Department of Environmental Studies
Statement on Significant Scholarly and Artistic Work

Introduction

The Environmental Studies Department affirms the value of an active professional life for its faculty. We believe scholarship and artistic work are essential—not only because they inform our pedagogies in valuable ways—but also for the ways they nurture and sustain the vitality of the department, its individual members, and the college at large. Because decisions about reappointment, tenure, and promotion take these activities into account, members of the Environmental Studies Department are expected to pursue scholarly and/or artistic work on an ongoing and regular basis.

The Environmental Studies Department holds an expansive view of what constitutes scholarly and artistic work, and acknowledges that our transdisciplinary field draws upon a wide variety of methodologies and approaches. The department regards such diversity as a reflection of strength and vitality. It is expected that scholarship will primarily involve the application of knowledge and/or methods to questions related to environmental studies, broadly construed. The department expects candidates for tenure and promotion to make a plan for ongoing scholarly engagement and to make steady progress in their projects, even as they remain open to new opportunities or emerging interests. While not all work results in publication or even public presentation, some work must be available for public evaluation.

Determination of Significance

Determining the significance of scholarly work in Environmental Studies requires attention to the distinctive nature of sub-fields and individuals' unique scholarly programs. Peers within the department and external evaluators representing the academic and professional community will be asked to assess levels of significance based upon criteria of quality, substance, scope, and reach.

The department privileges peer-reviewed work and completed projects over those in progress. Invited presentations, lectures, and seminars intended for an international or national audience are weighed more heavily than contributed talks or posters in local or regional venues. However, the department values many forms of scholarly and artistic partnership, including co-authorship, civic engagement, and collaborative undergraduate research. The department holds in high regard, and with equal status, scholarly and artistic work that engages and co-creates knowledge with and for communities for a common good. In the absence of typical peer review for this form of engagement, the department chair will work with the individual faculty and other department members to craft a suitable venue for external review of this work's community impact. Therefore, while the following examples are ranked in roughly descending order, their evaluation is subject to the considered opinion expressed in letters written for the candidate's dossier.

Types of Scholarly and Artistic Work

A. *Original research on environmental topics*

a. Publication (e.g., articles, chapters, editions, monographs)
    i. In the natural and social sciences, original work that leads to the publication of results in peer-reviewed professional journals is common.
    ii. In the environmental arts and humanities, original work may take the form of peer-reviewed journal articles, book chapters, monographs, and/or the public exhibition of creative works.
b. Presentations (e.g., papers, posters, lectures, seminars, installations, panels, and residencies)

B. Grant activity

a. Proposals
    i. Independent of whether proposals are successfully funded, the writing and submission of grant proposals provides evidence of an active research agenda.
b. Awards
    i. Funding awarded by external agencies confirms that the scholarly or artistic work is valued by the profession. The department views competitive grants from large government or non-government foundations as equivalent to a high-quality peer-reviewed publication.

C. Civic Engagement

a. Intentional building of productive and reciprocal partnerships with a community or communities beyond St. Olaf
b. Community-engaged research and/or artistic activity that may result in publication, policy-making, program creation, performance, or another community-defined outcome
c. Scholarly or artistic consultations with communities beyond St. Olaf

D. Research with Undergraduates

a. Mentorship of undergraduates in academic-year or summer research
b. Joint presentations (e.g., poster or presentation at a professional meeting)
c. Joint publications (e.g., articles, chapters, monographs)

E. Scholarship of Teaching and Learning

a. Publication (e.g., instructional materials, curricula, teaching resource development, pedagogical literature)
b. Presentation (e.g., papers or posters on the scholarship of teaching and learning, workshops, clinics, panels, and site visits)

F. Advancing the Profession

a. Engagement within professional networks (e.g., attendance at professional meetings)
b. Taking leadership roles (e.g., holding office in professional organizations, serving on review panels, refereeing/reviewing manuscripts for publication, assessing educational programs, serving on organizational boards)
c. Consultation (e.g., government agencies, private foundations, educational institutions, professional organizations)

The department does not require participation in all of these activities and recognizes that the proportion of activity across types of scholarship may vary over the course of a career. In accordance with section 4.VII.C.3.c of the Faculty Manual, the department recognizes that service in

administrative roles such as Department Chair, Program Director, Associate Dean, Director of a Center or Office, or other comparable position may result in a reduced extent of scholarly work. It is expected, however, that the candidate will continue to demonstrate distinction in relation to teaching, scholarly work, and service.

Expectations for Professional Accomplishment

It is important to establish the context for scholarship at St. Olaf College, as a selective undergraduate liberal arts institution. The department recognizes that the trajectory of each candidate's career will develop at a different pace, with variant emphases and outcomes over time. For faculty with a full teaching load, the Environmental Studies Department considers the norm for time spent on scholarly and artistic activity per year to be the equivalent of about two-and-a-half months full-time. There are no graduate students to assist with research at St. Olaf, and postdoctoral fellows are quite rare. Expectations for the extent of scholarly work should be calibrated to this institutional context. Nevertheless, the Environmental Studies Department expects that candidates for tenure and promotion exhibit expertise in subject matter and evidence that such work is likely to continue.

A. *Examples of Scholarly and Artistic Work Expected of the Assistant Professor by the fourth year (or its equivalent)*
    a. Presentation of research/scholarship (e.g., conferences, workshops, clinics, etc.) or publication of research/scholarship, including pedagogical materials, in peer-reviewed print or online journals, professional periodicals, or other publications
    b. For resource-intensive research programs, grant applications, or other forms of progress towards securing external funding
    c. Attendance at professional meetings and pedagogical workshops

B. *Examples of Scholarly and Artistic Work Expected for Tenure and Promotion to the Rank of Associate Professor*
    a. One to two publications in professional peer-reviewed venues (e.g., articles, book chapters)
    b. Awarding of a competitive grant from a large governmental or non-governmental organization
    c. Presentations at professional conferences, workshops, clinics, etc.
    d. The establishment of a community-based research project and/or a collaborative research agenda with St. Olaf undergraduate students
    e. Committee or organizational service to professional groups (e.g., conference/symposium/ competition organizer)
    a. Engagement with a community to co-create knowledge for a common good that may not easily fit into received modes of academic documentation

C. *Examples of Scholarly and Artistic Work Expected for Promotion to the Rank of Full Professor:*
    a. Demonstration of consistent and sustained engagement in scholarly and artistic activities
    b. Multiple peer-reviewed publications of original research

c. The publication of a monograph or a book-length work that has undergone an independent editorial process
d. A record of external funding and/or evidence of successful transition to new directions of research
e. Invited performances and presentations of scholarly or artistic work at the national or international level
f. Long-term record of community-based research project and/or a collaborative research agenda with St. Olaf undergraduate students
g. Leadership within professional organizations at the national or international level