

# History Department AESP Guidelines

Faculty are provided with an annual assignment and are evaluated annually based on the weighted Full-Time Equivalence (FTE) assignment for each category (teaching, research/creative activity, service, and other duties, as applicable). The annual evaluations are guided by Annual Evaluation Standards and Procedures (AESP). Faculty are expected to submit a Faculty Activity Report (FAR) summarizing annual activity in each category with an FTE assignment.

## TEACHING

In addition to the Faculty Annual Report, faculty will submit a narrative (no more than five hundred words) summarizing their accomplishments and activities in teaching within the past academic year. This narrative should reflect the History Department's ongoing commitment to excellence in undergraduate and graduate teaching. Faculty are expected to devote significant time and effort to teaching and learning, with one of the goals to provide students with a clearer understanding of the importance of historical inquiry. The History Department believes that successful teaching extends beyond meeting students in a physical space at a specific time. Instead, it initiates a lifelong interest in rich, historical questions and thoughts. This success is the direct result of a faculty member's ongoing commitment to professional development. While successful teaching is not easily quantifiable, faculty who demonstrate a devotion to innovative teaching and learning to promote student engagement, and an ongoing commitment to professional development exemplify the excellence expected in our field and at UCF. The following examples serve as guidelines for faculty in writing their narrative for appropriate evaluation standards by establishing their level of success and impact in teaching and learning.

### Outstanding

Faculty will receive an "Outstanding" rating for demonstrating excellence in teaching innovation, student engagement, effective teaching, and professional standards. Faculty members exemplify high-impact practices and/or innovative teaching that significantly enhance student learning. Their courses are not only well-organized but may also actively incorporate innovative teaching methods that could be gained from attending and presenting at teaching workshops and provide clear evidence of implementing workshop learnings. Faculty may also be asked to present on their teaching at a UCF or regional/national conference. They engage in noteworthy teaching activities, such as directing research projects, independent studies, internships, course creation and transformation, curriculum development, as well as teaching specialized and innovative courses. Additional documentation or evidence can include external assessments, teaching awards, or substantial internal or external teaching impact. The History Department believes that any faculty member who receives a peer-recognized, teaching award (for example, Dzubian, Teaching Excellence, or TIP) could qualify for an Outstanding evaluation for the academic year awarded.

### Above Satisfactory

Faculty will receive an "Above Satisfactory" rating for exceeding expectations in most

categories: ongoing professional development, teaching innovation, and student engagement. To receive this rating, faculty must meet expectations of effective teaching and professional standards. Faculty demonstrate effective organization of course materials and apply innovative techniques to assessments. They might contribute to American Association of Colleges and Universities high-impact practices and participate in teaching workshops, reflecting a commitment to professional growth. Above Satisfactory faculty are often recognized for their strong student evaluations, typically meeting departmental averages.

Activities that could contribute to an Outstanding/Above Satisfactory rating include but are not limited to:

Faculty could provide examples of Teaching Innovation and Student Engagement/Success, such as high impact practices, interactive learning experiences, and integration of advanced digital tools to foster enhanced student engagement. Documentation could be provided of a Quality, High-Quality Review, and Affordable Instructional Materials Review. Faculty could provide clear evidence of teaching and learning workshops and other professional development that is implemented into their courses. Faculty could include Student Perceptions of Instruction Evaluations. Faculty could direct or support student research outside scheduled courses (such as honors, foreign language exam administration, independent studies, or MA thesis). Faculty could also direct a minor studies program without a course release or mentor graduate teaching/research assistants.

### **Satisfactory**

Faculty will receive a “Satisfactory” rating for demonstrating effective teaching, student engagement, and professional standards, and takes proactive actions to improve their teaching. Faculty meet essential standards by maintaining organized class materials and clear learning objectives. They effectively measure student learning outcomes and provide timely feedback, ensuring that students receive necessary support for their academic growth. Satisfactory faculty members fulfill their teaching responsibilities consistently and engage respectfully with students, demonstrating professionalism in all interactions. Evaluation and job expectations are met. Faculty remain committed to improving classroom effectiveness to promote student engagement and learning.. Although they currently meet professional and departmental standards, they are proactively taking the initiative to address any identified needs. The faculty member makes a good faith attempt to effectively complete their assigned duties.

### **Conditional/Needs Improvement**

Faculty exhibits some minor or major inconsistencies in course materials and does not adhere to syllabus, department, university, or state requirements. While they may meet expectations such as holding office hours and maintaining an online presence, for example, areas for improvement are identified. They must address feedback and work towards enhancing their teaching practices to meet the necessary standards. Faculty actively work to improve their standards and meet overall job standards through the development of an action plan in conjunction with their chair.

### **Unsatisfactory**

Faculty face challenges in organization and communication, which adversely affect their teaching effectiveness. Frequent issues with course materials and adherence to policies are evident, necessitating a focused effort to improve their instructional methods and engagement with students. Faculty do not meet student or class responsibilities.

## **RESEARCH, SCHOLARSHIP, AND CREATIVE WORK ACTIVITIES**

In addition to the Faculty Annual Report, faculty will submit a narrative (no more than five hundred words) summarizing their accomplishments and activities in research, scholarship, and creative work within the past academic year. The History Department expects all tenured and tenure-track faculty to have an active research program and scholarly activity with a view in shaping the field through a wide variety of scholarly efforts. For many, the goal will be to publish scholarly monographs and peer-reviewed articles in journals of international, national, regional, or subfield impact. Additionally, an active research agenda and the production of scholarly activity can be shown through editing a volume, producing a scholarly essay, garnering national and international grants, and significant public history exhibits and activity. The latter activities perform a dual role because it enhances UCF's scholarly profile; it allows the university to serve the community with publicly-engaged scholarship. It is understood that in the discipline of history, research and publication take time, and the tangible products of research may not appear in any given year. Thus, faculty are expected to have an active research agenda and showcase evidence of scholarly activity related to their research agenda each year, while showcasing progress over a two year period. Given the high teaching demand of the department, research progress will be assessed on yearly FTE allocation. It is also understood that the burden of producing books and articles weighs most heavily upon those in fields outside of United States history because historians in non-Western fields must travel long distances, usually at their own expense, in order to do their research. Despite these obstacles, we believe that faculty can find outlets for their ongoing scholarship and expect them to do so as part of the evaluation process. Faculty will share their research progress in a yearly narrative.

While many instructors and lecturers in the department conduct research and may request Ten percent of their load for research activities, it is not required.

### **Outstanding**

To receive a rating of outstanding a faculty member needs to

- A. **Show a clear research/scholarly activity agenda that produces significant results with clear evidence of shaping the field.**
- B. **Complete a significant research project that has normally resulted in a peer-reviewed publication or evidence of completion.**
- C. **Receive recognition of their work through invitations to share their research by officials at national or international meetings, conferences, and lectures**
- D. **Garner significant international and/or national attention for a public history project.**

### **Above Satisfactory**

To receive a rating of above satisfactory a faculty member needs to

- A. Show a clear research/scholarly activity agenda with tangible results.
- B. Make clear progress on their agenda through the course of the year.
- C. Share their research through academic conferences and other public means.

**An example of activities that a faculty member could use to make a case for outstanding/above satisfactory:**

*Publish a scholarly monograph, which could be edited with original contribution or translated or their original work. Submit a final manuscript for publication that has been awarded a publishing contract*

*Receive a National or International Grant that enhances their research agenda*

*Create a significant Public History Project for a major national or international entity*

*Receive a major award (national, international) for their publication or public history project or has their work recognized as impactful through a state of the field.*

*Publish an Article/Chapter in a Peer-Reviewed academic journal or in an edited collection*

*Receive a Local or Statewide Grant that enhances their research agenda.*

*Create an impactful History Project for a local or statewide entity*

*Present research at significant academic and/or scholarly venues*

### **Satisfactory**

To receive a rating of satisfactory a faculty member needs to complete the following

- A. Show a clear research/scholarly activity agenda.
- B. Make clear progress on their agenda through the course of the year.
- C. Share their research through conferences and other public means.

**An example of activities that a faculty member could use to make a case for satisfactory:**

*Demonstrates appropriate progress on their research agenda that could be conveyed through a manuscript or significant public history project*

*Submits an article to a peer-review journal or non-peer reviewed journal for publication consideration.*

*Submits a grant proposal.*

*Demonstrates scholarly activity in the field through academic conference and public history presentations, article, and manuscript reviews, and significant consultation on major public history endeavors.*

*Demonstrates scholarly activity in the field through conference and public history presentations, and book reviews.*

### **Unsatisfactory and Conditional**

A faculty member will receive a conditional rating if they fail to satisfy the conditions outlined in the Satisfactory section below.

If a faculty member fails to satisfy these conditions for a second year in a row, they will receive an unsatisfactory rating.

\*Articles will be counted when accepted with favorable readers reports and/or successful revision or published (but not both). Documentation of the acceptance of articles is required.

\*\*Co-authorships of books or articles are less common in history than many other disciplines. Therefore, co-authored works will be evaluated on a case-by-case basis with the UCF author expected to provide a clear and definitive description of his or her contribution to the work.

## **EDITORSHIP OF THE *FLORIDA HISTORICAL QUARTERLY***

Editorship of the *Florida Historical Quarterly* will count as research. The following standards will constitute the basis of the evaluation with an elaboration with more precise details to be the subject of agreement between the editor of the *FHQ* and the chair of the history department.

### **Outstanding**

- Editor and/or articles published in the *FHQ* receive national recognition (e.g., national prizes awarded for articles, editor selected for service on national association boards, etc.)

### **Above Satisfactory**

- Journal editor publishes articles by regionally and nationally known authors.
- Journal editor publishes articles that contribute to broader national or international historiographical debates.

### **Satisfactory**

- Editor produces four issues of the journal a year in a timely fashion.
- Editor published journal articles that contribute to state and regional historiographical debates

### **Unsatisfactory and Conditional**

The faculty member will receive a conditional rating if they fail to satisfy the conditions outlined in the Satisfactory section below.

If the faculty members fail to satisfy these conditions for a second year in a row, they will receive an unsatisfactory rating.

## **SERVICE**

All members of the Department are expected to share in the work of the Department. All members are expected to attend Department meetings, serve on Department committees, attend UCF graduation ceremonies as needed, and serve in other roles during any term spent in residence at the University, unless excused entirely for a period of time for

sabbatical, professional development leave or medical leave. Service obligations can also be contingent on opportunities available as well as rank/experience. In addition, faculty engage in service work for the College and University, for their discipline, and for their profession. Faculty members should not expect to receive a Satisfactory evaluation for service if they do not meet these minimum expectations.

All tenured faculty members are expected to participate actively in the annual Cumulative Progress Evaluation (CPE) process concerning the tenure-earning faculty; all tenured faculty are expected to participate in the tenure review process when a colleague applies for tenure and promotion to associate professor, and all professors to participate when a colleague applies for promotion to professor. Senior members are expected to assume leadership and mentorship roles appropriate to their experience and expertise.

The criteria for service assessment fall into three categories:

### **Departmental Service**

Departmental service includes participation on both standing departmental committees and other ad-hoc committees that do the work of the department, such as job searches and special working groups. Impact can be demonstrated through engaging in leadership roles or receiving recognition for service work.

#### **Examples of Department Service:**

Serves on a departmental standing committee

Serves on a department search committee.

Chairs a department standing committee—leadership role.

Chairs a department search committee—leadership role.

Chairs the department's Research Colloquium series or Department Book Presentation Series—leadership role

Represents the History department at a graduation ceremony.

### **College/University Service**

College service includes participation in standing CAH committees, including the Texts & Technology faculty, as well as other ad-hoc committees and working groups formed to do the work of the college. University service includes participation on standing committees, such as those of the Faculty Senate, as well as other ad-hoc committees and working groups formed to do the work of the university. Roles such as Faculty Fellow in other units (such as FCTL) can also be university service and leadership. Impact can be demonstrated through engaging in leadership roles or receiving recognition for service.

#### **Examples of College and University Service:**

Serves on a CAH committee.

Serves on a university committee.

Chairs a CAH committee—leadership role.

Chairs a university committee—leadership role.

Provides substantial service to a student organization/ Advises or assists with Phi Alpha Theta—leadership role

Gives a public lecture on a historical subject to a local or regional group or organization.  
 Heads the department Institutional Effectiveness Committee  
 Serves on the UCF Faculty Senate

### **Professional Service**

Professional service varies widely and might include both service in disciplinary organizations and work related to the discipline with community organizations. Professional service may include manuscript reviews and consultation on major public history endeavors.

Leadership roles such as journal editing, conference organization, officer positions, and so forth are ways to demonstrate excellence in professional service. Impact can be demonstrated through engaging in leadership roles or receiving external recognition for service.

### **Examples of Professional Service**

Gives a talk on a historical subject to a public, private, or charter school or consults with a public, private, or charter school to improve history education.

Serves as an officer for a local, regional, state, national or international professional organization. --leadership role

Publishes a book review in a newspaper

Serves as a chairperson for, or a discussant on, a panel at a state, regional, national, or international professional meeting. --leadership role

Provides an interview on a historical subject to a local or national media outlet

Is responsible for a public lecture by a distinguished figure from outside UCF at UCF

Organizes a professional conference, seminar, or workshop –leadership role

Serves on an editorial board.

Serves on a professional advisory board.

Serves as an editor or book review editor for an academic journal.

As not every faculty member is expected to engage in every area of service, an “Outstanding” in one criterion can suffice to meet requirements for consideration by the Chair for an overall “Outstanding” in service provided they are satisfactory in Departmental Service.