

REVISION FROM FAC 12/4/2013

Revised by Faculty Affairs Committee September 26, 2012 Approved with minor recommended changes by Clerk's Committee October 11, 2012 Changes accepted by Faculty Affairs Committee October 23, 2012 Approved by faculty with minor changes November 7, 2012 Revised by Faculty Affairs Committee, February 28, 2013 Approved by Clerk's Committee, March 26, 2013. FAC draft revision in progress, November 27, 2013.

Growth as a Scholar or Creative Artist

The College believes that there is an inherent connection between teaching excellence and the faculty member's continuing growth as a scholar or creative artist. Faculty members under review are expected to provide evidence of continuing growth as a scholar or creative artist over the course of their academic careers and to demonstrate the relationship between this growth and their pursuit of teaching excellence.

At Guilford College publication of the results of continuing growth as a scholar or creative artist is essential and broadly construed. This growth should demonstrate increasing depth and/or breadth during the period under review. Engagement with one's peers through publication and other presentations of scholarly activity or of creative work in appropriate professional forums constitutes evidence of growth as a scholar or creative artist.

Evidence of engagement may include discipline-relevant peer reviewed works and may be individual or collaborative with faculty or student colleagues. These may include articles published in peer reviewed journals (electronic or print format), books or book chapters published through an editorial process involving review by scholars or others with expertise in the field, works submitted for publication, presentations at professional meetings, and reviews and applications by others of the candidate's published work. In the visual and performing arts, such evidence may also include works presented at invited or refereed exhibits, participation in juried artistic competitions, master classes, and engagement in professional performances in the candidate's discipline in local, regional, national or international venues.

A faculty member's growth as a scholar or creative artist may be demonstrated by work done in one or more of the categories listed below:

- Teaching: the development and assessment of pedagogical methods in the faculty member's discipline(s) that inform and influence academic peers.
- Discovery: original research or creative work in the faculty member's discipline(s) or field(s) of instruction. The work may be disciplinary, multidisciplinary, and/or interdisciplinary.
- Integration: the analysis, interpretation, and synthesis of research and creative work from one or more disciplines. This may include interdisciplinary or multidisciplinary scholarship or creative works.
- Application: professional activities undertaken outside or inside the College community that require the use of scholarship in the faculty member's discipline(s). The examples listed above are not exclusive.

Evidence of growth as a scholar or creative artist may be assessed by a faculty member's

self- evaluation, publications or presentations, published reviews by peers of the faculty member's work, and letters submitted by others with expertise in the field(s), e.g., Guilford faculty members and/or scholars/creative artists outside the Guilford community.

Questions regarding whether the chosen activity constitutes evidence of scholarly or creative growth for these purposes should be brought to the attention of the Director of Faculty Development.