



TENURE UNIT STANDARD ROUTING SHEET

In support of the following academic policy statements, tenure unit performance standards will be maintained and made publicly available by the Office of the Provost's Faculty Records Team. Per policy, each of these sets of standards will be reviewed every five (5) years, submitted to the Office of the Provost using this routing form for all signatures.

- APS [900417](#), Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty
- APS [980204](#), Performance Evaluation of Tenured Faculty (Post-Tenure Review)
- APS [820317](#), The Faculty Evaluation System of Tenured and Tenure-Track Faculty

Please note the following:

- Use a separate routing sheet for each set of tenure unit standards.
- Submit files in portable document format (PDF) only.
- Ensure the set of standards being submitted ***have been approved*** by the tenure unit ***and*** college dean.

Tenure Unit: History

College/Unit:

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| <input type="checkbox"/> CAM | <input type="checkbox"/> COCJ | <input checked="" type="checkbox"/> CHSS | <input type="checkbox"/> COM | <input type="checkbox"/> NGL |
| <input type="checkbox"/> COBA | <input type="checkbox"/> COE | <input type="checkbox"/> COHS | <input type="checkbox"/> COSET | |

Standard:

- Promotion and Tenure
 Post-Tenure Review
 Faculty Evaluation System (FES)


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 Department Chair



 College Dean

 Provost & Sr. VP for Academic Affairs

1 **Guidelines on Tenure, Promotion, and “Post-Tenure Review”**

2 **Department of History, Sam Houston State University**

3 Approved by Departmental P&T Task Force: October 11, 2022

4 Reviewed by tenure-track and tenured History faculty: October 18, 2022

6 **I. OVERVIEW**

8 The Department of History at Sam Houston State University is committed to the production of
9 knowledge and its dissemination through effective research, pedagogy, and other professional activities.
10 Regardless of rank, we expect all tenure-track and tenured faculty to be effective scholar-teachers, to
11 contribute to SHSU’s scholarly community, and to be actively engaged with the historical discipline.

13 These departmental guidelines elaborate upon Academic Policy Statements 900417 and 980204, which
14 govern tenure, promotion, and “post-tenure review” across SHSU. University and college policies shall
15 take precedence in the event of conflicts with this document.

19 **I.1 DPTAC Evaluations**

21 Across the pertinent review cycle, History’s Department Promotion and Tenure Advisory Committee
22 (DPTAC) is charged with evaluating each candidate in three main categories of performance: teaching;
23 scholarly and/or creative accomplishments; and service. University policy mandates that successful
24 candidates must demonstrate and document “a sustained pattern of professional competence and
25 effectiveness” in all three categories (APS 900417, §5.01). The departmental chair conducts an
26 independent review.

28 It is the candidate’s responsibility to supply appropriate, ample, and well-organized documentation
29 attesting all aspects of their sustained and high-quality academic activities as well as their professional
30 competence and effectiveness. Candidates must document effective teaching, research, and service, and
31 the synergy of these activities. DPTAC bases its assessment exclusively on the contents of dossiers
32 (faculty review portfolios), which constitute the only materials available to the committee.

34 It is the obligation of DPTAC and each of its members, as well as the departmental chair, to review
35 dossiers thoughtfully and with professional rigor. Official DPTAC evaluations and recommendations—
36 in the form of written reports addressed to the departmental chair and copied to the CHSS dean—are
37 prepared by the DPTAC chair in consultation with the committee.

40 **I.2a Dossier Components for Probationary and “Third-Year” Reviews, Promotions to Any Rank, and
41 Applications for Tenure**

43 In conjunction with materials mandated by APS 900417 and 980204, dossiers submitted to the History
44 DPTAC for probationary and third-year reviews of assistant professors, promotions to any rank, and
45 applications for tenure must include:

46

47 (1) An up-to-date, comprehensive, and logically formatted professional CV with distinct sections
 48 chronicling scholarly activities in teaching, research, and service. Each item must be clearly and
 49 accurately dated. Full publication data, including page numbers (as appropriate), must be supplied;
 50

51 (2) Well-written narrative statements on teaching, research, and service, and their synergy *across*
 52 *the span of the entire review cycle*, together approximately five to seven double-spaced pages in
 53 length. Among other things, demonstration of teaching effectiveness, research contributions and
 54 visibility, and program support is required. Candidates must specifically address expectations in
 55 each of the three areas that have not been achieved;
 56

57 (3) A “teaching portfolio” consisting of syllabi, other relevant/representative teaching materials,
 58 any reports of peer-observation of classroom teaching, and the summary page of student (IDEA)
 59 evaluations for SHSU courses delivered during the review period;
 60

61 —*Note on peer observation of teaching*: for probationary candidates, all required reports of
 62 peer observation of teaching must be included in the dossier (see §II *infra*). For tenured
 63 professors, periodic peer review of teaching is required every five years. The departmental
 64 chair shall conduct a holistic review of the faculty member’s recent course syllabi and
 65 teaching evaluations and prepare a letter for the candidate’s file. DPTAC-mandated peer
 66 observation of classroom teaching is required when a Chair’s Evaluation of Teaching on an
 67 FES report drops below a score of 3.0 (on a 5-point scale). Peer observation of teaching is
 68 arranged by the departmental chair. Beforehand, candidates must submit a list of two potential
 69 reviewers, who must be tenured members of the department. The chair selects one to conduct
 70 the observation. Additional peer observation of teaching is optional for all candidates
 71 regardless of rank.
 72

73 (4) Complete digital copies of all publications produced in the review cycle, including book-length
 74 projects, and complete digital copies of works accepted or in-press;
 75

76 (5) Artifacts attesting scholarly presentations, grants, fellowships, residencies, interviews, and the
 77 like. Appropriate documentation includes conference programs and abstracts, award letters, and
 78 transcripts of interviews;
 79

80 (6) Relevant documentation attesting service, including (e.g.) fliers, e-mail and website
 81 announcements, and/or press releases; and,
 82

83 (7) Any other relevant documentation from the review period demonstrating the candidate’s
 84 teaching, scholarly accomplishments, and service.
 85

86 Candidates must upload all dossier materials by established deadlines. The department urges candidates
 87 to get an early start. Digital files should be submitted as standard PDFs whenever possible. DPTAC
 88 members must not access dossier materials until the submission deadlines have passed. Each fall, the
 89 DPTAC chair, in consultation with the departmental chair, shall organize a workshop devoted to the
 90 preparation of comprehensive narratives for promotion and tenure dossiers.
 91

92
 93 I.2b Dossier Components for “Post-Tenure” Review
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95 In accordance with university policy, dossiers for “post-tenure” review consist chiefly of the last five
 96 FES reports and all supporting documentation. In addition to the annual narrative statements prepared
 97 for FES, candidates are encouraged to provide an overarching narrative statement addressing the entire
 98 review cycle, for which see §I.2a.2 *infra*. Other materials related to the seven categories in §I.2 need not
 99 be resubmitted if they are contained in the original FES reports.

102 I.2c Materials for Annual Review of Tenured Associate Professors

104 Annual evaluation is reported using the “CHSS Faculty Annual Review Information” form. The CHSS
 105 Tenure and Promotion Guidelines establish minimum documentation requirements for annual
 106 evaluation. These include: (1) an up-to-date CV, which includes information about academic training, a
 107 summary of work experience, scholarly and creative contributions (juried contributions must be listed
 108 separately), funded grants (external and institutional to be listed separately), as well as honors, awards,
 109 and other special recognitions; (2) a copy of the latest FES report, with all artifacts to support activities
 110 reported therein; (3) reports of any periodic peer evaluation of teaching conducted during the review
 111 period; and (4) a brief narrative regarding accomplishments in research, teaching, and service, areas for
 112 improvement, and plans for the upcoming year. See also §3.1.2 in the CHSS Guidelines for Faculty
 113 Evaluation, Promotion, and Tenure.

116 I.3 Underlying Measures of Performance for All DPTAC Reviews

118 While the department acknowledges numerous paths to promotion, tenure, and the successful
 119 completion of “post-tenure review,” all tenure-track and tenured faculty are expected to achieve
 120 professional competence and effectiveness in teaching, research, and service. By conducting a holistic
 121 evaluation of the candidate’s dossier and participation in professional development activities (including,
 122 e.g., engagement in faculty writing circles; documented work with a faculty mentor; participation in
 123 trainings, conferences, or webinars designed to hone or refine pedagogy; language training or other
 124 research-related skills training), DPTAC evaluates a candidate’s professional competence and
 125 effectiveness as a contributing member of the department, college, and university. The following
 126 underlying measures of performance inform all DPTAC reviews:

129 *Effective and Engaged Teaching—*

131 Effective and engaged course offerings as evidenced through pedagogical materials featured in the
 132 teaching portfolio, including syllabi and relevant course deliverables; the development of new
 133 courses and substantial revision to existing ones; the development and/or teaching of courses
 134 directly supporting the strategic priorities of the department; engagement in curricular reform; peer
 135 observation of teaching (see §I.2a.3 above); student mentorship and advisement; student
 136 perceptions obtained through the university-mandated IDEA instrument; mentoring of graduate
 137 students, including participation on thesis and portfolio committees; supervision of honors,
 138 McNair, and Bridge to Aspire students; student publications and presentations; supervision of
 139 undergraduate and graduate research leading to publication; community activities of an academic
 140 nature; organizing and leading study away trips; assessment and meta-assessment of degree plans
 141 and programs; and the publication of pedagogical and instructional materials. With respect to
 142 courses offered, the teaching portfolio should demonstrate, *inter alia*, suitable scholarly course

143 content; the promotion of historical thinking; an engaging classroom environment; and/or effective
 144 evaluation of student performance, especially through critical reading and writing. The department
 145 assigns equal weight to on-campus and online courses. Because summer courses have been
 146 specially compensated, they cannot be considered by DPTAC.

147
 148
 149 *Effective and Engaged Research—*

150
 151 Engaged, high-quality research as evidenced through publications, reviews of published work,
 152 grants, scholarships, fellowships, residencies, invited presentations, and talks delivered at scholarly
 153 conferences, workshops, and symposia; and/or ongoing archival and field work leading to future
 154 publications, especially the first monograph. Candidates must document the impact and visibility
 155 of their research corpus. Growth in the quantity and/or significance of scholarly contributions may
 156 be demonstrated through a variety of means, including, e.g., book reviews, engagement in other
 157 scholars' works, citations in other print and social media, and the use of research products in
 158 university courses. Candidates must also convey a "clearly developed, ongoing strategy for
 159 sustaining professional development throughout [their] career" (APS 900417, §5.01b). The
 160 department recognizes that successful research programs may differ considerably across fields,
 161 topics, and time periods. The department affords full consideration to peer-reviewed scholarship
 162 published on recognized academic and academically oriented digital platforms. While peer-
 163 reviewed publications (those refereed by scholars possessing expertise in the time-period, subject
 164 matter, languages, and/or sources with which the author works) provide the essential foundation of
 165 any faculty member's body of scholarly work,¹ the department acknowledges that non-peer
 166 reviewed publications and/or public-facing scholarship may enhance the visibility and impact of a
 167 scholar's peer-reviewed publications. As such, we may consider non-peer reviewed publications as
 168 part of the research corpus. For any co-authored projects, the candidate must clearly indicate the
 169 extent of their contributions.

170
 171
 172 *Effective and Engaged Service—*

173
 174 Engaged and effective contribution to the operation of the department and, as appropriate, to the
 175 college, university, wider profession, and/or community. Initiative, leadership, and willingness to
 176 contribute to recruitment and retention, and advancing the department's strategic priorities are
 177 valued. Service activities include (e.g) committee and task force membership; chairing of
 178 committees and task forces; leadership in professional organizations; membership on editorial
 179 boards; and/or review of article or book manuscripts for publishers. A wide range of other
 180 activities, including but not limited to academically-oriented blog postings and "op-ed" essays, the
 181 organization of talks or conferences, and supervision of student organizations also fall within this
 182 category. DPTAC cannot consider any service that has been specially compensated by the
 183 university, e.g. financially or with a course release.

¹ This provision is consistent with the American Historical Association's 2005 "Statement on Peer Review for Historical Research": www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/statement-on-peer-review-for-historical-research (last accessed 5 October 2022).

186 Regardless of rank, all tenure-track and tenured professors are expected to balance their teaching and
187 research endeavors with service.

188

189 Because of the complex and synergetic nature of teaching, research, and service, the aforementioned
190 examples are by no means exhaustive.

II. PROBATIONARY REVIEWS OF TENURE-TRACK ASSISTANT PROFESSORS (YEARS TWO-FIVE, INCLUDING THIRD-YEAR REVIEW)

II.1 Measures of Performance

In accordance with APS 900417, §8, tenure-track assistant professors submit annual dossiers to DPTAC beginning in their second year. This affords the committee an opportunity to gauge progress towards tenure and promotion. Annual probationary reviews continue through the application for promotion to associate professor with tenure, which normally occurs in the sixth year.

Probationary candidates must demonstrate clear and continual progress towards promotion and tenure *across their tenure-track career* at SHSU. University policy stipulates a “sustained pattern of professional competence and effectiveness” in all three major categories: teaching, research, and service.

Demonstrated refinement and improvement is expected across the entire probationary cycle and must be documented. In addition, the teaching portfolio must include all reports of required peer observation of teaching conducted at the following times: during the first year (conducted by the chair of the department and included in the first DPTAC dossier submitted in the second year); in fall of the second year; and again in either year four or five. Additional peer observation of teaching is voluntary. For additional information, see §I.2a.3 *supra*.

With regards to research, clear progress towards the publication of a monograph or its equivalent is required as part of a larger, emerging research corpus.

Assistant professors are expected to contribute to departmental and, when appropriate, college and/or university program support. We expect service on at least one major departmental committee/initiative per year. Evidence of other departmental, college, and/or university service is required. Probationary candidates should work closely with the chair so as to maintain an appropriate workload. The department chair is tasked with shielding tenure-track faculty from excessive service commitments.

II.2 Third-Year Review

A milestone occurs in the third year, when DPTAC conducts a vote and submits a formal recommendation to the chair based on progress towards tenure and promotion (APS 900417, §7.05). Candidates must demonstrate clear progress towards the measures of performance featured in §§I.3, II, and III above.

Effective teaching, with efforts at improvement, must be documented in the teaching portfolio. Reports of required peer observation of teaching must be included. We expect service on at least one major departmental committee/initiative per year. Evidence of other departmental, college, and/or university program support is required.

The department recognizes that successful research programs may differ substantially across fields, topics, and time periods. As a general rule, we expect drafts or proofs of several monograph chapters or their equivalent to have been prepared by the third-year review. The drafts/proofs and other appropriate evidence of written production must be included in the dossier. In addition, third-year candidates must

239 have secured a formal letter of interest in the monograph project from an editor at an appropriate
240 academic or trade press.

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243 II.3 Fourth- and Fifth-Year Expectations

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245 By year four, the department strongly recommends that a written publication agreement to have been
246 secured and an anticipated publication date established. At the very least, we expect a complete draft of
247 the monograph project to have been submitted to an appropriate publisher for consideration.

248 Documentation is required. By this time, tenure-track assistant professors should also be assembling a
249 research corpus, for which see §III.1 *infra*.

250

251 By year five, we expect a final contract to have been signed with an anticipated publication date. By this
252 time, candidates must also begin to formulate plans for their next major research project. Appropriate
253 activities include initial archival or fieldwork; a conference presentation; or progress towards an article-
254 length publication.

255

256 Effective teaching, with efforts at improvement, must be documented annually in the teaching portfolio.
257 Reports of required peer observation of teaching must be included. We expect service on at least one
258 major departmental committee/initiative per year. Evidence of other contributions to departmental,
259 college, and/or university program support contributions is required.

III. PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

The department expects all tenure-track assistant professors to work steadily and effectively towards promotion to associate professor with tenure.

Measures of Performance

Tenured assistant professors seeking promotion with tenure must satisfy the university's, college's, and department's expectations in teaching, research, and service. Alongside the underlying measures enumerated in §§I.3 and II *supra*, DPTAC's recommendations for promotion to associate professor and tenure are guided by the following:

Effective and Engaged Teaching—

As demonstrated during the review cycle by effective and engaged course offerings. DPTAC measures this standard through pedagogical materials submitted in the candidate's dossier (especially the teaching portfolio) as well as student perceptions through the IDEA instrument and periodic peer observation of teaching (see §I.2a.3 above). Other measures include (e.g.) student mentorship and advisement; training of graduate students, including participation on thesis and portfolio committees; the development of new courses and substantial revision to existing ones; the development and/or teaching of courses directly supporting the strategic priorities of the department; participation in activities to enhance teaching skills or to acquire new pedagogical expertise; and/or the publication of pedagogical and instructional materials.

Effective and Engaged Research—

As demonstrated during the review cycle, first and foremost, by the publication of a peer-reviewed single-authored monograph, typically based on "primary" sources and/or original fieldwork, and published by a recognized academic or trade press. The department expects candidates to have the monograph "in hand" by the time of the final DPTAC review. However, monographs under contract *with completed proofs* will be considered so long as the projected publication date falls before the end of the review year and confirmed in writing by the editor of the press. In all such cases, the candidate's dossier must include a copy of the official contract, relevant communications with the editor/press, as well as the most recent complete set of proofs or typescript.

More broadly, candidates for associate professor with tenure must demonstrate progress towards an emerging research corpus. In addition to the monograph, the department expects at least one additional article-length publication to have appeared or to be "in press." In the event that a forthcoming monograph chapter is published as an article or in an edited collection, the department expects its acceptance for publication by year four. In addition, candidates must document engaged research through yet other activities, such as original archival research or fieldwork leading towards new publications; research-related awards, grants, fellowships, and residencies; presentations delivered at academic conferences, symposia, workshops; invited talks; book reviews; encyclopedia entries; and language training. For ongoing projects, candidates must

307 indicate progress made and intended outcomes, e.g. the publication of an article in a peer-reviewed
308 journal.

309
310 In accord with our commitment to the peer review process, and as is the convention within our
311 discipline, the department strongly recommends that at least two and no more than three external
312 reviewers evaluate the research component of the candidate's dossier. All research activity during
313 the probationary cycle would be subject to external review. By September 15 of the year prior to
314 the final DPTAC review, the candidate opting for external review and departmental chair each
315 prepare a list of six potential external reviewers. The chair selects one reviewer from the
316 candidate's list and the candidate selects one name from the chair's list. The chair may select a
317 third reviewer from either list. Before the lists are compiled, the candidate may designate up to
318 three individuals who shall be excluded as external reviewers. The departmental chair is
319 responsible for soliciting and filing external review letters, which become part of the candidate's
320 dossier. Candidates must not be penalized for the absence of optional external reviews, whether
321 solicited or not. External review letters are written in confidence and must not be accessed by
322 candidates.

323
324

325 *Effective and Engaged Service—*

326
327 As demonstrated during the review period by the contribution to the operation of the department
328 and, when appropriate, to the college, and university. Measures include (e.g) committee and task
329 force membership; chairing of committees and task forces; leadership in professional
330 organizations; membership on editorial boards; review of article or book manuscripts for
331 publishers; and/or contributions to podcasts or blogs. So long as it does not interfere with these
332 duties, the department values service to the wider profession, e.g. membership on governing
333 boards, membership on editorial boards, journal editorships, and the organization of conferences
334 and workshops.

335
336 DPTAC will also consider other scholarly and community activities not detracting from an
337 assistant professor's principal responsibilities in teaching, research, and departmental, college, and
338 university service.

IV. REVIEW OF TENURED ASSOCIATE PROFESSORS

Regardless of rank, the department expects all tenured professors to remain engaged scholar-teachers who actively contribute to the wider profession. We also expect all tenured professors to contribute to the intellectual culture of the department, college, and university by mentoring tenure-track faculty; organizing and/or participating in campus events; and supporting professional development opportunities that enrich students and/or faculty.

According to APS 900417, §7.03, “[i]n the case of promotion of tenured faculty (e.g., associate professor to professor), the DPTAC shall conduct a review of progress toward promotion every year beginning with the second year after the previous promotion and continuing until the promotion occurs.”

IV.1 Required Materials

See §I.2c *supra*.

IV.2 Measures of Performance

Reviews of tenured associate professors are a one-year snapshot of any progress towards promotion to full professor. Unlike “post-tenure review” and evaluations for promotion to full professor, these annual reviews are not holistic across a multi-year period.

The department expects tenured faculty to remain effective scholar-teachers, to be actively engaged in the historical discipline, and to contribute to SHSU’s scholarly community. As is the case beginning with tenure-track assistant professors, tenured associate professors are reviewed in the areas of research, teaching, and service. With regards to research, tenure enables candidates to engage in a variety of projects, including but by no means limited to unconventional publications, cross-disciplinary endeavors, and long-term syntheses. At a minimum, tenured professors must demonstrate ongoing research activities. These may take various forms, including (e.g.) publications, archival work, fieldwork, the pursuit of major internal and external grants, residencies, presentations at symposia and conferences, and the practicing of public history.

Teaching and pedagogy must maintain documented effectiveness and engagement. Efforts to refine and improve teaching are encouraged. Candidates must demonstrate service not only within the department but also within the college and/or university. Service to the wider profession and in the public sphere are valued and encouraged.

373 V. PROMOTION TO FULL PROFESSOR

374

375 Regardless of rank, the department expects all tenured professors to remain engaged scholar-teachers
 376 who actively contribute to the wider profession. We also expect all tenured professors to contribute to
 377 the intellectual culture of the department, college, and university by mentoring tenure-track faculty;
 378 organizing and/or participating in campus events; and supporting professional development
 379 opportunities that enrich students and/or faculty. Accordingly, we strongly encourage tenured associate
 380 professors to strive for promotion to full professor.

381

382 Applications for promotion to full professor are reviewed by eligible DPTAC members, who conduct a
 383 holistic assessment across the entire review cycle based on the comprehensive materials required in §I.2
 384 above.

385

386 Measures of Performance

387

388 Alongside the underlying measures communicated in §§I-III *supra*, DPTAC's evaluations of candidates
 389 pursuing promotion to full professor and tenure are guided by the following:

390

391 *Effective and Engaged Teaching—*

392

393 As demonstrated during the review cycle by effective and engaged course offerings as well as
 394 leadership in program support. DPTAC measures this standard through pedagogical materials
 395 submitted in the candidate's dossier (especially the teaching portfolio) as well as student
 396 perceptions through the IDEA instrument and periodic peer observation of teaching (see §I.2a.3
 397 *supra*). Other measures include (e.g.) student mentorship and advisement; mentorship of graduate
 398 students, including participation on MA thesis and portfolio committees; the development of new
 399 courses and substantial revision to existing ones; the development and/or teaching of courses
 400 directly supporting the strategic priorities of the department; and participation in activities to
 401 enhance teaching skills or to acquire new pedagogical expertise.

402

403 Candidates must demonstrate scholarly rigor, initiative, and leadership in program support, such as
 404 course and curricular development, innovations in pedagogy, participation in interdisciplinary
 405 endeavors, and/or the mentoring of colleagues, including but not limited to peer-review of teaching
 406 and/or research.

407

408

409 *Effective and Engaged Research—*

410

411 Candidates must have developed a research corpus and establish "leadership in peer-reviewed
 412 research/publication, grantsmanship, creative activities, or scholarly work" (APS 900417, §5.01.2).
 413 This is demonstrated first and foremost by the publication of a second peer-reviewed single-
 414 authored monograph since the candidate's last promotion. The second monograph project shall
 415 demonstrate leadership in peer-reviewed research/publication by making an original contribution
 416 to the applicant's discipline. Typically, this project is based on "primary" sources and/or fieldwork
 417 and published by a recognized academic or trade press. The department expects candidates to have
 418 the monograph "in hand" by the time of the DPTAC review. However, monographs under contract
 419 *with completed proofs* will be considered so long as the projected publication date falls before the
 420 end of the review year and confirmed in writing by the editor of the press. In all such cases, the

421 candidate's dossier must include a copy of the official contract, relevant communications with the
422 editor/press, as well as the most recent complete set of proofs or typescript.

423
424 As part of the research corpus, candidates must demonstrate progress, during the review cycle,
425 towards a new project of article length or longer. Examples of appropriate activities include a
426 conference presentation of related material; a published article-length work; and a submitted,
427 accepted, or "in press" article-length work. In support of these research activities, candidates are
428 encouraged to have engaged in original archival or field work; and/or to have pursued internal or
429 external research funding.

430
431 Sustained research through other activities must also be documented, e.g. presentations delivered
432 at academic conferences, symposia, workshops; invited talks; book reviews; and encyclopedia
433 entries. For ongoing projects, candidates must clearly indicate progress made and intended
434 outcomes, including (e.g.) the publication of an article in a peer-reviewed article.

435
436 In accord with our commitment to the peer review process, and as is the convention within our
437 discipline, the department strongly recommends that at least two and no more than three external
438 reviewers evaluate the research component of the candidate's dossier. All research activity during
439 the review cycle would be subject to external evaluation. By September 15 of the year prior to the
440 final DPTAC review, the candidate opting for external review and departmental chair each prepare
441 a list of six potential external reviewers. The chair selects one reviewer from the candidate's list
442 and the candidate selects one name from the chair's list. The chair may select a third reviewer from
443 either list. Before the lists are compiled, the candidate may designate up to three individuals who
444 shall be excluded as external reviewers. The departmental chair is responsible for soliciting and
445 filing external review letters, which become part of the candidate's dossier. Candidates must not be
446 penalized for the absence of optional external reviews, whether solicited or not. External review
447 letters are written in confidence and must not be accessed by candidates.

448
449
450 *Effective and Engaged Service—*

451
452 As demonstrated during the review period by a contribution to the operation of the department and
453 to the college and/or university. Evidence of leadership in program support is required. Measures
454 include: chairing of committees and task forces; committee and task force membership; leadership
455 in professional organizations; membership on editorial boards; and/or review of article or book
456 manuscripts for publishers. The department strongly encourages tenured professors to engage in
457 service to the profession, including (e.g.) membership on governing boards, membership on
458 editorial boards, journal editorships; the organization of conferences and workshops; interviews
459 featuring the candidate's expertise; and/or contributions to scholarly podcasts or blogs. DPTAC
460 will also consider other scholarly and community activities not detracting from an associate
461 professor's principal responsibilities in teaching, research, and departmental, college, and
462 university service.

VI. STANDARDS FOR “POST-TENURE REVIEW”

According to APS 900417, §2.01: “Tenure ensures academic freedom and protects faculty from inappropriate retribution. It allows faculty members to take a long-term approach to their work while still requiring faculty accountability. It assists in attracting and maintaining excellent faculty and promotes the orderly induction of new faculty into the community of mature scholars.” In addition, APS 980204, §2.01 stipulates that the department’s expectations must “take cognizance of the need to allow for legitimate variation in the development of a faculty member’s career.”

Tenured faculty normally undergo a periodic review every five years in accordance with APS 980204, which specifically addresses “Performance Evaluation of Tenured Faculty” (PETF), commonly called “post-tenure review.” Candidates and DPTAC are reminded that “the major focus of this process shall be on improving faculty performance.” Further, this “shall not be a re-tenure process” (APS 980204, §1.01). There is no requirement that a tenured associate professor seek promotion to full professor. However, the department expects all tenured professors to remain engaged scholar-teachers who actively contribute to the life of the department, college, university, and wider profession. Accordingly, we strongly encourage tenured associate professors to strive for promotion.

The successful completion of “post-tenure” review is never automatic. Therefore, it is imperative that candidates take the process seriously; they must clearly and effectively document their activities; and they must demonstrate how they have met or exceeded departmental, college, and university standards in teaching, research, and service.

The full DPTAC participates in all “post-tenure reviews” regardless of the candidate’s rank. If a simple majority of DPTAC members “determines that the faculty member meets or exceeds the accepted minimum standards of the unit,” the candidate will have successfully passed the review. Otherwise, the candidate shall be subject to a “Prompted Comprehensive Performance Evaluation” as described in APS 980204, §5.

VI.1 Dossier Materials

APS 980204, §4.02b mandates that the “post-tenure” dossier consists principally of the candidate’s five most recent FES reports. These must include all supplementary materials originally submitted for FES purposes. As presented for “post-tenure review,” FES documentation must not be altered from its original form. However, updates may be incorporated into the overarching narratives encouraged by the department (for the contents of the “post-tenure” dossier, see §I.2 *supra*). DPTAC urges tenured associate and full professors to be mindful of these provisions as they assemble annual FES materials.

VI.2 Measures of Performance

The full DPTAC will review all five FES reports and the other materials across the entire multi-year cycle. Clear and appropriate professional engagement and development is expected in all three evaluation categories. As always, it is the candidate’s responsibility to document and describe their activities.

510 The department expects tenured faculty to remain effective scholar-teachers, to be actively engaged in
511 the historical discipline, and to contribute to SHSU's scholarly community. As is the case beginning
512 with tenure-track assistant professors, candidates for "post-tenure review" are evaluated in research,
513 teaching, and service.

514

515 With regards to research, tenure enables candidates to engage in a variety of projects, including but by
516 no means limited to unconventional publications, cross-disciplinary endeavors, and long-term syntheses.
517 At a minimum, tenured professors must demonstrate ongoing research activities. These may take various
518 forms, including (e.g.) publications, archival work, fieldwork, the pursuit of major internal and external
519 grants, residencies, presentations at symposia and conferences, and the practicing of public history.

520 Teaching and service must continue to meet the standards for tenured professors of their rank. Teaching
521 and pedagogy must maintain documented effectiveness and engagement. Efforts to refine and improve
522 teaching are encouraged. "Post-tenure review" candidates must demonstrate service not only within the
523 department but also within the college and/or university. Service to the wider profession and in the
524 public sphere are valued and encouraged.

525 **VII. PRIOR SERVICE CREDIT FOR NEW HIRES**

526

527 APS 900417, §4.05, addresses the possibility of advancing the promotion and tenure schedule for new
528 hires. According to the policy, “[a]t the discretion of SHSU, prior service in a tenure-track/tenured
529 position of up to three (3) years at another university may be counted toward fulfillment of the required
530 probationary period for tenure and promotion.”

531

532 Informed by the measures and expectations for probationary assistant professors (§§I-III *supra*), the
533 departmental chair may formulate a proposal for the dean on behalf of the department’s tenured and
534 tenure-track faculty. At a minimum, to be eligible for prior credit, candidates must have previously held
535 a tenure-track or tenured position at a four-year institution or its equivalent at an overseas university. In
536 addition, any credit must be congruent with DPTAC’s expectations for the same level, e.g. a candidate
537 awarded three years of service credit must have satisfied our requirements for a third-year assistant
538 professor.