

The St. Olaf Chemistry Department
Statement on Significant Scholarly/Artistic Work 2018

Types of scholarly and artistic work

Scholarly work is understood by the Department to include activities that extend the body of scientific knowledge through discovery or application including activities that investigate and promote student learning. Interdisciplinary and integrative activities are valued. Such scholarship may seek to better understand existing knowledge by making connections across disciplines or may place known information into broader contexts. Note that the term *research* in this document refers to various forms of scholarship, not just traditional “laboratory research.”

Partnerships between students and faculty are highly valued in any form of scholarly work. Attracting students to and involving students in the faculty member’s scholarly research, submitting external grant proposals, conducting research convincingly headed for dissemination, publishing scholarly articles, and presentation of scholarly work at appropriate regional, national, or international conferences or meetings are all examples of scholarly activities that are highly valued by the department. Other forms of scholarly work such as innovative development, adaptation and implementation of pedagogy, creation of content or materials for the classroom or laboratory, peer reviewing of grant proposals or publications, organizing symposia or workshops at the regional, national or international level, authoring of books and review articles, submission of patent applications, serving as an expert consultant, or holding leadership positions in professional organizations related to the faculty member’s field of interest are all acknowledged positively by the Department. In keeping with our intent to establish and promote professional diversity within the department, we do not anticipate any single faculty member would engage in all areas of scholarship. Further, we understand that faculty may conduct different kinds of scholarship at different stages of their careers.

Determination of significance

The major factor in determining the significance of scholarly work involves the peer-review process. This can be applied to a variety of professional activities including publications and grants. For example, publication of articles in peer-reviewed journals, or textbooks represents significant professional activity. Seeking and acquiring external grants, which are usually peer-reviewed, is generally viewed as more significant than internal grants.

Presentation of new results at professional meetings is an important indication that research work is ongoing and of interest to the larger community. The most significant meetings are national or international symposia where submitted abstracts are reviewed before acceptance. Presentation of an invited lecture at a professional meeting, as opposed to a contributed talk or poster, is usually a more significant activity. Presentation of research results at the invitation of academic, government, or other institutions is also considered significant scholarly dissemination.

Often, as a result of significant scholarly work measured through publications, grants, and presentations at professional meetings, other forms of significant scholarly work are possible. These include holding office in professional societies, chairing sessions at professional meetings, participating in review panels (for example: National Science Foundation, external department evaluations, or professional organizations), reviewing manuscripts for publication, writing book reviews, consulting in industry, and testifying before legislative or legal bodies.

Faculty achievement in the above areas indicates significant scholarly work. However, our students’ success is also a measure of faculty professional productivity. For example, while research and the advancement in scientific understanding it brings is valued, our departmental mission to promote the

learning and professional development of our students places greatest value on research that actively involves St. Olaf students.

Expectations for accomplishment

1. Assistant Professor at the comprehensive review preceding the tenure review (normally in the fourth year)

The Department particularly values scholarly work that involves undergraduates and aids in those students' own professional development. During the first four years in a tenure track appointment, the Department will evaluate the Assistant Professor's growth and promise as a scholar who provides opportunities for students to have formative experiences outside the classroom. Specifically, the Department puts significant weight on attracting students to and involving students in the faculty member's scholarly research, submitting external grant proposals, conducting research convincingly headed for dissemination, preparing scholarly articles for publication, and presentation of scholarly work at appropriate regional, national, or international conferences or meetings. Other forms of scholarly work, such as those listed the "Types of scholarly and artistic work" section, are valued; however, the Department recognizes that some of these forms of scholarly work might not be appropriate at this stage in the Assistant Professor's career.

2. For promotion to Associate Professor

Candidates for tenure and promotion to Associate Professor are expected to show evidence of continued success in their area of scholarship from their fourth year and to show promise of continued growth as a teacher-scholar. In particular, at this stage in development, the Department expects to see evidence of a robust scholarly research program that has a sustained record of attracting students during the academic year or summer research period. Evidence of such a program includes a body of quality work that has been successfully peer-reviewed outside the regional context. This should include one or more manuscripts published in peer-reviewed journals representing original work the faculty member has done at St. Olaf, and regular presentations at national or international meetings, and attempts, if not success, in gaining extramural funding for research, curriculum development, or major scientific instrumentation for the program. The Department looks for involvement of students in the candidate's scholarly research, student presentations at regional, national, or international meetings, and student assistance in manuscript preparation. Other forms of scholarly work, such as those mentioned in the "Types of scholarly and artistic work" section, are also valued, although the Department recognizes the candidate will not engage in all of these activities.

3. For promotion to Professor

While a continuation of scholarly work for promotion to Professor is highly valued, the department also recognizes and values that careers can take a variety of trajectories, and redirection of scholarly work is not an uncommon aspect of an overall successful career path. However, by the time application is made for the rank of Professor, it is expected that the faculty member will be a mature scholar with significant and sustained professional activity. This includes continued success involving students in meaningful, published scholarship, and a proven, recognized presence within one's area of scientific expertise outside of St. Olaf College. Specifically, the Department looks for the candidate to have had a sustained record of peer-reviewed manuscripts accepted for publication since their promotion to Associate Professor, success gaining extramural funding for scholarly research or the College, and continued presentations at national or international conferences. Additionally, the Department expects the candidate's professional activity over this period will be deeper and broader than that for advancement to Associate Professor and include other forms of scholarly work such as those mentioned in the "Types of scholarly and artistic work" section above.