

RUSSIAN AND EAST EUROPEAN STUDIES (REES) PROGRAM SCHOLARSHIP
GUIDELINES (NOVEMBER 2021)

The REES Program follows the general scholarship guidelines as outlined in the Faculty Handbook (2020-2021):

4.2.2 Scholarship

Scholarship is the second most important criterion in the promotion and tenure review. Candidates are expected to demonstrate scholarly development, accomplishment, and promise.

A successful scholar

1. is actively engaged in the advancement of knowledge and/or artistic creation;
2. has produced high-quality, original works of scholarship in the form of publications, exhibitions, and/or performances; and
3. participates actively in scholarly discourse with professional peers, such as through involvement in conferences, presentation of invited lectures, or published reviews of other scholars' work.

Special Disciplinary Challenges for REES Scholars

Faculty in the REES Program face a number of challenges when it comes to scholarship. These challenges include, but are not limited to, the need to conduct field research in countries with volatile social and political conditions, and in countries where many American and international scholars may struggle to obtain visas at any time. The instability of the region often impedes travel and requires significant legwork to secure access to archival sources, libraries, and government-issued research permits. These archives and collections may also not be organized according to a method that allows quick retrieval, if they are archived or cataloged at all. Scholarly projects may, as a result, require more time to successful fruition.

In addition, as a result of the COVID-19 global pandemic, REES scholars, like colleagues in other fields, face a new set of professional responsibilities (more time spent on teaching and service work), personal demands (additional caring responsibilities without sufficient support, especially for women), and mental health and wellness challenges that are likely to severely limit the time and energy for

scholarly research and writing as well as the opportunities for conference presentations, scholarly networking and publications. The impact of the pandemic is particularly devastating because our scholarship often relies upon our ability to conduct research in distant archives and libraries that are currently closed or unreachable due to public health and travel restrictions, and that have few or no materials digitized. Even after “regular” travel resumes, the funding for and staffing of such institutions and the grant money to get to them is in peril. So, too, the academic publishing industry is facing added pressures that will likely both slow down and limit the amount of publications that can be reasonably achieved by the candidate and expected by our program and PTR at the time of tenure review. We encourage the faculty member under review to document and describe the negative effects of the pandemic on their ability to conduct research and publish scholarship. Members of the Program Review Committee commit to considering seriously those (and other more generalized) impacts of COVID during our reviews.

Production of Scholarship

The REES Program expects faculty to actively engage in the production of various forms of scholarship, such as monographs, peer-reviewed journal articles, annotated translations, articles in collections, editorship of a compilation or digital repository, authorship of a teaching text, publicly-facing scholarship, and conference papers. The quality of the scholarly production of a candidate is the primary criterion for excellence in scholarship. As a result, within these genres, we value most highly works that have gone through a peer-review process in which an expert whose identity is normally hidden from the author offers an evaluation of the merits of a scholarly work and plays a role in the publication decision. Candidates should indicate which of the publications in their portfolio have gone through a peer-review process of this type. As many reputable academic publishers are now turning to a mix of open-access and restricted-access options for their publications, we make no distinction between open-access and restricted-access publications.

The balance of books and articles may vary from candidate to candidate. For REES faculty from disciplines that privilege book publication, the expectation, as outlined below, is that there will at least be a manuscript at an advanced stage of completion and some additional peer-reviewed scholarship. While quantity of publications is not the only (or primary) criterion for tenure, as a minimum guideline faculty with books

in print or late in the production process at a reputable academic press (either university or trade with a peer-review process) will be expected to have at least one additional peer-reviewed publication, and those with either a contracted manuscript at an early stage of production or an unpublished, book-length manuscript will be expected to have at least two additional pieces of peer-reviewed scholarship. This book may be a substantially revised Ph. D. thesis. It is expected in some of the disciplines that contribute to the REES program for scholars to publish portions of their book manuscripts in different venues (such as journals and edited collections). Those texts normally differ in substantial ways from one another. In cases where there are sufficient differences to merit consideration of the two pieces as separate publications, candidates should explain how they changed the arguments, scope, sources, and/or other elements of the work. If the texts are largely similar, the program will still value the article-length publication and consider it carefully as part of the dossier but will not “count” it for the purposes of the minimum publication guideline outlined above.

While the program values acceptance of a manuscript by a high-quality peer-reviewed press, we recognize that relying on the judgment of the increasingly profit-driven academic publishing industry is not a perfect mechanism for determining the scholarly merit of a manuscript. In cases in which candidates present a finished, but unpublished, manuscript, the program will consider the manuscript on its merits and the feedback of external reviewers who specialize in the candidate’s field. In these instances, the program will carefully examine the entire body of the candidate’s work (both published and unpublished) in order to judge whether the candidate shows promise for a long and productive scholarly career.

REES faculty from disciplines that privilege the publication of journal articles should focus on publishing a suite of peer-reviewed journal articles that demonstrate development, accomplishment, and promise. At the time of the tenure review, it would be possible to do this with 5-7 articles published in highly regarded venues, possibly with one or two accepted but not yet in print. Any of these articles may derive from the Ph.D. thesis, but the expectation is that they reflect substantial revision.

In cases where the suite of finished publications derive from the same project, the REES Program also expects evidence that a new project has been initiated. This evidence of a new project, which might include elements such as a related article accepted for publication or in print, grant proposal, talk, or research trip, will be combined with the evidence of the first book manuscript or suite of articles to constitute a demonstration of “future promise.”

When the program hires a new faculty member who has already established a record of peer-reviewed publications, all such earlier publications are considered as evidence of their scholarly ability. We expect that all program faculty, including new faculty, will continue to demonstrate their ability to actively pursue a scholarly agenda by producing high-quality scholarship after starting to work at Lafayette. Therefore, tenure and promotion candidates should specify which portion of their scholarship portfolio was initiated, advanced, or completed while at Lafayette. The number and type of publications that demonstrate scholarly accomplishment and provide evidence for the active pursuit of a scholarly agenda will be commensurate with the length of time the candidate has spent working at Lafayette College. Similarly, in cases where program faculty co-author scholarship with other individuals, they should make clear their processes and contributions, as well as the nature of these publications. The program does not privilege works written in English for Anglophone audiences over those written in other languages for other audiences. The program does not expect faculty to co-author works with undergraduate students, although such work will not be excluded from a faculty member’s body of scholarship, especially given the emphasis on EXCEL and other student research programming. As above with texts co-authored with other faculty, the faculty member under review should make clear their processes, contributions, and nature of the publication.

PROMOTION TO FULL PROFESSOR

The College standard for promotion to the rank of full professor is the demonstration of a “continuing record of high achievement as a scholar.” With regard to the first standard ("Production of Scholarship") we expect that after a candidate has completed a successful monograph (earlier in their career) they will have written a second book manuscript or its equivalent in other forms of publication, such as a substantial suite of peer-reviewed articles or a major digital humanities project. In cases where the second book manuscript is finished but not yet published, we will apply the same

procedures indicated above regarding the first book manuscript. We hope that at the time of promotion to full professor, a candidate has established themselves as a significant and widely recognized scholar in their respective subfield. As a result, we highly value (but do not require) efforts to expand the reach of one's scholarship within, and where relevant, beyond the United States, while we continue to acknowledge the difficulties in traveling to or working in many areas of East Europe and limits due to disability.