

**Reference Guide to Appointment, Reappointment, Promotion: GVSU College of Education, 2005
(Adapted from *Standards for Teacher Educators*, Association of Teacher Educators, 2003)**

<i>Criteria and Definitions</i>	Instructor	To Assistant Professor	To Associate Professor	To Professor	<i>Evidence for Personnel Portfolio</i>
<i>Professional Background</i>	M.Ed. or equivalent 3 years teaching experience or equivalent Appropriate license	Relevant doctorate 3 years teaching experience or equivalent Appropriate license 3 yrs as Instructor	Relevant doctorate 3 years teaching experience or equivalent Appropriate license 5 yrs. as Assistant Professor <i>Since initial appointment, s/he has begun to establish a pattern of achievement in teaching, research, service.</i>	Relevant doctorate 3 years teaching experience or equivalent Appropriate license 7 yrs. as Associate Professor <i>Since the last promotion, s/he has established a pattern of achievement in teaching, research, service.</i>	<ul style="list-style-type: none"> ▪ <i>Vita</i> ▪ <i>Faculty Activity Reports</i> ▪ <i>Letters of appointment, reappointment, tenure, promotion</i> ▪ <i>Personal statement that explains how the candidate's pattern of achievement has been shown through teaching, research, and service.</i>
<i>Effective Teaching</i> <i>Models professional teaching reflecting best practices in teacher education.</i> <i>Inquires systematically into improving one's own practice.</i>	Instruction that enhances student learning, as illustrated by the following: <ol style="list-style-type: none"> 1. Professional Practices (examples): <ul style="list-style-type: none"> --Course revision --Use of recent materials --Varied instructional strategies --Multiple theoretical perspectives --Use of technology --Instruction that addresses social responsibility and diverse populations 2. Student Engagement 3. Professional development to improve effectiveness 				<ul style="list-style-type: none"> ▪ <i>Reflective critique of teaching (progress, strengths, changes made, areas for improvement)</i> ▪ <i>Syllabi, activities, materials developed</i> ▪ <i>Peer evaluations each semester</i> ▪ <i>Student evaluations each semester (provided)</i> ▪ <i>Significant professional development activities</i>

Criteria and Definitions	Instructor	To Assistant Professor	To Associate Professor	To Professor	Evidence for Personnel Portfolio
<p>Professional Achievement</p> <p><i>Conducts research and disseminates findings to a scholarly audience</i></p> <p><i>Provides leadership to learned societies in education</i></p>	<p>Participation in professional associations</p> <p>Knowledge of current issues and research in education or area of expertise</p>	<p>Participation in professional associations</p> <p>Knowledge of current issues and research in education or area of expertise</p> <p>Demonstrated potential for scholarly contributions to the field</p>	<p><i>Preceding items+ two of three:</i></p> <p>Refereed presentations</p> <p>Refereed publications</p> <p>External or major internal recognition, e.g., funded grants, research; leadership in professional organization or areas of expertise</p>	<p><i>Preceding items + all three:</i></p> <p>Refereed presentations</p> <p>Refereed publications</p> <p>External recognition, e.g., major funded research, major leadership in professional organizations or area of expertise</p>	<ul style="list-style-type: none"> ▪ <i>Reflective critique of professional achievement (progress, strengths, changes made, areas for improvement)</i> ▪ <i>Actual proposals, acceptances, or program citations</i> ▪ <i>Actual articles, conference proceedings, books, book chapters, monographs</i> ▪ <i>Citations or descriptions of external recognition</i>
<p>Unit/University Service</p> <p><i>Collaborates in developing, implementing, and evaluating unit/university programs and activities</i></p>	<p>Assistance with student/unit committees, task forces</p>	<p>Participation in student/unit committees, task forces</p> <p>Participation in unit governance, curriculum development, program approval and accreditation</p>	<p>Leadership in student/unit committees, task forces</p> <p>Participation in governance, curriculum, program approval, and accreditation</p>	<p>Leadership in student/unit committees, task forces</p> <p>Leadership in governance, curriculum, program approval, accreditation, administrative and organizational activities</p> <p>Participation in university committees, task forces</p>	<ul style="list-style-type: none"> ▪ <i>Reflective critique of unit/university service (progress, strengths, changes made, areas for improvement)</i> ▪ <i>Description of significant activities, contributions</i>
<p>Community Service</p> <p><i>Contributes professional expertise to community groups, schools, businesses, service agencies, organizations</i></p> <p><i>(Some may be for compensation)</i></p>	<p>Contributes professional expertise to community groups, schools, businesses, service agencies, organizations</p>	<p>Contributes professional expertise to community groups, schools, businesses, service agencies, organizations</p>	<p>Contributes professional expertise to community groups, schools, businesses, service agencies, organizations</p>	<p>Contributes professional expertise to community groups, schools, businesses, service agencies, organizations</p>	<ul style="list-style-type: none"> ▪ <i>Reflective critique of community service (progress, strengths, changes made, areas for improvement)</i> ▪ <i>Description of significant activities, contributions</i>

