Peer observations will be conducted and reported using a standard department form (see appendix 2) and submitted to the Chair within two weeks of the observation.

It is expected that peer observations will provide evidence of effective teaching. Any reservations expressed about teaching will be given considerable weight and evaluated carefully in relation to the candidate's overall teaching file.

Peer observations of teaching may be submitted for promotion to Professor, but are not required.

C. Undergraduate and Graduate Student Supervision, Mentoring, Advising

Candidates are expected to be actively engaged in mentoring graduate students. This can be evidenced by being a member of PhD, dissertation, thesis, and Masters committees. As well, candidates should begin to develop the ability to direct graduate student research (directing Masters, dissertation and thesis work). It is generally expected that tenureearning faculty will have been members of at least three graduate student committees by the time of tenure review. Supervision of graduate student teaching can also contribute to the evaluation of supervision, mentoring and advising.

Directing or participating on undergraduate honors thesis committees, and encouraging undergraduate research can contribute to the evaluation of supervision, mentoring and advising.

In addition to all of the above, faculty seeking promotion to Professor will have participated on at least five graduate student committees, and should have directed to graduation at least one PhD dissertation, and have directed, or be in the process of directing one or more additional PhD dissertation(s). Graduate student progress may also be considered. Directing Masters committees and thesis committees will be considered in evaluating supervision, mentoring and advising, but directing the work of PhD students is given more weight. Supervision of graduate student teaching can contribute to the evaluation of supervision, mentoring and advising. Mentoring post-doctoral scholars in the Department in the candidate's field of study may be considered in the evaluation of supervision, mentoring and advising.

D. Curriculum Development

Candidates are expected to actively participate in the renewal and maintenance of the curriculum. Such evidence can include the syllabi for experimental special topics courses, proposals for new courses, documented leadership in the certification or recertification of existing courses for college and university requirements, and participation in the periodic assessment and revision of department degree programs.

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D. Definitions and Specifications

1. The average length of monographs in the humanities is 90-100K words. The average length of articles is 8-10K words. We recognize that different areas within the field, and highly ranked journals in the field, may have differing norms:

   Items particularly shorter than average should be noted and the weight and impact of the work must be made clear within the record and ideally be addressed by outside reviewers.

   Claims about length alone do not suffice if the overall record of publication is sparse. For instance, brief pieces, commentary pieces, and introductions to special journal issues are given less weight than peer-reviewed, full-length journal articles.
2. Publication of a work in two places with no, little, or some revision is both inevitable and acceptable (for instance, a journal article is published and later included in a book or collection). When the research record is sparse, however, careful scrutiny will be given to this practice.
3. Reprints of a previously published work, and works that appear in translation can be considered in evaluating research, but are not equal in value to an original publication.
4. Work “in press” counts, assuming that the candidate has a letter of final acceptance stating that all required revisions have been satisfactorily completed and the work is slated for publication. Work “in press,” however, does not substitute for a timely and continuous rhythm of publication and productivity across the tenure-earning years. The candidate’s record should represent a pattern indicative of a lifetime of continual accomplishment and productivity with potential for high impact on the discipline.
5. At the mid-tenure review, candidates should be prepared to present their book manuscripts