

Statement of Significant Scholarly and Artistic Work
Department of Romance Languages
St. Olaf College

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In the Department of Romance Languages, teaching and scholarship are in a symbiotic relationship, each informing and extending the other. While many disciplines will affirm the symbiotic relationship between teaching and scholarship, it is particularly significant for us for two reasons. The first is that one-half to two-thirds of a faculty member's annual teaching assignment in French or Spanish involves first- and/or second-year language courses, while the remaining portion rarely lies in the faculty member's area of specialization. Secondly, we as a department have pioneered a novel, content-based curriculum that relies on faculty-developed materials rather than on commercially-available textbooks. While this approach is labor intensive and significantly impacts faculty time, it has proved to be very effective for students and our program. The context described above informs our expectations for scholarly and artistic work as it simultaneously creates multiple pathways for our faculty to actively engage in communities of scholars both at St. Olaf and beyond.

We focus in this statement on our understanding of and expectations for significant scholarly work. Recognizing both that scholarly careers evolve over time and in response to changing developments and practices in the profession and that diversity of professional activity contributes to a robust program, the department is skeptical of setting rigid or quantitative standards that would obviate the need for informed evaluation and judgment. However, we offer the following principles for guiding and evaluating the performance of our faculty.

1. Our work as teacher-scholars is inherently interdisciplinary or multidisciplinary in nature. We therefore recognize a wide range of professional activities associated with multiple fields and sub-fields, including creative writing, cultural studies, linguistics, literary criticism, pedagogy, second language acquisition, and the scholarship of teaching and learning.
2. The profile of members of the Department must include 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.
4. Because we both recognize disciplinary differences and value collaborative work, we make no distinction *a priori* between single-authored and co-authored publications.
5. Scholarly and artistic work shall be evaluated in terms of two criteria: its *excellence* and its *extent*.

Scholarly and artistic work

The categories below suggest, but do not exhaust, the range of significant scholarly and artistic activities for faculty in the Department of Romance Languages. These activities are listed in two

groups. The first group is required of all faculty. The second group lists other scholarly and artistic activities that faculty may or may not choose to pursue.

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 (books, collections, articles, creative works); 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.**

Other scholarly and artistic activities (listed in alphabetical order). Evaluation of the excellence and extent of any particular activity will determine 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/or 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.
- **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, ~~and~~ conducting, and disseminating the results of research projects with undergraduate students.

Expectations for various career stages and ranks

- By the time of the comprehensive review immediately preceding the tenure and promotion 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 find it useful to rely primarily on qualitative rather than on quantitative measures of performance. In particular, the notion of “profiles” of professional activity is 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.