

**Statement on Significant Scholarly or Artistic Work**  
Race, Ethnic, Gender and Sexuality Studies Department  
St. Olaf College

The Race, Ethnic, Gender and Sexuality Studies Department (REGSS) recognizes that rigorous and exceptional scholarship nourishes excellent teaching and flourishing instructors. The REGSS Department takes an expansive view of what constitutes scholarly and creative work and professional activities, acknowledging that its fields of study draw from various disciplines, methodologies, and locations. Fluid and dynamic connections between our scholarship, pedagogy, service, and multiple ways of engaging the world are expected and even preferred over rigid boundaries or divisions.

The interdisciplinary work of REGSS faculty encourages students, faculty, staff, and larger publics and communities to think critically as a way of becoming more active and ethical participants in the world. The Department is committed to the value of positionality, making visible a broader perspective on the labor and contributions of all. Given this, REGSS supports the curation, creation, and circulation of scholarship and creative work among broader publics and communities in innovative ways.

While not all work results in publication or even public presentation, some work must be available for public evaluation by peers. Expectations can vary significantly across the fields of study that intersect in REGSS scholarship. For this reason, the Department does not provide fixed, quantitative standards that would replace the invaluable work of collegial conversation, evaluation, and judgment.

**I. Types of Scholarly Activity**

Scholars in the fields of Race, Ethnic, Gender and Sexuality Studies cover a variety of modes of research, depending on their particular interests, training, and intended audiences. These may include but are not limited to: researching archival, archaeological, or textual materials; conducting comparative, constructive, cultural, ethical, ethnographic, historical, or pedagogical investigations; producing creative works; staging performances; grant seeking, creating translations or writing textbooks and manuals to guide other scholars inside and outside of a traditional classroom. With all forms of scholarship, the Department recognizes and values individual and collaborative activities, with products that can have single authors or multiple collaborators and contributors.

Because of the dynamic nature of the fields, the types of scholarship below are meant to be descriptive of common interdisciplinary and critical production (in no particular order).

- Research on student learning, documented by methodologies appropriate to the disciplines, located in the literature of the disciplines and of student learning, and publicly circulated.
- Mentored undergraduate research contributing to faculty publications, papers, presentations, or artistic activities.
- Teaching specialized workshops and master classes at other institutions.
- Community-engaged research and/or artistic activity that may result in publication, policy-making, program creation, performance, or another community-defined outcome
- Presentations and dissemination of scholarly work that is community engaged and public-facing.
- Presentations of creative work at festivals, exhibitions, or other meetings.
- Application for grants in support of scholarly research or creative work.
- Paper presentations at scholarly organizations or meetings.
- Articles or essays in professional journals, in print or digital format.
- Creative writing or artistic pieces in edited magazines, in print or digital formats.
- Chapters in edited volumes.
- Original research presented as a book or monograph.
- Editorial work on collections, critical editions, or peer-reviewed journals or periodicals.
- Reviews of books, articles, or other scholarly or artistic works for publication.
- Professional leadership in national and international scholarly or artistic organizations; membership on graduate theses and dissertation committees; and leadership of scholarly seminars, conferences, or prize juries requiring scholarly or artistic expertise.

Department members at all levels will be evaluated holistically on their total contributions across all forms of scholarship. The Department does not require all members to participate in all of these activities and recognizes that the proportion of activity across types of scholarship may vary throughout a career.

## **II. Determination of Significance**

Criteria for assessing the significance of different pieces of scholarship involve attending to the distinctive nature and contributions of each Department member's scholarly agenda. In general, the Department values completed work over work in progress. It welcomes a variety of modes and media, including specialized, public, and popular works that are created by individuals, co-authored, or more collaborative in nature. The Department places greater significance on peer-reviewed publications or work that has undergone an editorial process and national or regional competitively-awarded grants over internal or non-competitive grants. Note that the Department is particularly sensitive to the biases and historical patterns of marginalization of many communities

and individuals our work addresses. Because of REGSS's commitment to interdisciplinary scholarship and artistic work's expansive features, the Department embraces a variety of modes and media rather than a preference only for university presses.

A candidate may present a range of work for review, and the significance of contributions may also vary. For example, in the areas of Critical Ethnic Studies or particular area studies, an article or essay might be published in *Critical Ethnic Studies Journal*, *Signs: Journal of Women in Culture and Society*, *Latino Studies*, *Aztlán: A Journal of Chicano Studies*, *Callaloo Literary Journal*, or *the Journal of Hip Hop Studies*. In Gender and Sexuality studies, publications might appear in *the Journal of Gender Studies*, *Transgender Studies Quarterly*, *A Journal of Gay and Lesbian Studies*, and *Queer Studies in Media & Popular Culture*. These examples can guide department members and provide a representative sample of the diversity of options available. Evaluation of individual scholarly works and artistic performances is subject to considered opinions from internal and external peers expressed in letters written for the candidate's dossier.

A number of important criteria should be considered when assessing significance, including:

- The extent to which the work broadens the area of scholarly interest, especially the experiences and perspectives of marginalized communities.
- The scope of the work in relation to its particular area or medium, as well as considerations of the relative contributions of different authors, creators, performers, or participants.
- The extent of the peer review process required for the academic publication or presentation or the extent of the editorial review for more artistic and performative works.
- Quality of the work, which might be recognized by honors, awards, or grant support.
- The breadth of the audience, which might be international, national, regional, or local.
- The extent to which the work intends to broaden the area of scholarly interest, including the experiences and perspectives of marginalized communities.
- While not required, members of the department recognize the value of work that has a broader impact on public life. For some, this will lead to scholarly and artistic projects that are connected to organizing, activism, and other forms of civic engagement. This is in keeping with the college's values of vocation, the common good, and building meaningful opportunities to generate civic action and societal change.

The Department recognizes the importance of validating scholars' contributions that honors, awards, and grants can provide. However, because funding in areas of critical studies related to REGSS may be limited, winning grants is not expected. It values honors, awards, and grants from external organizations over those awarded by the College, particularly those whose mission and work advance goals similar to those stated by the Department.

### **III. Expectations for Accomplishment at each Stage of Review**

The Department recognizes that each candidate's career trajectory will develop differently, with varied emphases and outcomes. Nevertheless, the Department expects all candidates for review to show evidence of sustained and productive engagement with scholarship across the arc of their careers. Quantitative benchmarks and expectations are provided to guide candidates, members of the department, and broader audiences in setting and evaluating a scholarly agenda.

Candidates are encouraged to be involved in ongoing conversations with the chair, department members, program directors, mentors, and colleagues, in general, to help them best manage their particular goals and progress. When possible, candidates are encouraged to share information about the state of work in progress included in their dossier. As rank advances, growth as a scholar, balanced against increased evidence of service to the institution and the profession, may manifest itself in increased engagement with other types of scholarship in addition to original research.

#### The comprehensive review preceding the tenure review (commonly in the fourth year)

For this review, the candidate should provide evidence of a coherent agenda of original research and consistent engagement in scholarly activity during each year of appointment to date. Examples of scholarly and artistic activity expected at the time of the comprehensive review include:

- Articles or essays in professional journals, in print or digital format, including those nearing completion, and evidence of being a published scholar or performing artist.
- Paper presentations at scholarly organizations or meetings.
- Reviews of books, articles, or other scholarly or artistic works for publication.
- Editorial work on collections, critical editions, or peer-reviewed journals or periodicals.
- Mentored undergraduate research, contributing to faculty publications, papers, presentations, or artistic activities.
- Community-engaged research and/or artistic activity that may result in publication, policy-making, program creation, performance, or another community-defined outcome.

- Applications for grants in support of scholarly research or creative work.

Tenure and/or promotion to the rank of Associate Professor (commonly in the sixth year)

The St. Olaf Faculty Manual outlines the expectations associated with promotion in rank and awarding tenure. To secure tenure, a candidate must demonstrate evidence of achievement, not merely promise, with one or a combination of types of original scholarship. Their continued development of a scholarly research program should be reflected in a record of publications in peer or digital format.

In addition to the items listed above for pre-tenure review, a candidate for tenure should typically have published or accepted for publication at least two peer-reviewed or edited works in a highly-respected venue for scholarship. A book manuscript is not expected for tenure or promotion at this rank. With literary work, candidates should publish in highly-respected journals or edited volumes for creative writing, which might include shorter published works such as individual stories or poems.

If the candidate's scholarship also involves creative or artistic work, they should demonstrate the ongoing creation of new or continuing bodies of artwork, performance, or literary pieces appropriate to each scholar's expertise and scholarly agenda. This might be demonstrated through:

- Active participation in advancing artistic or performative work, including one's own work through lectures, gallery talks, or working with other disciplines on a local, state, or regional level.
- Advancement in practice by participation in workshops, seminars or residencies.
- Grants or fellowships based on completed bodies of work at a college, state, regional, national, or international level.
- Collaboration with artists or scholars working in other media or fields to develop new professional work.
- Development and public dissemination of materials and techniques for connecting teaching to one's professional work.
- Receiving external grants for scholarly or creative work, curricular development, community impact, or institutional change.

#### Promotion to the rank of Professor

A candidate for promotion to the rank of Professor must present evidence of continued scholarly publication of significance. Examples of scholarly and artistic activity expected for this rank include:

- A continued record of original research reflected in a record of peer-reviewed publications, in print or digital format, and/or artistic performances or

productions for a community-defined outcome. By this point, the faculty member should typically have published a peer-reviewed book or additional articles in major scholarly journals or chapters in peer-reviewed edited volumes; and/or performed or produced artistic work for audiences at the national or international level.

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