

**Russian Language and Area Studies Department
Statement on Significant Scholarly/Artistic Work
July 2015**

Introduction

The interdisciplinary Russian Language and Area Studies Department offers two majors: Russian Language and Russian Area Studies. The aim of both majors is to provide students with a foundation of cultural literacy through which they can understand and interact with the area. The Russian Area Studies major provides students with a comprehensive view of culture, history, and contemporary problems. Russian Language majors are required to study abroad in Russia for at least one semester. Russian Area Studies majors are required to complete a capstone senior project. Students can major in both Russian Language and in Russian Area Studies. These two tracks are complementary, and often students combine both majors — at times, with a third major.

Types of Scholarly and Artistic Work

The Russian Language and Area Studies Department consists of faculty members specializing in Russian language and culture appointed directly to the department, and those holding appointments in complementary departments. Because the range of specialization and sub-specialization is broad and often interdisciplinary, the understanding of scholarly and artistic work is similarly broad.

Engagement

The professional activity of the members of the Department of Russian Language and Area Studies falls into several distinct categories:

- Conducting research/having artistic works in progress: focusing on subjects related to the language, society, politics, culture, and history of Russia and lands once included in the Russian empire or the USSR, or pertaining to the scholarship of teaching and learning about these subjects; may include translations and subtitling;
- Participating in collaborative undergraduate research: designing and conducting scholarly research projects with undergraduate students in subjects related to the language, society, politics, culture, and history of Russia and lands once included in the Russian empire or the USSR;
- Grant seeking and grant getting: applying for and receiving both individual and collaborative awards, from internal sources (e.g., CURI, Digital Humanities on the Hill, Magnus the Good) as well as sources outside of St. Olaf;

- Professional consulting: reviewing book and article manuscripts for publication; serving as a referee for granting bodies; reviewing departments and programs or graduate students and tenure candidates at other institutions;
- Contributing to workshops or seminars: interacting and exchanging professional expertise with colleagues on topics within the field of Russian studies or on pedagogical approaches to integrating the different disciplines within this field; organizing panels or chairing sessions at professional meetings;
- Participating in professional organizations: providing leadership in professional organizations; holding office in national/regional organizations; receiving honors, awards, and other significant recognition from professional organizations;
- Engaging in outreach activities: delivering public lectures to general audiences or engaging in other outreach activities related to the field of Russian studies.

Dissemination

Scholarly/artistic work in Russian Language and Area Studies is disseminated through a variety of means, typically publications and presentations:

- Publications 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; creative writing; manuscripts in progress or submitted for review); editing (books, collections, online resources); translation (books, collections, articles, creative works, online resources), and subtitling (videos and films).
- Presentations may include: delivering papers or serving in another role (discussant, moderator, chair, or panel member) at international, national, regional, or local professional meetings and workshops.

Determination of Significance

The significance of scholarly work in the Russian Language and Area Studies Department is determined by the extent of peer review required for publication, presentation or participation; the academic reputation of the sponsoring institution or organization; the degree of dissemination to the wider community; and/or other indicators of impact on the discipline.

While it is up to individual faculty members to decide which professional activities to pursue, their overall profile must include some that are public in nature (i.e., that have an impact beyond St. Olaf). In addition, faculty profiles must include refereed or peer-reviewed publications and presentations. In evaluating candidates for tenure and promotion, the *relative* importance of peer-reviewed

publications/presentations and the number of publications/presentations necessary for the career stage in question will depend on the quality and significance of published works/venues and the candidate's overall profile, that is, on the range and scope of activities in which they have engaged. Typically, national and international presentations are more significant than those given at regional or local meetings. In most cases, grants made by state, national, or international entities are more prestigious than internal grants.

Because we recognize disciplinary differences and value collaborative work, we make no distinction *a priori* between single-authored and co-authored publications. We expect that faculty members engaged in collaborative and co-authored work will establish a record of scholarship in which they serve as a principal contributor and senior author. We understand that collaborations with undergraduate students may have a more limited scope and different venues for dissemination than collaborative work with other professionals in the field. Public scholarly activity shall be evaluated in terms of three criteria, listed in alphabetical order: its *excellence*, its *extent*, and its *scope*. The significance of this scholarly and artistic work, in regard to its *excellence*, *extent*, and *scope*, shall be evaluated by taking into account external evaluation as part of the tenure and promotion review process.

Expectations for Accomplishment

Expectations for each rank closely follow the *Faculty Manual* as well as this Statement of Significant Scholarly and Artistic Work. All of these activities are seen as valuable contributions to the field, and faculty members are expected over the course of their careers at St. Olaf to engage in several, though certainly not all of the activities listed above.

Assistant Professor: By the time of the "second" (or final) comprehensive review in the probationary period, tenure-track faculty members will have demonstrated sufficient progress towards meeting expectations for tenure and promotion. For example, they will typically have given two to three presentations at regional, national or international conferences and have submitted for 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*, Section 4.X.B.3). They are expected to have given at least three presentations at regional, national or international conferences and to have had a comparable amount of scholarly work accepted for publication or published; they will also be able to show evidence of other scholarly activity in progress, such as manuscripts or grant proposals in preparation or submitted for review.

Promotion to the Rank of Professor: Candidates for promotion to Professor must demonstrate significant and sustained accomplishment in scholarly or artistic work, 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*, Section 4.X.B.4). In evaluating individuals for promotion to professor, we find it useful to rely primarily on qualitative rather than on quantitative measures of performance.

Special Considerations

Very small departments such as Russian Language and Area Studies present distinctive opportunities but also place distinctive demands on their members. In particular, there may be little or no respite in regard to chairing and advising duties, making the “Category 3” contributions of service and leadership as described in the *Faculty Manual* (Section 4.VII.C.3) comprise a larger portion of the faculty member’s professional activity than may sometimes be the case for colleagues in larger departments.