

**Statement of Significant Scholarly and Artistic Work<sup>1</sup>**  
**German Department 2016**  
St. Olaf College

In the German Department, teaching and scholarship are in a symbiotic relationship, each informing and extending the other. While many disciplines affirm the symbiotic relationship, it is significant for us for two reasons. The first is that one-half to two-thirds of a faculty member's annual teaching assignment in German involves first- and/or second-year language courses. Secondly, the remaining portion of one's teaching rarely lies in the faculty member's area of specialization. These facts inform our expectations for scholarly and artistic work and create multiple pathways for faculty to actively engage in communities of scholars both at St. Olaf and beyond.

This statement of our understanding of significant scholarly work recognizes both that scholarly careers evolve in response to developments and practices in the profession, and that diversity of professional activity contributes to a robust program. Consideration of the value and significance of scholarly contributions takes into account both amount and quality. Professional judgment is required to provide an all-things-considered evaluation of such equivalencies, which apply not only between categories of scholarly work but also within a category. For example, not only could one important, groundbreaking article be the equivalent of a competent, but not outstanding book, but one high impact, original article may also be the equivalent of two or three articles of similar length that have less impact on the profession. Thus, we offer the following principles for guiding and evaluating the performance of our faculty.

1. Our work as teacher-scholars is inherently inter-, trans- or multi-disciplinary in nature. We therefore recognize a wide range of professional activities associated with multiple fields and sub-fields, including creative writing, cultural studies, ethnography, historiography, linguistics, literary criticism, pedagogy, second language acquisition, and the scholarship of teaching and learning.
2. Members of the Department must produce scholarly and artistic work that is public in nature (i.e., that has an impact beyond St. Olaf). In addition, faculty profiles must include refereed or peer-reviewed publications. In evaluating candidates for tenure and promotion, the *relative* importance of peer-reviewed publications and the number of publications necessary for the career stage in question will depend on the quality and significance of published works and the candidates' overall profile; that is on the range and scope of activities in which they have engaged. In general, books carry greater weight than articles and book chapters; presentations at international and national conferences carry greater weight than regional conferences; and grants and awards from international and national organizations carry greater weight than those from regional or local organizations.
3. Because we recognize disciplinary differences and value collaborative work, we make no distinction *a priori* between single-authored and co-authored publications. However, the precise contribution of each author needs to be specified at the beginning of the review process.
4. Scholarly and artistic work shall be evaluated in terms of two criteria: its *excellence* and its *extent*.

**Scholarly and artistic work**

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<sup>1</sup> This text is inspired by and borrows freely from a similar document created by the Department of Romance Languages.

The categories below suggest, but do not exhaust, the range of significant scholarly and artistic activities for faculty in the German Department. These activities are listed in two sets. The first set is required of all faculty. The second set lists other scholarly and artistic activities that faculty may (or may not) choose to pursue.

**1. Scholarly activities required of all faculty (categories are listed in descending order of importance, but examples are not).**

- **Publications (peer-reviewed, invited, or other; either print or digital):** may include scholarly writing (articles in journals; books or monographs; textbooks; chapters or parts of books; invited articles or chapters in books, review articles and book reviews in scholarly publications); editing (books, collections); translation of books, collections, articles, creative works (including annotated translations, introductions and commentaries); creative writing (poetry, prose, drama).
- **Presentations and workshops (peer-reviewed, invited or other):** papers, workshops, serving as a discussant, organizing panels at professional meetings, serving as moderator, serving as a panel member, chairing sessions at professional meetings.
- **Work(s) in progress.**

**2. Other scholarly and artistic activities (listed in alphabetical order).** Evaluation of the excellence and extent of any particular activity determines its relative value and contribution to the candidate's dossier as a whole.

- **Consulting:** service on editorial boards; as an external reviewer or consultant to colleges/universities and school districts; as a referee for granting bodies.
- **Elected leadership in professional organizations:** holding office in national/ regional organizations.
- **Grants:** grant writing as well as individual or group awards from sources outside St. Olaf; grants from St. Olaf.
- **Guest professorship:** invited position, full- or part-time, as teacher and/or researcher at another postsecondary institution in the US or abroad; can include off-campus research fellowship at national museums, research institutes, government organization, or other research-oriented institutions.
- **Honors, awards, invited lectures:** individual or group awards from outside St. Olaf or St Olaf; invited lectures outside St. Olaf or at St. Olaf.
- **Other publicly-disseminated scholarly work:** exhibitions; dissemination of curricular materials; scholarly blogging.
- **Undergraduate research:** designing, conducting, and disseminating the results of research with undergraduate students.

## Expectations for various career stages and ranks

- By the time of the second comprehensive review, tenure-track faculty members will typically have given two to three presentations at regional, national or international conferences and have submitted for peer-reviewed publication two to three examples of scholarly writing or the equivalent. In addition, they will likely have been involved in some of the other types of scholarly activity listed above.
- Tenure and Promotion to the rank of Associate Professor: Candidates for tenure and promotion to associate professor must demonstrate that they have met high standards of professional competence in their discipline and evidence that such work is likely to be continued (*Faculty Manual*, 4, X, B. 3, p. 40). They will typically have given at least three presentations at regional, national or international conferences and have had published or accepted for publication one to three examples of scholarly writing or the equivalent in a peer-reviewed publication; they will also be able to show evidence of other scholarly activity in progress.
- Promotion to Professor: Candidates for promotion to the rank of Professor must demonstrate significant and sustained accomplishment in scholarly or artistic work resulting in peer-reviewed publications, in addition to enhanced expertise and excellence in teaching, together with leadership or other contributions of consequence that advance the mission of the College (*Faculty Manual*, 4, X, B. 4, p. 40). In evaluating faculty for promotion to professor, we rely primarily on qualitative rather than on quantitative measures of performance. Finally, since a candidate's lifetime scholarly profile can evolve, we find the notion of "profiles" of professional activity useful. For example:
  - a faculty member devotes the majority of his or her scholarly work to a particular field (e.g., literary criticism, second language acquisition, cultural studies, pedagogy);
  - a faculty member concentrates his or her professional activity in a particular area for a time, then moves to a second area, and perhaps even to a third area, in an evolutionary pattern;
  - a faculty member pursues simultaneously over time a variety of professional activities that may or may not be directly related to one another.

Regardless of the profile a faculty member chooses to pursue, promotion to Professor requires a record of scholarly publication and public dissemination after tenure and promotion to associate professor. The number and type of publications required will depend on the range of activity undertaken by the individual as well as on the significance of such activity. As a department, we do not ascribe greater relative value to one of these profiles over the others.

[This document was approved initially by members of the German Dept. (including Wendy Allen, chair, 2016-17] in September 2016. Subsequent to its review by the President and the Provost, one change was made. The revised document was approved by Department members.]