

Statement on Significant Scholarly Work Norwegian Department 2017

In the Norwegian Department, teaching and scholarship are in a symbiotic relationship, each informing and extending the other. While many disciplines affirm this 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 assigning in Norwegian 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.

Definition of scholarly and artistic work and determination of significance

We focus in this statement on our understanding of and expectations for significant scholarly work. The department assigns greatest significance to peer-reviewed publications and presentations, and to presentations at and leadership in national and international professional organizations. It assigns greatest weight to grants from foundations and government agencies (rather than from internal sources), and to participation in professional organizations that is a reflection of one's scholarly accomplishments. 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, offers the following principles for guiding and evaluating the performance of our faculty.

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); scholarship of teaching and learning (including textbooks, online curriculum), 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 accomplishment

The expectations described below are intended to serve as general indicators of expectations for scholarly activity and dissemination appropriate to each rank. The Department does not require all members to participate in all the activities described above, and recognizes that the proportion of activity across types of scholarship may vary over the course of a career. It is assumed that each of the disseminated works is of high quality. At each rank, the disseminated work must include, but need not be limited to, contributions to the discipline of Norwegian or Nordic studies.

Expectations for various career stages and ranks

- By the time of the second (or final pre-tenure) 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 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 the rank of 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* Section 4.X.B.4). 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 the rank of 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.