2013 Catherine Lovin, Ashley Meadows, Austin Gibson, Taylor Meek, Gavin Thagard, Katherine M. Hinzman, Christopher E. Lockhart, & Leslie A. Olguin
- 2012 Aaron Gerald Guest Sr., Bradford Jamal Kennebrew, & Caleb N. Zuiderveen
- 2011 Erin H. Tyson & Danielle C. Ribolini
- 2010 Christopher Kaluzienski, Taina Griffin, Sarah Kelley, & Joshua Kinman
- 2009 Megan Ritchie
- 2008 Anjelica Rosario, Amanda Rodwell, Stanley Hayes, Eric McRoberts, Jared Scarbrough, Marcus Sands, & Jay Gasper

Alfonso Biggs Scholarship – The scholarship was established to reward the young scholarly careers of entering first-year students who will major in History at CSU. The scholarship is renewable for three years if the recipient maintains 3.0 cumulative average and a 3.3 average in history.

- 2013 Rasheed Mumuney
- 2012 Rasheed Mumuney
- 2010 Tarrique Henry
- 2009 Kristen Patterson

Christine Agnes Gullo Prize in Historical Research & Writing – The purpose of the prize is to promote the scholarly writing of undergraduate majors in History at Columbus State University.

- 2013 Logan Copley
- 2012 Catherine Lovin

Student Research & Creative Endeavors Grant (SRACE)

- 2012 Thomas J. Rice
- 2012 Douglas Allen
- 2012 Heidi Packard

Undergraduate Research & Scholarly Activity Grants

- 2009 Eric McRoberts
- 2009 Chris Kaluzienski
- 2009 Mark Sciuchetti

Achievements (Licensure, Certification, Admission to Graduate School, Job offers, etc.)

Our graduates pursue careers in a variety of fields. Most of our History/Secondary Education graduates find work in the Georgia state school system, teaching history and social studies. Below, we have posted some examples of recent graduates from the History & Geography Department. We are in the process of conducting a survey of alumni (2003 to 2013) to determine their respective career and educational paths after leaving CSU. Unfortunately, we were not able to complete the survey in time for the Comprehensive Program Review.

Year of Graduation

2013	Aaron Guest, Social Studies Teacher at Spencer High (also working on M.A. in history at CSU)
2012	Justin Futo, Technology Specialist, Middle Georgia Regional Commission
2011	Stephen Hammock, History Teacher and Baseball Coach, Thomaston Upson County School System
2011	Ceteria Richey, Pursuing an M.A. in Teaching Degree at CSU
2011	Christopher Kaluziński, Pursuing M.A. in American Studies at Kansas University and Managing Editor for the <i>American Studies Journal</i>
2011	Vanessa Lewis, Social Studies Teacher at Fort Middle School
2010	Robert Barker, Social Studies Teacher at Spencer High School
2010	Rebekah Atkinson, History Teacher at Jordan Vocational High School
2010	Eric McRoberts, M.A. in Film Studies, University of Edinburgh
2009	Joshua Dunn, Paramedic and Firefighter, Columbus, Georgia
2008	David Owings, Archivist at Columbus State University
2007	Russell Pryor, Ph.D., Carnegie Mellon University and Assistant Professor of History at Abraham Baldwin Agricultural College
2007	Shane Larkin, Social Studies and Football Coach at Arnold Magnet Academy

II. F. Quality of Curriculum

Assessment of Indicator: Above Average

Relationship between Program's Curriculum and Its Outcomes

Assessment of Indicator: Above Average

Our undergraduate program adequately trains and prepares history majors who intend to enroll in graduate or professional school after graduation. In our Senior Exit Questionnaire, we ask, **“Do you feel that the history coursework at CSU enabled you to enter graduate school or a professional school to seek a higher degree?”** Since 2010, 77% of the respondents (43 of 56) have answered, “Yes” or “Yes, but could do more.”

All history majors must take HIST 4795 Senior Research Seminar and pass with a “C” or better in order to graduate. The course requires students to complete an article-length original research paper based on both primary and secondary source materials and then the top students present their research in a public forum. The course is a culmination of a history major's undergraduate career at CSU and highlights all of the research and writing skills he/she has acquired in the program. Since the fall of 2008, 101 of 128 students have passed the course with a “C” or better.

Since the fall of 2011, we have made a number of adjustments to the curriculum to increase RPG rates and to accommodate the new MA program in History:

- We eliminated the HIST 4000 Baccalaureate Exam course in the fall of 2011. Graduating seniors were required to enroll in HIST 4000 during their final semester and take the Baccalaureate Examination, which consisted of short answer and essay questions. Since the exam was only used to assess our program and did not determine whether or not a student could graduate, few students took it seriously. Therefore, we concluded that the exam was not an adequate assessment tool and voted to eliminate it. We are in the process of developing a new assessment tool for graduating seniors.
- Before the fall of 2011, all history majors were required to take three 5000 level history courses in the following areas: U.S. history, European history, and Non-Western (or World) history. With the introduction of the MA program and its new course requirements (such as HIST 5195 Historiography), we realized that we didn't have enough faculty members to teach the required courses in our undergraduate and graduate programs. Therefore, we adjusted the degree requirements. Now, all history majors must take one 5000 level course in US history, one 5000 level course in European/Non-Western history, and a third in either US or European/Non-Western

history. The adjustment has created more flexibility in the degree, has given students more course options, and has freed up faculty to teach graduate-level courses. Too, it may have helped to improve our retention rates. In 2011, our retention rate was 60%. The following year it rose to 100%. The students seem to appreciate the change in the degree requirements. In fact, many of them have elected to change to a more recent catalog year in order to take advantage of the new requirements.

Incorporation of Technology

Assessment of Indicator: Satisfactory

All of our faculty members incorporate technology in (and out of) the classroom. A few examples:

- Each semester, the History & Geography Department offers two 100% online sections of HIST 2112.
- In the summer of 2013, Patrick Luck offered a 100% online section of HIST 2112. He is also presently designing an online version of HIST 2111 for the DN3 program.
- All faculty members utilize basic technology in the classroom, like PowerPoint, Prezi, Jing, and YouTube.
- Most faculty members use CougarView to post assignments and supplemental materials, initiate online discussions, and administer quizzes.
- The department has a very active and informative Facebook page, where students and community members receive news and information about all departmental activities.
- History majors use a variety of databases when conducting research, including JSTOR, ITER, and EBSCO.
- In the past year, two of our faculty members have employed Clicker technology in the classroom to administer quizzes and take attendance.
- In Dr. Rees' GEOG 1101 course, students use I-pad minis in class to access online assignments and they employ Google Drive to host collaborative writing assignments.
- Students often use digital recorders for oral history projects. The department maintains 10 to 15 digital recorders that students can borrow for projects.
- Geography students often use GPS units and two-way radios in the field.
- GIS students use ArcGIS software in GEOG 2215, GEOG 3215, & GEOG 5215.

Utilization of Multidisciplinary Approaches

Assessment of Indicator: Very Strong

Historians and geographers are multi-disciplinary by nature. In all of our history & geography courses, faculty members borrow liberally from other disciplines, including literature, film studies, anthropology, art history, environmental science, theology, political science, & music. Students are encouraged and required to think across disciplines, incorporating and implementing a wide range of source materials. In our Senior Exit Questionnaire, we ask, "How satisfied are you that your history coursework at CSU enabled you to gain the ability to incorporate knowledge from related fields depending upon the area of specialization?" Forty-seven out of fifty-nine respondents answered "Very Satisfied" or "Satisfied."

In addition, our faculty members have engaged in numerous collaborative projects with colleagues from other departments and disciplines. Some examples:

- In 2013, Gary Sprayberry & Courtney George (English) received an Interdisciplinary Initiative Grant from the Faculty Center for the Enhancement of Teaching and Learning to develop a yearlong program commemorating the American civil rights movement. The program included public lectures by activists and scholars, field trips, a film series, and the traveling Freedom Riders exhibit.
- In 2013, Neal McCrillis and Dan Ross (English) received an Interdisciplinary Initiative Grant from the Faculty Center for the Enhancement of Teaching and Learning to develop two courses on the theme of "Modern Irish Identity." The classes were offered in the fall of 2013.
- In 2013, Fall 2013 Amanda Rees and John Finley (Business) collaborated to introduce demographic analysis and international measures relating to business location analysis into each other's courses.
- In 2012, Daniel Gullo collaborated with faculty from English, Theatre, Music, Art History, and Modern & Classical Languages to create a new certificate program, Medieval and Renaissance Studies.

- In April 2011, Gary Sprayberry provided historical narration for the *Columbus State University Percussion Ensemble Spring Concert*, which featured songs from the American Civil War. Sprayberry collaborated with Paul Vaillancourt (Music) on the project.
- During the May 2009 mini-semester, Amanda Rees offered a class in tandem with Becky Becker (Theatre) to create an interpretive program for Bibb City in Columbus. This resulted in a ten-panel historical exhibit, "in-character" walking tours of the community, a driving tour with annotated map, and an iPod audio tour.
- In 2012, Daniel Gullo rewrote the Women's Studies Minor to become the Gender Studies Minor, incorporating courses from Political Science, History, Criminal Justice, English, and Communications.

Utilization of Multicultural Perspectives

Assessment of Indicator: Very Strong

The History & Geography Department has made tremendous strides in the past five years to improve our international program and increase our study abroad offerings. According to a fall 2013 study by the Center for International Education, in 2009, our majors made up only 2% of the total number of participants in study abroad programs at CSU. By 2013, that number had increased to 4.7% -- fourth among all of the undergraduate programs.

Number of History/History & Secondary Education Majors Participating in Study Abroad Programs

2007	2008	2009	2010	2011	2012	2013
8	2	2	8	9	9	15

Below, the department has highlighted some of its programs and initiatives in the area of international education:

- In the spring of 2012, the department launched a new study abroad program in Belize. Students who participate in the program enroll in regular spring courses (one lower division course & one upper division course) in history and/or geography, and then spend their spring break in Belize. In 2012, nine students participated in the program. In 2013, seven students were enrolled. Doug Thompson serves as the director of the Belize program.
- Since 2010, three members of the department have participated in the fall Faculty Workshop in Oxford, England, which is designed for faculty who are interested in offering study abroad courses in the future. They visit potential field trip sites, exchange ideas with other workshop participants, and plan future course offerings in a study abroad program.
- Since 2008, five members of the department have offered study abroad courses in Ireland, Belize, and England.
- Each semester, the department offers a wide range of International Learning Community (ILC) classes. Students and faculty alike actively participate in the program by attending internationally themed talks, introducing films, participating in field trips, and taking part in "Global Dialogues" between American and international students.
- Each fall semester, the department partners with the History and Geography Club to host the International Thanksgiving Dinner for international students. Faculty and history majors share a meal and socialize with students from around the world.

Below, we have listed various ways in which the department includes multicultural perspectives in its program:

- The Department of History & Geography offers a wide range of courses that focus on international and/or multicultural topics. We have courses in African American history, Native American history, Latin American history, Asian history, urban and cultural geography, and European history.
- History majors are required to take lower and upper level history courses that focus on myriad regions and themes. They are not allowed to focus on just one place, theme, or epoch. For instance, all history majors are required to take two American history survey courses and two world history surveys. In addition, they are required to take upper level courses in three areas: United States, European, and Non-Western history. History/Secondary Education majors are also required to take GEOG 1101 World Regional Geography.
- In 2012, the department implemented a new Master's degree with a concentration in Race, Ethnicity, and Society.
- History majors (excluding those with a concentration in Secondary Education) are required to select a Minor to fulfill the requirements for the degree. The department offers a number of minors and special certificate programs, including Geography, African American Studies, Latin American Studies, and Medieval and Renaissance Studies.

- In the fall of 2013, the department (in partnership with the Carson McCullers Center) kicked off a yearlong commemoration of the civil rights movement, which included lectures by scholars and activists, a film series, field trips, and the traveling Freedom Riders exhibit.

Program Improvement Plans

- Hire a specialist in African History to support the Race, Ethnicity and Society program.
- Develop a Digital Humanities program to provide students with new tools and approaches to analyze, interpret and interact with the past.
- Recruit more students for study abroad programs.
- Develop a new assessment tool for graduating seniors.
- Add internships to places like the Carter Center in Atlanta in order to internationalize our offerings in this respect and make students aware of such opportunities during Advising Week.
- Evaluate the establishment of a GIS Certificate for students completing a comprehensive GIS course of study.
- Expand foreign language opportunities for graduate and undergraduate students. For students working on non-US topics, the contraction of the foreign language program severely limits their research and career goals.

II. G. Quality of Facilities and Equipment

Assessment of Indicator: Below Average

One Arsenal Place: The Department of History & Geography is housed in the Yancey Center at One Arsenal Place. The department relocated to the RiverPark campus in the summer of 2009. Our courses greatly benefit from the close proximity to various primary source materials, museums and other historical repositories, and historic buildings. Each full-time member of the department has an office with an adequate computer. All of the desks, chairs, and bookshelves in the One Arsenal Place offices have been purchased within the past four years. There are three computers available for part-timers and graduate students in the common area of the office. There are desks for the administrative assistant and a student assistant, and both have computers. Department meetings and occasional receptions are held in the large third floor conference room in One Arsenal Place. Other departments and groups often use the conference room for their own meetings. Faculty members have access to a large kitchen, which contains a dining table, coffee maker, refrigerator, and plenty of storage space. The copy room houses a large inkjet printer, a copier/scanner/fax machine, faculty mailboxes, a paper shredder, and miscellaneous office supplies. Two auxiliary rooms provide ample storage space for files, equipment, media, banners, and other items. There are no computer labs available for history majors in One Arsenal Place, but they do have access to two break areas.

There have been a number of security issues at One Arsenal Place in the past few months. In September 2013, someone broke into the department, stole some food, and fell asleep in the conference room. Two faculty members discovered the intruder the following morning and called police. On November 7, 2013, someone entered the office of Brad Huff and stole his I-Pad and video camera. The police apprehended a suspect two days later. Other minor incidents in and around One Arsenal Place have been reported, causing students and faculty alike some concern. In fact, some faculty members have intimated that they **no longer feel safe coming to work**, particularly at night.

The air conditioner for rooms 324, 325, 326, 327 and 330 in One Arsenal Place doesn't adequately cool the space. It needs to be repaired or replaced. Students and faculty members often complain about the heat in the two classrooms: 325 & 326. This creates an intolerable situation for students and faculty members alike, as it interferes with their ability to think and work. There are also a few leaks in the One Arsenal Place roof.

Faculty Office Building: The department also maintains two small satellite offices in the Faculty Office Building (FOB) for fulltime and part-time faculty members who teach on the main campus. Each office in FOB contains a computer, desk, chair, and table. These offices are available to each member of the department. The faculty members who teach on the main campus do not have access to a copier, printer or scanner.

Dillingham Place: Opening in the fall of 2011, the new Dillingham Place houses a 30-station iMac classroom as well as a 30-station iMac student computer lab. Students are provided with plenty of space and seating to study or relax between classes. There are drink and snack machines available, too. History majors have full access to this computer lab and break area. All of the department's GIS courses are taught in Dillingham 109. The new Community Geography Center is also housed within Dillingham Place. The Center contains a meeting area, a large inkjet printer for maps and posters, and two computers. See **CPR, Appendix 6** for more information about the Center and its activities.

Availability of Classroom and Laboratory Space

Assessment of Indicator: Below Average

RiverPark Classrooms: On the RiverPark campus, all history and geography classes are held in One Arsenal Place (114, 325 & 326) and Carpenter's Hall (217 & 218). GIS classes meet in Dillingham 109. The classrooms are adequately furnished and are equipped with computers, digital projectors, and sound. The moveable partition between rooms 217 & 218 in Carpenter's Hall is rather thin and doesn't provide adequate sound insulation. Often, students in room 217 are unable to hear their professor due to the noise level in room 218 (and vice versa). Faculty members have said that the echo in the room also greatly interferes with student discussion. This is extremely problematic if students are working in teams. The poor quality of the room's acoustics has led to one student being placed on a parallel track of study as she could not hear clearly (working with Joy Norman).

The air conditioner for two of the classrooms in One Arsenal Place (325 & 326) is in serious need of repair. Students and faculty often complain of the heat during the spring and summer terms. The air conditioner in One Arsenal Place 114 is very loud when the fan comes on and interferes with the students' ability to hear the instructor and/or media, thus affecting the quality of instruction.

Dillingham 109 is a high-demand classroom and we often run into scheduling conflicts with the Department of Communications. Additional classroom space will become necessary in the near future as our GIS offerings increase. Additionally, the Dillingham 109 computers are dual-boot Macintosh computers. When students boot into the PC side and run ArcGIS the system frequently locks up. This is particularly problematic when we try to execute analytical functions on large data sets. Further, when the computer redraws maps (as it does every time you change scale or location) it takes a long time for the redraw to complete. This is particularly true when, for example, we are geo-referencing TIFF files. This seriously interferes with the quality of instruction in GIS courses.

RiverPark Labs: The new computer lab in Dillingham Place provides adequate computer access to students for research and writing. History majors do not have access to a computer lab in One Arsenal Place.

Library: Since the last Comprehensive Program Review, the library's holdings and facilities have vastly improved. History majors now have access to a number of online databases, including JSTOR, the *Chicago Manual of Style*, De Re Militari, EBSCO, *War of the Rebellion: Official Records of the Union and Confederate Armies*, and Project MUSE. If students can't find a particular book in the CSU library, they can utilize GIL Express, which provides access to libraries across the University System of Georgia.

In our Senior Exit Questionnaire, 2010-2013, we asked, "How would you rate the library resources at CSU?" The results:

Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
4	16	10	25	5

Overall, students seem marginally satisfied with the library. But even the ones who selected "Satisfied" and "Very Satisfied" expressed concern about the library's history catalog. More often than not, they were forced to use GIL Express and Interlibrary Loan to obtain the necessary resources to complete research projects. With the addition of an MA program in history, this could present a problem in the future. We use course fees to purchase books for the library at the end of each academic year, but this is an inadequate way to build a proper history collection.

The CSU Archives now has a fulltime archivist, has increased its holdings, and is seeking new ways to collaborate with colleagues in the History and Geography Department.

Main Campus Classrooms: Most of our lower division core courses – HIST 1111, HIST 1112, HIST 2111 and HIST 2112 – are offered on the main campus. Most of our survey courses are taught in Howard Hall, Arnold Hall, the Center for Commerce and Technology, University Hall, and Stanley Hall. Since Howard Hall will be undergoing renovations in the near future, there is no need to make extensive comments about its facilities.

Availability of Equipment

I-Pad Minis

10 Olympus VN-6200 PC Digital Recorders

Zoom H2 Handy Digital Recorder
 Two-way Radios
 17 Garmin eTrex H GPS Receivers
 Mechanical Linear Measurement Devices
 i-Clickers
 Western Digital External Hard Drive

Data Collectors
 Survey L1 GPS antenna NAP100
 Magellen GPS I/O Module
 Xerox Phaser 6360 Laser Printer
 HP Designjet Z2100 Photo Wide Printer
 HP Designjet 4520 Scanner

Program Improvement Plans

- Additional GIS classroom space in Dillingham Place.
- Repair or replace air conditioner in One Arsenal Place.
- Dramatically increase history catalog at the library.
- Enhance security at One Arsenal Place. Security cameras should be placed at key areas and the key pad system should be returned to front door of the department.
- New laptop computers for intermediate and advanced GIS courses.
- Improved sound barrier between rooms 217 and 218 in Carpenter's Hall.
- Improve office facilities for full- and part-time faculty on Main Campus by (A) equipping the FOB offices with a printer/copier/scanner, (B) upgrading computers, and (C) expanding available space by acquiring one of the adjacent FOB offices if possible.
- Fix air conditioner vent in One Arsenal 114 to reduce classroom noise.

Section Three – Indicators of Program Productivity

III A. Enrollment in Program for Past 5 Years

Assessment of Indicator: Below Average

After our enrollment peaked at 185 in the fall of 2009, our numbers have declined significantly (by 25.9% since the fall of 2008). Much of the decline can perhaps be blamed on the recent recession. Across the nation, the number of History majors has dropped over the past few years. According to the American Historical Association, in 2010-11, the number of undergraduates earning history degrees dropped for the first time in a decade (see *Perspectives on History*, April 2013). Even Ivy League institutions aren't immune to the decline. Between 2001-02 and 2010-11, the number of undergraduate degrees awarded at Yale University fell from 217 to 131 (see the *Yale Daily News*, November 14, 2011).

	Fall	Fall	Fall	Fall	Fall	4-Year	4-Year
Baccalaureate (selected)	2008	2009	2010	2011	2012	# Change	% Change
Accounting	221	161	110	183	187	-34	-15.4%
Art	120	121	121	114	98	-22	-18.3%
Biology	391	403	416	441	448	57	14.6%
Chemistry	118	100	96	114	122	4	3.4%
Communication	178	156	166	180	217	39	21.9%
Computer Science	240	223	223	212	254	14	5.8%
Criminal Justice	287	305	335	386	363	76	26.5%
Early Childhood Education	424	422	433	380	317	-107	-25.2%
Earth & Space Science	20	33	37	50	80	60	300.0%
English Language	200	218	219	202	184	-16	-8.0%
Finance	140	94	69	84	84	-56	-40.0%
General Business	320	196	107	164	234	-86	-26.9%
History	166	185	160	144	123	-43	-25.9%
Liberal Arts	NA	NA	11	26	38		

Management (MBA)	290	199	133	206	193	-97	-33.4%
Management Info Systems	93	69	49	53	48	-45	-48.4%
Marketing	173	123	87	125	155	-18	-10.4%
Mathematics	87	89	82	67	86	-1	-1.1%
Modern Language & Culture	39	47	43	50	46	7	17.9%
Political Science	92	108	105	114	100	8	8.7%
Psychology	215	254	280	292	270	55	25.6%
Sociology	83	77	87	112	155	72	86.7%
Theatre	112	129	134	119	125	13	11.6%
Theatre Education	46	35	28	30	36	-10	-21.7%
<i>Total Baccalaureate</i>	<i>5,316</i>	<i>5,436</i>	<i>5,474</i>	<i>5,664</i>	<i>5,797</i>	<i>481</i>	<i>9.0%</i>
Undeclared/Non-Degree	451	448	457	399	383	-68	-15.1%
Basic Studies	658	638	700	478	330	-328	-49.8%
<i>Total Undergraduate</i>	<i>6,838</i>	<i>6,969</i>	<i>7,069</i>	<i>7,037</i>	<i>7,025</i>	<i>187</i>	<i>2.7%</i>

III B. Degrees Awarded Over Past 5 Years

Assessment of Indicator: Satisfactory

	2007-08	2008-09	2009-10	2010-11	2011-12	5-year avg.
BA History & History Secondary Education	15	15	24	17	25	19

III C. Comparison with CSU and University System of Georgia Programs

Assessment of Indicator: Satisfactory

Compared to other USG programs, we are slightly below average (19 for CSU and an average of 22.2 for the USG peer institutions listed below). However, we are trending upward.

Baccalaureate Degrees Awarded in History Programs at selected USG State Universities

USG Institution	2007-08	2008-09	2009-10	2010-11	2011-12	5-Year Avg
Albany State University	4	7	10	12		8
Armstrong Atlantic State University	20	24	34	20		25
Augusta State University	27	29	28	27		28
Clayton College & State University	11	9	16	11		12
Columbus State University	15	15	24	17	25	19
Fort Valley State university	1	3	3	1		2
Georgia College & State University	35	46	44	43		42
Georgia Southwestern State University	18	13	15	12		15
North Georgia College & State University	33	50	42	49		44
Savannah State University	6	3	3	5		4
State University of West Georgia	33	38	34	36		35

III D. Retention Rates

Assessment of Indicator: Above Average

Since 2008, the retention rates for the Department of History & Geography have improved for the BA in History, but have declined for those with a track in Secondary Education. We have implemented new reforms over the past two years to improve and maintain these levels.

Retention Rates by Selected Baccalaureate Program

Major Program	2008	2009	2010	2011	2012
Accounting	55.0%	78.9%			33.3%
Art	77.8%	68.2%	76.0%	63.0%	46.2%
Biology	72.9%	70.7%	69.8%	69.3%	70.8%
Chemistry	92.3%	83.9%	70.0%	84.6%	79.2%
Communication	61.5%	80.0%	92.3%	84.2%	70.8%
Computer Science	75.0%	54.9%	61.5%	78.8%	64.3%
Criminal Justice	75.0%	57.9%	63.6%	57.6%	45.7%
Earth & Space Science/Geology	50.0%		33.3%	66.7%	50.0%
English Language	80.0%	77.8%	85.2%	64.0%	76.0%
Exercise Science	66.7%	72.7%	57.1%	73.3%	67.7%
Health & Physical Education	75.0%	33.3%	66.7%	50.0%	40.0%
Health Science	50.0%	77.8%	86.7%	80.0%	61.1%
History	50.0%	44.4%	83.3%	60.0%	100.0%
History & Secondary Education	85.7%	40.0%	66.7%	62.5%	55.6%
Information Technology		100.0%	33.3%	62.5%	100.0%
Management	71.4%	41.7%	100.0%		50.0%
Marketing	66.7%	64.3%		0.0%	86.7%
Mathematics	55.6%	50.0%	76.5%	66.7%	77.8%
Modern Language & Culture	100.0%		85.7%	100.0%	75.0%
Nursing	77.4%	63.0%	74.7%	65.7%	69.0%
Political Science	44.4%	66.7%	70.0%	78.6%	64.3%
Psychology	70.6%	61.5%	72.1%	51.1%	67.8%
Sociology	60.0%	57.1%	80.0%	50.0%	75.0%
Theatre Arts	85.2%	73.1%	75.5%	81.1%	89.5%
Theatre Education	88.9%	76.5%	80.0%		57.1%
Total Baccalaureate	72.5%	67.6%	72.7%	70.7%	67.8%

History & Geography Department Initiatives and Goals for RPG Improvements:

- Recruit and train good, qualified students to serve as tutors in the Academic Center for Excellence.
- Increase understanding of job opportunities for people with degrees in history by inviting employers and former history majors to campus to meet with current students in the department; conduct workshops on how to apply for jobs, grad schools, grants, etc.
- Develop more internship opportunities for history majors.
- A graduate teaching assistant now works closely with students in HIST 3125 Historical Methods to improve their writing and research skills. Additional graduate assistants should be funded to serve in the Writing Center and to work with students in the survey courses.
- Utilize the tutorial services in the Academic Center for Excellence for students in our world history and US history survey courses.
- Developed a Master's degree in history in order to boost our reputation and thus entice more qualified students into our undergraduate programs.
- Report midterm grades in all of our core history and geography courses.
- Developed a History Convocation class, which requires students to attend a mass meeting at the beginning of each semester and go to history-related events throughout the term. The students who attend the events have said they feel more connected to the program and more committed to their success.

III E. Student Learning Indicators (using a variety of data sources)

Assessment of Indicator: Satisfactory

All history majors are required to take HIST 3125 Historical Methods and make a “C” or better. It is, arguably, the most important course we offer, as it familiarizes students with basic techniques and concepts used in the writing of history. Students are not allowed to take 5000-level history courses until they pass Historical Methods. Since the spring of 2008, 318 students have taken HIST 3125 and 174 have passed with a “C” or better. The passage rate of 55% reflects the challenging nature of the class, but also suggests that students are not adequately prepared when they enroll in the course. Therefore, we are in the process of incorporating more writing and primary source analysis into our 1000, 2000 and 3000 level courses.

History majors are required to take the HIST 4795 Senior Research Seminar and pass with a “C” or better. The course requires students to complete an article-length original research paper based on both primary and secondary source materials and then present the research in a public forum. The course is a culmination of a history major’s undergraduate career at CSU and highlights all of the research and writing skills he/she has acquired in the program. Since the fall of 2008, 101 of 128 students have passed the course with a “C” or better. Such a high passage rate (79%) suggests that history majors are adequately prepared once they reach this course.

III F. Graduation Rate of Program

Assessment of Indicator: Satisfactory

Our graduation rate has dramatically improved over the past few years and is above the university average. But it is still in need of improvement.

	2003	2004	2005	2006	2007
Selected Baccalaureate Programs					
Accounting	27.6%	39.1%	42.1%	43.5%	30.0%
Art	38.5%	27.3%	21.4%	22.2%	38.9%
Biology	36.7%	29.5%	37.6%	39.8%	34.1%
Chemistry	30.8%	45.5%	37.5%	26.1%	30.8%
Communication	30.8%	25.0%	47.4%	34.8%	15.4%
Computer Science	29.7%	6.9%	34.5%	29.2%	47.5%
Criminal Justice	30.4%	36.7%	27.5%	45.0%	40.0%
Early Childhood Education	50.9%	44.4%	44.6%	45.1%	64.3%
Earth & Space Science/Geology	100.0%	50.0%	0.0%	50.0%	50.0%
English Language	36.0%	35.0%	34.8%	50.0%	53.3%
Finance	66.7%	50.0%	58.3%	36.4%	44.4%
General Business	35.1%	37.8%	42.1%	25.0%	32.5%
History	35.3%	22.2%	17.6%	44.4%	41.2%
Management	20.0%	27.3%	42.5%	35.3%	23.8%
Marketing	33.3%	37.5%	25.0%	31.3%	38.9%
Mathematics	63.6%	42.9%	27.3%	33.3%	11.1%
Modern Language & Culture		0.0%	50.0%	28.6%	50.0%
Nursing	47.4%	53.7%	32.2%	42.7%	43.4%
Political Science	26.9%	28.6%	39.1%	17.6%	22.2%
Psychology	32.0%	25.0%	27.8%	35.7%	32.4%
Sociology	0.0%	66.7%	33.3%	33.3%	30.0%
Theatre	25.0%	35.7%	34.8%	47.4%	33.3%
Theatre Education	33.3%	55.6%	62.5%	54.5%	44.4%
<i>Total Baccalaureate</i>	<i>37.5%</i>	<i>37.1%</i>	<i>37.1%</i>	<i>40.3%</i>	<i>38.0%</i>

III G. Cost Effectiveness of Instructional Delivery

Assessment of Indicator: Above Average

While our enrollment in the history program has fallen 25.9% over the past five years, our cost per credit hour has remained consistent. In fact, our costs are below the CSU average each year.

	Fiscal Year					
	2009	2010	2011	2012	2013	5 yr. avg.
State Fund Costs	\$668,215	\$779,063	\$834,467	\$821,471	\$735,704	\$767,784
Grant Fund Costs	\$2900	\$1765		\$3508		
Total Costs	\$671,115	\$780,828	\$834,467	\$824,979	\$735,704	\$769,419
Total Cost Per Major (total costs/number of declared majors)	\$4043	\$4221	\$5215	\$5729	\$5981	\$4932
State Funds Costs Per Major (state funds total/number of declared majors)	\$4025	\$4211	\$5215	\$5704	\$5981	\$4922
Credit Hours Taught Fall Semesters	4,440	4,518	4,623	4,583	4,079	4,449
Cost per Credit Hour – total expenditures	\$151	\$173	\$181	\$180	\$180	\$173
Cost per Credit Hour – State funds	\$150	\$172	\$181	\$179	\$180	\$173

Section Four – Program Viability

IV. A. Summary of Program's Viability

Reference Supporting information previously presented in this report

The History program at CSU is viable and will continue to be viable in the future. The Department of History and Geography offers a dynamic program that prepares graduates for careers in a variety of fields and produces strong candidates for graduate or professional school. Our graduates acquire valuable writing and critical thinking skills, develop and produce independent research projects, and gain a clear understanding of what it means to be global citizens. Faculty members in the department are talented experts in their respective fields and are dedicated to student success. We are very active across the university and in the community, and we are engaged professionally on a number of levels. We produce a respectable amount of research each year, and we utilize cutting edge technology and methodologies in the classroom. Our students engage in independent research projects and are routinely recognized and awarded for their efforts.

We are dedicated to expanding and promoting international education at CSU. In the last five years, we have introduced a new study abroad program in Belize; have participated in countless International Learning Communities; and have dramatically increased the participation of history majors in study abroad programs.

Our curriculum is rigorous and challenging, preparing students for various careers and professional goals. Since 2008, our retention and graduation rates have risen steadily. New reforms recently implemented should elevate these rates even more in the coming years. In the fall of 2012, we introduced a Master of Arts program in History that has increased our visibility across the community, raised the standards in our upper division courses, and provided graduate teaching assistants to help undergraduates enhance their writing and research skills.

Summarize recommendations for the future of the program

- We would like to introduce a **Digital Humanities program** to provide students with skills and methodologies not typically available in other history departments. Students and faculty could collaborate on a number of digital projects. For instance, several faculty members have discussed building a public access web-site dedicated to the rich history of Columbus, Georgia, and the surrounding Chattahoochee Valley region. The site will utilize geospatial technologies, historical maps, digital archives, oral interviews, and short documentary films as tools to explore, interpret, analyze, and interact with the past. The project will be interdisciplinary and collaborative in nature, drawing expertise from a variety of fields and disciplines, including history, geography, library science, computer science, communications, and archaeology. The department would eventually like to collaborate with other departments to create a degree track in History and the Digital Humanities. Students who successfully complete this degree will take courses in history, GIS, web-site design, and social media. It will give them an advantage in an increasingly competitive job market and help fulfill the goals in the **Complete Georgia College plan**.

- **Recruit and retain majors.** We have seen a 25.95% reduction in the number of history majors at CSU since 2008. While this does reflect a national trend, we should make more of an effort to recruit qualified students to the program and retain current majors.
- **Hire two Tenure-Track faculty members.** We need to hire two new tenure-track faculty members to replace Tyler Fleming and Alice Pate. New faculty members are necessary to support the new MA program, to guide graduate research theses, to help with the departmental committee work, to support the new Digital Humanities program, to offer more required undergraduate and graduate courses, to aid in recruitment, to organize field trips and other extracurricular activities, and to address and improve Retention, Progression and Graduation rates. **With additional faculty members, we could reduce the class size in core survey courses, increase our contact hours with students, and further improve RPG rates.** Additional faculty members would also share the workload with current members of the department and thus improve faculty morale and productivity.
- **Expansion and improvement of Master of Arts program in History.** The introduction of the MA in History in the fall of 2012 has elevated our undergraduate program in a variety of ways. Yet, the graduate program still needs a few improvements and adequate funding so it can thrive and expand. In the spring of 2014, we will welcome our sixth graduate student into the program – up from just one student the previous spring. Yet, the dearth of research materials, limited opportunities for assistantships and programming, and the lack of tenure-track and tenured faculty to guide graduate level research theses may inhibit the program's growth. In the fall of 2012, Armstrong Atlantic University had virtually the same number of undergraduate history majors (120) as CSU, with a smaller overall enrollment (7,439). Still, Armstrong Atlantic had twenty-five students enrolled in its MA in History program. There is no reason to believe that we can't have similar results with aggressive recruiting and adequate staffing. Additionally, our MA program allows graduate students to take courses in GIS and/or use their knowledge of GIS to fulfill language/technology requirements, thus providing our students with skills that are not available in similar graduate programs across Georgia.
- Explore the possibility of creating a **certificate program for GIS.** The US Department of Labor recently reported that “because the uses for geospatial technology are so widespread and diverse, the market is growing at an annual rate of almost 35 percent, with the commercial subsection of the market expanding at the rate of 100 percent each year.” In order to meet the demands of an evolving job market and to provide valuable GIS skills to CSU students, we began offering three courses in the field: GEOG 2215 Introduction to GIS, GEOG 3215 Intermediate GIS, and GEOG 5215 Advanced GIS. A certificate program might entice others into these classes and provide them with something tangible to demonstrate their newly acquired skills.

Include timetable for program change

- Several Digital Humanities projects have been completed in recent years, such as *Bibb City: Collected Lives from a Mill Town*. There are plans in the works for several others. For instance, Dr. Huff and Dr. Sprayberry are applying for an NEH grant in 2014 to fund an interdisciplinary project exploring a series of racially motivated fire-bombings in Columbus, Georgia, in 1971. Dr. Sprayberry has been awarded a small grant from CSU to conduct research at the state archives in Morrow, Georgia. The project is slated to begin in October 2014. The department would like to propose a concentration in Digital Humanities in the fall of 2015 and, if approved by the University Curriculum Committee, implement it in the fall of 2016.
- Recruiting and retaining majors: In the spring of 2014, we will tackle the problem of declining enrollment and devise a new strategy to recruit and retain majors. We have concluded that many students are unaware of job opportunities for history majors outside of teaching. In the spring, we are going to send out a survey to people who graduated from CSU with a degree in history between 2003 and 2013 and ask them a series of questions about their respective career and educational paths. We will present the findings to our majors.
- The expansion and improvement of the MA in History program is vital to the ongoing success of the department. In the spring of 2014, we will work with the College of Letters and Sciences and the Provost's office to look for ways to acquire funding for assistantships, recruiting, and programming. In the spring of 2014, we will also develop a formal advising plan for graduate students, launch a recruiting drive, and produce new promotional materials for the program.
- Dr. Brad Huff is exploring the possibility of creating a certificate program in GIS. In the spring of 2014, he will present his findings to the department. If the department approves of the program, we plan to present it to the UCC in the fall of 2014.

IV. B. Summary of Program Improvement Plan

Reference recommendations previously made in this report

- Introduce a Digital Humanities program.
- Boost enrollment by recruiting new majors to the program and retaining current ones.
- Expand and improve the MA in History program. This will require additional funding for library and research materials, the hiring of new tenure-track faculty, a formal advising process for graduate students, funds for recruiting and programming, and additional assistantships.
- A certificate program in GIS.
- Address security issues at One Arsenal Place.
- Continue to utilize services in the Writing Center and the Academic Center for Excellence.
- Acquire more funding for faculty and student research and travel to conferences.
- Increase internship opportunities for graduate and undergraduate students.
- Increase the collection of history books and research materials in the library.

Specify initiatives/actions to be implemented

Things we could do immediately:

- Research for Digital Humanities projects.
- Devise new strategy to recruit and retain majors.
- Devise a formal advising system for graduate students.
- Study the feasibility of a certificate program in GIS.
- Place qualified history majors in tutoring positions in the Writing Center and the Academic Center for Excellence.
- Identify more internship opportunities for students.
- Create a new assessment for graduating seniors to replace the Baccalaureate Exam.

Things that will require funding:

- New tenure-track faculty to replace Alice Pate and Tyler Fleming.
- Increasing the history collection at the library.
- Faculty and student research and conference travel.
- Additional graduate assistantships.
- Digital humanities projects.

Include timetable for program change

- New tenure – track positions to replace Pate and Fleming – **requires funding.**
- Implement a Digital Humanities program – **partially underway**
- Create a new concentration or track in History and Digital Humanities – **will present it to the UCC in the fall of 2015 and implement it in the fall of 2016.**
- Boost enrollment numbers – **a new strategy will be devised and implemented in the spring of 2014. It may require additional funds for recruiting.**
- Expand and improve the MA in History program – **requires funding.**
- Certificate program in GIS – **Dr. Huff will present a plan in the spring of 2014.**
- Security issues in One Arsenal Place – **waiting on response from campus police to improve security.**
- Increased funding for faculty and student travel – **requires funding.**
- Utilizing services at the Writing Center and the Academic Center for Excellence – **currently underway.**
- Identifying more internship opportunities for students – **currently underway.**

Address any new or reallocated resources to implement improvement plan

In order to expand and improve our MA in History program, we will need the following:

- Two new tenure-track positions to replace Tyler Fleming and Alice Pate.
- Additional resources to increase the history collection at the library.
- Additional graduate assistantships to attract qualified students to the program.

History Department Review Data prepared by the Social Research Center

All history courses (N=705)

Course Evaluation Questions

1. The instructor is well prepared.
2. The instructor effectively conveys the content area.
3. The instructor clearly communicates all assignments including tests and papers.
4. The instructor promotes a class environment conducive to learning.
5. The instructor encourages questions.
6. The instructor promotes an academic environment in which all are treated with respect.
7. Overall the instructor is effective.
8. I have progressed in my ability to think critically, to solve problems, and/or to make decisions.
9. This course was academically challenging.
10. I can articulate core concepts or content of this course.

1000 level history courses (N=203)

Course Evaluation Questions

1. The instructor is well prepared.
2. The instructor effectively conveys the content area.
3. The instructor clearly communicates all assignments including tests and papers.
4. The instructor promotes a class environment conducive to learning.
5. The instructor encourages questions.
6. The instructor promotes an academic environment in which all are treated with respect.
7. Overall the instructor is effective.
8. I have progressed in my ability to think critically, to solve problems, and/or to make decisions.
9. This course was academically challenging.
10. I can articulate core concepts or content of this course.

2000 level history courses (N=366)

Course Evaluation Questions

1. The instructor is well prepared.
2. The instructor effectively conveys the content area.
3. The instructor clearly communicates all assignments including tests and papers.
4. The instructor promotes a class environment conducive to learning.
5. The instructor encourages questions.
6. The instructor promotes an academic environment in which all are treated with respect.
7. Overall the instructor is effective.
8. I have progressed in my ability to think critically, to solve problems, and/or to make decisions.
9. This course was academically challenging.
10. I can articulate core concepts or content of this course.

3000 level history courses (N=88)

Course Evaluation Questions

1. The instructor is well prepared.
2. The instructor effectively conveys the content area.
3. The instructor clearly communicates all assignments including tests and papers.
4. The instructor promotes a class environment conducive to learning.

5. The instructor encourages questions.
6. The instructor promotes an academic environment in which all are treated with respect.
7. Overall the instructor is effective.
8. I have progressed in my ability to think critically, to solve problems, and/or to make decisions.
9. This course was academically challenging.
10. I can articulate core concepts or content of this course.

5000 level history courses (N=48)

Course Evaluation Questions

1. The instructor is well prepared.
2. The instructor effectively conveys the content area.
3. The instructor clearly communicates all assignments including tests and papers.
4. The instructor promotes a class environment conducive to learning.
5. The instructor encourages questions.
6. The instructor promotes an academic environment in which all are treated with respect.
7. Overall the instructor is effective.
8. I have progressed in my ability to think critically, to solve problems, and/or to make decisions.
9. This course was academically challenging.
10. I can articulate core concepts or content of this course.

Mean	Standard Deviation	Median	Minimum	Maximum
4.67	0.31	4.83	3.71	5.00
4.56	0.38	4.75	3.34	5.00
4.52	0.39	4.74	3.56	5.00
4.58	0.38	4.78	3.56	5.00
4.55	0.43	4.77	3.80	5.00
4.62	0.41	4.90	3.73	5.00
4.50	0.44	4.73	3.39	5.00
4.43	0.38	4.67	3.66	5.00
4.44	0.39	4.64	3.33	5.00
4.46	0.39	4.65	3.59	5.00

Avg=4.53

Mean	Standard Deviation	Median	Minimum	Maximum
4.67	0.41	4.77	3.71	5
4.43	0.46	4.51	3.34	5
4.48	0.43	4.57	3.56	5
4.54	0.44	4.72	3.56	5
4.53	0.49	4.75	3.80	5
4.59	0.48	4.75	3.73	5
4.38	0.44	4.45	3.39	5
4.33	0.43	4.32	3.66	5
4.37	0.48	4.36	3.56	5
4.29	0.32	4.46	3.59	4.75

Avg=4.46

Mean	Standard Deviation	Median	Minimum	Maximum
4.80	0.19	4.82	4.44	4.97
4.70	0.23	4.76	4.33	4.91
4.70	0.24	4.76	4.33	4.90
4.71	0.25	4.74	4.40	5.00
4.59	0.30	4.63	4.03	5.00
4.75	0.26	4.81	4.43	5.00
4.64	0.31	4.72	4.08	5.00
4.43	0.23	4.48	3.97	4.73
4.51	0.20	4.52	4.28	4.74
4.53	0.20	4.55	4.18	4.82

Avg=4.64

Mean	Standard Deviation	Median	Minimum	Maximum
4.87	0.25	5.00	4.33	5.00
4.76	0.27	4.74	4.33	5.00
4.66	0.42	4.79	3.67	5.00
4.81	0.38	4.92	4.00	5.00

4.83	0.33	4.92	4.00	5.00
4.89	0.28	5.00	4.33	5.00
4.71	0.51	4.92	3.67	5.00
4.68	0.24	4.79	3.67	5.00
4.58	0.37	4.67	3.33	5.00
4.66	0.32	4.83	3.67	5.00

Avg=4.75

Mean	Standard Deviation	Median	Minimum	Maximum
4.88	0.27	5.00	4.50	5.00
4.88	0.28	5.00	4.50	5.00
4.78	0.41	4.76	4.50	5.00
4.76	0.42	4.83	4.25	5.00
4.79	0.48	5.00	4.33	5.00
4.78	0.55	5.00	3.75	5.00
4.81	0.42	5.00	4.25	5.00
4.84	0.30	4.83	4.65	5.00
4.87	0.29	4.83	4.67	5.00
4.91	0.31	5.00	4.58	5.00

Avg=4.83

Appendix 2 – Faculty Service, 2008 – 2013

History & Geography Department

Dr. John Ellisor

Professional

Board Member, Chattahoochee Indian Heritage Commission. (2012 – 2013).

Member, Chattahoochee Valley National Heritage Area Advisory Team. (2012 – 2013).

Advisory Board Member, Oxbow Meadows Creek Heritage Project (2013).

University

Graduate Council, 2013-14

Department

Faculty Advisor, Phi Alpha Theta (History Honor Society), History and Geography Department, 2009 to Present.

Graduate Coordinator, 2013 to Present.

Curriculum Committee, 2011 – 2013

Events & Awards Committee, 2008 - 2011

Community

“Columbus and the Second Creek War,” Muscogee Geneological Society (October 2010).

“The Constitution,” Columbus State University Library Faculty Forum Presentation. (September 2010).

“The Legacy of the Constitution,” Columbus Chapter, Daughters of the American Revolution. (October 2010).

Public Introduction of *The Second Creek War: Interethnic Conflict and Collusion on a Collapsing Frontier*. Columbus Public Library (January 2011).

“The Creek Land Frauds.” Alabama History Forum, Landmarks Park, Dothan, Alabama. (May 2011).

“Creek Removal: The Hidden Sites.” Trail of Tears Association Annual Meeting, Cherokee, North Carolina (October 2011).

“Creek Removal and the State of Georgia.” Meeting of the Columbus Chapter, Sons of the American Revolution. (November 2011).

“The Chattahoochee Valley and the Second Creek War.” Annual Meeting of the Chattahoochee Historic Commission, Valley, Alabama (October 2011).

“Native American Congressional Medal of Honor Winners,” Fort Benning (November 2011).

“Lee County, Alabama, and the Second Creek War.” Quarterly Meeting of the Lee County Historical Society (January 2012).

“Auburn, Alabama and the Second Creek War.” First Methodist Church, Auburn (May 2012).

Religious Education Instructor, Auburn Unitarian Universalist Fellowship, Auburn, Alabama (2012).

“Native Heritage of Harris County, Georgia,” Harris County Library (May 2013).

Dr. Steven Gill

University

Involved in Medieval and Renaissance Certificate

Involved in the International Learning Community

Chair and Discussant for CSU’s 3rd Annual Gregory P. Domin Graduate Research Conference, 2013 - Panel P4-A: “The Way We Were: Re-evaluating Historical Perspectives” (October 24, 2013)

Department

Member of Curriculum Committee - Department of History and Geography, 2013-14.

Community

Member, Historic Columbus, 2013 to Present.

Dr. Daniel Gullo

Professional

Georgia Medieval Group, Conference Organizer, Columbus State University, Fall 2014.

Columbus State University Medieval and Renaissance Studies Program. Respondent. International Congress of Medieval Studies, May 2014.

Columbus State University Medieval and Renaissance Studies Program. Panel Organizer. Southeastern Medieval Association Conference, Fall 2012.

Columbus State University Graduate Studies Conference. Faculty Respondent. Fall, 2012.

Iberomedieval Association of North America. Panel Organizer, “The Trastámaras and the Cultivation of Iberian Humanism.” International Congress of Medieval Studies, May 2011.

University

Co-Director of the Medieval and Renaissance Studies Program, 2013-Present

Graduate Council, 2012-2013

Graduate Dissertation and Thesis Standards Committee Chair, 2012-2013

Graduate Handbook Policy Committee Chair, 2012-2013

Graduate Council Faculty Awards Committee, 2012-2013

University Writing Center Committee, 2011-2013

Academic Standards Committee, 2011

Graduation and Special Events Committee, 2010-2011

QEP Writing Standards Committee, 2009-2012

International Learning Community Committee, 2009-2012

College Curriculum Committee, 2010-2012

Search Committee, Department of English, 2011

Search Committee, Department of Modern and Classical Languages, 2010

Certificate of Medieval and Renaissance Studies Committee, 2010-2012

Gender Studies Minor Committee, 2011-2012

Guest Lecturer for Dean Callie McGinnis' LIBR 1105, "The Medieval Book", 2009

Departmental

Graduate Coordinator, 2011-2013

Assistant Chair, 2011-2012

Planning and Standards Committee, 2009-2011 and 2013-Present

Events and Awards Committee Chair, 2012-2013

Curriculum Committee Chair, 2011-2012

Search Committee, Department of History and Geography, 2010-2012

New Faculty Mentor, 2011-2013

M.A. in History Working Committee, 2009-2011

Visitation Day Coordinator, 2009-2011

B.A. History - Secondary Education Portfolio Mentor, 2009-2012

Honor's Mentor, 2011-2013

SRACE Grant Mentor, 2011-2012

Digital Media Supervisor, 2011-2013

Tenure and Promotion Guidelines Working Committee, 2010-2011

Teaching World History Workshop Committee, 2010-2011

Dr. Brad Huff

Professional

Butler, Georgia Intermediate GIS Class Project to assist River Valley Regional Commission in the construction of a redevelopment plan for the city including public meetings (Feb 25 and 6/20, 2013) and field work (March 23, 2013)

Journal review for the *Journal of Political Geography* (2013)

University

Jeremy Crampton visit (March 11 - March 13, 2013) - Public lecture in support of the opening of the Kyle Spenser Map Exhibition

Ken Jennings visit (April 23, 2013) - Public lecture in support of the opening of the Kyle Spenser Map Exhibition

Coordinated several meetings and drafted a GIS Infrastructure Improvements Project Proposal for UTTS (2012 and 2013)

College Grants Committee (Fall 2013)

Department

History and Geography Club Geocache Challenge (March 30, 2013)

Community

Daniel Block visit including meeting on Food Advocacy with a number of community emergency food providers (2/17 - 2/18, 2013)

City monthly GIS meetings (2nd Friday of each month from 8 am – noon, January through May 2013)

Meeting with Cathy Williams of NeibghborWorks regarding Community Impact Measurement, a proposed study of the impact of whitewater rafting on land values along the Chattahoochee River (2/4/2013)

Meeting with MidTown Inc. to discuss spatial products to characterize the neighborhood and an estimate of building footprints in each neighborhood in their service area (4/15/2013)

Edited maps for Food Advocacy report (2013)

Met with River Valley Geospatial Community (6/26/2013)

Community GIS Day (2012)

Placed student interns in CSU Plant Operations, Consolidated Government Department of Public Services, and Columbus Water Works

Dr. Neal McCrillis

Professional

Chair of the University System of Georgia System Council for International Education, 2011 to present

Member of the University System of Georgia Director of International Education Search Committee, 2013-2014

Chair of the University System of Georgia System Council for International Education Ad Hoc Strategic Planning Committee, 2012

Vice-Chair of the University System of Georgia System Council for International Education, 2010 to 2011

Member of the USG System Council for International Education, 1998 to present

Member of the USG Study Abroad Committee, 2002 to present

Chair of the USG European Council, 2006 to 2009

Member of the USG Executive Committee of the European Council, 2006 to 2010

Chair of the USG Executive Committee of the European Council, 2006 to 2009

University

Strategic Planning Commission, 2012 to 2013

First Year Learning Community Book Selection Committee, 2012

Interdisciplinary Programs Council, 2011 to present

CSU Tower Day Faculty Judge, 2011 and 2013

CSU University Grants/Faculty Development Committee, 1998 to 1999 and 2001 to present

Provost's Task Force on International Student Recruitment, 2010

General Education Task Force, 2010 to 2012

Mastering CSU Program Contributor, 2010

Honors Advisory Committee, 2009 to present

CSU Homeland Security Committee, 2003 to present

CSU Servant Leadership Advisory Committee, 1998 to present

CSU Academic Advisory Council, 2002 to 2007

College of Letters and Sciences Post-Tenure Committee, 2012 to 2013

Member of the Pre-Tenure Committee for Patrick Jackson, 2011

Member of the Pre-Tenure Committee for Carmen Skaggs, 2009

Pre-Tenure Mentor for Andrew Zohn, 2007-2008

Chair of the Administrator Coordinator Search Committees, 2006 and 2008

Co-Chair of the Campus Internationalization Strategic Planning Initiative, 2011 to 2012

Member (ex-officio) of the International Education Committee, 2008 to present

Chair of the International Education Committee, 1998 to 2008

Chair of the Campus Internationalization Subcommittee, 2008 to 2009

Chair of the Global Competency Subcommittee, 2007 to 2008

Department

History and Geography Search Committee, 2013

Member of the Pre-Tenure Committee, Tyler Fleming, 2012

Member of the Pre-Tenure Committee, Daniel Gullo, 2012

History and Geography Tenure and Promotion Committee, 2011 to 2012

Chair of the Hallock Military History Search Committee, 2011

Member of the History and Geography Personnel Committee, 2009 to 2010

History and Geography Planning Committee, 2006 to 2010

Community

Member of the Rotary Club of Columbus Awards Committee, 2010 to present

Board of Directors Member, Rotary Club of Columbus (Downtown Club), 2010 to 2012

Chair of the Columbus Rotary Clubs Joint Hosting of a Group Study Exchange Program, 2012

Chair of the Rotary Club of Columbus International Service Committee, 2011 to 2012

Chair of the Rotary Club of Columbus Vocational Service Committee, 2010 to 2011

Chair of the Rotary Club of Columbus Career Day Committee, 2008 to 2011

Member of the Rotary Club of Columbus, 2000 to present

Chair of Rotary Club of Columbus Scholarship Committee, 2003 to 2008

Member, Rotary Club of Columbus Georgia Rotary Student Program Selection Committee, 2006 to 2009

Treasurer, Commission for International Relations and Cultural Liaison Encounters (CIRCLE), Columbus Consolidated Government, 2007 to present

Member of the Commission for International Relations and Cultural Liaison Encounters

(CIRCLE), Columbus Consolidated Government, 1999 to present

Volunteer, Historic District Preservation Society Footrace, 2004-present

Judge, National History Day, Georgia State Competition, 2012

Judge, National History Day, Georgia Regional Competition, 2011

Volunteer, Historic Columbus Tour of Homes, December 2009

Dr. Amanda Rees

Professional

Assistant Chair, SAGE, (Stand Alone Geographers) Affinity Group, Association of American Geographers (2013 - 2014).

Co-chair, SAGE (Stand Alone Geographers) Affinity Group, Association of American Geographers (2012 -2013).

Co-chair, SAGE (Stand Alone Geographers) Affinity Group, Southeastern Division, Association of American Geographers (November 201 - Present).

Member, SAGE Affinity Group - Association of American Geographers. (November 2006 - Present).

Member, Urban Geography Affinity Group – Association of American Geographers (Nov 2006-Present)

Member, Cultural Geography Affinity Group – Association of American Geographers (November 2006-Present)

Member, Crossroads Committee - American Studies Association. (January 2005 - Present).

Reviewer, Journal Article, Professional Geographer. (2004 - Present).

Reviewer, Journal Article, American Studies, Lawrence, Kansas. (2003 - Present).

Reviewer, Book, American Studies, Lawrence, Kansas. (1999 - Present).

Non-Governmental Organization (NGO), Colorado Preservation, Inc., Colorado. (April 2011 - Present).

Non-Governmental Organization (NGO), MidTown Inc., Columbus, GA. (March 2009 - Present).

University

Committee Member, Dean's Search Committee (August 2013-2014)

Committee Member, Personnel Committee (tenure, post tenure review) (August 2010 - Present).

Committee Member, Hunter Lecture Series Committee. (August -June 2011).

Task Force Member, Task Force for Internationalizing the Curriculum. (2011 - 2012).

Committee Member, International Education & Exchange Committee. (August 2008 - Present).

Chairperson, International Learning Community. (August 2008 - Present).

Chairperson, Faculty Development Fund Committee. (June 2008 – June 2009).

Task Force Member, Task Force for Internationalizing the Curriculum. (2008 - 2009).

Committee Member, Faculty Development Committee. (June 2007 - 2009).

Committee Member, Task Force Undergraduate Curriculum. (August 2009 - June 2010).

University Senate Service, Faculty Senate Executive Committee. (June 2008 - May 2009).

University Senate Service, Faculty Senate. (June 2006 - May 2009).

Committee Member, Community Funding Meeting (Dr. Mescon). (September 27, 2008 - October 17, 2008).

Department

Committee Member, Events Committee (August 2013-Present).

Committee Chair, Search Committee. (September 2011 - April 2012).

Committee Member, Personnel Committee. (August 2010-Present).

Committee Member, Planning Committee. (August 2011-Present).

Committee Member, Curriculum Development Committee. (August 2008 - 2011).

Committee Member, Friends of History. (June 2008 - 2011).

Committee Member, Best Practices and Assessment. (June 2007 - 2011).

Committee Chair, Search Committee. (September 2009 - April 2010).

Committee Chair, Assessment. (June 2007 - May 2008)

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Community

2009-Present Coordinator, Columbus Community Geography Center at Columbus State University. The CCGC works with community organizations to apply geographical thinking to research, map, and provide fresh and insightful perspectives on issues in the Columbus region. I have overseen the following projects with the following community partners:

- **2013 Community Partner:** *Talbot County Chamber of Commerce* Project: Talbotton Report: Historical Driving Tour Narrative and Route Map. Authors: Ron Fuller, Jessica Juhan, Wesley Mellina, and Dr. Amanda Rees.
- **2013 Community Partner:** *Feeding the Valley* (Columbus GA Food Bank) Project: Report: Measuring Food Pantries and Food Accessibility in Columbus, GA Authors: Dr. Rees, Dustin Laska and Angel Jorcin
- **2012 Community Partner:** *Historic Columbus* Project: Community House Genealogy Workshop: Waverly Terrace Historic District. Authors: Dr Rees and her cultural geography class
- **2012 Community Partner:** *Girls Inc.* Project: Liberty-East Commons Timeline (Major Historical Locations and Leaders in the Liberty-Booker T Washington District). Authors: Catherine Lovin, Meredith Duke, Joyce Wade, Rafael Torres, and Robert Williams in Dr. Rees' Maymester class
- **2012 Community Partner:** *Historic Columbus* Project: Initial Report on East Highlands Historic District and District Map: Using House Construction Data to Map Neighborhoods in the East Highlands, Columbus, GA. Author: T. J. Rice.

- **2012 Community Partner:** *Mayor's Neighborhood Stabilization and Improvement Commission* Project: National Trends in Community Garden Management and a Survey Community Gardens in Columbus GA. Author: Joyce Wade (graduate student) and Dr. Amanda Rees
- **2011 Community Partner:** *Historic Columbus* Project: Converting Vacant Lots to Assets: Considering the Possibilities for Community Gardening: Mapping Leaned Properties in East Highlands, Columbus. Author: T. J. Rice.
- **2011 Community Partner:** *Midtown Inc.* Project: Creating a Sense of Place: Midtown Neighborhoods Micro-histories of Neighborhood Schools. <http://www.midtowncolumbusga.org/midtown-living/neighborhoods-historic-districts/> Authors: Phillip Causey and Amanda Ferguson (undergraduates)
- **2010 Community Partner:** *Midtown Inc.* Project: *Wynnton: On the Line* – Exhibit analyzing of the role of economics and race in the creation of Midtown Columbus, GA. Student exhibit presented at the Midtown Inc. Midtown celebration.
- **2009 Community Partners:** Bibb City Residents. Project: *Bibb City: Collected Lives from a Mill Town* - Creation of a community play and history exhibit, "in-character" walking tour scripts, printable self-guided community tour, and downloadable audio tour. Website includes: an oral history play, text and images from the history exhibit, "in character" walking tour scripts, a printable self-guided community tour and a downloadable audio tour. http://archives.columbusstate.edu/digital_collections/bibb_city.php Authors: Drs Amanda Rees, Becky Becker and students.

Appointed to the Mayor's Neighborhood Stabilization and Improvement Commission, Columbus Consolidated Government. (March 2011-Present).

Columbus Mayor's Subcommittee on Vacant Lots and Incentives. Columbus Consolidated Government. (March 2011-Present).

Technical Advisory Committee, Columbus Georgia River Warden (May 2011-Present).

Local School Council Member, Richards IB Middle School - elected position (August 2010-present)

Assistant in support of the public history program., Department of History and Geography. (September 30, 2008).

Assistant Director, Public History Program "Red Clay, White Water and Blues", Columbus, Georgia. (August 2006 – June 2008).

Dr. Ilaria Scaglia

University

Member, Screening Committee for Interdisciplinary Initiative Grants, January 2013.

Department

Chair of the Events Committee; History and Geography Club Adviser, Fall 2013 to Present.

Member of the Events Committee; History and Geography Club Adviser, Fall 2012 to Present.

Member of Search Committee for Lecturer in American History, Spring 2012.

Member of Curriculum Committee, 2011-12.

Community

Member, Historic Columbus, 2013 to Present.

Dr. Gary Sprayberry

Professional

Chair of panel, "Culture, Law, and Morality in the Late 20th Century." *Annual Meeting of the Georgia Association of Historians*, Savannah, Georgia, February 2011.

Journal article referee, *Georgia Historical Quarterly*, 2008.

University

Chair, General Education Committee, Columbus State University, 2012 to Present.

Regents Academic Advisory Committee for History, 2011 to Present.

Faculty Senate, Columbus State University, 2008 to 2011.

Social Studies Education Program Committee, Columbus State University, 2010.

Chair, Faculty Senate Elections Committee, Columbus State University, 2009 to 2011.

Personnel Committee, College of Letters & Science, Columbus State University, 2009 to 2011.

Faculty Service Award Selection Committee, Columbus State University, 2009.

Awards Committee, College of Arts & Letters, Columbus State University, 2008-2009.

Quality Enhancement Program Advisory Committee, Columbus State University, 2007 to 2009.

Faculty Advisor, Columbus State University Chapter of the National Association for the Advancement of Colored People, 2007-2008.

Department

Chair, Department of History & Geography, 2011 to Present.

Assistant Chair, Department of History & Geography, 2010 to 2011.

Chair, Planning Committee, 2011 to Present.

Member of Planning Committee, 2007 to Present.

Chair, Personnel Committee, 2009 to 2011.

Chair, Events & Awards Committee, 2007 to 2009.

Faculty Advisor, Columbus State University History Club, 2006 to 2010.

Community

Board of Directors, Port Columbus Civil War Naval Museum, Columbus, Georgia, March 2012 to Present.

Civil War Sesquicentennial Planning Committee, Columbus, Georgia, 2009 to 2011.

Editor, *Muscogiana: Journal of the Muscogee Genealogical Society*, 2008 to 2011.

Host Family for Visiting Students from Kiryu, Japan, March 2010.

History Committee, Columbus Museum, 2009 to 2010.

Researcher & Writer, *Let the Records Show: Discovering the Valley's Black Community in Slavery & Freedom* exhibit, Columbus Museum, January – July, 2010.

Assisted Dr. Virginia Causey in the *Red Clay, White Water and Blues* Programs on Local History, 2006 to 2008.

Dr. Doug Tompson

University

Introduction and discussion of CSU History & Geography Club's screening of the film *Buena Vista Social Club*, September 27, 2012

Introduction and discussion of CSU's International Learning Community screening of the film *Traffic*, October 18, 2010

Member, COLS Curriculum Committee, 2012-present

Member, COLS Personnel Committee, 2011-present

Member, COLS Screening Committee, University Grants Program, 2011-2012

Member, CSU Retention, Progression, and Graduation (RPG) Committee, 2009-2013

Member, Pre-Tenure Review Committee for Masako Okura, 2009

Member, COAL/COLS Curriculum Committee, 2008-2010

Member, University Personnel Committee, 2008-2009

Member, COAL Post-Tenure Review Committee, 2007-2008

Coordinator, Latin American Studies Certificate Program, 2004-present

Introduction and discussion of CSU's International Learning Community's screening of the film *The Official Story*, April 13, 2009

Lecture ("Comparisons with the Vietnam War"), presented for CSU Students for Social Democracy's Teach-In on War and Occupation in Iraq, March 18, 2008

Member, Latin American Studies Subcommittee of International Education Committee, 2001-present

Department

Chair, Pre-Tenure Review Committee for John Ellisor, 2013

Chair, Faculty Search Committee, Asian History position, Spring 2013

Chair, Faculty Search Committee, World History position, Spring 2011

Member, Faculty Search Committee, American History position, Spring 2010

Member, Faculty Search Committee, Geography position, Spring 2010

“Brown Bag” talk on African slavery in Honduras, presented to CSU Department of History & Geography, November 16, 2010

Co-Chair, Faculty Search Committee, European History position, Spring 2009

Chair, Pre-Tenure Review Committee for Gary Sprayberry, 2008

Community

Judge, Jordan Vocational High School Social Studies Fair, December 14, 2012

Videotaped interview for CHS student Tosal Patel’s National History Day project on the Green Revolution in India, March 18, 2012

Lecture (“Hemispheric Hegemony: U.S. Power and the School of the Americas”), presented at the Columbus Public Library on behalf of CSU’s Friends of History, November 19, 2009

Appendix 3 – Publications & Presentations, 2008 - 2013

History & Geography Department

Dr. Dan Crosswell

Publications

- 2012 “Frederick the Great,” “Gustavus Adolphus,” “U.S. Grant,” “William Sherman,” “Thomas ‘Stonewall’ Jackson,” and “Joe E. Johnston, *The Encyclopedia of War* (Oxford: Blackwell, 2012).
- 2010 *Beetle: The Life of Walter Bedell Smith* (Lexington, KY: University Press of Kentucky, 2010, paperback, 2011).
- 2009 “The Madness of General George [Patton]” in *The Imponderables of War*, Malcolm Murfett, ed. (Praeger, 2009).

Presentations

- 2013 “Eisenhower as Leader.” Maneuver Center of Excellence Research Library and the Directorate of Training, FT Benning, GA, 16 January, 2013.
- 2012 “Vietnam: An Overview.” Introductory lecture, Vietnam War Remembrance Project, Schwob Library, Columbus State University, 13 September, 2012.
- 2012 “Eisenhower: Soldier – Statesman – Artist.” A public lecture opening an exhibition of original paintings and lithographs produced by Eisenhower, W.C. Bradley Co. Museum, Columbus, GA, 6 April, 2012.
- 2011 “An Exceptional Document.” A public lecture to commemorate Constitution Day, Columbus State University, September, 2011.

Dr. John Ellisor

Publications

- 2013 J. Anthony Paredes and Judith Knight, eds., *Red Eagle’s Children: Weatherford vs. Weatherford et al.* (Tuscaloosa: University of Alabama Press, 2012). Book review submitted in September, 2013 for publication in *The Alabama Review*, published by the Alabama Historical Association).
- 2013 Brett Rushforth, *Bonds of Alliance: Indigenous and Atlantic Slavery in New France* (Chapel Hill: University of North Carolina Press, 2012). Book review submitted in September, 2013, for publication in *Labor*, a labor history journal published by Duke University Press.
- 2011 “Seeking the Mainstream: The Historiography of Indian Removal,” in Brian D. McKnight and James S. Humphreys, eds. *The Age of Jackson: Interpreting American History* (Kent State University Press, November 2011).
- 2010 *The Second Creek War: Interethnic Conflict and Collusion on a Collapsing Frontier* (University of Nebraska Press, November 2010).

- 2010 Robbie Ethridge, *From Chickasaw to Chickasaw: The European Invasion and the Transformation of the Mississippian World, 1540-1715* (University of North Carolina Press). Book review published in the *Journal of American History* (Spring 2010). *America's Hundred Years' War: U.S. Expansion to the Gulf Coast and the Fate of the Seminoles, 1763-1858* (University Presses of Florida). Review published in the *Journal of Southern History* (Summer 2010).
- 2010 "Creek War Letters," *Muscogiana* 21 (Spring 2010).

Presentations

- 2013 "Native Heritage of Harris County, Georgia," Harris County Library, May 2013.
- 2013 "A Total Dissolution of Order': States' Rights, Federal Timidity, and Creek Indian Resistance in the Chattahoochee Valley, 1832 – 1836," Georgia Association of Historians Annual Conference, St. Simon's Island, February 2013.
- 2012 "Auburn, Alabama and the Second Creek War," First Methodist Church, Auburn, May 2012.
- 2012 "Lee County, Alabama, and the Second Creek War," Quarterly Meeting of the Lee County Historical Society, January 2012.
- 2012 "Our First Illegal Aliens: Georgians in New Alabama, 1832-1836," Becoming Alabama Conference, Auburn, University, January 2012.
- 2011 "Native American Congressional Medal of Honor Winners," Fort Benning, November 2011.
- 2011 "Creek Removal and the State of Georgia," Meeting of the Columbus Chapter, Sons of the American Revolution, November 2011.
- 2011 "Indian Citizenship/Citizen Indians: Race, Identity, and Tribal Sovereignty Among Post-Removal Choctaws and Cherokees." This panel of three papers, chaired by John T. Ellis, was presented at the Annual Meeting of the Southern Historical Association in Baltimore, Maryland, November 2011.
- 2011 "The Chattahoochee Valley and the Second Creek War," Annual Meeting of the Chattahoochee Historic Commission, Valley, Alabama, October 2011.
- 2011 "Creek Removal: The Hidden Sites," Trail of Tears Association Annual Meeting, Cherokee, North Carolina, October 2011.
- 2011 "The Creek Land Frauds," Alabama History Forum, Landmarks Park, Dothan, Alabama, May 2011.
- 2011 "Some Incendiary White Man: Respectables and Roughts in the Creek-Seminole Wars." Georgia Association of Historians Annual Conference, February 2011.
- 2011 Public Introduction of *The Second Creek War: Interethnic Conflict and Collusion on a Collapsing Frontier*, Columbus Public Library, January 2011.
- 2010 "The Legacy of the Constitution," Columbus Chapter, Daughters of the American Revolution, October 2010.
- 2010 "The Constitution," Columbus State University Library Faculty Forum Presentation, September 2010.
- 2010 "Columbus and the Second Creek War," Muscogee Genealogical Society, October 2010.
- 2010 "'Another Georgia Trick': Georgia-Alabama Conflict in the Creek War of 1836," Georgia Association of Historians Annual Conference, February 2010.

- 2009 “‘Temper of the Mule’: Resistant Creek Women, 1833 – 1843,” American Society of Ethnohistory Annual Conference, October 2009.

Dr. Tyler Fleming

Publications

- 2011 *Music, Performance and African Identities* [co-edited with Toyin Falola] (New York: Routledge, November 2011).
- 2011 “‘Now the African Reigns Supreme’: The Rise of African Boxing on the Witwatersrand, 1924-1959,” *International Journal of the History of Sport*, 28: 1 (January 2011), 47-62.
- 2011 “Stars of Song and Cinema: Film’s Impact on the Music Scene of 1950s Black Johannesburg,” in Falola and Fleming, eds., *Music, Performance and African Identities* (New York: Routledge, 2011).
- 2011 “Introduction,” [co-authored with Toyin Falola] in Falola and Fleming, eds., *Music, Performance and African Identities* (New York: Routledge, 2011).
- 2011 “‘Now the African Reigns Supreme’: The Rise of African Boxing on the Witwatersrand, 1924-1959,” in Scarlett Cornelissen and Albert Grundlingh, eds., *(Trans)forming the Nation: Sport Past and Present in South Africa* (New York: Routledge, 2011).
- 2011 “Becoming ‘Africa’s Leading Magazine’: *Drum* and its place within sub-Saharan Africa,” *Drum 60th* (a commemorative edition of *Drum Magazine* celebrating its 60th anniversary), November 7, 2011.
- 2010 “African Civilizations: From the Pre-Colonial to the Modern Day,” [co-authored with Toyin Falola] in Robert Holton and William R. Nasson (eds.), *World Civilizations and History of Human Development, Volume 1* (United Nations Educational, Scientific and Cultural Organization and EOLSS Publishers, 2010).

Dr. Steven Gill

Publications

- 2013 Dissertation: "Theory, Practice, and Dialogue: Shaping the Early Modern English Politician" (State University of New York at Buffalo)

Presentations

- 2013 “‘Don’t Shoot the Messenger’: Participation and Assimilation in the Early Modern English State,” *Student & Faculty Brownbag Roundtable*, Columbus State University, November 22, 2013.

Dr. Daniel Gullo

Publications

- 2009 Dissertation: “Eremitic Reform at Fifteenth-Century Montserrat, 1472-1497” (University of Chicago)
- 2014 “Reflections on the Transmission of Bonaventure’s Commentary on the Sentences: A Fourteenth-Century Fragment in the Biblioteca de la Universitat de Barcelona” Forthcoming *Franciscan Studies* (2014)

Presentations

- 2013 "Of Rebels and Reformers: The Failed 1472 Royal Reform of Santa Maria de Montserrat." A paper presented at the Georgia Medieval Group, October 2013.
- 2013 "Aristotle and Observantine Reform at Fifteenth-Century Montserrat." A paper presented at the International Congress for Medieval Studies, Kalamazoo, MI, May 2013.
- 2012 "Translating Women's Devotional Literature for Men in Late Medieval Spain." A paper presented for the session (Mis)Fortunate Translations: Texts and Translators in Medieval and Renaissance Texts at the Southeastern Medieval Association Conference, October 2012.
- 2012 "The Making of an Eremitic Miscellany in Northeastern Spain: BPR MS II/795." A paper presented for the Ibero-Medieval Association of North America at the International Congress for Medieval Studies, Kalamazoo, MI, May 2012
- 2012 "Translating the Rule of St. Benedict for Female Religious Communities in Late Medieval Catalonia." A paper presented for the session Reaching New Audiences: The Translated Text as Cross Cultural, Trans-Historical Link at the South Central Renaissance Conference, March 2012.
- 2011 "Mental Prayer, Reform, and Anti-Clericalism in the Anonymous De oracione mental (Biblioteca del Palacio Real MS II/795)." A paper presented for the University of Chicago Medieval Workshop, International Congress for Medieval Studies, Kalamazoo, MI, May 2011.
- 2011 "Mnemonic Techniques, Printing and Devotional Reform in the Works of García Jiménez de Cisneros." Sewanee Mediaeval Colloquium, The University of the South, TN, April 2011.
- 2011 "The Fragmentary World of the Post-Medieval Book: A Bonaventure Fragment from the Library of Joan Jeroni Besora." Faculty Research Forum, Columbus State University, January 2011.
- 2010 "Devotion, Woodcuts, and the Reform of the Confraternity of Montserrat." A paper presented for the Ibero-Medieval Association of North America, International Congress for Medieval Studies, Kalamazoo, MI, May 2010.
- 2008 "Indulgences, Images, and the Reform of the Confraternity of Montserrat." The University of Chicago Western Mediterranean Culture Workshop. Chicago, IL, January 2008.
- 2008 "The Problem of Benedictine Observance at Montserrat." The University of Chicago Renaissance Workshop. Chicago, IL, January 2008.

Dr. Tim Hawthorne

Publications

- 2011 "Communities, Cartography and GIS: Enhancing Undergraduate Geographic Education with Service Learning" *International Journal of Applied Geospatial Research* 2(2): 1- 16.

Presentations

- 2011 "Critical Reflections on Urban Community Geography: The Synergies of Research, Pedagogy and Community Engagement" in the Department of Geosciences at Georgia State University, Atlanta, GA, April 2011.
- 2011 "Building and Sustaining Community-University Partnerships in Marginalized Urban Areas" at the Association of American Geographers Annual Meeting, Seattle, WA, April 2011.

- 2011 “Youth Perceptions of Neighborhood Change and Community Gardening in Columbus, Ohio” at the Association of American Geographers 107th Annual Meeting, Seattle, WA, April 2011.

Dr. Brad Huff

Publications

- 2013 Huff, B., and J. A. Stallins. 2013. “Beyond binaries: Conservative Catholic visions and real estate in Ave Maria, FL.” *Culture and Religion: An Interdisciplinary Journal*, 14 (1), 94-110.
- 2012 Dissertation: “Using Spatial Syntax and Mixed Methods to Characterize Mental Models of the Built Environment” (Florida State University)

Presentations

- 2013 *Communities of Practice – Productive Sites for Cultural Landscape Research*, Association of American Geographers Annual Meeting, Los Angeles, California.
- 2011 *A Mixed Methods Exploration of the Role of Monuments in the Demarcation of Sacred Landscapes and the Reproduction of Sacred Space*, Association of American Geographers Annual Meeting, Seattle, Washington.
- Practical Approaches to Reading Landscapes*, FSU Geography Department Colloquium Series.
- 2010 *Spatial Signatures of Sacred Settlements*. Association of American Geographers Annual Meeting, Washington, D.C.
- Lily Dale – Embodied Spiritualist Worldviews*, FSU Geography Department Colloquium Series
- A Superorganicist and a Geomentalist Do Lunch*. Florida Society of Geographers Annual Meeting, Tampa, Florida
- 2009 *Land Use Restrictiveness and Religious Affiliation*. Florida Society of Geographers Annual Meeting, St. Augustine, Florida

Dr. Patrick Luck

Publications

- 2012 Dissertation: "Creating a Deep South: Making the Sugar and Cotton Revolutions in the Lower Mississippi Valley, 1790-1825" (Johns Hopkins University)

Presentations

- 2013 “The Failed Emancipationist: John McDonogh’s Mission to End Slavery while Christianizing Africa,” Southern Historical Association Annual Meeting, November 2013
- 2013 “The Reputation of the Staple: Establishing the Lower Mississippi Valley’s Cotton and Sugar Crops in Atlantic Mercantile Networks, 1795 – 1820,” American Historical Association Annual Meeting, January 2013
- 2013 “The Blacks have been taught an important lesson:’ Conspiracy, Insurrection, and the Consolidation of Slavery in the Lower Mississippi Valley, 1790 – 1811,” The Columbus State University Department of History and Geography, January 2013

Dr. Neal McCrillis

Publications

- 2013 Review of *Sinners? Scroungers? Saints?: Unmarried Motherhood in Twentieth-Century England* by Pat Thane and Tanya Evans, *The Historian* (Forthcoming)
- 2011 Reader report, *The Routledge History of British Elections*, by Chris Cook and John Stevenson, Book Proposal, 2011.
- 2010 Reader report, *Prime Minister: A Century of Office and Power*, by Robert Pearce and Graham Goodlad, Book Proposal, 2010.
- 2009 Reader report, *Organized Patriotism and the Crucible of War: Patriotic Leagues and the Evolution of Popular Patriotism and Imperialism in Great Britain, 1914-1932*, by Matthew Hendley, Book Typescript Submitted to McGill-Queen's University Press, 2009
- 2008 "The Ongoing Allure of Britain's Wartime Leader," Review of *Winston Churchill: A Life* by John Keegan, H-Net (February 2008).
- 2007 Reader report, *History Goes to the Movies Reader*, by Marnie Hughes-Warrington, Proposed Book Publication for Routledge, 2007

Presentations

- 2013 "Filibusters and Cowboys into 'Bluejackets' and 'Sammies': UK Attitudes toward Americans at the Start of the Great War," Southern Conference of British Studies, St. Louis, 1 November 2013
- 2013 "Total War, World War: 1915-1917" Muscogee County Academic Decathlon, Hardaway High School, 16 October 2013.
- 2010 "International Education in the Aftermath of the Cold War ["Twenty Years After the Wall: International Relations in a post-Cold War Era" Series]," Columbus State University, Columbus, Georgia, 2 March 2010
- 2008 "The Importance of International Education for Columbus State University and the Columbus Community," Keynote Speech for Mayor's Commission on Unity and Diversity, International Reception, CSU Cunningham Center, 31 January 2008

Dr. Amanda Rees

Publications

- 2013 Rees, A. (2013) "Dude Ranch Tourism, Hollywood, and the Production of Regional Identity in the American West 1922-1950." *Aether: The Journal of Media Geography*. February XI, 170-203.
http://130.166.124.2/~aether/volume_11.html
- 2012 Rees, A. (2012). "Nineteenth-century planned industrial communities and the role of aesthetics in spatial practices: the visual ideologies of Pullman and Port Sunlight." *Journal of Cultural Geography*. 29(2), 185-214.
- 2013 Rees, A., Laska, D., Jorcin, A. (2013) *Measuring Food Pantries and Food Accessibility in Columbus, GA*. Columbus, GA: Columbus Community Geography Center.

- 2013 Fuller, R., Juhan, J., Mellina, W., & Rees, A. (2013) *Historical Driving Tour Narrative and Route Map*. Columbus, GA: Columbus Community Geography Center.
- 2012 Wade, J. & Rees, A. (2012) *National Trends in Community Garden Management and a Survey Community Gardens in Columbus G.A.* Columbus, GA: Columbus Community Geography Center.
- 2011 Rees, A. & Thomas, R. (2011) "Interpretive Strategies for a Mill Village Cultural Landscape." *Abstracts 2011: Highlights of Student Research and Creative Endeavors*. Columbus State University.
- 2010 Rees, A. (2010) review of *The Rhizomatic West: Representing the American West in a Transnational, Global, Media Age* by Neil Campbell. *American Studies* (Vol. 51, No. 1/2 pp). www2.ku.edu/~amerstud/
- 2010 Rees, A. (2010) review of *Architecture and Suburbia: From English Villa to American Dream House, 1690-2000*. By John Archer. *American Studies*. (vol (vol. 50:1/2 pp. 149-150)). www2.ku.edu/~amerstud/
- 2009 Rees, A., Becker, B. K. (2009). "Bibb City, Collected Lives from a Mill Village: Interpreting a Community for the Community." *Muscogiana*, 20 (2). (non-refereed)
- 2009 Rees, A. (2009). *Inside World Regional Geography and World AIDS Day Group Posters: Developing Writing Competency and Peer Evaluation Skills* (pp. 4-5). *Qualitative Research in Geography Specialty Group Newsletter*. geospace.co.uk/files/QRSG_Newsletter_full.pdf
- 2008 Rees, A. (2008) Identifying Twentieth Century Dude Ranches in the Teton Valley Region. In Henry Harlow and Maryanne Harlow (Ed.), *University Wyoming - National Park Service Research Center Annual Report*. Laramie, Wyoming.

Presentations

- 2013 Rees, A. and B. Becker. Shaping MySpace: Creating Urban Green Spaces via Youth, Public Planning and Theatre. Association of American Geographers, Los Angeles (April 9).
- 2013 Hawthorne, T. (Presenter and Author) & Rees, A. (Author). Children as Active Knowledge Producers in Community Geography and Geographic Information Systems Research: A Case Study of Safe Routes to Schools and Physical Activity. Association of American Geographers, Los Angeles (April 11, 2013).
- 2012 Rees, A. (Chair) "The Vanishing City" (2012): New York Gentrification, Globalization, and Documentary Film. Association of American Geographers, New York, (February 25)
- 2012 Rees, A. (Presenter and Author). "Delhi Belly' and the Geography of Indian Film Censorship: Negotiating Diaspora Audiences and National Identity in Bollywood." Association of American Geographers, New York, (February 28)
- 2011 Rees, A. (Presenter and Author) "Delhi Belly and the Geography of Censorship in Indian Cinema." South Eastern Division Association of American Geographers, Savannah, GA. (November 21)
- 2011 Rees, A. (Presenter & Author), New Urbanism, the Urban Village Movement and Religious Space: Case Studies of Ave Maria and Shoal Creek (U.S.) and Poundbury and Newquay (U.K.) Association of American Geographers, Seattle, WA (April 16).
- 2011 Rees, A. (Presenter & Author), "The role of geography and science in the international learning community." Georgia Consortium of International Studies. (February 2-4)
- 2010 Rees, A. (Author Only), Thomas, R. Z. (Presenter & Author), Sixty-Fifth Annual Meeting, "Bibb City, Georgia: Interpretive Strategies for a Mill Village Cultural Landscape," Southeastern Division Association of American Geographers, Birmingham, AL. (November 23).

- 2010 Rees, A. (Presenter & Author), National Meeting, "Bibb City, Collected Lives from a Mill Town: Interpreting a Community and a Cultural Landscape," Association of American Geographers, Washington D.C. (April 17).
- 2009 Rees, A., (Presenter and Author), West Central Georgia Regional STEM Institute Conference, "Designing a Module-Oriented Web-Based Course," West Central Georgia Regional STEM Institute, Columbus State University. (December 4).
- 2008 Rees, A. (Presenter & Author), Faculty Center for the Enhancement of Teaching and Learning, "On-line Group Writing in World Regional Geography: Writing Competency and Revision in the Core," Schwob Library. (October).
- 2008 Rees, A. (Presenter & Author), Faculty Research Seminar, "Urban Geography and Religion: Prince Charles, Poundbury, and the Role of Religion," CSU Library, CSU Schwob Library. (October).

Dr. Ilaria Scaglia

Publications

- 2012 Dissertation: "The Diplomacy of Display: Art and International Cooperation in the 1920s and 1930s" (State University of New York at Buffalo)

Presentations

- 2013: "Balm in Years of Strain:" Displaying Internationalism through Chinese Art," Mid-Atlantic Region Association for Asian Studies (MAR/AAS) Conference, University of Delaware. Panel Chair: Transformative Moments in East Asia: Literature, Art, and Architecture, November 2013.
- 2013 "Cultural Diplomacy's Past and Present: Historiographical Debates and Longstanding Questions," The Symposium on Cultural Diplomacy in the USA (New York City & Washington D.C, June 24th - 28th, 2013).
- 2013 "The Interwar Roots of Cultural Diplomacy," Week-long Seminar, Institute for Cultural Diplomacy, Berlin, Germany
- 2012 "The Peaceful World of Burlington House: Displaying Art, Cooperation, and Internationalism in the 1920s and 1930s," American Historical Association Annual Meeting in Chicago, January 2012.
- 2012 "Exchanging Books for Peace: The Development of Intellectual Practical Cooperation, 1919-1939," CSU Faculty Research Forum, January 2012.
- 2011 "Priceless Treasures on H.M.S. Suffolk and S.S. Ranpura: Art, Politics, and Performance in 1930s Anglo-Chinese Relations," New York Conference on Asian Studies, SUNY Buffalo, Fall 2011.

Dr. Gary Sprayberry

Publications

- 2013 "Student Radicalism and the Antiwar Movement at the University of Alabama," in *Rebellion in Black and White: Southern Student Activism in the 1960s* (Baltimore: Johns Hopkins Press, 2013), pp. 148-170.
- 2012 "Mural Celebrates the Once-Bustling History of West 15th Street," *Anniston Star*, December 9, 2012.

- 2011 "The Outlaw Asa Carter: A New Documentary Explores a Complicated Life," *Anniston Star*, August 28, 2011.
- 2011 "Anniston and the Burning Bus," *Anniston Star*, May 8, 2011 (op-ed piece).
- 2010 "Bombingham" and "White Citizens' Council," *Encyclopedia of African American History*, Leslie M. Alexander and Walter C. Rucker, eds. (ABC-CLIO, LLC), 2010.
- 2009 "Slave Ads in Columbus Newspapers," *Muscogiana* 20 (Spring 2009), pp. 22-38.
- 2009 "Dyer Lum" and "Dora Marsden," *International Encyclopedia of Revolution and Protest*, Immanuel Ness, ed. (Blackwell Publishing), 2009.
- 2008 "'One Doesn't Integrate on Sunday': The Creation of the Human Relations Council and the Origins of Desegregation in Anniston, Alabama, 1961-1963," *Alabama Review* 61 (April 2008), pp. 105-138.
- 2008 "Anniston," *Encyclopedia of Alabama*, 2008 [Go to: <http://eoa.auburn.edu/face/Article.jsp?id=h-1464>].

Presentations

- 2013 "Freedom Ride Attacks in Birmingham & Anniston, May 1961." *Student & Faculty Brownbag Roundtable*, Columbus State University, October 31, 2013.
- 2013 "Columbus in the Civil Rights Era." Columbus Academy for Lifelong Learning, Columbus State University, October 22, 2013.
- 2013 "Tim O'Brien's War: *The Things They Carried* as History." *The Big Read: The Things They Carried*, Columbus Public Library, Columbus, Georgia, March 2013.
- 2013 "Days of Rage, Years of Hope: The Anti-Vietnam War Movement at the University of Alabama, 1970." *Vietnam: Reflections on an Era*, Columbus State University, Columbus, Georgia, February 2013.
- 2013 "'Blood is Going to Run Like it Never Run Before': The 1965 Murder of Willie Brewster and the Demise of Jim Crow in Anniston, Alabama." *Annual Meeting of the Georgia Association of Historians*, St. Simons Island, Georgia, February 2013.
- 2013 "Martin Luther King Jr. and the Birmingham Campaign." *Martin Luther King Jr. Commemoration*, Freedom Hall, Fort Benning, Georgia, January 2013.
- 2012 "The Orbit of Discrimination: Riot and Reconciliation in Anniston, Alabama, 1961 – 1971." *Annual Meeting of the Southern Historical Association*, Mobile, Alabama, November 2012.
- 2011 Narrator, "Civil War Music." *Columbus State University Percussion Ensemble Spring Concert*, Columbus, Georgia, April 2011.
- 2011 "The Orbit of Discrimination: Riot & Reconciliation in Anniston, Alabama, 1971." *Annual Meeting of the Georgia Association of Historians*, Savannah, Georgia, February 2011.
- 2010 "'Eat Cornbread and Raise Hell': The Student Antiwar Movement at the University of Alabama, 1969-1970." *Student Activism, Southern Style*, University of South Carolina, Columbia, South Carolina, March 2010.
- 2010 "The Politics of Desegregation in Anniston, Alabama, 1961-1971." *Seventeenth Annual Citadel Symposium on Southern Politics*, The Citadel, Charleston, South Carolina, March 2010.
- 2010 "The Vietnam War." Public lecture for students in the International Baccalaureate Program at Hardaway High School, Columbus, Georgia, October 2009.

- 2009 "Riot and Rebellion in Columbus, Georgia, 1971." *Annual Meeting of the Georgia Association of Historians*, North Georgia College & State University, Dahlonega, Georgia, February 2009.
- 2008 "‘Eat Cornbread and Raise Hell’: Student Activism at the University of Alabama, 1969-1970." *Historians Against the War National Conference*, Atlanta, Georgia, April 2008.
- 2008 "‘Living in the South and Being a Freak Isn’t Like Just Living Anywhere and Being a Freak’: Student Radicalism at the University of Alabama, 1969-70." *Annual Meeting of the Georgia Association of Historians*, Fort Valley State University, Georgia, February 2008.
- 2008 "Columbus, 1971: Conflict and Conscience." *Red Clay, White Water, and Blues: Programs on the History of Columbus*, Liberty Theater, Columbus, Georgia, February 2008.

Dr. Doug Tompson

Publications

- 2012 "Between Slavery and Freedom on the Atlantic Coast of Honduras." *Slavery & Abolition* 33:3 (September 2012), 403-416.
- 2011 Book Review of *Black Labor Migration in Caribbean Guatemala, 1882-1923*, by Frederick Douglass Opie. *Mesoamérica* 53 (enero-diciembre 2011), 257-259.
- 2009 Book Review of *Confronting the American Dream: Nicaragua under U.S. Imperial Rule*, by Michel Gobat. *Mesoamérica* 51(enero-diciembre 2009), 183-186.
- 2008 "Refugiados libertos y esclavos asalariados: entre esclavitud y libertad en la costa atlántica de Honduras ca. 1800." *Mesoamérica* 50 (enero-diciembre 2008), 96-111.

Presentations

- 2013 "Black Nicaragua in the 1680s: Views from a Royal Census," presented to the Kimberly Hanger Memorial Session of the Latin American and Caribbean Section of the Southern Historical Association, 79th Annual Meeting, October 31-November 3, 2013.
- 2013 "Black and Indian Identities in Honduras and Nicaragua," presented to the Georgia Association of Historians' Annual Meeting, St. Simon's Island, Georgia, February 7-9
- 2011 "Mobility and Manumission in Colonial Honduras," presented to the Latin American and Caribbean Section of the Southern Historical Association, 77th Annual Meeting, Baltimore, Maryland, October 27-30
- 2011 "The 'Other' America: North American Racialized Views of the Emergent Latin American Nation-States in the Nineteenth Century," presented to the 58th Annual Conference of the Southeastern Council on Latin American Studies (SECOLAS), Wilmington, North Carolina, March 16-19
- 2011 "Black Slaves and the Law in Colonial Honduras," presented to the Georgia Association of Historians' Annual Meeting, Savannah, Georgia, February 24-26
- 2008 "La Movilidad de los Esclavos entre las Colonias del Caribe: La Costa de Honduras en el Siglo XVIII," presented to the International Symposium, "Slavery, Citizenship, and Memory: Minor Ports in the Caribbean and Atlantic," San Pedro Sula and Omoa, Honduras, November 13-16
- 2008 "Los esclavos negros frente a la ley, Honduras, siglos XVII y XVIII," presented to the panel *Historia colonial* at the IX Congreso Centroamericano de Historia, San José, Costa Rica, July 21-25

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History Undergraduate Office Hour Survey

- View Summary
- Browse Responses
- Filter Responses
- Crosstab Responses
- Download Responses
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Default Report

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Response Summary

Total Started Survey: 54
Total Finished Survey: 54 (100%)

PAGE: 1		
1. Currently you are a...		
	Create Chart	Download
	Response	Response
	Percent	Count
1st year (Freshman)	14.8%	8
2nd year (Sophomore)	18.5%	10
3rd year (Junior)	13.0%	7
4th year (Senior)	53.7%	29
	answered question	54
	skipped question	0
2. Do you intend to visit your history professor during office hours to discuss a course during the semester?		
	Create Chart	Download
	Response	Response
	Percent	Count
Yes	75.9%	41
No	24.1%	13
	If yes , how many times? Show Responses	36
	answered question	54
	skipped question	0
3. Have you ever had a problem with professors not making themselves available during office hours or by appointment?		
	Create Chart	Download
	Response	Response
	Percent	Count
Yes	1.9%	1
No	98.1%	52

answered question 53

skipped question 1

4. Under which circumstances would you visit your professor during his/her office hours? Select all that apply.

[Create Chart](#)

[Download](#)

	Response Percent	Response Count
Ask questions about course content	87.0%	47
Improve my quiz or exam grades	55.6%	30
Improve my study skills	31.5%	17
Improve my writing skills	63.0%	34
Discuss a personal problem	27.8%	15

answered question 54

skipped question 0

5. What is your preferred way to communicate with your professor?

[Create Chart](#)

[Download](#)

	Response Percent	Response Count
In class	3.7%	2
Email	61.1%	33
Office hours	11.1%	6
Before/after class	24.1%	13
Phone	0.0%	0
Other (please specify)		0

answered question 54

skipped question 0

6. How beneficial do you find office hours for improving your knowledge and skills?

[Create Chart](#)

[Download](#)

	Response Percent	Response Count
Very	47.2%	25
Somewhat	41.5%	22
Not at all	11.3%	6

answered question 53

skipped question 1

7. Do you know how and where to find your professors' office hours?

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Yes	96.3%	52
No	3.7%	2
answered question		54
skipped question		0

8. What would improve you ability to see professors during office hours? Select all that apply.

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Multiple days during the week	61.1%	33
Varied times (Morning and Afternoon)	63.0%	34
Varied Location (Main Campus and Riverpark Campus)	27.8%	15
Electronically (Skype or equivalent)	22.2%	12
By appointment	46.3%	25
Other (please specify)		0
answered question		54
skipped question		0

9. What obstacles currently impede your ability to meet with your professor as often as you wish?

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Conflicting course schedule	71.1%	32
Child-care	4.4%	2
Other family related matters	4.4%	2
Work schedule	48.9%	22
University activities (such as club or athletic requirements)	15.6%	7
Other (please specify)		2
Show Responses		

answered question 45

skipped question 9

10. If you have any questions or concerns about office hours, please describe them. [Download](#)

Response
Count

[Hide Responses](#) 4

Responses (4)

Text Analysis

My Categories (0)

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Showing 4 text responsesNo responses selected

none
25/8/2012 17:48 [View Responses](#)

Make sure office hours are kept updated every semester on the department webpage. This is already done by some, but others I've had trouble meeting with because I go to their offices during what's supposedly their office hours according to the website, and it turns out those were their hours from hours from the previous semester.
24/8/2012 20:10 [View Responses](#)

I think that the appointment by e-mail and the office hours are very satisfactory. The professors are very flexible on scheduling appointments, and thus I am very happy with the way it is now.
24/8/2012 20:09 [View Responses](#)

office hours available on the main campus would make it easier to visit
24/8/2012 19:28 [View Responses](#)

answered question 4

skipped question 50

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DEPARTMENT OF HISTORY AND GEOGRAPHY
COLUMBUS STATE UNIVERSITY

SENIOR EXIT QUESTIONNAIRE

Each year the Department of History and Geography asks graduating students to complete a basic questionnaire in order to help the department track short-term and long-term changes and progress in the department. The questionnaire also provides the department with important demographic information that can be used to train and prepare future students. These questions are highly important for addressing current departmental needs and assessing changes that need to be made in the future.

Section One: Learning Outcomes

1. How satisfied are you that your history coursework at CSU enabled you to gain an understanding of different interpretations of historical evidence?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

2. How satisfied are you that your history coursework at CSU enabled you to gain the ability to incorporate knowledge from related fields such as geography, economics, anthropology, sociology, literature, philosophy, art history or statistics depending upon the area of specialization?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

3. How satisfied are you that your history coursework at CSU enabled you to gain the ability to place major events and historical interpretations into chronological order and into the broader thematic context?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

4. How satisfied are you that your history coursework at CSU enabled you to gain the ability to use resources such as the internet, library, archives and oral interviews?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

5. How satisfied are you that your history coursework at CSU enabled you to gain computer skills necessary for inquiry, writing, synthesis and communication?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

6. How satisfied are you that your history coursework at CSU enabled you to gain the ability to communicate with others orally and in writing concerning historical facts, issues and interpretations?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

7. How satisfied are you that your history coursework at CSU enabled you to gain the skills in historical research and discourse that value the work of others, maintain high standards in regard to proper evidence and exhibit tolerance for alternative methods of research, synthesis and analysis?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

8. How satisfied are you that your history coursework at CSU enabled you to gain the ability to document sources properly using the Turabian format?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

9. How satisfied are you that your history coursework at CSU enabled you to gain the ability to compare historical developments across time, space and cultures?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

10. Do you feel that the history coursework at CSU had enabled you to enter graduate school or a professional school to seek a higher degree?

Yes Yes, but could do more Somewhat No

Comments:

11. How would you assess the advising you received as a History or History/Secondary Ed major?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

12. Were there any History classes not offered that you would like to see developed?

Comment:

13. How would you rate the library resources at CSU? Were you able to find necessary research materials for all of your courses?

Very dissatisfied Dissatisfied Undecided Satisfied Very Satisfied

Comments:

14. Identify two or three courses that you found most beneficial in your pursuit of a History degree. Why did you find these courses beneficial? Did they challenge you?

5. What are the overall strengths and weaknesses of the Department of History and Geography?

Section Three: Demographics

1. Did you work full-time for one or more years during your degree program at CSU?

Yes No

2. Did you work part-time for one or more years during your degree program at CSU?

Yes No

3. Did you rely on state or federal or private financial aid while attending CSU?

State Federal Private

4. Are you the first person in your immediate family to attend college?

Yes No

5. Were you a transfer student to CSU?

Yes No

6. Are you a reserve or active duty member of the United States Armed Forces?

Yes No

7. Did you take full online courses, study abroad, or take summer courses while attending CSU? If so, which one(s)?

Comment:

Section Four: Post-graduate Education

1. How likely is it that you will enter graduate school or a professional school for further degree work after graduation?

Certain Very Likely Maybe No Do not know

2. How likely is it that you will enter graduate school or a professional school related to the field of history for further degree work after graduation?

Certain Very Likely Maybe No Do not know

Columbus Community Geography Center

Annual Report 2012-2013

**Coordinator: Dr. Amanda Rees,
Department of History and Geography**



Columbus Community Geography Center

Annual Report 2012-2013

In 2012-2013 the *Columbus Community Geography Center (CCGC)*, housed in Columbus State University's Department of History and Geography, worked with 16 community organizations in Columbus, GA and in the surrounding counties of Harrison, Taylor and Talbot. CCGC projects involved students from First Year Learning Community, honors and upper level geography and history courses. The CCGC welcomed Dr. Brad Huff our new Geography and GIS faculty member into the Community Geography project. CCGC classes were taught by Drs Amanda Rees (CCGC coordinator) and Brad Huff.

This year CCGC faculty members Rees and Huff, met with several non-governmental organizations over the last year to develop stronger relations with the community including:

- Mayor Theresa Tomlinson to consider future neighborhood development projects with Dr. Nick Easton (Department of Political Science).
- *Neighbor Works Columbus* to discuss plans for a neighborhood analysis related to white water rafting with Dr. Nick Easton (Department of Political Science).
- *River Valley Regional Commission* to discuss up and coming projects and internships.
- *Mid-Town Inc.* to discuss spatial representation of *Midtown Inc.* data, and quantitative representation of the Midtown region.

Summer 2012



Students conducting urban geography fieldwork to prepare spatial reasoning lesson plans for youth in a summer camp *Girls Inc.* program.

- **Community Partners:** [Girls Inc.](#), and [The Housing Authority of Columbus, Georgia](#)
 - Students in a geography/history Maymester class worked to develop research protocol and prepare education materials for a summer project supporting Girls Inc. youth in spatial reasoning and public urban planning. Students met with youth at Girls Inc. and developed a neighborhood mental mapping activity that they used to better target their materials for the summer research project. Students also prepared a history of the African American commercial district in downtown Columbus over the first half of the twentieth century for web publication.
 - *Outcome:* Spatial reasoning and urban planning lesson plans completed for summer Booker T. Washington, Girls Inc. research project.

Fall 2012

- **Community Partner:** [Jenny Jack Farm](#)
 - First Year Learning Community students and honors students (approx. 30) participated in a project working on an organic farm as part of their focus on global food issues in their World Regional Geography classes.



First Year Learning Community and Honors students working at *Jenny Jack Organic Farm*.

- **Community Partners:** [Midtown Inc.](#) and [Richards Middle School](#)
 - First Year Learning Community students participated in the International Walk to School Day escorting Middle School students on their walk to school route.

Spring 2012

- **Community Partners:** [Feeding the Valley](#) (Second Harvest Food Bank of the Chattahoochee Valley)
 - Report on Food Pantry Accessibility in Columbus: Students prepared data and conducted spatial analysis of food pantry location. They prepared materials for a report on food accessibility in terms of geographical location, days of the week, and time of day accessibility.

- *Outcome:* 16 page report on food pantry accessibility in Columbus GA.



Students visiting the *Feeding the Valley* (food bank) to collect data for spatial analysis of food pantries in Columbus.

- **Community Partner:** [Talbot County Chamber of Commerce.](#)

- Students prepared a one-hour historic driving tour narrative of Talbot County's county seat, Talbotton. Students also prepared a brochure including a map of the tour's stops.
- *Outcomes:* 25 page historical narrative and trifold map/brochure



Students visiting the community partner, Talbot County Chamber of Commerce and its Director.

- **Community Partners:** [River Valley Regional Commission,](#) [City of Butler,](#) [GA](#)

- Students worked with partners to help create an urban redevelopment plan for Butler, GA, Taylor County's seat of government.
- *Outcome:* Maps representing downtown Butler suitable for residents to use to construct a proposed project boundary; participation in a public meeting to construct proposed project boundary; on-site survey of the proposed project site; and the digitization of buildings in the proposed project site that was then shared with the community as they developed their plan.

- **Community Partners:** *City Mayor's Office, [Community Foundation of the Chattahoochee Valley](#), [Parks and Recreation Department](#), [Feeding the Valley Food Bank](#), [Midtown Inc.](#) Wynnton Neighborhood Network, [Junior League](#).*
 - CCGC held a Food Accessibility and Community Gardening Roundtable to conduct a SWAT analysis of food accessibility in the city. We hosted Dr. Daniel Block, Community Geographer and Food Accessibility expert as part of the SWAT analysis.



Numerous community partners meet for a roundtable on community food accessibility SWAT analysis with food accessibility expert, Dr. Daniel Block, Chicago State University, spring 2013. Meeting at the *Columbus Community Geography Center* on the RiverPark Campus.

News of Note:

\$10K Grade for Community Geography school project. CCGA faculty, Dr. Amanda Rees (PI) received \$10,000 from the *Knight Foundation*, through the *Community Foundation of the Chattahoochee Valley*, to conduct community geography work with children at Downtown Elementary School's after school program developing spatial reasoning and public planning and participation skills. Dr. Rees worked with Dr. Becky Becker who developed an oral history play with students about the planning for the Booker T Washington and Liberty Districts. *Outcome:* Theatre Performance, Children's Plan for urban redevelopment of the Liberty District and web published report.

2012 Summer Internship: Summer 2012: River Valley Regional Commission Internship (1 internship)

Graduation Winter 2012 2 geography minor students

Alumni CSU Geography: Our two winter 2012 graduates both have geography/GIS related jobs in Georgia. Both were involved in community geography projects in class and both had internships in geography-related positions.

Columbus Community Geography Center's deepest thanks go to:

- Columbus State University Honors Program and the Columbus State University International Learning Community for funding transportation for ILC and Honors students to do fieldwork at Jenny Jack Farm.
- Columbus State University, Dean of Letters and Science for providing field work transportation to visit *Feeding the Valley* (food pantry) and Talbotton.
- *Talbot Chamber of Commerce* for funding student transportation for research.
- *Visiting Geographical Scientist Program*, Association for American Geographers, for funding Dr. Daniel Block's visit and participation in the Community Food Accessibility SWAT.

2012-2013 CCGC Community Partners

- *City of Butler, GA*
- *Columbus Consolidated Government, Mayor's Office*
- *Community Foundation of the Chattahoochee Valley*
- *Downtown Elementary School, Afterschool Program.*
- *Feeding the Valley - Second Harvest Food Bank of the Chattahoochee Valley*
- *Girls Inc.*
- *Housing Authority of Columbus*
- *Jenny Jack Farm*
- *Junior League*
- *Midtown Inc.*
- *Neighbor Works Columbus*
- *Parks and Recreation Department*
- *Richards IB Middle School*
- *River Valley Regional Commission*
- *Talbot County Chamber of Commerce*
- *Wynnton Neighborhood Network*

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 and promotion reflective of the mission and responsibilities of the faculty in the department at Columbus State University. The faculty of the Department of History and Geography agree that teaching, scholarship, and service should be considered in this order as to their importance for faculty tenure and promotion.

Criteria for Eligibility to Vote on Tenure

Tenured faculty members will vote on tenure.

Criteria for Promotion and Tenure

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 from outside 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 may still submit his or her application to the college committee.

Considerations for recommending tenure and/or promotion must include:

1. An earned Ph.D. in history, geography or interdisciplinary studies with graduate course work sufficient to meet SACS guidelines of a minimum of 18 semester hours in the subject to be taught from an accredited university;
2. Successful teaching as judged by students, peers, and administrators;
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. Related activities such as scholarship, which may enhance teaching capacity.
2. Professional growth and development as judged by peers and administrators.
3. 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 (at least 7 years of academic service), who have tenure at their current university or college, a completed Ph.D., and a distinguished record of teaching and scholarship. Typically the expectation for scholarly distinction would be at least one book-length publication or equivalent as well as a record of ongoing academic research or publication.

University System Guidelines

("Notwithstanding anything to the contrary in this Policy Manual, in exceptional cases as institution may be recommended to the Board of Regents that an outstanding distinguished

senior faculty member be awarded tenure upon the faculty member's initial appointment. Each such recommendation shall be considered by the Board individually and shall be granted only in cases in which the faculty member, at a minimum, is appointed as associate or full professor, was already tenured at his or her prior institution, and brings a demonstrably national reputation to the institution." BR Minutes, 1983-84, p 94; May, 1996, p 52; April 2000, pp 31-32)

Promotion to Full Professor

Promotion to full professor will require additional recognized scholarship and service to the institutional and community as well as continuing efforts to enhance and improve teaching.

Teaching

Academic Freedom

We as a department recognize that each instructor 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 University System of Georgia.

Evidence of Teaching

The Department of History and Geography recognizes that evidence of successful teaching takes a variety of forms. To assess these forms, the department has outlined the following criteria. We as a department require that faculty show evidence documenting at least four of the following criteria for annual review and tenure and promotion. These criteria are not listed in order of importance, and may include

- Peer review of teaching materials and/or peer classroom visitations;
- New curriculum development, including;
 - a) New courses added to the curriculum;
 - b) Substantive modification of existing courses;
 - c) Joint course development with faculty peers;
 - e) Revisions of the major and minor degree requirements;
 - f) Revisions of the master's degree requirements;
- Field research and trips with students;
- Online course development and instruction;
- Introduction of new technology and/or techniques into the classroom;
- Examples of outstanding student work as a result of class assignments;
- Participation in teaching-related conferences, workshops and seminars;
- Evidence of writing requirements in all courses;
- Use of primary sources and primary source projects in the classroom;
- Study abroad program and/or course development;
- Teaching departmental core HIST 3125, 4795, or M.A. required courses;
- Mentoring students in Teaching Portfolios;
- Mentoring of undergraduates in independent B.A. seminar projects;
- Reception of an award in recognition of teaching excellence;
- Chairing M.A. Theses or serving as a reader for M.A. Theses; or
- Having students at the B.A. or M.A level present at academic conferences.

Evaluations

In accordance with the College of Letters and Science, faculty must submit student evaluations in all courses taught. Courses with less than six students and a student response rate of less than 30% may be excluded. Each instructor may supplement the university administered student evaluations with his or her own evaluations for tenure and promotion.

Scholarly Activity

Academic Freedom

The Department of History and Geography recognizes that research on controversial material or subject matter will not be held against him or her when applying for tenure and promotion respecting the principles of academic freedom. 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 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. 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 have set forward the following criteria for tenure and promotion.

In accordance with the College of Letters and Science at Columbus State University with regard to annual review and tenure and promotion, evidence of satisfactory performance in this area will include all efforts to remain active 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.

Evidence of excellent performance in this area will include the publication of peer-reviewed scholarship or creative activity; the receipt of a significant competitive external grant related to the faculty member's academic discipline; outstanding papers presented at conferences or manuscripts submitted for review; or performance otherwise judged by the department committee, chair, and/or Dean to be excellent.

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, or receiving a major state, national, or international grant.

Each faculty member will demonstrate success in professional activities in the following two ranked categories for publications:

First Category Publication deemed excellent for tenure and promotion include:

- Peer reviewed scholarly monograph;
- Two refereed articles in a journal or peer reviewed article collections;
- Two refereed lead author 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 publication from the “Second Category” that has been deemed “First Category” by the Department of History and Geography’s departmental tenure and promotion committee.

Second Category publications deemed satisfactory for tenure and promotion include:

- Editing a volume of collected articles;
- Producing critical editions of manuscripts in book form or article form;
- Authoring a textbook;
- Author (but not lead author) in a multi-authored peer reviewed journal;
- Publishing translations in book or article form;
- Published article in conference proceedings;
- Producing, writing, or directing a historical documentary; or
- Completed and submitted applications for significant national or international grants.

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

- Presentations at state, regional, national or international professional conferences;
- Book reviews;
- Encyclopedia entries;
- Curriculum guides;
- Bibliographies;
- Exhibitions;
- Published novels or poetry collections;
- Appearance in local media interviews or documentaries; or
- Coursework taken or degrees conferred.

Service

The Department of History and Geography recognizes that evidence for successful service takes a variety of forms. As a department, we recognize that we benefit from a wide variety of service at the departmental, college, university, system, national and international level and promote our faculty's furtherance of service as part of tenure and promotion. We therefore recognize service opportunities at the local, state, national and international levels and do not discriminate between public service or academic service for tenure and promotion.

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

Service may include, but is not limited to, the following criteria.

- Serving on departmental, college, university, or system wide committees
- Departmental, college, or university administration;
- Departmental program advancement and fundraising;
- Departmental program community outreach;
- Working as undergraduate or graduate coordinators within the department;
- Serving with student groups or as a club advisor in the department or university;
- Serving in academic organizations in leadership positions;
- 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 institutions and civic institutions.

Recent Senior Research Seminar Presentations

Fall 2013	Dawayne Gilbert, "Southern Paternalism: A Parallel Between the Antebellum South and the Textile Industry in the Chattahoochee Valley"
Fall 2013	Kenneth Jordan, "Legacies of the Mills: The Negative Effects of Segregation and Paternalism in the Chattahoochee Valley"
Fall 2013	Heidi Packard, "Spinning a Web of Cultural Significance: A Psychological Interpretation of Anti-Union Sentiment in a Southern Cotton Mill Community"
Fall 2013	Logan Copley, "Not So Fast: Pro-Union Sentiment in Columbus, Georgia"
Spring 2013	Caleb Zuiderveen, "The Protestant Reformation: Religious or Anti-Imperial Movement."
Spring 2013	Nicholas Lankford, "The Overlooked Exploits of the Danish Colonial Empire"
Spring 2013	Adam Boatwright, "Inconsistent Rule: Autonomy and Subjugation in the Occupied Congo"
Fall 2012	Catherine Lovin, "Internal & External Motivations for English Football Hooliganism in the 1970s & 1980s"
Fall 2012	Leslie Olguin, " <i>Atlas Shrugged</i> : The Novel, the Film & American Politics"
Fall 2012	Mark Sciuchetti, "Film Scoring: The Revival of the 'Golden Age' of Film Music, 1960 - 1980"

CPR, Appendix, Grants, Department of History and Geography, 2008 – 13

- 2013 Brad Huff – Grant for Student Tech Fees to establish a GIS Studio - \$3,200
- 2014 Brad Huff – Moving to Work Grant – Social Research Center - \$10,000
- 2013 Daniel Gullo – National Endowment for the Humanities Created Equal Grant – Created Equal: America’s Civil Rights Struggle - \$1200
- 2013 Amanda Rees – Knight Foundation – *Shaping Our Shape*: Engaging Youth from low socioeconomic backgrounds in re-envisioning their communities and become activists in creating change - \$10,000
- 2013 Gary Sprayberry & Courtney George – Interdisciplinary Initiative Grant, Faculty Center for the Enhancement of Teaching & Learning – Perspectives on the American Civil Rights Movement, 2013-14 - \$3600
- 2013 Neal McCrillis & Dan Ross – Interdisciplinary Initiative Grant, Faculty Center for the Enhancement of Teaching & Learning - Modern Irish Identity, 1798-2000: A Course in History and Literature - \$2000
- 2013 Amanda Rees – Resort New Urbanism and the Performance of the Other – Seaside Institute, Seaside, Florida – Awarded residential space for short term research project
- 2013 Ilaria Scaglia – Loudermilk Research Grant - \$800
- 2012 Amanda Rees – CSU Faculty Development Grant – New Urbanism and Ave Maria - \$2500
- 2012 Amanda Rees & John Finley – Interdisciplinary Initiative Grant, Faculty Center for the Enhancement of Teaching & Learning – Funding to introduce spatial analysis and business analysis into each other's courses - \$2000.
- 2011 Virginia Causey – Lecture by Donald Fixico – Creek and Seminole Oral Traditions – Chattahoochee Indian Heritage Association and the Friends of Libraries - \$2600
- 2011 Virginia Causey – Lecture by John Ellisor – Columbus and the Second Creek War – Chattahoochee Indian Heritage Association - \$600
- 2011 John Ellisor – CSU Faculty Development Grant – Second Seminole War - \$1280.42
- 2011 Neal McCrillis – Principal Applicant for the 2010 Global Access Fee/International Education Fee—USG Board of Regents - \$216,000+
- 2011 Amanda Rees – CSU Faculty Development Grant – National Endowment for the Humanities Summer Institute, New Delhi, India, July 2011 - \$1729
- 2011 Doug Tompson & Tim Hawthorne - Columbus State University Campus Internationalization Fund Study Abroad Program Development Grant in Belize - \$2800
- 2011 Gary Sprayberry – CSU Faculty Development Grant – Student Radicalism and Antiwar Activism at the University – University of Alabama (Tuscaloosa) Archives - \$801.66
- 2011 Tim Hawthorne – CSU Faculty Development Grant - \$1200
- 2010 Tim Hawthorne – College of Letters and Sciences Faculty Research Grant - \$2500
- 2010 Tim Hawthorne – College of Letters and Sciences Faculty Research Grant - \$1000

- 2010 Virginia Causey – Lecture by Henry Real Bird – Friends of Libraries, Chattahoochee Indian Heritage Association and the Carson McCullers Center - \$1500
- 2010 Daniel Gullo – CSU Faculty Development Grant - \$3100
- 2010 Virginia Causey – CSU Faculty Development Grant - \$1399
- 2010 Amanda Rees – Loudermilk Research Grant - \$300
- 2010 Tim Hawthorne – The Columbus Foundation Neighborhood Partnership Grant for “Mapping the Past and Future in Near East Columbus: A Focus on Youth and the Arts” with the Mt. Vernon Avenue District Improvement Association - \$5000
- 2010 Tim Hawthorne – The United Way of Central Ohio Asset-Based Communities Grant for “The Columbus, Ohio Food Access Network” with the Central Community House - \$3500
- 2009 Neal McCrillis – Principal Applicant and Recipient of the USG Internationalizing the Campus Grant, 2009-2010 - \$25,000
- 2009 Virginia Causey – Online Course Development – Distance Learning Committee, CSU - \$1500
- 2009 Daniel Gullo – Loudermilk Research Grant - \$800
- 2009 Daniel Gullo – CSU Faculty Development Grant - \$2900
- 2009 Virginia Causey – Sabbatical Leave Award for fall 2009 semester – Research for history of Columbus, GA
- 2008 Neal McCrillis - Principal Applicant and Recipient of the USG Internationalizing the Campus Planning Grant, 2008-2009 - \$10,000
- 2008 Virginia Causey – When Cultures Collide: Dialogues with Native American History and Culture (speaker series) – Friends of Libraries and the Chattahoochee Indian Heritage Association - \$3100
- 2008 Amanda Rees – Charles Reed Center for Western Studies - Idaho Dude Ranching and the Production of the American West: 1920-1950 - \$3000
- 2008 Virginia Causey – Online Course Development – Columbus State University - \$1500
- 2008 Virginia Causey – Red Clay, White Water and Blues: Programs on Local History – Georgia Humanities Council, CSU Foundation, Chattahoochee Indian Heritage Association, Phenix City – Russell County Chamber of Commerce, Historic Columbus Foundation, Friends of the Libraries, and the Carson McCullers Center - \$19,500

Appendix 10, Student Research Presentations & Publications

- 2013 Ashley Meadows, "The Use of Synchronicity of Attributes Associated with the Goddesses Venus & Tellus and Nature Motifs to Create the Image of *Pax* on the *Ara Pacis Augustae*," CSU Undergraduate Research Conference
- 2013 Kevin Stanford, "Ghosts with Knives and Furious Eyes: The Role of Violence and Murder in the Salem Witch Trials," CSU Tower Day 2013 Presentation
- 2012 Heidi Packard, "Meme Versus Gene: Saint Leander and His Sister, Florentine," *Momentum: An Undergraduate Research Journal for the 21st Century* 2 (Spring 2012): 44-52.
- 2012 Thomas J. Rice, "Enhancing Awareness and Understanding by Applying Perceptual Mapping and Public Participation GIS: Safe Routes to School," Tower Day 2012 Presentation.
- 2012 Douglas Allen (graduate student), "From Behind Enemy Lines: The Story of George Scott and the Southern Contraband's Fight for Freedom," 14th Annual Graduate Conference in African & African American History, University of Memphis, Memphis, Tennessee, 2012.
- 2012 Douglas Allen (graduate student), "The Great and Powerful Oz: The Internet and the Black Confederate Soldier Myth," Graduate Research Conference, Columbus State University, Columbus, Georgia, 2012.
- 2011 Thomas J. Rice, "Enhancing Awareness and Understanding by Applying Perceptual Mapping and Public Participation GIS: Safe Routes to School," Southeastern Division Association of American Geographers Annual Meeting, Savannah, GA
- 2009 Eric McRoberts, "A Genealogical Survey of the John Mel Cutliff Family," *Muscogiana* 20 (Spring 2009): 22 – 27.
- 2009 Mindy Gillow, "Welcome to Bibb City: A Self-Guided Walking tour," *Muscogiana* 20 (Fall 2009): 22-27.