

**ANDREWS UNIVERSITY**

**APPLICATION for**

**RANK PROMOTION and TENURE**

*Faculty Member Self-Appraisal*



[Document last update: June 2, 2022]

Overview

Andrews University promotes and tenures its faculty as an acknowledgement of their contributions to the University, the Seventh-day Adventist Church, their profession and the wider community. The University promotes and grants tenure to faculty who meet the criteria outlined in the promotion and tenure guidelines.

This application for a Faculty Member Self-Appraisal portfolio contains forms that provide questions to be answered and directions for building your portfolio. You may insert additional pages as needed.

Your portfolio should have two parts:

(a) Self-Appraisal and

(b) Attachments.

Rank Promotion and Tenure Portfolios shall be compiled as electronic portfolios (ePortfolios) using the electronic platform Mahara ([https://mahara.andrews.edu](https://mahara.andrews.edu/)) provided by the School of Distance Education and International Partnerships. Please contact the Department of Digital Learning and Instructional Technology (dlit@andrews.edu) for assistance in training/support for ePortfolio template.

Your self-appraisal section should be succinct and perhaps up to 50 pages (or 20,000 words) of narrative with links to the evidence or support documents.

For your ePortfolio please number or tag the forms. Only one electronic copy may be submitted. Please complete the information on the cover page to your application and submit this as the first page of your portfolio. Attachments should be placed in a separate section. *Page the completed portfolio continuously from the Self-Appraisal through all attachments*. The use of cross-references between the Self-Appraisal and attachments is strongly recommended.

The timeline for your portfolio submission is:

* **Draft portfolio submission** to your department chair by **August 1.** The chair will review your Self-Appraisal, provide feedback, and prepare his/her own appraisal of your work as a member of the faculty of your school and the university.
* **Draft portfolio submission** (which included the chair's feedback and appraisal of your portfolio) to your dean by **September 1.**
* **Final portfolio submission** to your department chair by **October 15**.
* **Final portfolio submission** to your dean by **November 15**.
* **Final portfolio submission** to the provost by **December 15**.

**NOTE: *The committee will not accept late applications.***

Your Self-Appraisal becomes a permanent record, part of your cumulative faculty file. Through the years one should be able to read the accumulative self-appraisals and gain a view of your professional development.

Below are guidelines from the Rank and Tenure Committee regarding the contents of your portfolio. Also provided on the Advancement in Rank and Tenure website (https://www.andrews.edu/documents/academic/rank\_and\_tenure/index.html) is a flow chart diagram of the sequence and timeline for the entire process for any academic year. Notification of the Committee’s recommendation is given at the latest in mid-April.

**ANDREWS UNIVERSITY**

**FACULTY SELF-APPRAISAL**

Date:

**Name**

**Present Rank Total Years at this Rank**

**Date Appointed to AU Faculty Total Years of AU Service Years Teaching Elsewhere**

**Highest Degree University Conferring Degree Date Conferred**

I am applying for consideration for: (Please keep the relevant item(s) and delete the others.)

* Promotion to Assistant Professor
* Promotion to Associate Professor
* Promotion to Professor
* Tenure

The Advancement Model expects you to specify for the rank sought, what areas you seek the rating(s) of Good, Very Good, and Excellent.

Portfolios for promotion to **Assistant Professor** will demonstrate a GOOD rating in all three areas; portfolios for **Associate Professor** will demonstrate a VERY GOOD rating in one area and GOOD in two remaining areas; portfolios for **Professor** will demonstrate an EXCELLENT rating in one area, VERY GOOD in one area, and GOOD in the remaining area.

Additionally, portfolios for Professor shall include a letter of support/recommendation from a non-Andrews University colleague who can speak to your contributions to your academic discipline and the quality of your work.

Please indicate in the table below what rating your portfolio seeks for each area of faculty work:

|  |  |  |  |
| --- | --- | --- | --- |
| Rank Sought | TEACHING | SCHOLARSHIP | SERVICE |
| Assistant |  |  |  |
| Associate |  |  |  |
| Professor |  |  |  |

**ATTACHMENT: A CURRENT CURRICULUM VITAE**.

Note: The organization of the Curriculum Vitae should match that expected in the Annual Faculty Report.



Andrews University is primarily a teaching university, and therefore expects its faculty to exhibit special dedication to teaching. In fulfilling the university mission and the motto to “Seek knowledge, affirm faith, change the world,” the faculty strive to integrate faith in the learning process and demonstrate how both knowledge and faith can help change the world. Not only do the Andrews University faculty teach on campus, but also online, at extension sites, and at other off-campus venues.

**Andrews University Teaching Philosophy Statement**

*Using innovative and time-honored methods for the purpose of restoring in each learner the image of God*

Working together in the classroom, the laboratory, the library, the studio, on the sports field, and wherever learning takes place, Andrews University professors and students embrace the educational aims as articulated by Ellen G. White, one of the founders of the Seventh-day Adventist Church: “to restore in [humanity] the image of God . . . to promote the development of body, mind, and soul, that the divine purpose in His creation might be realized." In pursuit of these lofty goals, professors and students labor together in an atmosphere that is at once open to inquiry and mindful of tradition. They commit to respecting diversity, to examining issues from multiple perspectives, and to celebrating the best in one another and in each academic discipline. Accepting Christ as the Master Teacher, professors and students seek knowledge through both innovative and time-honored methods, while humbly and diligently affirming faith in order to change the world.

**TEACHING RECORD**

Please request a computer printout from the Office of the Provost showing your teaching load for the past two academic school years. Please check these computer printouts carefully and if necessary, make any changes that are appropriate.

If the computer printout is correct, you do not need to fill out the section below. However, you may use the area below to indicate any changes from the printout. *Please be sure to include the computer printout (and this correction if needed) with the material when you pass it on to your department chair.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Semester** | **Course #** | **Course Title** | **Credits** | **Enrolled Students** | **Contact Hours** |
| **FALL** |
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| **SUMMER** |
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**Instructions to the Faculty Member:**

Discuss your teaching and development in terms of the following desired characteristics for effective teaching listed in the Teaching Criteria for Promotion.[[1]](#footnote-1)

The Rank and Tenure Committee uses the teaching criteria rubrics to assess a teacher’s development and effectiveness for this criteria. Please use these rubrics to guide you as you write your narrative and provide evidence for each of these desired characteristics.

**Desired Characteristics of the Effective Teaching**

1. **Philosophical Foundation for Teaching**. An effective teacher implements professional practices guided by a clear philosophy of Christian teaching which advances the mission of the university and department.
2. **Designing and Implementing Effective Courses**. An effective teacher possesses core knowledge and understanding in the discipline, which is evident in the ability to plan and implement rigorous courses and learning experiences that engage students in active pursuits of the discipline through various, appropriate teaching approaches.

*Attachments:* Provide course syllabi for the courses you discuss.

*Attachments:* Provide statements of evaluation and observations from colleagues who have reviewed your syllabi or observed the effectiveness of your teaching in these courses. Letters from students are also helpful.

1. **Assessing Student Learning.** An effective teacher regularly assesses important student learning outcomes and reflects on personal teaching practices and experiences to thoughtfully refine and revise courses and programs.

*Attachments:* Provide copies of summaries of your student course evaluations for at least three courses taught in a single academic year. These should include both university course evaluations and may, in addition, include findings from your own course evaluations. You may wish to attach other evidences that demonstrate the quality of your teaching and how you have developed yourself as a teacher.

1. **Professional Development & Recognition**. An effective teacher maintains the active life of a learner by continuing to grow and remaining current in the discipline.

 *Attachments:* Evidence from external sources of the quality of learning that has resulted from your teaching. Examples might include standardized scores of class performance, messages from graduated advisees about the quality of preparation of your students for advanced study, information from an employer.

 *Attachment:* A list of professional conferences, workshops, or coursework attended in the past 5 years.

1. **Building Collegial Relationships**. An effective teacher demonstrates a nurturing community-building attitude towards students and colleagues, maintaining appropriate collegial relationships with a diverse student body and staff.

 *Attachments:* Selected letters from former students about the value they hold for having studied under you. Include comments from colleagues who have observed your relationships with students.

**Description of Rating Scale for Appraisal of Teaching Criteria**

The Rank and Tenure Committee uses this scale and the accompanying rubrics to form an opinion of a teacher’s development for this criteria.

GOOD: The teacher displays the desired characteristics in varying stages of development, some being more developed than others. As a result of assessment, professional reading and other professional development activities, and reflection, the teacher shows evidence of further developing and modifying teaching philosophy/theory and modifying and improving teaching practice.

VERY GOOD: The teacher displays the desired characteristics to a mature level by having successfully integrated the best practices of teaching into all aspects of his/her teaching. Nevertheless, she/he continues to refine philosophy, theory and practice through intentional changes and innovation.

EXCELLENT: The teacher displays the desired characteristics to a mature, creative and exemplary level, and is regarded as a leader, mentor or model in higher education practices. This is partly evidenced by some of the following: (a) successful mentoring of teachers in earlier stages of development, students in the discipline and/or students at risk; (b) teaching awards voted by students and/or colleagues; (c) requests for consultations, workshops, etc., having to do with teaching.

**See** [**Teaching Criteria Rubric**](https://www.andrews.edu/documents/academic/rank_and_tenure/)

One of the hallmarks of a Christian faculty member is the development and pursuit of a scholarly agenda for new discovery, synthesis, interpretation or application of knowledge. The scholar-teacher’s discoveries are disseminated and critiqued through publication and learned conversation with peers, and are made available as appropriate to the general public. These activities continue throughout the scholar-teacher’s professional life. Higher education has described and recognized four categories of scholarship (scholarship of discovery, scholarship of teaching, scholarship of integration, and scholarship of application). Some scholar-teachers may focus exclusively on one of these categories while others may work with two or more. Regardless of the type of scholarship, its culmination in peer-reviewed presentations and publications is what marks the scholar-teacher.

**Examples of Different Kinds of Scholarship**

*Scholarship of Discovery* is the traditional search for new knowledge, ranging from laboratory or field research in the natural sciences to the study of ancient manuscripts in the humanities. It also includes original creation in writing (e.g. poetry), as well as creation, performance or production in the fine arts, architecture, graphic design, etc.

*Scholarship of Teaching* is reflective and critical study into the art and practice of teaching and learning and may include philosophy and research in pedagogy, curriculum development, and the integration of faith and learning, etc.

*Scholarship of Integration* is the exploration of the connections within a discipline or across disciplines. It may consolidate knowledge from different parts of a discipline, provide new exposition which clarifies or unifies knowledge, or put knowledge in intellectual, social, and ethical perspective, and may include meta-analysis or synthesis of literature or materials form two or more disciplines.

*Scholarship of Application* is the practice of a discipline, in which its insights are used to solve problems in the professions, government, industry, church, and society. The products of such scholarship may include peer-reviewed consultation reports, patents, and clinical research.

Some disciplines have prepared white papers on scholarly/creative activities to help the Rank and Tenure Committee in its evaluation of this section of a portfolio. Please provide this white paper if your discipline has one.

 **Instructions to the Faculty Member:**

1. First, in a **table format**, categorize the evidence of your scholarly/creative activities into the three following areas.

NOTE: Identify your peer-reviewed items by the following types of review:

* Collegial peer review – both scholar and reviewer know each other
* Anonymous peer review – the scholar doesn’t know the identity of the reviewer, but the reviewer knows the scholar.
* Blind peer review – neither the scholar nor the reviewer’s identity is known by the other.

***Category 1. Public evidence of on-going and sustained scholarship.***

Presentations at academic conferences, externally funded research proposals, fellowships or awards, published book reviews, and other contributions that do not qualify in category 2 (see below) may provide important public evidence that a faculty member is engaged in ongoing scholarship. Such contributions typically lack rigorous peer review and/or represent public “way-points” in an unfinished scholarly agenda; they have less weight than category 2 contributions.

List all your scholarly and professional presentations, publications, performances, and activities in chronological order with most recent at the beginning. Please follow this order:

* + - Book published
		- Book chapter
		- Article
		- Book review
		- Dictionary/Encyclopedia/Commentary article
		- Conference presentation
		- Performance or Exhibition
		- External grant or Research Fellowship received
		- Book or academic journal edited

**Publications in press**. Articles that have not yet been published but have been submitted and accepted may be identified as publications in press. “In press” means that the document has been accepted for publication and the final version is in the process of being published. *Attach documentation from the publisher to support the status of such items.*

***Category 2. Formal, peer-reviewed (juried) contributions to the discipline.***

Central to scholarship are category 2 contributions—formal deposits to the public fund of knowledge, understanding, expert practice, or artistic expression in one’s discipline. Such contributions are made after rigorous peer review—either anonymous or blind—in venues such as refereed publications, invitational or juried exhibits or performances, or other peer-reviewed outlets for disseminating knowledge or expertise. Category 2 contributions are the crucial test of scholarly engagement; without them, other evidence will be judged incomplete.

Also list, in the same order as given above, your scholarly and professional publications/ activities that are anonymous and blind peer-reviewed (juried). *(Collegial peer reviewed publications and activities are not applicable to this list. Such publications and activities can be evidence for categories 1 and 3.)*

***Category 3. Evidence of scholarly repute.***

Beyond direct documentation of scholarship (categories 1 and 2 above), other evidence may indicate the scholar’s repute in the academic community; of scholarly/creative activities that may give evidence of significant involvement in your academic/professional community at the local, national and international levels. This category should list the publications and activities that you were ***invited*** to do or contribute.

Documentation of “scholarly repute” would include evidence of significant involvement in peer-review for scholarly publications; serving as editor of a scholarly journal or compilation; serving as a research mentor for junior faculty and student scholars; invited expert contribution to scholarly symposia; citations of your papers/books; participation on external committees, boards or commissions; etc.

2. Next, discuss your scholarly and creative activities in terms of the following desired characteristics of Scholarly Activity Criteria for Promotion.[[2]](#footnote-2) Summarize your current scholarly and/or creative agenda and explain how your efforts have the potential to advance your discipline.

Note: Use terms which may be understood by a professional colleague in a different discipline.

The Rank and Tenure Committee uses the scholarly/creative activities criteria rubrics to assess a teacher’s development and effectiveness for this criteria. Please use these rubrics to guide you as you write your narrative and provide evidence for each of these desired characteristics.

**Desired Characteristics of Scholarly and Creative Activity**

1. **Philosophical Foundation of Scholarly and Creative Activity**. An effective scholar-teacher should develop his/her scholarship and creativity guided by a clear philosophy of scholarly activities that advances his/her teaching discipline.
2. **Originality and Leadership in the Discipline**. Scholarly endeavors contribute new, creative activities/productions, expanding knowledge and/or techniques within the discipline. Scholarly endeavors are recognized by colleagues in the field.
3. **Rigor and Integrity.** Scholarly activity must embody structure, thoroughness and careful reasoning and inquiry according to the standards of the discipline. It must be done with scrupulous honesty, attribution, and adherence to high ethical standards.
4. **Sustained Pattern**. A pattern of on-going and sustained activity is maintained over the scholar-teacher’s academic career, with the activity regularly disseminated in the appropriate scholarly venue. This should include a variety of dissemination venues, including appropriate Seventh-day Adventist sponsored events.

*Attachments:* Evidence should be provided that various dissemination venues have been used to disseminate your scholarly activities.

1. **Peer Reviewed**. Peer review is the process by which scholars judge the correctness, rigor, and significance of the work of other scholars according to discipline standards, thus ensuring its integrity and value.

*Attachments:* Provide copy of title page and table of contents as evidence of publication in refereed (blind peer-reviewed) scholarly journals; provide evidence of juried performances.

*Attachments:* Copy of published articles or papers presented at conferences,

**Description of Rating Scale for Appraisal of Scholarly Activity Criteria**

The Rank and Tenure Committee uses this scale and the accompanying rubrics to form an opinion of a scholar-teacher’s development for this criteria.

The primary way the applicant is evaluated as a scholar-teacher is by the documentation of scholarly activity, but the evaluation may include other forms of recognition, such as awards and prizes for scholarly products or activity. In the evaluation of scholarly activities, both the quality and quantity of the dissemination are considered.

GOOD: Applicants have a developing scholarly activity agenda/portfolio with dissemination in more than one venue.

VERY GOOD: Applicants demonstrate maturation in their scholarly activity agenda with increased activity in a variety of venues.

EXCELLENT: Applicants are scholar-teachers of repute within their areas of expertise and display leadership in their fields through an outstanding record of scholarly contributions in a variety of venues. Examples of such recognition: editing a scholarly journal, chairing peer review (jury) panel, awarded grants and/or fellowships for research, awards or prizes won in area of research or creativity, and where discipline-appropriate, collaborating with junior faculty and students in research.

**See** [**Scholarly Criteria Rubric**](https://www.andrews.edu/documents/academic/rank_and_tenure/)

As a Christian institution of higher education, Andrews University takes seriously the need for and desirability of service both within and outside its academic community.[[3]](#footnote-3) The professional expertise and spiritual gifts of its faculty can bless and enrich a variety of communities. Service for purposes of promotion or tenure may be provided to four types of communities:

* University Community
* Church Community
* Scholarly Community
* Other Communities

While all four types of communities are worthy, faculty members are expected to provide substantial service to the university community, i.e. their department, school, and/or the university in general.

**Examples of service to the four communities**

**University community** includes departmental, school, and university-wide levels. Examples of this kind of service would be student academic advising, student and peer mentoring, department chairship or program director, student club sponsor, committees, councils, task force, recruiting, etc.

**Church community** includes the local, union, division and General Conference or international levels. While the primary church community would be the Seventh-day Adventist church, this category also includes other religious or spiritual organizations, including ecumenical ones. Examples would include holding a church office or position, intensive if temporary assistance in a special program, activities, committees, taskforce, writing articles in lay church periodicals, etc.

**Scholarly community** includes professional and scholarly groups/societies. Examples would include serving as a board member or officer in a society, organizer or moderator of a professional session, planning committee member, etc.

**Other communities** include civic life, community service agencies, and local, national and international humanitarian efforts. Examples of this type of service would include everything from helping with a soup kitchen to being a member of a national or international task force appointed by a head of state.

 **Instructions to the Faculty Member:**

Please, provide the following information:

**Desired Characteristics of Service**

Discuss your service activities in terms of the following desired characteristics of the Service Criteria for Promotion. Summarize your current service activities and explain how your efforts have the potential to sustain, improve or better the four types of communities mentioned above.

Describe the ways in which you have contributed through service to these communities. In your descriptions, include information about how these demonstrate the desired characteristics of such service. Focus your description on activities and contributions in the past 5 years.

Provide evidence of the impact your services have made during this period.

The Rank and Tenure Committee uses the service activities criteria rubrics to assess a teacher’s development and effectiveness for this criteria. Please use these rubrics to guide you as you write your narrative and provide evidence for each of these desired characteristics.

1. **Philosophical Foundation of Service**. An effective servant-teacher should engage in service activities from a clear guiding philosophy of service that advances his/her teaching discipline.

**2. Advances Andrews University’s Mission**. The servant-teacher is an active member of the University community, contributing thoughts, expertise, and time to strengthen the University, promote the mission, and improve the experience of the student body.

 *Attachments:* Evidences of contributions made.

Indicate below the usual frequency of your attendance at school and university faculty meetings:

|  |  |  |
| --- | --- | --- |
| **Frequency of Attendance** | **School** | **University** |
| Regular (most) |  |  |
| Some (half to 2/3rds) |  |  |
| Infrequently |  |  |

What leadership or administrative responsibilities do you carry or have you carried for your school and/or the university? Examples would include committee chairship, department chairship, program coordination, project leadership, etc.

Describe your role and the proportion of your workload which is/has been devoted to these responsibilities.

*Attachments*: Any job description or list of expectations for these responsibilities; evidence of the importance of your contributions through these responsibilities.

1. **Advances Department Mission**. Service encourages quality and community within the department, and seeks to develop a safe place where students and colleagues can grow professionally, spiritually, and in their own ability to serve others.

*Attachments:* Letters from your chair and dean regarding your attendance and participation in the life of the department.

A professor’s advising and counseling responsibilities fall into this category. What are your academic advising responsibilities? Please describe your advisees – are they departmental majors, freshmen, undeclared students? Include a statement on the number of students and the time spent in this activity each term.

What is the nature of assigned and/or informal student mentoring other than academic that you have done? Included would be sponsorship of student organizations.

*Attachments:* Any evidences of the quality of advising and/or mentoring which you have provided (letters of appreciation, recognitions, awards).

1. **Community and Church Engagement**. The servant-teacher is called upon to engage with and serve the church and the community, both locally around the university and the globally.

*Attachments:* Any evidences of the community and church engagement.

Describe and provide documentation by attachments for newspaper articles featuring service rendered, official commendations, citations, and/or awards received.

1. **Connection to Professional Expertise.** The servant-teacher volunteers his/her professional expertise to promote the profession, and make a contribution to the betterment of any of the four communities

Discuss how your academic/professional expertise has been helpful or has contributed to any of the four communities listed above.

List all publications that have appeared in the public (lay) press or in non-professional church papers, or activities that you have contributed to any of the four communities. Begin with the most recent publications/activities.

Describe and provide documentation by attachments for newspaper articles featuring service rendered, official commendations, citations, and/or awards received.

**Description of Rating Scale for Appraisal of Service Criteria**

The Rank and Tenure Committee uses this scale and the accompanying rubrics to form an opinion of a teacher’s service activities.

GOOD: A majority of the service contributions must exhibit the above desired characteristics and must meet department/school expectation of service. Documentation can include: letters, citations, evaluation forms documenting the faculty member’s participation, contribution, and impact on these areas of service.

VERY GOOD: A majority of the service contributions must exhibit the above desired characteristics and must meet department/school expectation of service. The service must include successful leadership of committees or other units which have done significant work. Documentation can include: letters, citations, evaluation forms documenting the faculty member’s participation, contribution, and impact on these areas of service.

EXCELLENT: A majority of the service contributions must exhibit the above desired characteristics and must exceed department/school expectation of service. The service must be considerable and noteworthy with an extraordinary/outstanding impact. Documentation for this level must include official letters, citations and/or awards received, newspapers or journal articles, etc.

Some individuals, such as chairs of academic departments, program directors and librarians, may choose to make service their area of excellence. Documentation of excellence for a chair should include items such as: a successful accreditation report, approval of a new program or renewal of an existing one, evaluation forms from his/her faculty and/or students showing he/she has nurtured or served them in an outstanding way, etc.

**See** [**Service Criteria Rubric**](https://www.andrews.edu/documents/academic/rank_and_tenure/)

**ANDREWS UNIVERSITY**

**APPLICATION for TENURE**

A university faculty member is considered for tenure only when he/she:

* Is appointed for employment in a tenure track position,
* Holds a doctorate or terminal degree in the area of appointment,
* Holds at least the associate professor rank, and
* Has been employed by Andrews University in a faculty position for at least six consecutive years.

The evaluation of a faculty member for tenure takes place after six years of employment, as pointed out above.[[4]](#footnote-4)

The evaluation for tenure is made within the greater context of collegiality, achievement and promise with respect to a faculty member’s contributions to the university.

Faculty members who are applying for tenure, should include in the portfolio a Self-Appraisal (Appraisal of Teaching, Appraisal Scholarly and Creative Activity, and Appraisal of Service) with the supporting documents, at least at the Associate Professor level.

Additionally, portfolios for Tenure shall include (i) evidence of a vote of support for your tenure application from the faculty in your department. Faculty from small departments may have the vote of support from the faculty in their divisions or school; and (ii) a letter of support/recommendation from a non-Andrews colleague who can speak to your collegiality and the quality of your work.

Please use these rubrics to guide you as you write your narrative and provide evidence for each of these desired characteristics.

Additionally, these five specific categories are also evaluated:

1. **Knowledge of Discipline.** Thorough knowledge of a field as well as its related discipline.
2. **Collegiality.** Fostering a sense of belonging, a sense of community, and is known for collegial relationships with students, colleagues, administrators and the community.
3. **Mentoring.** Mentoring relationship to students and colleagues.
4. **Contributions.** Responsible contribution to the needs, reputation and activity of the department, school and university.
5. **Future Promise.** Promise of the faculty member’s sustained role and productivity in the department, school and university.

The Rank and Tenure Committee uses the scale given in the tenure rubrics to form an opinion of a teacher’s tenure qualifications.

SEE [tenure Rubric](https://www.andrews.edu/documents/academic/rank_and_tenure/)

1. Criteria for Promotion: see Andrews University *Working Policy* 2:308:1:1 [↑](#footnote-ref-1)
2. Criteria for Promotion: see Andrews University *Working Policy* 2:308:2:1 [↑](#footnote-ref-2)
3. Criteria for Promotion: see Andrews University *Working Policy* 2:308:3:1 [↑](#footnote-ref-3)
4. Criteria for Tenure: see Andrews University *Working Policy* 2:230. [↑](#footnote-ref-4)