



CAMPBELL
UNIVERSITY

FACULTY HANDBOOK

AUGUST 2025



Dear Colleague:

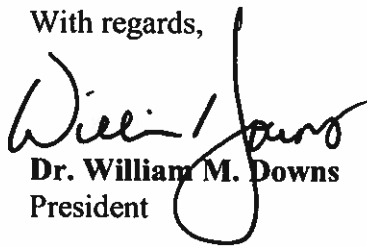
This 2025 Campbell University Faculty Handbook contains policies and procedures that apply to all faculty at our institution, regardless of their disciplinary home. It also provides addenda, as appropriate, that detail any modifications or additions specific to the faculty of individual Colleges and Schools as well as the Division of Adult & Online Education. The Faculty Handbook is a vital resource, and I invite you to familiarize yourself with this year's edition.

The Faculty Handbook's purpose is straightforward—to articulate University policies in the clearest terms possible and to connect those policies with our institutional mission and with faculty roles therein. Additionally, this guide provides you with other important information including administrative structures and governance.

I hope that you will use this Faculty Handbook as a frequently consulted repository of those policies that we all need to know to best understand the mutual responsibilities of the faculty and the University.

Thank you, as always, for your many contributions to Campbell University!

With regards,



Dr. William M. Downs
President

DISCLAIMER

Campbell University is pleased to provide its faculty a formal handbook. Its design reflects Campbell's belief that people are the University's most important resource.

This Faculty Handbook and Addenda (collectively the "Faculty Handbook" or "Handbook") is designed to document the benefits and policies specific to faculty members of Campbell University. The main section of this handbook details the benefits and policies that generally apply across all schools and programs of the University. The addenda contain additional details or modifications that apply specifically to individual schools within the University. In addition to this handbook, faculty members should refer to the University Personnel Manual, which contains policies and benefits that apply to all employees of the University. As needed, more complete information on University policies can be obtained from the appropriate Dean, the Human Resources Department (<https://www.campbell.edu/faculty-staff/human-resources/personnel-manual/>), or from the Office of the Vice President for Academic Affairs & Provost. University policies can also be accessed online through the Campbell University Policies Collection (https://library.campbell.edu/university_policies/).

The effective date of this Handbook is August 1, 2025. These policies and benefits are subject to change from time to time at the University's discretion. As new programs or policies develop, the pertinent parts of this Handbook may be added, modified, or deleted.

This Faculty Handbook is intended as a guideline for faculty and should not be construed as an offer to contract or as a contract between the University and any faculty member or as a warranty of benefits.

The University trustees may modify or rescind policies or benefits at any time, for any reason, with or without notice. It may unilaterally change any of the provisions of this Faculty Handbook in its sole discretion and without notice to any employee. The University Cabinet is authorized to correct any errors made in preparation of this Faculty Handbook, or any policy in the Faculty Handbook that would be inconsistent with any current or future law or ruling of a court of competent jurisdiction. This Faculty Handbook supersedes all previous faculty handbooks and addenda, in addition to management memos that may have been issued on subjects covered herein.

MAJOR MILESTONES IN THE UNIVERSITY'S HISTORY

January 5, 1887:	Buies Creek Academy is opened to 21 students by founder James Archibald Campbell.
December 20, 1900:	All but one building is destroyed by fire.
January 8, 1901:	The school reopens.
1903:	Completion of Kivett Building.
1913:	First dormitory (Treat Hall) opens for women residents.
1923:	First dormitory (Layton Hall) for men.
1925:	Completion of Carrie Rich Library.
November 17, 1926:	Name changes to Campbell Junior College; enrollment is 767 students.
1926:	Completion of D. Rich Administration Building.
1928:	Formation of Epsilon Pi Eta chapter.
March 18, 1934:	Death of the founder and President.
March 26, 1934:	Leslie Hartwell Campbell becomes the second President.
September 11, 1961:	The School becomes an accredited senior college; enrollment is 1,447 students.
June 6, 1967:	Norman Adrian Wiggins becomes the third President.
1974:	Establishment of Phi Kappa Phi.
February 1976:	First classes at Fort Bragg.
August 30, 1976:	Establishment of the School of Law with admission of a charter class of 97 students.
August 20, 1977:	First graduate program in Education (MEd).
1977:	Organization of Omicron Delta Kappa circle.
August 29, 1978:	First graduate program in Business (MBA).
June 6, 1979:	With the graduation of the first law class, the name is changed to Campbell University.

October 11, 1979:	Establishment of the Malaysia program at Tunku Abdul Rahman College.
July 19, 1980:	Establishment of study program at South Wales Baptist College.
October 11, 1983:	Establishment of the Lundy-Fetterman School of Business.
September 1984:	Dedication of Taylor Bott Rogers Fine Arts Center.
December 2, 1985:	Establishment of the School of Education.
January 16, 1986:	Celebration of the Campbell University Centennial begins.
August 25, 1986:	Admission of the charter class in the School of Pharmacy.
1993:	Completion of Wiggins Hall to house the Law School.
August 19, 1996:	Admission of the founding class in the Divinity School.
June 1999:	Completion of the Lundy-Fetterman School of Business Building.
October 2001:	Completion of the Lundy-Fetterman Museum and Exhibit Hall.
May 29, 2003:	Norman A. Wiggins becomes the University's first Chancellor.
May 29, 2003:	Jerry M. Wallace becomes the fourth President of Campbell University.
August 2004:	Completion of the renovation of the D. Rich Memorial Building and Turner Auditorium.
January, 2006:	Formal beginning of the Study Abroad Program.
October 2007:	Completion of Ronald W. Maddox Hall.
August, 2008:	Reinstatement of Intercollegiate Football after a 50-year absence.
October 2008:	Completion of the John W. Pope Jr. Convocation Center.
June 2009:	School of Pharmacy becomes College of Pharmacy and Health Sciences.
August 2009:	Completion of Butler Chapel.
September 2009:	Norman Adrian Wiggins School of Law moves to Raleigh, NC.
June 2010:	Wiggins Memorial Library opens.
May 2012:	Lundy-Fetterman School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

May 2013:	Completion of Leon Levine Hall of Medical Sciences.
August 2013:	School of Medicine opens with charter class.
January 2014:	Campbell University offers first Online Degree Programs.
July 1, 2015:	J. Bradley Creed becomes the fifth President of Campbell University.
June 2016:	Completion of Tracey F. Smith Hall of Nursing & Health Sciences.
August 2016:	School of Engineering opens with charter class.
August 2016:	Catherine W. Wood School of Nursing opens with charter class.
November 2016:	Campbell University's Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
April 2017:	Jerry M. Wallace School of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA).
October 2017:	Campbell University's baccalaureate degree program in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE).
September 2018:	Bernard F. McLeod Sr. Admissions & Financial Aid Building opens.
November 2019:	Hobson Performance Center hosts first event.
May 2020:	Oscar N. Harris Student Union opens.
August 2022:	Campbell University's Bachelor of Science Engineering program is accredited by the Engineering Accreditation Commission of ABET.
January 2023:	Campbell University's Bachelor of Science Biochemistry program is accredited by the American Society for Biochemistry and Molecular Biology (ASBMB).
April 2024:	Campbell University's Professional Education Initial Licensure Programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).
July 1, 2025:	William M. Downs becomes the sixth President of Campbell University.

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- Addendum A: Adult and Online Education
- Addendum B: College of Pharmacy & Health Sciences
- Addendum C: Divinity School
- Addendum D: Jerry M. Wallace School of Osteopathic Medicine
- Addendum E: Norman Adrian Wiggins School of Law

GENERAL

Mission Statement

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

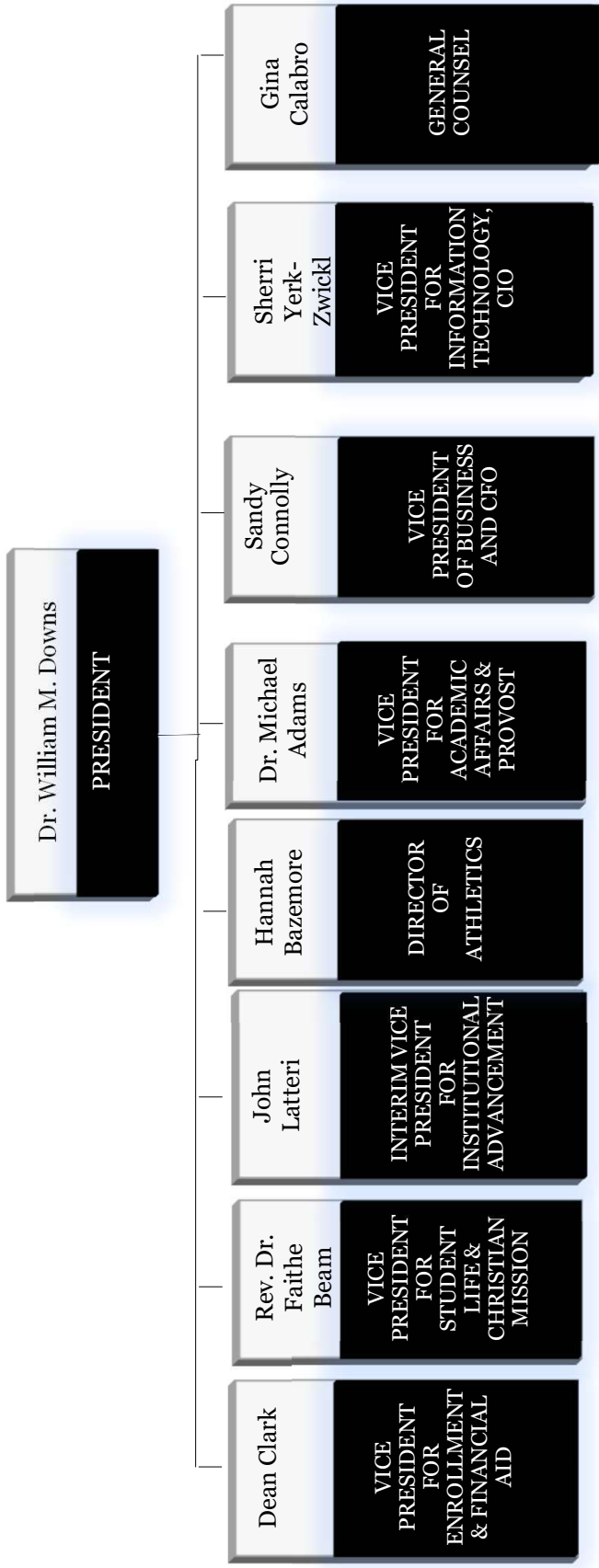
To fulfill its mission, the University:

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels through traditional, extended campus, and online programs;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with opportunities for servant leadership and community engagement, with an emphasis on underserved communities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, and cultural enrichment programming.

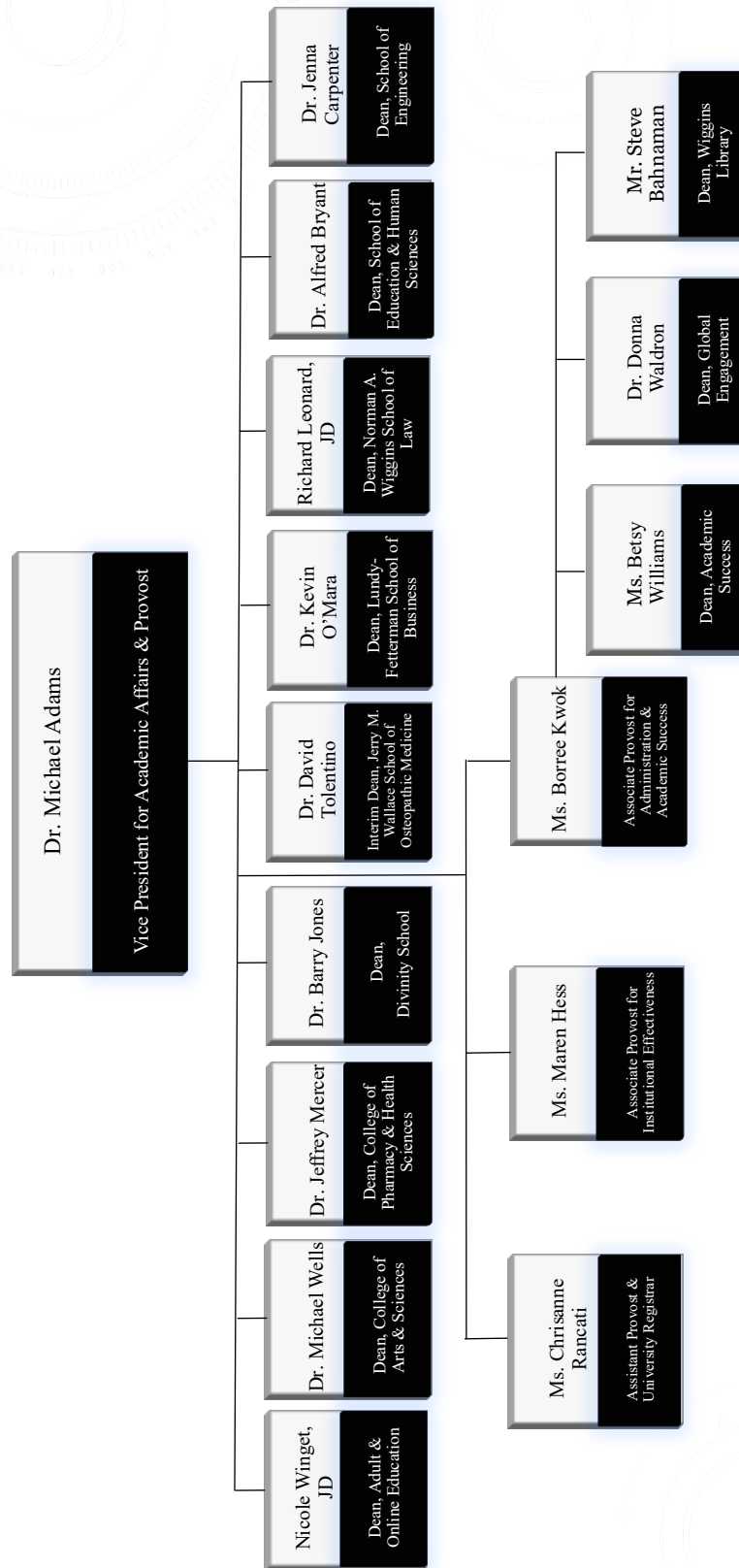


Last updated: 07/2025

UNIVERSITY CABINET



ACADEMIC AFFAIRS STRUCTURE



University Accreditation

For information regarding Campbell University accreditations, please visit <http://www.campbell.edu/accreditation>.

Governance

The Board of Trustees has the legal authority to manage, control, and administer the affairs of the University. The Board is the final authority as to all matters relating to or in any way affecting the operation and well-being of the University.

Campbell is affiliated with the Baptist State Convention of North Carolina, the Cooperative Baptist Fellowship of North Carolina, and the Cooperative Baptist Fellowship. The University's relationship with its affiliates is voluntary and each mutually affirms that Campbell University is an autonomous entity governed by its Board of Trustees.

FACULTY STATUS, RESPONSIBILITIES, AND OBLIGATIONS

Faculty Status

Types of Faculty

Full-Time Status: Full-time status as a member of the Campbell University faculty commences on the effective date of a teaching or professional contract. The contract includes the following information:

- the responsibilities to be undertaken;
- the academic or administrative rank to be carried;
- the salary, including applicable fringe benefits in the Personnel Manual except for sick and vacation leave entitlements unless specifically set forth in this Handbook;
- the effective date;
- the duration of the service;
- other items deemed relevant by the administrative officer involved.

Part-Time Status: The University understands part-time faculty status to be with those persons who are employed full-time at the University in non-faculty positions, but who may occasionally provide instruction on a course-by-course basis.

Adjunct Status: The University understands adjunct faculty status to be with those persons who are not employed full-time at the University, but who are appointed to teach on a course-by-course, term-by-term, or session-by-session basis, contingent on adequate course enrollment. Such status automatically terminates at the end of each term or semester unless otherwise

specified in a contract with the adjunct. Adjunct status carries no fringe benefits, but does accord the person full academic recognition, library privileges, and bookstore discounts.

Part-time and adjunct faculty do not accumulate eligibility for sabbatical leaves, vacation or sick leave, promotion, or tenure. Part-time and adjunct appointments are usually handled by the appropriate Dean or their representative.

Emeritus Status: The Emeritus Faculty is composed of all of the individuals granted that status by the Board of Trustees upon recommendation of the President. Such persons must have completed a distinguished professional career reflective of the primary dedication to the mission of the University. A person considered for emeritus status must be a member of the full-time teaching faculty or a member of the administration with faculty status at the time of retirement, with a minimum of 10 years of full-time service to the University. Names of faculty emeriti with the rank and title held at the time of retirement shall appear in such publications, places, and in the manner as determined by the University. Faculty emeriti shall receive external mailings and be eligible to participate in university-wide functions. They may keep a Campbell email address, maintain a current F/S parking permit, and maintain a Campbell University faculty ID.

Staff as Teaching Faculty

In the field of academics, the University differentiates between staff personnel and teaching faculty, with the former broadly responsible as support personnel, and the latter responsible for providing academic instruction. The general policy of the University is that staff personnel do not provide academic instruction. However, the University recognizes that there may be instances where the expertise of staff and the academic needs of the University comeingle. In such instances the University allows reasonable, though limited, exceptions to its policy. These exceptions must be approved for each semester by the Dean responsible for the academic area of instruction, the Dean and Vice President in whose reporting line the staff individual is positioned, and the Vice President for Academic Affairs & Provost.

In its handling of requests for exceptions, the University must first determine that the level of preparation, expertise, and interest of a staff member is appropriate to the teaching assignment. Care must be given to ensure that the teaching assignment in no way interferes with the individual's responsibilities as staff. All related matters, such as class time, salary, etc., are subject to Vice President approval.

Faculty Qualifications Policy

The Faculty Qualifications Policy ensures that Campbell University justifies and documents the qualifications of its faculty members to ensure that courses are instructed by qualified faculty.

At the time of hire faculty must meet the qualifications, detailed below, for each course for which they will be Instructor of Record. Further, faculty must be qualified for each subsequent new course instructed. The Campbell University Faculty Qualification Form (or other University approved form) must be completed at the time of hire and updated for each subsequent new course instructed. The Campbell University Faculty Qualification Form (or other University approved form) with supporting documentation: official transcripts, and other

documents relevant to qualification of all faculty, full-time and part-time, are maintained in the offices of the deans, or in the case of Adult and Online Education, in the offices of the off-campus instructional site leaders. The qualifications for each faculty member are detailed on the University's Faculty Roster Form for Full-time and Part-Time Faculty that is populated by each academic department and maintained by the Office of Institutional Effectiveness.

<i>Course Type</i>	<i>Expected Academic Credentials*</i>
undergraduate general education and/or baccalaureate courses	Ordinarily hold a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.
graduate and post-baccalaureate courses	Ordinarily hold a doctorate/terminal degree in the teaching discipline or a related discipline

*As stated above faculty ordinarily hold the appropriate academic credentials. However, justification may be made or supported by other means such as academic preparation, relevant training, related work experiences in the field, professional licensure and certifications related to the teaching assignment, honors and awards, continuing professional development, relevant peer-reviewed publications, or continuous documented excellence in teaching.

The full version of this policy may be found at https://library.campbell.edu/university_policies/.

Faculty Organization

Every member of the faculty of the University's colleges and schools is a member of the University Faculty. Within their College or School, each faculty member shall be a member of an academic program or department. Each academic program will have a faculty member who serves as the program director. Each department will ordinarily have a Department Chair. Each college or school is administered by a Dean. All of the colleges, schools, and academic programs of the university are administered by the Vice President for Academic Affairs & Provost¹. The Provost is a member of the University Cabinet and reports directly to the President of the University.

The faculty of each college or school shall consist of all members of the full-time teaching staff plus certain others with faculty status: the President, the Provost, and the appropriate Dean. Faculty include all librarians with professional degrees. The President and the Vice President for Academic Affairs & Provost are eligible to meet and vote with the faculty of any unit of the University.

Faculty Responsibilities and Obligations

The primary function of the faculties of Campbell University is to teach students, research the truth, and serve the community, all of which grow out of their presence in a community of Christian scholars. In the process of doing this, they become involved in a second critical

¹ The terms "Vice President for Academic Affairs & Provost" and "Provost" are interchangeable.

function, which is to give expert advice and recommendations to the President of the University, through whatever administrative structure and procedures he designates. The President is charged by the Trustees with the administrative responsibility of fulfilling the mission of the University. Given that the faculties of the University are responsible for the quality of the educational program, which is the University's primary reason for being, they have an obligation to give the President their best advice on academic matters and to rely on his judgement, maturity, and wisdom to balance what are often competing demands on limited resources and to do so in the best interests of the entire community.

Teaching Responsibilities

Curriculum: The University places primary responsibility for the content, quality, and effectiveness of the curriculum with its full-time faculty. Faculty have the final say in pedagogical issues involving their disciplines: their plans, their research, their teaching efforts, and their uses of technologies. However, the planning and delivery of curriculum is a cooperative effort between the faculty and its administrative leaders (department chairs, deans, and the Provost). Faculty are expected not only to engage in teaching and scholarship, but also to engage in periodic review and revision of the curriculum, offering concrete recommendations to the administrative leaders who allocate funds and balance competing demands for limited resources in order to implement the plans and programs designed to produce high-quality educational programs.

The normal process for changes in curricula begins at the departmental level. The departmental faculty develops proposals regarding curricula, and the Department Chair submits them to the appropriate Curriculum Committee of the College/School. Changes in curricula include, but are not limited to, addition of, major changes in, or dropping of courses, concentrations, programs, or majors. After the proposal has been acted upon by the College/School Curriculum Committee, the chair of the committee shall give notice in writing to the Department Chair and to the Dean that the proposal was accepted or rejected. If a proposal is rejected, a revised proposal may be resubmitted to the committee. Approved proposals for curricular changes that fall under the purview of the University Curriculum Council shall be sent to the chair of that committee by the chair of the College/School Curriculum Committee or the Dean of the School.

Teaching Load: The teaching responsibilities of a full-time faculty member shall be defined with respect to semester hours and contact hours according to the expectations of the school in which the faculty member serves. Unless specified otherwise, the normal teaching load is 12 to 15 semester hours. From semester to semester, the number of different courses and sections will vary according to departmental scheduling and needs. The teaching load is normally reduced by 3 credit hours per semester for Department Chairs to compensate for administrative responsibilities. Other variations in the schedule may be made at the discretion of the Dean of the college or school. Course overloads for full-time undergraduate faculty shall be limited to no more than four contact hours, or the equivalent, per semester. Any exception must be approved by the Dean of the college or school.

The teaching load of part-time and adjunct faculty should normally not exceed 12 credit hours per semester. Permissions to exceed this limit must be received from the appropriate Dean.

Occasionally, unusual circumstances may present a faculty member with the opportunity or necessity to teach an additional course or section that would add semester or contact hours. Under these conditions, and with prior approval of the Dean, extra compensation will be offered.

Faculty members awarded an externally funded grant of significance may have a reduction in their regularly assigned workload in order to allow time to manage the funded research or creative activity. The actual workload will be adjusted in consultation with the appropriate Chair of the department and Dean of the college or school.

Course Syllabus Requirements: A syllabus is a primary instrument for detailing the content, requirements, and other information pertinent to a course. Current and thorough syllabi are required for all courses, with copies filed in the offices of both the Department Chair and the academic Dean. Syllabi templates are posted to the Assessment community in Blackboard by the academic departments in advance of the semester for adoption and utilization by AOE and adjunct faculty. The following list reflects the minimum required components for course syllabi:

- Course Title and Number
- Professor Name
- Professor Contact Information, to include as appropriate office location, office hours, phone, e-mail, web page, etc.
- Course Description, to include a statement of the relationship between the course and the University's mission.
- Course Prerequisites (if applicable)
- Course Learning Outcomes
- Program Student Learning Outcomes that this course supports
- General Education competencies that this course supports (undergraduate courses only)
- Course Texts
- Course Grading Criteria
- Course Attendance Policy
- Student Services Statement (The current statement, to be used exactly as printed, can be found on the Office of Institutional Effectiveness Blackboard community.)
- An integrity statement; suggested wording is as follows:

All students are subject to the academic integrity and behavioral expectations of the University.

- Additional course policies, requirements, and expectations.

Class Attendance: To uphold excellence in academic standards and ensure course integrity, faculty members are expected to attend all class meetings for the allotted class minutes (for a minimum of 700 minutes of instruction per semester credit hour). An equivalent standard must be met regardless of mode of delivery. If a faculty member must be absent from a class due to a professional commitment or in the case of an emergency, they should notify the Department Chair or Dean and the students as early as possible. The class time must be made up by appropriate means to be approved by the Department Chair or Dean.

Student Attendance Records: Student attendance tracking is crucial to the University's compliance with federal financial aid requirements. It also allows the University to quickly identify students who are at risk of not engaging in coursework. Faculty members must maintain accurate records of student class attendance and report the establishment of attendance (Refer to the Class Attendance Policy in the Undergraduate Bulletin, <https://courses.campbell.edu/content.php?catoid=9&navoid=477>) by participating in roster verification processes within the first 20% of their course via methods outlined by the Registrar's Office (<https://www.campbell.edu/registrar/faculty-information/roster-verification/>). Faculty in Adult and Online Education, as well as in graduate and professional programs, will follow processes in their respective programs. Instructors are required to report "last day of attendance" on the final grade roster if a final grade other than a passing grade is submitted.

Student Grades: To provide timely feedback to students, faculty are required to complete and submit midterm and final grade reports by the published deadlines.

Early Alerts: The University is committed to providing appropriate support to students to promote academic and personal success. Faculty are encouraged to utilize the *CU Succeed* early alert system to submit concerns about students' academics and well-being, thus notifying appropriate student support professionals who will address the concerns. Alerts submitted may include, but are not limited to, class attendance, poor academic performance, or wellness concern.

Online Resource Privacy Policy: Students have a right to privacy when using online course resources available within the learning management system (LMS). Access to course sites within the LMS is restricted to those students assigned to the course, faculty assigned to teach the course, individuals assigned to perform grading duties, and administrators who have clear need to perform essential administrative duties. Faculty must notify students if additional visitors are given access to an LMS course site. The University's Online Resource Privacy Policy can be found at https://library.campbell.edu/university_policies/information_technology_services/.

Office Hours: Faculty members are provided an office for the conduct of professional duties. Each faculty member is expected to be available to students on a regular basis and to announce and to post office hours. Faculty members, including those with departmental, college, or University administrative duties, are expected to be available as required to discharge their duties in a timely and professional manner.

Advisement: Academic advising is an ongoing process of engagement that is designed to facilitate student success and persistence to graduation. Academic advising promotes academic

excellence and empowers students to implement educational plans that are consistent with their personal values and goals. Advisement establishes collaborative mentoring relationships and is thus part of the teaching role.

Each student entering a degree program at Campbell University is assigned an academic advisor (or advisory committee) associated with their academic program. In most undergraduate programs, students are initially assigned professional advisors whose role is to facilitate students' academic transition and intensive exploration related to academic and career goals. Faculty serve as advisors to upper-class undergraduate students who have declared a major within the respective department.

The student is ultimately responsible for learning and satisfying all degree requirements as indicated in the University Catalog under which they are subject. To that end, students are expected to do the following:

- Accept full ownership for all academic decisions;
- Prepare for advising sessions and bring appropriate materials and resources;
- Consult with their advisor, in a timely manner, when in need of assistance;
- Follow through on all appropriate actions identified during each advising session or other communication;
- Clarify personal values and goals during their time at Campbell;
- Know and adhere to institutional policies, procedures, requirements, and important dates.

Imperative to supporting students in the pursuit of learning and the completion of degree requirements is the timely, reliable, and caring advice of faculty. To that end, advisors are expected to do the following:

- Understand and provide accurate information regarding university curriculum requirements, programs of study, academic policies, and procedures;
- Monitor student academic progress and recommend, if necessary, strategies to improve;
- Assist students to plan coursework which considers the student's academic goals and background;
- Be available for a reasonable duration of crucial academic calendar periods (registration and drop/add) and provide approval, as appropriate, for advisees' enrollment actions;
- Make proper referrals when necessary (e.g. Office of Academic Advising, Counseling Services, Disability Services, Financial Aid);

- Understand and adhere to the mandates of the Family Education Rights and Privacy Act (FERPA).

The Office of Academic Advising serves as a resource for all undergraduate students and advisors. The office provides major and career exploration services for all undergraduate students, as well as guidance for academic planning and goal-setting. Faculty advisors are encouraged to refer students to the Office of Academic Advising for services and resources supplementary to their own advisement. The Office of Academic Advising is also available to support faculty in delivering effective advisement.

Service Responsibilities

Meetings: Each college/school of the university shall hold regular meetings as determined by the Dean. The Dean may call other special meetings as needed. Full-time faculty are required to attend any such meetings unless granted permission to be absent by the Dean. Part-time and adjunct faculty may be invited to attend at the discretion of the Dean.

In exercising its functions, the faculty of a college or school shall establish whatever procedures or bylaws are necessary. In no case shall these procedures or bylaws be contrary to the provisions of this document.

A three-fifths majority of any faculty shall constitute a quorum for the conduct of business in a department or college/school. For meetings of the entire University Faculty, a simple majority shall suffice. Meetings shall be conducted according to Roberts' Rules of Order as amended or modified by the provision of this document and the bylaws of the faculty involved.

Other meetings of a given faculty or of the entire University Faculty may be called by the President of the University. The faculty of a college or school may also petition for a called meeting, upon written petition of two-thirds of the total membership of the full-time faculty of the college or school. The reasons for the petition shall constitute the agenda of the meeting, unless the majority of the faculty assembled votes to the contrary.

Under the direction of the Dean, each college/school shall determine any offices needed to facilitate the meeting of the faculty, typically at minimum a Presiding Officer and Secretary. The Dean of the college/school, or their designee, shall serve as the Presiding Officer over all faculty meetings. They shall prepare the agenda for all regular meetings and, to the extent possible, shall distribute them in advance of the regular meeting. The Secretary shall keep attendance and official minutes of all meetings. Within two weeks after each meeting, the minutes of that meeting shall be deposited in the Office of the Dean and shall be made available upon request to any members of said faculty. In addition, copies shall be forwarded electronically to the President and Vice President for Academic Affairs & Provost upon request.

Faculty Orientation and Commencement Attendance: Full-time faculty are required to attend the Faculty Orientation program and Commencement ceremonies as applicable. Permission to be absent must be requested in writing and approved by the Dean of the respective College/School and the Provost in advance.

Institutional Effectiveness: The University seeks to achieve maximum effectiveness in all its learning endeavors and operational processes, with the driving considerations to be continual improvement for quality learning. Institutional effectiveness guidelines are set forth in the University's *Planning and Assessment Manual* (accessible via the Office of Institutional Effectiveness organization on Blackboard). Faculty are expected to participate in the full range of institutional effectiveness functions relevant to their role as faculty. These include, but are not limited to, establishing course learning outcomes, conducting program outcome assessments, and completing expected evaluations and reports.

Mentoring: Faculty shall have the responsibility for maintaining the academic vitality of their departments. One of the principal means of exercising this responsibility is to support on-going peer evaluations, with special attention to the teaching and professional growth of all faculty. Senior faculty shall be available for such consultation and assistance in problems of both scholarship and teaching as the junior faculty may require.

Committees: Full-time faculty are expected to serve on committees of the university and their respective colleges/schools. The University makes use of a number of standing committees to carry out the needs of the university. Faculty are nominated by the University Nominations Committee to serve on these standing committees. The University Nominations Committee is composed of representatives from across the Colleges and Schools. Nominations are voted on by the Faculty at the annual Fall Faculty Orientation. The full list of the Faculty and Staff Committees can be found at <https://www.campbell.edu/about/leadership/provost/faculty-committees/>.

Each college or school shall form additional committees according to its needs, normally to include a Faculty Development Evaluation Committee and a Curriculum Committee. The process by which faculty are appointed to serve on the college/school committees will be determined by the respective Dean.

Involvement in the Larger Community: Faculty members are expected to give of their time, service, and talents to the community, consistent with excellence in their duties at the University.

Academic Policies and Procedures

Academic policies and procedures are published in the University's academic bulletins or catalogs. Please refer to the *Undergraduate Studies Bulletin* (<http://courses.campbell.edu/>) or the appropriate College/School academic bulletin.

Training

Each faculty member, regardless of rank, will be required to complete certain mandatory training as determined by the University. Training topics may include, but are not limited to, FERPA, Title IX, anti-harassment and discrimination, accommodation under the Americans with Disabilities Act ("ADA"), and information security.

FACULTY EMPLOYMENT, RANK, PROMOTION, AND TENURE

Faculty Appointment

Each College/School will generally follow all University guidelines or regulations relating to appointment, tenure, and promotion, except as may be set forth in each College/School's respective addendum to this Faculty Handbook. These guidelines are meant to inform faculty of the standards of the College/School and are to be used by the appropriate department and College/School committees in considering appointment, promotion, and tenure. They reflect minimum requirements.

The University Board of Trustees hires members of the faculty of Campbell University and delegates this authority to the President of the University. Upon determination by the appropriate Dean and the VP for Academic Affairs & Provost of a vacancy/need for a full-time faculty member, the President may accept recommendations concerning potential faculty appointments. Faculty involvement in the selection process is expected. At the time of initial appointment, it shall be set forth in writing whether the position is tenure-track or non-tenure-track.

The general responsibilities of faculty include teaching, scholarship, service, and support of the University Mission. The character of faculty work assignments may differ, however, among the various departments within a given college/school. The distribution of each faculty member's responsibilities regarding teaching, scholarship, and service is determined by Chair of the Department (or Dean if no Chair) in consultation with the faculty member, subject to approval of the Dean.

Faculty Ranks

All full-time faculty members shall be appointed to an appropriate rank as described below. The four standard ranks are instructor, assistant professor, associate professor, and professor. All persons appointed to whatever rank are expected to commit themselves unreservedly to the stated mission of the University.

Instructor: For appointment as instructor, the candidate must hold, at a minimum, the master's degree or its equivalent from an accredited institution with at least 18 hours in the field of instruction, preferably with evidence of pursuit of the doctorate or other terminal degree. They must also have a willingness to teach well, interest in productive scholarship, and willingness to cooperate with others for the good of the University, as well as commitment to the mission of the University. Instructors will typically hold temporary, one-year appointments.

Assistant Professor: For appointment or promotion to assistant professor, the candidate ordinarily shall have earned the doctorate, or an equivalent terminal degree in the field of specialization, from an accredited institution. They must also present evidence of success as a teacher and scholar or, if this appointment is a faculty member's first teaching appointment, must demonstrate a potential to teach well and to be productive in scholarship. They must also demonstrate a willingness to cooperate with others for the good of the University, and be committed to the mission of the University.

Associate Professor: For promotion or appointment to associate professor, the candidate must possess the qualifications for an assistant professor, and in addition they must possess a record of significant achievement in their field or profession. There shall be clear evidence that their scholarly activities are respected both inside and outside their immediate academic community. There shall be clear evidence of their continued professional growth and of continued effectiveness in teaching. There shall also be clear evidence of ability to provide leadership, both within and outside the University.

Professor: For promotion or appointment to professor, the candidate must possess the qualifications for an associate professor, and in addition they must possess a record of exceptional intellectual, educational, or artistic achievement and a demonstrable record for excellence in teaching. There shall be evidence of their continued professional growth, and the judgment on promotion shall primarily consider evidence of achievement in teaching and scholarship since the most recent promotion or appointment. There shall also be continued clear evidence of ability to provide leadership, both within and outside the University. The rank of Professor, the highest the University can bestow, is reserved for those who exemplify the highest level of potential and achievement in Christian higher education.

Promotion and Tenure

Criteria for Promotion and Tenure

Outstanding performance in the areas of teaching, scholarship, institutional and community service, and support of the University mission will be considered in any recommendation for promotion or granting of tenure. The weight accorded to each of these elements will vary from case to case, and each department shall have the primary responsibility in developing specific guidelines that define scholarship in the fields represented in that department. However, in all cases, demonstrated teaching ability must be a critical consideration. Faculty rank distribution will be taken into consideration in the promotion process.

Advancement in rank or the awarding of tenure cannot be guaranteed. The criteria described below are recognized as a general guide which will be considered in making a decision regarding both promotion and tenure.

Years of Service: Years of service at the University and elsewhere may be taken into account, but seniority by itself cannot be the primary reason for granting of tenure or promotion to any rank. While there may be exceptions, it is generally expected for a faculty member to spend a minimum of five years at the University in a particular rank before seeking promotion. It is understood that a faculty member without the earned doctorate or its equivalent will spend additional time in rank before being considered for promotion.

Teaching: Promotions and granting of tenure shall be made only when there is clear evidence of the individual's ability and commitment as a teacher. Evaluation of teaching effectiveness, ability, and commitment shall be based on all relevant materials and evidence, including but not limited to, instructional materials and techniques that incorporate new ideas or scholarly research, curriculum or program development, and student advisement.

Scholarship: Evidence of scholarship shall be sought in the candidate's publications or creative work, supported by all relevant material. Works should be evaluated as well as listed, and work in progress should be assessed. When work is a product of a joint effort, it is the responsibility of the candidate to establish as clearly as possible their role in the joint effort. It is also the responsibility of the candidate to indicate those works that are re-publications and to describe the differences between similar publications.

Service: The faculty plays an important role in the formulation and implementation of departmental, College/School, and University policies. Faculty members will, therefore, be judged on the degree and quality of their participation in departmental, College/School, and University governance. Similarly, faculty contributions to student welfare, through service on committees or advising student organizations, should be recognized. Faculty members are expected to be active in and take leadership roles in relevant professional societies. Service to the community, state, nation, and world, both in the faculty member's special capacity as a scholar and in areas beyond this when the work is pertinent and significant, will be recognized.

Support of University Mission: Every faculty member is expected to support the Christian mission of the University, as articulated in its Mission Statement.

Additional Criteria for Tenure

The granting of tenure is the highest faculty honor the University can bestow. Tenure is a mutual sign and commitment by which the continuity of the University's educational goals and objectives are assured. It affirms an individual as an image of the University's mission, and in the act of acceptance, the individual publicly asserts continuing commitment to its goals. An underlying purpose of granting tenure is to uphold the concept of academic freedom by assuring the individual faculty member certain procedural rights that have traditionally been assured to members of the profession.

Specific approved criteria for tenure may vary slightly depending on the School, but in general, any full-time faculty member in a tenure-track position having the rank of assistant, associate, or professor is eligible to be considered for tenure. Tenure recommendations will depend on outstanding performance in the criteria outlined above. In addition, the following years of service are generally required:

Full Professor: A faculty member who has attained the rank of full professor at Campbell University and has taught full-time at Campbell University for three years at any rank shall be eligible for consideration for tenure.

Associate Professor: A faculty member who has attained the rank of associate professor at Campbell University and has taught full-time at Campbell University for five years at any rank shall be eligible for consideration for tenure.

Assistant Professor: A faculty member who has attained the rank of assistant professor at Campbell University and has taught full-time at Campbell University for seven years at any rank shall be eligible for consideration for tenure.

For purposes of tenure, any faculty member who receives a salary commensurate with full-time employment at their stated faculty rank shall be considered as engaged full-time, even if specific duties are partially or wholly of an administrative nature.

Procedures for Promotion and Tenure

Stage One - Preliminary Consideration: At the point of eligibility for consideration, a candidate shall explore with their Department Chair and Dean the concept of readiness for promotion or tenure. Such preliminary consideration shall be exploratory, with specifics in no way binding on either the faculty member, the Department Chair, the Dean, or further individuals or committees involved in the process. Should the faculty member decide to proceed, by September 15, the candidate must organize documentation of their readiness for promotion or tenure into a dossier (portfolio) and forward it to the Department Chair. The contents of the dossier should include a cover letter, a curriculum vitae, a summary of student evaluations, copies of scholarly works and other creative activities, annual faculty evaluations, copies of Professional Performance Records, and any other supporting materials that the candidate may consider relevant to conducting a thorough evaluation.

In the cover letter, the candidate should describe their workload assignments since appointment or promotion to the presently held rank. The candidate should specify the proportions of time allocated for teaching, scholarship, and service. In addition, the candidate should describe their professional activities and attainments in relation to the criteria (teaching, scholarship, and service) for promotion or tenure specified in their College/School's guidelines.

Upon receipt of the candidate's dossier, the Department Chair shall seek letters of evaluation from professionals outside the University. It shall be the Department Chair's responsibility to establish the qualifications of these reviewers in the report and recommendation.

Stage Two - Recommendation by the Department Faculty: All reviews begin at the departmental level. The Department Chair, in concert with the respective members of the department, evaluates both the candidate's record and the role the candidate can be expected to play in the future evolution of the department's curriculum and mission. The role of the department is primary. Its recommendations carry the weight of informed professionals considering their colleagues and, more importantly, the future strength and vitality of their curriculum and identity.

The full-time faculty members of the department shall consider the merits of the candidate with respect to their teaching, scholarship, service, and support of the University's mission, along with the role of the candidate in light of the department's curriculum, mission, personnel, projected needs, and all other relevant departmental concerns. The candidate may request a personal appearance before the department faculty to present their case. The department faculty may also request that the candidate appear personally.

Following a systematic and rigorous evaluation, the full-time faculty members of the department shall vote by secret ballot on whether to recommend the candidate for promotion/tenure. Following this vote, the Department Chair shall write a report of the department's action. The report, along with any minority reports, shall be forwarded to the

School's Faculty Development and Evaluation (FDE) Committee and to the candidate no later than November 15. The candidate shall have one week to respond in writing to the Chair's report of the department's recommendation. The candidate's response (if any) shall be forwarded to the FDE Committee.

Stage Three - Review by the Faculty Development and Evaluation Committee: The School's FDE Committee provides the faculty with a broader forum to consider the standards applied in a promotion or tenure decision. It brings faculty from different disciplines together to develop the identity of the total faculty and, through its recommendations, articulates the agreed-upon values and standards of the faculty.

After receipt of the departmental report and the candidate's response (if any), the FDE Committee shall consider that report, any programmatic or fiscal statements written by the Dean, the candidate's record, and any and all matters it considers relevant to the candidate's application. Such considerations may include, but shall not be limited to, the merits of the candidate, the curriculum and mission of the candidate's department, the candidate's demonstrated support of the University's purpose, the way in which faculty standards and the balance among the criteria of teaching, scholarship, and service are applied, and the overall situation and direction of the College/School.

At its option, the FDE Committee may request the candidate or other interested party to make a presentation before it or accept the written testimony of faculty or students. The candidate may also request a personal appearance before the committee.

After discussion, the FDE Committee shall vote by secret ballot on whether to concur with or dissent from the recommendation of the department. The chair shall write a report that summarizes the vote and addresses in detail the rationale for the recommendation. In the event that the chair of the FDE Committee disagrees with the majority vote of the committee, the chair should designate to another member of the committee who agrees with the majority the responsibility for writing the report. Any member of the FDE Committee who cannot support the majority report shall have the option of writing a minority report that includes the rationale for their dissent. The FDE Committee's report, along with any minority reports, shall be forwarded to the Dean and to the candidate no later than January 31. The candidate shall have one week to respond in writing to the report of the FDE Committee. The candidate's response (if any) shall be forwarded to the Dean.

Stage Four - Review by the Dean: The Dean's role in the process of promotion or tenure is the broadest within the College/School. They not only have the responsibility to consider the record of the candidate and its relationship to the mission and curriculum of the candidate's Department, their responsibility extends to the broad range of institutional considerations, both in the College/School and in the University, that shape the on-going growth and direction of the College/School as a whole. At the same time, they ensure the application of consistent standards to faculty selection, retention, and development.

After receipt of all material submitted in the earlier stages (the dossier, the reports of the department and of the FDE Committee, and any responses from the candidate), the Dean shall

consider the candidate's application. At their option, the Dean may request or consider additional material or speak with the candidate or other informed parties.

The Dean shall write a report that indicates whether or not they support the recommendations of the department and the FDE Committee. In this report, the Dean shall set forth in reasonable detail the rationale for their recommendation, including but not limited to institutional considerations, the candidate's record, the department's curriculum and mission, support of the University purpose, and any other relevant matters concerning the candidate's application.

The Dean's report, along with all material submitted in earlier stages, shall be forwarded to both the Provost and to the candidate by March 31. The candidate shall have one week to respond in writing to the Dean's report and to submit that response (if any) to the Provost.

Stage Five - Review by the Provost, the President, and the Board of Trustees: After receipt of all material submitted in the earlier stages (the dossier, the reports of the department, of the FDE Committee, and of the Dean, along with any responses from the candidate), the candidate's application will be reviewed by the Provost. Affirmative recommendations from the Provost will be reviewed by the President. With the President's approval, affirmative recommendations shall be presented to the Board of Trustees at its Fall meeting. In making their decisions, the Provost and President shall consider material prepared by the candidate as well as recommendations from the various levels of review. They shall apply their professional judgment in considering the merits of the individual's case, and in determining what is in the best interest of the University and its programs.

The decision of the Board of Trustees concerning promotion or tenure will be communicated in writing to the faculty member. Any such promotion or tenure will become effective only after being conferred by the Board of Trustees.

The purpose of this policy is strictly to improve the quality of the educational process at the University. Nothing contained in this handbook shall be construed as creating any contractual obligation on the part of the University to provide evaluations or particular types of evaluation, approve promotions, or grant tenure. The alleged failure of the University to complete an evaluation shall not be grounds for an employee to contest a decision of the University not to approve their application for promotion or tenure, or to renew their contract, or to terminate their employment.

Annual Evaluation

Evaluation of faculty performance is a form of quality control and a means of faculty development. The major objective of faculty evaluation is to ensure high levels of professional performance in every discipline and to validate that faculty members are worthy role models for students in a Christian institution of higher education. Department Chairs and Deans are responsible for assisting faculty members in such matters as improving teaching techniques, experimenting with better course materials, and upgrading credentials.

Faculty evaluation may take several forms, including self-evaluation, student evaluations, environmental evaluation, interviews with the Dean or their designee, or other forms approved by the faculty and administration.

Every faculty member is expected to conduct an annual self-evaluation using the Professional Performance Record. A copy of the Professional Performance Record form can be found in the University's *Planning and Assessment Manual*.

Terms of Contract

Faculty contracts offered by the University contain the terms and conditions of employment. Both the University and the faculty member are expected to abide by the stated terms of employment.

Salary and Type and Duration of Contracts

Generally, annual contracts for the forthcoming academic year are extended to faculty members following the Board of Trustees' approval of the university budget, typically at its spring meeting of each year. Signed contracts are to be returned by the date indicated on the contract. Contracts not returned by this date are deemed rejected and are withdrawn. If a signed contract is not returned by the date indicated, the University may elect to initiate a search to fill the vacancy or to eliminate the position. It is expected that faculty members will not ask to be released from a signed contract.

Members of the faculty who will not be offered employment for the following academic year will be notified by March 15.

The dates set forth in this section may vary by College/School as indicated in the attached addenda or on the executed contract.

Fringe Benefits

Full-time faculty members are eligible for many of the fringe benefits available to other full-time employees of the University, as specified in the *Campbell University Personnel Manual*. A copy of the Personnel Manual can be found at <https://www.campbell.edu/faculty-staff/human-resources/personnel-manual/>. Full-time faculty are not eligible for non-FMLA sick leave or vacation leave unless specifically set forth in the addenda to this Faculty Handbook.

Outside Employment

Campbell University recognizes the privilege of the faculty member to accept outside employment. Appropriate faculty activities can enrich professional competence and provide a service to society. It is also recognized that excellence in teaching requires time and energy, and that the first professional responsibility of the faculty member is to the University. A faculty member must receive approval before accepting outside employment. Requests for approval of outside employment by the faculty member, including teaching at another institution or consulting engagements, shall be made in advance and must be reviewed and approved by the Department Chair, the Dean of the College or School, and the Vice President for Academic Affairs & Provost before the faculty member accepts outside employment. The Department Chair will communicate the final decision to the faculty member. These principles will be followed in making a decision:

- Outside daytime employment during regularly scheduled semesters/summer terms is discouraged, other than that which is directly related to one's professional field; e.g., research or lecture engagements.
- No outside responsibilities should be accepted which interfere with or create a conflict of (i) interest or (ii) commitment with one's contractual obligations or duties to the University, and priority should always be given to University duties, including counseling, teaching responsibilities, and committee assignments.

Leave of Absence

Requests for unpaid leave of absence, other than emergency cases, shall be made in writing to the Department Chair at least 60 days in advance and must be recommended by the Department Chair, Dean of the College/School, and Vice President for Academic Affairs & Provost, and approved by the President and the Board of Trustees.

Faculty FMLA Sick Leave Accrual

Full-time faculty members who do not earn sick leave, and apply for and receive FMLA leave, will be entitled to eight hours of paid FMLA leave for each month of service at the university prior to the date of the inception of the FMLA leave (the "Accrued FMLA Leave") not to exceed 480 hours. Any unused Accrued FMLA Leave will be credited against any future qualifying FMLA leave. When a faculty member's Accrued FMLA Leave falls below 480 hours, the faculty member is eligible to accrue additional FMLA Leave upon return to full-time duty at the university under the guidelines set forth above up to a maximum of 480 hours. Absences during approved FMLA leave in excess of these accumulated days will be treated as FMLA leave without pay.

Termination of Service

Types of and Reasons for Termination

Faculty appointments may be terminated in the following ways:

1. By the faculty member, through voluntary resignation to take effect at the end of any academic year of service, provided notice is given by April 15. Voluntary resignation by the faculty member after April 15 shall be effective only upon recommendation by the appropriate Dean and Vice President for Academic Affairs & Provost and approval of the President.
2. By the faculty member or the trustees through retirement.
3. By the direction of the Provost or of the President at any time, a decision may be made to terminate a faculty member or not to renew a faculty member's contract for any of the following reasons, among others:
 - Academic incompetence or failure to perform the duties of employment.

- Violation of University academic or administrative regulations and policies, including but not limited to, behavior that violates this Faculty Handbook or the University Personnel Manual, or professionally harmful incompatibility with colleagues or students.
- Moral turpitude, or the conviction of crime amounting to a felony or serious misdemeanor.
- Serious physical or mental disability of more than six (6) months which prevents the faculty member from performing the essential functions of the position with or without a reasonable accommodation and such has been established by competent professional judgment.
- Significant changes in curriculum and/or programs.
- Financial exigency as defined by the Board of Trustees.

WHEREAS, The Trustees of Campbell University are acutely aware of the state of the economy of the state, nation, and world; and

WHEREAS, They are aware of the difficulties now facing education, particularly higher education in the private sector, and the many adjustments that must be made by colleges and universities to meet the financial or academic considerations of the University; and

WHEREAS, The Trustees deeply appreciate the loyal and dedicated service now being rendered by the faculty and staff of Campbell University and desire that they know the general financial policy of the University as it relates to the meeting of these financial exigencies;

NOW THEREFORE BE IT RESOLVED That the Board of Trustees of Campbell University do declare:

That Trustees consider it to be imperative that Campbell University operate a balanced budget. A sound financial program is one that preserves the endowment of the institution and that every reasonable effort should be made to adopt programs that will strengthen and enlarge the endowment in order to stabilize the academic and administrative programs. The University, so far as possible, will be current in the payment of its bills for current operations, including the salary obligations to its employees, and the liquidation of indebtedness, especially short-term indebtedness; and

The Board of Trustees do further declare that any projections or developing conditions that would prevent the achievement of the desired goals will be considered as a financial exigency demanding immediate adjustment in both the academic and administrative areas; and

The Board of Trustees requests that the Administration of the University communicate this policy to the faculty and staff of the University at an early date.

A faculty member may be placed on paid or unpaid leave during the pendency of any investigation or appeal as the circumstances may warrant. It is understood that termination of service pursuant to this section 3 shall be effective immediately and shall not be deemed a breach of the faculty member's contract.

Grievance Procedure for Faculty: General Issues

1. The following procedures shall apply to grievances by full-time faculty members (including tenured faculty and non-tenured faculty) on issues which include but are not limited to the following: (a) minor disciplinary actions such as warnings or suspensions; (b) alleged violation, misinterpretation or inequitable application of the provisions of this Faculty Handbook; or (c) alleged violation of academic freedom. The formal grievance procedure shall in no way be a forum for issues which should be resolved at other levels and in other ways. Otherwise, complaints alleging violation, misinterpretation or inequitable application of laws, regulations, or University policies applicable to all employees shall be reported in accordance with procedures set forth in the University's Personnel Manual. Non-grievable issues include the following: termination, salary and fringe benefits, sabbatical or other leaves, faculty rank and promotion, non-renewal of appointments or contracts, or the content of published policies and procedures. Any general grievance shall be submitted by the grievant to the Chair of the Grievance Committee within thirty (30) calendar days of the decision or action being grieved after the steps set forth in paragraph 3 below have been exhausted.
2. The purpose of this procedure is to assure fairness and consistency in faculty relations, and to resolve complaints internally within the University in a fair, effective, and timely manner. No faculty member's employment or academic status will be adversely affected in any way as a result of using these grievance procedures, nor will the University tolerate any retaliatory action against a person using or providing evidence for these procedures. The nature of the procedures shall be considered administrative hearings within an educational context, not formal legal proceedings. The University shall not be obligated to pay for any expense of either party involved in the grievance.
3. Any grievance of a faculty member shall first be discussed with the appropriate Department Chair, with every reasonable effort made to resolve the matter informally at the department level, and no written record of the matter placed in the faculty member's official file. If the grievance cannot be resolved informally at the department level, or if the grievance is against the Department Chair, the grievance shall be discussed with the appropriate Dean. Again, every reasonable effort should be made to resolve the matter informally within the individual school, with no written record of the matter placed in the faculty member's file. If the grievance cannot be resolved by the Dean, or should the grievance be against a Dean and informal discussion at the department level proves unable to bring resolution, the grievance may be brought for discussion with the Provost. The first attempt will then be to bring resolution to the matter informally. If this attempt proves unsatisfactory, the faculty member may file a written grievance directly with the Chair of the University's Grievance Committee within seven (7) calendar days of the informal meeting with the Provost.

4. The Dean of each School or College of the University shall nominate one tenured faculty member of either Professor or Associate Professor rank to serve a three year term on the Grievance Committee. The committee shall elect its Chair annually. In addition to the eight regular members of the committee, one for each of the University's schools, the Provost shall appoint from the faculty two standing alternates to be utilized as needed, such as in cases of conflict of interest, illness, etc. On any particular grievance issue, the committee members shall consider conflict of interest matters (such as close friendships, shared academic department, etc.) before moving forward with the proceedings. The University's General Counsel shall serve as an advisor to the Grievance Committee throughout the entire course of its deliberations.
5. The written complaint to the Chair of the Grievance Committee must include at least the following:
 - a) Identification of the individual(s) against whom the grievance is being lodged;
 - b) Description of the specific action(s) giving rise to the grievance;
 - c) Rationale for assertion that the specific action(s) was/were in violation of University policy;
 - d) Details of location, date or period of time in which the action(s) occurred;
 - e) The desired remedy;
 - f) The name and full contact information of the grievant;
 - g) The grievant's signature.

Within seven (7) calendar days of receipt of the written complaint, the Chair of the Grievance Committee shall send a copy of the written complaint to the individual(s) against whom the grievance is being lodged.

6. Within ten (10) calendar days of receipt of a copy of the written complaint, the individual(s) against whom the grievance is being lodged shall submit a written answer to the complaint to the Chair of the Grievance Committee. Within fourteen (14) calendar days after receipt of the answer, the Chair of the Grievance Committee shall determine a hearing date, which shall be no later than twenty one (21) days from receipt of the answer. The hearing date shall be communicated to all parties at least ten (10) calendar days before the hearing is convened.
7. At all times the Grievance Committee shall be guided by the virtues of fairness, kindness, and impartiality in decision-making. For good cause shown and due to exigent circumstances, the Chair may extend any deadline set forth above.
8. Each member of the Grievance Committee shall receive copies of the grievance and the response of the subject of the grievance at least five (5) working days prior to the hearing.

9. The following stipulations shall normally govern the conduct of the hearing:
 - a) The grievant and the party against whom the grievance is filed shall have an opportunity to bring persons to testify on their behalf. So that the hearing may be conducted in as efficient manner as possible, both parties shall avoid calling multiple persons who are expected to testify about the same information.
 - b) The hearing shall be private, due to the confidential nature of issues which may be raised.
 - c) No university employee shall publicly disclose or relate to a third party any matters presented, disclosed, or discussed at the hearing, or the final decision. Violation of this prohibition may subject the violator to discipline. This prohibition shall not apply to communication with an attorney consulted by the employee making the disclosure.
 - d) A confidential recording of the proceedings shall be kept by the University's General Counsel.
 - e) The Grievance Committee will not be bound by formal rules of legal evidence, and may consider any information it deems relevant in determining the issues involved. The committee shall have authority, at its discretion, to seek additional information that it deems relevant that is part of any university records, or request additional persons it deems to have relevant testimony to appear. Decisions of relevancy shall be determined by a majority of those present and voting.
 - f) The hearing shall proceed in a manner determined by the Grievance Committee, which shall be communicated to all parties as part of the hearing notice.
 - g) The findings and decision of the Grievance Committee will be based on the information presented at the hearing.
 - h) A majority of the members of the Grievance Committee must be present for hearings, deliberations, and voting.
 - i) These procedures are entirely administrative in nature and are not considered legal proceedings. During any hearings, but not a subsequent appeal, the grievant or the respondent may have an advisor or advocate accompany and assist him/her at the faculty member's expense. This advisor can be anyone, but the advisor may not take part directly in the hearing itself, though they may communicate with the advisee as necessary as long as it does not disrupt the proceedings.
10. Within fourteen (14) calendar days of the hearing, the Grievance Committee shall make written findings of fact and advisory recommendations with respect to allegations raised in the grievance. These findings and recommendations, as well as the precise Grievance Committee vote (by tally, not the identity of individuals casting the vote), shall be reported in writing to the Provost or, in the event that the Provost is the person against whom the grievance is filed, the President, and to the principals in the grievance.

11. Within fifteen (15) days after receiving the recommendations of the Grievance Committee, the Provost (or President, in the event that the Provost is the person against whom the grievance is filed) shall render their decision. The decision shall be in writing. Copies shall be sent to the parties in the grievance and to the Chair of the Grievance Committee. The written decision shall also inform the parties of their right, within seven (7) calendar days after receipt of the written decision of the Provost, to appeal the Provost's decision to the President. A copy of the faculty member's written grievance and the Provost's written decision shall be placed in the faculty member's official file. If the subject of the grievance is the Provost, the President's decision shall be final. An appeal shall be based on the record of the Grievance Committee and no additional evidence may be submitted on appeal.
12. Should either party appeal the Provost's decision, the President will review the findings and make their decision within thirty (30) calendar days of receipt of the request. The President's decision shall be final. A copy of the appeal and the President's written decision shall be placed in the faculty member's official file.

Appeal Procedure for Faculty: Contractual Issues

1. The following procedures apply to all appeals by full-time faculty members (tenured and non-tenured faculty) regarding tenure, promotion, non-renewal of contract, or termination. Appealable issues in this area do not include those matters prescribed by the *Grievance Procedure for Faculty: General Issues*.
2. The purpose of this procedure is to assure fairness and soundness in decision-making, and to resolve complaints internally within the University in a fair, effective, and timely manner. The nature of the procedures shall be considered proceedings within an educational context, not formal legal proceedings. No faculty member's employment or academic status will be adversely affected in any way as a result of using these appeal procedures, nor will the University tolerate any retaliatory action against a person using or providing evidence for these appeal procedures. The appealing faculty member's external consultation with independent legal counsel shall in no way obligate the University for any legal expense of the faculty member. The University's General Counsel shall serve as an advisor to the University administration throughout the entire process, and, depending on the nature of the appeal, separate counsel may be provided to the Deans' Council.
3. The Appeals Committee shall be composed of the Deans of each of the University's schools, with its chair being selected by the Deans themselves. With any appealed matter, the Dean of the faculty member's school shall not be a part of the hearing body.
4. Any appeal of a contractual issue as permitted herein by a faculty member shall be brought, in writing, directly to the Chair of the Appeals Committee of the Deans' Council, with a copy to the Provost, within ten (10) calendar days of receipt of the decision which is being appealed. The written appeal must include at least the following:
 - a) The appellant's full name and contact information;
 - b) The appellant's faculty rank, school, and department;

- c) The decision being appealed;
- d) Rationale for contesting the decision, including any supporting evidence;
- e) The appellant's signature.

If the Provost is the appealing party, the President shall designate someone to replace and carry out the Provost's responsibilities in the appeal process.

5. The Chair of the Appeals Committee shall establish a hearing date, time, and location, and communicate such to the faculty member at least ten (10) calendar days before the hearing is convened. Once the hearing is set, the Appeals Committee shall receive copies of the appellant's written appeal. The appellant and the Provost shall be allowed to present any additional written information pertinent to the decision and the appeal to the Chair of the Appeals Committee at least five (5) calendar days before the hearing. The Chair shall distribute this information to the Appeals Committee membership at least three (3) calendar days prior to the hearing. The following stipulations shall normally govern the hearing:
 - a) The appellant shall present their appeal first, and then the Dean, Provost, or other individuals as the Appeals Committee may decide will provide information relevant to the decision being appealed. So that the hearing may be conducted in as efficient manner as possible, parties shall avoid calling multiple persons who are expected to testify about the same information.
 - b) The hearing shall be private, due to the confidential nature of issues which may be raised.
 - c) No university employee shall publicly disclose or relate to a third party any matters presented, disclosed, or discussed at the hearing, or the final decision. Violation of this prohibition may subject the violator to discipline. This prohibition shall not apply to communication with an attorney consulted by the employee making the disclosure.
 - d) A confidential recording of the proceedings shall be kept by the University's General Counsel.
 - e) The Appeals Committee will not be bound by formal rules of legal evidence, and may consider any information it deems relevant in determining the issues involved. It shall have authority, at its discretion, to seek additional information that it deems relevant that is part of any university records, or request additional persons it deems to have relevant information to appear. Decisions of relevancy shall be determined by a majority of those present and voting.
 - f) The hearing shall proceed in a manner determined by the Appeals Committee, which shall be communicated to the appellant as part of the hearing notice.
 - g) The findings and decision of the Appeals Committee will be based on the evidence presented at the hearing.

- h) A majority of the members of the Appeals Committee must be present for hearings, deliberations, and voting.
 - i) These procedures are entirely administrative in nature and are not considered legal proceedings. During any hearings, but not a subsequent appeal, the faculty member may have an advisor or advocate accompany and assist him/her at the faculty member's expense. This advisor can be anyone, but the advisor may not take part directly in the hearing itself, though they may communicate with the appellant as necessary as long as it does not disrupt the proceedings.
6. Within ten (10) calendar days of the hearing, the Appeals Committee shall make written findings of fact and recommendations to the President. These findings and recommendations, with supporting rationale, as well as the precise hearing body vote (by tally, not the identity of individuals casting the vote), shall be reported in writing to the President. The Appeals Committee's recommendations are advisory only, and shall not be binding upon the President. Within ten (10) calendar days after receiving the hearing body's report the President shall render their decision in writing to the appellant, with a copy to all members of the hearing body, to the Provost, and to the faculty member's Dean. A copy of the faculty member's written appeal and the President's decision shall be placed in the faculty member's official file. The decision of the President is final, with the single exception as set forth below:
 7. On the matter of non-renewal of a tenured faculty member's employment, the faculty member will be allowed to appeal the President's decision to the Board of Trustees within ten (10) calendar days of receipt of the written decision of the President. The written appeal shall be transmitted to the Chairman of the Board of Trustees, with a copy to the President. An appeal shall be based on the record of the Appeals Committee and no additional evidence may be submitted on appeal. The Chairman shall refer the appeal to the Board's Executive Committee who shall review the entire record of the appeal and render a decision within thirty (30) days based on its review. No additional evidence or testimony shall be considered by the Executive Committee. A copy of both the faculty member's final written appeal and the final decision by the Board shall be placed in the faculty member's official file. The decision of the Board is final.

FACULTY DEVELOPMENT AND PRIVILEGES

Faculty Development Opportunities

Faculty development is a means by which the University seeks to assist faculty to contribute to the University's mission and enhance their productivity in the areas of teaching, scholarship, and service. There are various sources of assistance available to faculty in this endeavor.

Conferences and Travel

Each departmental or school budget includes an allocation for travel by full-time faculty to professional society meetings or other scholarly conferences and workshops when approved by the Department Chair or Dean.

Faculty Development Grant Program

The purpose of the Faculty Development Grant is to encourage the professional growth of faculty at Campbell University by providing funding for development activities and opportunities. This grant is not to be used directly to fund research efforts. Preference will be given to full-time undergraduate faculty, but part-time and graduate faculty are also eligible and encouraged to apply. Applicants must have completed at least one full year of service at Campbell University. The Faculty Development Committee administers the grant program. Details may be found at <https://www.campbell.edu/about/leadership/provost/faculty-development-and-research/faculty-development-grant-program/>.

Faculty Summer Research Grant

Each year, Campbell University awards multiple Summer Research Grants to assist and encourage the research, writing, and publication efforts of faculty. All full-time, 9-month, 10-month and 11-month faculty of Campbell University are eligible for the Summer Research Grant salary stipend. 12-month faculty are not eligible. Faculty must be full-time at the University both during the academic year preceding and the academic year following the summer research activity. Requests from faculty with primary teaching responsibilities at the undergraduate level will be given priority, though applications from graduate and professional faculty are also welcome. The Faculty Research Committee administers the grant program. More details may be found at <https://www.campbell.edu/about/leadership/provost/faculty-development-and-research/faculty-summer-research-grant/>.

Student Research Fellows Program

This summer program offers financial and research support for student-driven projects that emphasize collaboration between undergraduate students and faculty mentors. The program provides value beyond existing summer student research projects by bookending the summer research experience with unique learning and presentation opportunities. A stipend is awarded to participating students and faculty members. More details may be found here: <https://www.campbell.edu/about/leadership/provost/student-research-fellows-program/>.

Sabbatical Leave

Campbell University supports the principle of the sabbatical leave for its faculty in order to enrich teaching, encourage productive scholarship by securing uninterrupted time for research and writing, and broadly maintain freshness and vitality within the professorate.

1. Eligibility: Any faculty member with the rank of Assistant Professor or higher who has served seven or more consecutive years at Campbell University is eligible for consideration for a sabbatical leave. Eligibility time toward each new sabbatical begins upon return to full-time service and completion of the project for which the sabbatical was granted. The time in which sabbatical leave is taken will not count towards the eligibility time of seven or more consecutive years for subsequent sabbatical leave.

2. Number of Leaves: Regardless of the length of the leave granted to an individual faculty member, Campbell University will generally grant sabbatical leaves in any given year to no more than one person per semester from any school. Sabbatical leaves in any given year will never exceed three percent of the teaching faculty of the University.
3. Stipend: Stipends for sabbatical leaves are one semester at full salary or one academic year at one-half of full salary, except as modified by paragraph 8 below. The employee benefit package is to be maintained.
4. Application Packet: The faculty member must make a formal application for sabbatical leave. The application must include the following:
 - a) a narrative outline of the project they intend to pursue;
 - b) a clear statement detailing how the project will increase their professional competence and value to the University;
 - c) a statement of the faculty member's qualifications to pursue such a project;
 - d) a statement of the faculty member's prior research and/or other preparations for the project;
 - e) in consultation with the Department Chair, there must be a full statement of how the faculty member's teaching load will be covered (and/or other department plans relative to the sabbatical), and a full accounting of the related costs.
5. Application Procedures: Three copies of the sabbatical application packet containing the above items should be submitted to the office of the Dean of the College/School by no later than the first class day following October 1 of the academic year preceding the academic year for which the sabbatical leave is requested. As a separate item the Department Chair shall submit a letter to the Dean detailing their evaluation and recommendation relative to the project. As a further step the Dean shall prepare a separate letter detailing their own evaluation and recommendation relative to the project. The Dean shall forward the entire packet with accompanying letters to the Vice President for Academic Affairs & Provost no later than October 30.
6. Review and Decision Procedures: As needed, the Deans' Council may review the applications and assist the Vice President for Academic Affairs & Provost in prioritizing the requests. In general, seniority will be a factor in the decision, taking into account the faculty member's academic rank, years of teaching at Campbell University, and years since last sabbatical. However, sabbatical leaves are not granted automatically upon the completion of the necessary period of service. Equally important is the quality of the project. The faculty member must demonstrate in writing evidence of sound research, creative activity, or other academic achievement to support the program of work that is planned for the sabbatical period.

The Vice President for Academic Affairs & Provost shall submit to the President

recommendations relative to sabbatical leaves. The President shall present their recommendations for the Board of Trustees' approval. Trustee approval is required.

7. **Obligations of Sabbatical Recipients:** The recipient of a sabbatical leave incurs the following obligations:
 - a) to make every reasonable effort to fulfill the terms of the sabbatical;
 - b) to return to the University for a minimum of one year following the completion of the sabbatical leave; and
 - c) to file a detailed report on the actual results of their project with the Department Chair, the Dean, and the Vice President for Academic Affairs & Provost.
 - d) In cases where the sabbatical leave results in publishable material, the recipient/author shall pursue such possibilities forthrightly.
8. **Additional Information:** Sabbatical leave will not be granted to subsidize any form of work on advanced degrees or for work which is not directly related to the faculty member's teaching function at the University. Sabbatical leave is not intended to augment the recipient's income. Recipients may not use sabbatical leave time for teaching at another institution except in unusual cases specifically approved in advance. If part-time employment is contemplated while the primary purpose of the sabbatical is pursued, such work shall be in the proposal requesting leave. Receipt of an external grant to assist in accomplishing the purpose of the sabbatical (other than for tuition and related expenses for pursuing further education) shall result in a corresponding reduction of sabbatical leave compensation provided by the University.
9. **Contractual Obligation:** Each person receiving a sabbatical leave will sign a contract setting forth the terms of the agreement and carrying the following provisions: If the person received funds from the University and leaves employment before the one full year after the completion of the project, the full amount of the funds will need to be repaid. The amount is to be considered paid in full after one year of employment is completed.

Faculty Recognitions

School Recognitions

Each year the Dean of each School selects a faculty member from their school to receive a Dean's Award for Excellence.

University-wide Recognitions

The Faculty Development Committee is tasked with selecting and presenting two significant, university-wide faculty awards through the Provost's Office, one highlighting research excellence and the other recognizing outstanding teaching. The two awards are as follows:

- The D. P. Russ, Jr. and Walter S. Jones, Sr. Alumni Award for Research Excellence

- The D. P. Russ, Jr. and Walter S. Jones, Sr. Alumni Award for Teaching Excellence

The D. P. Russ, Jr. and Walter S. Jones, Sr. Alumni Awards for Research and for Teaching Excellence represent the highest faculty commendation within the University. These awards aim to give all faculty members a chance to recognize the good work of their fellow colleagues.

Academic Freedom

The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return must be based upon an understanding with the authorities of the institution in advance of the acceptance of employment.

The teacher is entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

The University teacher is a citizen, a member of a learned profession, and an officer of instruction of an educational institution. Their primary loyalty is to their institution, their profession, and their growth and development as a scholar, a person, and a teacher. They possess the right, as a citizen, to speak and write, subject to special obligations arising from their position as an employee of the University: to be accurate, to exercise proper restraint, to show respect for the opinions of others, and to make every effort to indicate that in their role as a citizen they are not an institutional spokesperson. Moreover, they should allow for the fact that many members of the general public will find it difficult to disassociate their utterances as a citizen from their institutional identification. They should not use official university stationery or the institutional title in issuing public statements which they make purely in their role as a citizen.

FACULTY SENATE

The Faculty Senate represents the University faculties; it functions as a group of representatives charged with examining issues of common interest to two or more of the faculties. It does not speak for the University faculty, but provides a useful service to the University by providing a forum for discussion and a means by which concerns can be brought to the attention of the administration.

Organization

Membership of the Faculty Senate

Eligibility for Service in the Senate: Only faculty members who have completed one year of service at Campbell University and have received a contract for the second year shall be eligible to serve as senators. This statement shall not be interpreted as excluding from eligibility

those members of the University Faculty who, having achieved tenure, have been assigned reduced loads of teaching because of administrative duties.

Membership and Voting: The Faculty Senate shall consist of elected representatives from each undergraduate department or school offering a major, each graduate school offering one or more degrees, and the professional staff of the library. It will also include the following ex-officio members: the President of the University, the Vice President for Academic Affairs & Provost of the University, the Executive Vice President and Chief Operating Officer, the Vice President for Student Life & Christian Mission, the Vice President for Business and Chief Financial Officer, the Vice President for Institutional Advancement, and the Academic Deans. Each selected member of the Senate shall have one vote on all matters voted on by the Senate. Except for those matters on which the voting is hereinafter restricted to elected members of the Senate, ex-officio members shall have one vote each. Each department or school entitled to a representative shall be entitled to elect one senator for the first ten (or fraction thereof) full-time faculty members, or equivalency thereof, teaching in the department. Each such department or school with more than ten full-time faculty members or equivalency thereof shall be entitled to elect one senator for each additional ten (or fraction thereof greater than four-tenths) full-time faculty members, or equivalency thereof, teaching in the department.

Election of Senators: The election of senators shall be held in March of each year by a method of each department or program's choice. The senators elected at that time shall take office as of the end of the regular meeting of the Faculty Senate for the following April. The election shall be conducted in accordance with Robert's Rules of Order subject to the following qualifications:

- The head of each unit electing Senators shall report the elections to the President of the University and to the Chair and the Secretary of the Faculty Senate.
- Any faculty member who teaches courses in two or more departments or schools shall vote for senators only in that department in which they teach the larger number of credit hours. If they teach an equal number of credit hours in two or more departments, they may choose the department for which to vote. In no case shall a senator represent more than one department in voting.

Term of Office for Senators: Except for provisions to the contrary contained in this document, each senator shall be elected for a term of two years. A senator may be elected to succeed himself/herself once. After a period of two years following a second consecutive term, they will again be eligible to serve as a senator. In the case of any department which otherwise would be deprived of representation, a senator may be elected an indefinite number of times.

Special Elections: Departments shall hold elections to fill unexpired terms or to elect additional senators to whom it shall become entitled between regular elections. These elections shall be conducted and their results shall be reported in the manner herein prescribed for regular elections.

Officers of the Faculty Senate

Officers: The officers of the Senate shall be the following: (1) Chair, (2) Vice Chair, and (3) Secretary. The Senate may establish, or abolish, other offices according to need.

Election of Senate Officers: All officers must be members of the Faculty Senate and shall be elected by a majority vote of the Senate.

Term of Office for Senate Officers: The term of office for officers of the Faculty Senate shall be for one year, with the privilege of reelection for one term.

Method of Election for Senate Officers: At the regular March meeting of each year, the Senate shall solicit nominations from its members for all officer positions. At the April meeting, the Secretary of the Senate will submit a slate of candidates for each office of the Faculty Senate as nominated by the members.

This slate shall be drawn from the elected membership of the incoming Faculty Senate. Further nominations from the ranks of the elected members may be made from the floor. A vote by secret ballot will be taken to determine officers for the following academic year. Officers elected at this time shall assume their offices at the adjournment of the April meeting. If the office of Chair of the Senate shall become vacant, the Vice Chair shall assume their duties until a new chairperson is chosen by the Senate for the unexpired term at a special election conducted by the Faculty Senate.

The duties of the officers of the faculty senate are as follows:

Chair: The Chair of the Faculty Senate shall preside at meetings of the Senate, and appoint all ad hoc committees formed by the Senate. The Chair of the Senate or their designee shall report all action taken by the Senate to the faculties of the Colleges and Schools.

Vice Chair: The Vice Chair of the Faculty Senate shall perform all of the duties of the Chair in their absence.

Secretary: The Secretary of the Faculty Senate shall keep accurate minutes of all meetings of the Senate; conduct necessary correspondence; keep an accurate list of the membership of the Faculty Senate; keep an accurate record of attendance; and perform such other duties as directed by the Senate.

Operation

Functions of the Faculty Senate

The Faculty Senate shall have the following functions:

1. It shall examine, at its discretion, and with the approval of the President, issues of common interest to two or more of the university departments or schools.
2. It may, at its own discretion, seek the advice of any member of the faculty.

3. It shall produce an annual report on faculty salaries.
4. It shall adopt such bylaws and procedures, not contrary to the charter and bylaws of the University, as are necessary to the performance of its responsibilities.
5. It shall establish such committees of the Faculty Senate as shall be needed for the exercise of its duties.

Limitations on Functions of the Faculty Senate

The faculties of the College of Arts and Sciences, the School of Education and Human Sciences, the College of Pharmacy and Health Sciences, the Divinity School, the Lundy-Fetterman School of Business, the Norman Adrian Wiggins School of Law, the Jerry M. Wallace School of Osteopathic Medicine, and the School of Engineering shall be notified of all acts of the Faculty Senate and collectively may amend or rescind any act of the Faculty Senate.

The Faculty Senate shall consider its acts vetoed upon written notice within sixty (60) days by the President of the University.

Meetings of the Faculty Senate

Types of Meetings: The Faculty Senate shall hold the following meetings:

1. Regular Meetings: The Faculty Senate shall hold one regular meeting each month of the academic year except for December and May.
2. Election Meeting: The election of Senate officers shall be held at the regular April meeting.
3. Special Meetings: The Chair of the Faculty Senate shall call a special meeting upon the written petition of three-fourths (3/4) of the total membership of the Senate.
4. Emergency Meetings: In an emergency situation in which the regular procedures for scheduling a meeting of the Faculty Senate are clearly inadequate, the Chair of the Senate shall be empowered to ask the President of the University, at his discretion, to call an emergency session of the Faculty Senate. If the Chair of the Senate does not make a request, the President of the University, at his discretion, may call an emergency meeting.

Agenda of the Faculty Senate: The Faculty Senate shall be free to establish its own agenda provided that all matters of academic policy recommended to it by the faculties, the President of the University (or his designee), or any standing or special committee of the faculties shall be placed on the agenda no later than the time of the second regular meeting after receipt of a recommendation.

Agenda Committee: There shall be an Agenda Committee which shall consist of the Chair, the Vice Chair, the Secretary of the Faculty Senate, the Dean of the College of Arts and Sciences, and the Vice President for Academic Affairs & Provost of Campbell University. Matters to be brought before the Faculty Senate shall ordinarily be considered in the order set forth by the Agenda Committee. If there is no objection, matters for consideration may be taken out of

order. New matters may be considered at any meeting of the Faculty Senate upon a two-thirds (2/3) vote of the members of the Senate present and voting. The agenda for each regular meeting shall be distributed to members of the Senate at least one (1) week in advance of the meeting.

Order of Business: The following order of business shall be observed in meetings of the Faculty Senate unless the senators vote to change the procedures as provided in this Constitution: (1) call to order; (2) approval of the minutes; (3) special order of the day; (4) unfinished business; (5) reports of committees; (6) other new business; (7) adjournment.

Quorum: A quorum of the Faculty Senate shall consist of a majority of the elected members and one ex-officio member or the President's designee.

Special Committees

Special committees may be established by the Senate with the prior knowledge and approval of the President of the University or his designee. The Chair of the Senate may appoint members of special committees, or may request the Senate to elect committee members. The Chair of the Senate may appoint the chairperson of a special committee, or may request the members of a special committee to elect its chairperson. Non-Senate faculty members, as well as senators, may serve on special committees, but at least one elected senator shall serve on any special committee.

Adoption and Amendment

The effective date of the provisions of the foregoing paragraphs concerning the Faculty Senate will be upon its ratification by the General Faculty and the University Board of Trustees.

The organization and the constitution of the Faculty Senate may be amended by a majority of the total membership of the University Faculty at a regular or called meeting. Written notice of intention to amend shall be given to the Faculty at least one (1) month prior to the vote of the amendment. The notice shall include the exact wording of the proposed amendment. No amendment to this statement shall become effective until it has been ratified by a majority vote of the Trustees of Campbell University.

UNIVERSITY EMPLOYMENT AND WORKPLACE POLICIES

Except where specifically noted otherwise in this manual, all faculty are subject to the policies and procedures contained in the *Campbell University Personnel Manual*. These policies and procedures may be found at <https://www.campbell.edu/faculty-staff/human-resources/personnel-manual/>.

CHANGES IN THE HANDBOOK

The Administration and the Board of Trustees of Campbell University may revise by addition, reduction, correction, deletion, or upgrading any part or parts of the material in this Faculty Handbook.

Any changes made in the materials now covered or in those that may be covered in the future will be published as changes to the Faculty Handbook.

ADDENDA

The following Addenda are meant to supplement this Faculty Handbook. To the extent there is a difference between a provision of this Faculty Handbook and the Addenda, the provision of the Addenda shall prevail.

Addendum A

Adult & Online Education

Addendum

to the

Campbell University

Faculty Handbook

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I. INTRODUCTION

Adult & Online Education Vision, Mission and Goals

Vision Statement

Adult & Online Education (“AOE”) at Campbell University will be a top academic provider for adult learners in the Southeast, drawing students from around the world who want to develop mastery of professional skills and knowledge. Through AOE, Campbell will be the university of choice for adult students who want to lead with purpose in their lives, professions and organizations.

Mission

The mission of AOE is to extend the opportunities of Campbell University to adult learners through off-campus instructional sites both online and at selected locations in North Carolina, in order to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service, implementing the Campbell University mission.

Goals

- To provide rigorous, engaging academic programs that are relevant to students’ needs.
- To provide a full complement of services to adult and online learners engaged in our programs.
- To support higher education for members of the U.S. military.
- To provide qualified and dedicated faculty and student service professionals who are committed to serving our diverse population of learners, including service-connected students.
- To provide effective administration and demonstrate efficient and reliable management.
- To collaborate with programs and schools within Campbell to expand undergraduate, graduate and non-credit offerings that are needed by adult learners.
- To implement policies and procedures that take into account the circumstances of adult learners and contribute to their success through appropriate student admissions, registration, assessment of prior learning, academic advisement, financial aid, and other services.
- To provide instructional resources to faculty, as well as the facilities, equipment, and resources to support the programs and services.
- To assess student learning, academic programs, and other outcomes.
- To provide continuous and systematic program evaluation to stimulate improvement, enhance growth and quality, and increase the likelihood of the achievement of the Adult & Online Education mission.

II. FACULTY STATUS, OBLIGATIONS, RESPONSIBILITIES AND PRIVILEGES

Definition of Adjunct Status

The University understands adjunct status to be with those persons who are not employed full-time at the University, but who are appointed to teach on a course-by-course, term-by-term, or session-by-session basis, contingent on adequate course enrollment. Such status automatically terminates at the end of each term or semester unless otherwise specified. Adjunct status carries no fringe benefits, other than as described below, but does accord the person full academic recognition, library privileges, and bookstore discounts. Part-time and adjunct faculty do not accumulate eligibility for sabbatical leaves, promotion, or tenure. Part-time and adjunct appointments are usually handled by the AOE Leader.

Part-time and adjunct faculty who reside outside of the state of North Carolina will need to complete paperwork by Kelly Services, who administers the payroll for all faculty residing outside of North Carolina.

AOE Adjunct Faculty may be terminated at any time, with or without notice, for any of the reasons set forth in the Faculty Handbook for Termination of Service. In addition, AOE Faculty may be terminated for the following:

- a. Behavior that violates Campbell University or AOE standards and policies, or policies set forth in this Addendum.
- b. Inadequate course enrollments.

Benefits for Adjunct Faculty

Adult & Online Education Adjunct Faculty status carries no fringe benefits other than the opportunity to participate in the University's 403(b) plan with the University in a non-contributory status. Information may be obtained in the Human Resources office.

Faculty Leader

Faculty leaders are full-time faculty at Campbell University, typically holding 30-50% administrative and 50-70% teaching responsibilities. Their responsibilities include the following:

- Teach courses at all AOE campuses.
- Support AOE faculty within their disciplines, to enhance the quality of instruction (in conjunction with Instructional Designers).
- Liaise with main campus departments and faculty, and represent the needs of AOE students.

- Support assessment of student learning by collaborating with main campus faculty on the design of assessments, helping ensure that AOE adjunct faculty implement those assessments in courses, and documenting assessments and the changes needed to enhance learning.
- Build and support a strong teaching and learning community among faculty in their area through networks, newsletters, in-person and online meetings, and other communication mechanisms.
- Engage in outreach to local organizations to develop partnerships, internship opportunities, and other approaches to expanding AOE programs and offerings.

Other Faculty Roles

Faculty may also be contracted to serve in different roles in addition to teaching, such as advising, supporting assessment of program outcomes, and verifying completeness of Blackboard course shells.

Academic Freedom

Please see the main Faculty Handbook for university guidelines on academic freedom.

Teaching Load

The teaching load of AOE adjunct faculty should normally not exceed 12 credit hours per semester.

Permissions to teach or work at any other campus, or to exceed this limit, must be received from the Dean of Adult & Online Education.

When full time faculty teach for Adult & Online Education, they are responsible for informing their supervisors that they are teaching for the Adult & Online Education program.

Appointment Letters and Term Memos

AOE adjunct faculty appointment letters offered by the University contain the terms and conditions of employment; they must be signed by the faculty member, AOE Dean, the University Provost and the University President. These appointment letters allow faculty to work, based on Campbell University needs and faculty availability and performance, without requiring faculty to re-apply each term. This appointment letter does not guarantee or imply employment in any particular term, nor does it guarantee or imply faculty availability for any particular term.

Each term that an adjunct faculty member has a teaching assignment, a memo is sent detailing the assignments and compensation. Both the University and adjunct faculty members are expected to abide by the stated terms of employment.

Powell Online and Blended Certification

The Powell Online and Blended Certification Training course ensures a thorough course review process of the delivery of all blended and online courses on all campuses at Campbell University to ensure quality. All courses taught by AOE must be reviewed prior to course start using the Powell Course Rubric.

All AOE courses are required to be Powell Certified, and faculty must be Powell Certified. Second Chance Initiative (SCI) courses and faculty (prison programs) are approved for a modified version of the Powell training program that is SCI specific.

Powell Design and Development Agreements

In course design and development for online or blended courses, the University is engaged in a contractual arrangement as there is an exchange of money upon completion of the online or blended course development. Therefore, course design and development agreements are offered and executed for all online and blended course development throughout AOE. The agreements are sent from and must be returned to their respective AOE campus. The University is under no obligation to pay for an online or blended course development in the absence of a properly executed agreement.

Course Classifications

Undergraduate courses are categorized according to the following classifications:

Traditional: Courses categorized as traditional should include at least one of the following:

- traditional instruction via face-to-face classroom meetings
- laboratory meetings and other instructor supervised educational activities
- in classroom tests, exams, student presentations, discussions, etc.

Faculty will follow campus instructions on the use of Blackboard; at the least, courses must use Blackboard for distribution of syllabi and institutional policies, as well as most programmatic assessments.

Every week of the term must be an instructional week, including the final week. Class must meet for the duration of the time scheduled by the AOE Leader.

Blended: A blended course consists of a combination of face-to-face and online educational instructional opportunities, where some face-to-face meetings are replaced with online learning. Online educational instructional opportunities may include lecture, online asynchronous discussion, virtual class meetings, or other online communication. Every week of the term must be an instructional week, including the final week. Class must meet for the duration of the time scheduled by the AOE Leader.

Remote Synchronous: Remote synchronous courses are not self-paced courses; they require that the professor is teaching class at an assigned time (i.e, a “live online” class). Students and faculty can be anywhere, with the course broadcast in real-time to all students. These courses combine the traditional class meetings facilitated by the Blackboard course site, the internet, email, and other online resources. Attendance requirements apply.

Synchronous: Synchronous courses are not self-paced courses; they require that students meet in a classroom setting at a designated time and follow a structured assignment calendar. A professor is teaching live from their home campus location and the course is broadcast in real-time to other seated campuses. These courses combine traditional class meetings facilitated by the Blackboard course site, the internet, email, and other online resources.

Online: An online course utilizes online tools and resources to deliver 100% of class content, discussion, quizzes, exams, etc.

Course Syllabus Requirements

AOE Faculty must use the syllabus template provided by their AOE Leader as their guide to course design and implementation. Key elements of the course, including student learning outcomes, textbook(s) requirements, and program assessments are created by the main campus academic departments, and must be adopted and used by AOE adjunct faculty.

A syllabus is a primary instrument for detailing the content, requirements, and other information pertinent to a course. Current and thorough syllabi are required for all courses, and faculty members will provide a copy of their syllabi each session as requested by Adult and Online leadership. The syllabus must include all aspects of the template provided by the campus.

Faculty are required to send in their syllabi each session as instructed by campus leadership and staff.

Faculty Responsibilities

Faculty members’ responsibilities include, but are not limited to, the following:

- Developing a course syllabus in accordance with guidance contained in this handbook and the instructions of the AOE Leader for distribution to students prior to the first week of class.

- Teaching the courses which they are assigned.
- Reporting or entering the textbooks that will be required for their class no less than six (6) weeks before the start of the session. Faculty must use a departmentally required textbook, or contact the AOE Leader in order to obtain permission from the department chair if the faculty wishes to use a textbook other than one used on main campus. Faculty may be required to use an online textbook ordering tool.
- Using the main campus departmental learning outcomes.
- Checking the Blackboard organization site for departmentally-required assessments for the course one is teaching. Instructions for test items, embedding within a course, and grading information must be followed as per the assessment guidelines. Assigning class credit and grades for completion of assessments is required.
- Preparing, administering, and grading exams and other testing materials for their courses in a timely manner.
- If a student has stopped attending a course, but has not dropped it, faculty must record the last day of attendance when entering their grade into the Self-Service portal.
- For seated campus courses, maintaining accurate records of attendance, and entering the last date of attendance into Campbell University's official Self-Service online system for students with D and F grades.
- Providing means for students to achieve course objectives which otherwise would be missed due to legitimate and reasonable absence, based on the University and AOE attendance policies.
- Monitoring all classroom activities, including behavior, breaks, and adherence to programmed class time and performance.
- Completing and submitting midterm and final grade reports in Campbell University's Self-Service system by the deadline as communicated by the AOE Leader, encouraging students to complete the end-of-term course evaluation, and completing other end-of-course requirements in accordance with guidance published by the AOE Leader.
- Attending scheduled faculty meetings and trainings.
- As a condition of employment, faculty members are required to have a personal computer with access to high speed internet and to establish and maintain a Campbell email account and address. Email and Self-Service accounts are provided by the University; all official University and student correspondence must be generated from the Campbell issued email account. **Faculty must use Campbell email when they communicate to all students, other faculty and staff.** Email traffic on this account shall be the property of Campbell University and subject to all Computer Use, Internet and Intranet Policies and Procedures. Faculty may not use non-Campbell email accounts to communicate with students, staff, or other Campbell faculty.

Responsibilities are also listed in the appointment letter. Campuses may specify other responsibilities in addition to those listed above. Holding virtual office hours is recommended.

Adult & Online Professional Development Funding Policy

Adult & Online Professional Development Funding

1. All funding must be used in the fiscal year it is awarded (June 1 – May 31).
2. While not guaranteed, funding will be allocated based on availability of funds and the total fiscal needs of the development activity.
3. Employees receiving funding from any other University source must submit written verification of the source and dollar amount. There may not be any duplication of University funding.
4. Professional growth funds may be available upon completion of the AOE leadership-approved activity.
5. Applications are processed on a first-come-first-served basis according to availability of funds.

Eligibility

1. Only applications submitted by the due date will be reviewed by the AOE Leader. All funding must be requested and approved prior to the event.
2. The applicant must be currently employed as an adjunct faculty for a credit course (at least one credit) at the time of application.
3. The activity must be directly related to the course(s) taught by the faculty, and designed to increase knowledge and upgrade professional skills for the purpose of enhancing the faculty's teaching role of that course(s) at the University and enhance the learning of students.
4. Funding support for applicants is upon completion of the AOE leadership-approved activity.
5. The applicant must not have previously been awarded funds in the fiscal year (June 1 - May 31).
6. Program funding support is provided to applicants to attend conferences, seminars, workshops, and professional meetings held within the United States. Activities must provide formally-structured learning sessions that are offered and described on the program schedule of activities. Copies of brochure/agenda information must be available from the activity sponsor that provides the activity name, date, location, and description; agenda of all activity sessions and session descriptions; entire registration information that indicates registration fees, and what the registration fees cover.

The following items are not eligible for funding:

- membership fees and/or dues
- books and/or periodicals

- college tuition (credit or non-credit) and/or course registration fees that are required or enable the instructor to be eligible to teach the assigned course
- continuing education credits not pertinent to teaching approvals
- activities held for the purpose of providing private lessons or critique of personal work
- sightseeing and entertainment fees
- festivals and tours
- meals covered by activity registration fees
- private lessons/meetings

Process

Faculty members requesting funding must make formal application for such funding. The application should include:

1. an informative description of the project to be supported by the award; and
2. a clear statement of the funding being requested and a description of how the money will be used.

Written requests and supporting documentation are to be submitted to the AOE Leader at least 60 days prior to the event. The AOE Leader will determine whether funds are available and whether funds will be provided. Final approval of the Dean is required.

Campbell University Faculty Development Grant

Adjunct faculty are eligible and encouraged to apply for the Campbell University Faculty Development Grant. The purpose of the Grant is to encourage the professional growth of faculty by providing funding for development activities and opportunities. Applicants must have completed at least one full year of service at Campbell University. The Faculty Development and Research Committee administers the grant program. Details may be found at <https://www.campbell.edu/about/strategic-plan/faculty-development-grant-program/>

Recognition

As a part of the Campbell University community, all faculty are invited to participate in University cultural and social events and graduation ceremonies. They may also be asked to serve on University committees, program advisory committees, and task forces. AOE Leaders may conduct an annual reception to recognize Faculty for longevity and other achievements.

III. FACULTY MANAGEMENT

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines allows for the employment of part-time faculty members who can provide expertise to enhance the educational effectiveness of the University. The number of part-time faculty members must be limited. Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential, and scholarly preparation as full-time counterparts teaching in the same discipline.

The following Faculty Management Plan integrates AOE faculty into the academic life of Campbell University.

Management Responsibilities

Dean for Adult & Online Education: The Dean for Adult & Online Education is responsible for ensuring students attending any of the University's extended campus programs receive quality instruction in an academic environment which embraces the core values of the University and is equivalent to the education provided to students attending the main campus.

AOE Leaders: AOE Leaders are responsible for the administrative management of all AOE Faculty employed. These responsibilities include recruitment, recommendation to hire, orientation, supervision, evaluation, administrative support, compensation, professional development, recognition, and building the course schedule. Responsibilities for specific tasks may be shared among AOE Leaders and the Assistant Dean of Faculty.

Department Chairs: Academic Department Chairs are responsible for the approval of adjunct faculty and the assignment of specific course teaching approvals. They may interview faculty prior to hiring, or shortly thereafter. They share responsibilities with AOE Leaders for the faculty selection and orientation of AOE Faculty. Department Chairs should involve AOE Faculty in decisions affecting curriculum changes and textbook selections.

Faculty Records

AOE Leaders are responsible for maintaining an academic portfolio on faculty at their campuses. The file will include at a minimum:

- Current Resume/Curriculum Vitae
- Teaching Approvals
- Official transcripts of all post-secondary education

Faculty teaching for AOE who are also employees of other schools or colleges at Campbell University may have official transcripts stored in the home departments' academic file.

Files may also include:

- Faculty evaluations
- Correspondence regarding employment
- Records of professional development
- Documentation of completed Powell training
- Documentation of awards or other information

The official record of employment is maintained in the main campus Human Resource Office.

Recruitment, Selection, and Hiring

AOE Leaders are responsible for recruiting qualified adjunct faculty at their campuses. All openings for teaching positions must first be posted through the Human Resources Department, regardless of whether a third-party hiring agency is used or the opening is advertised in any media. Any outside posting must include Campbell's statement on equal employment opportunity and affirmative action, which can be found at <http://www.campbell.edu/employment>.

All applicants must apply through the Campbell University Employment Site. Hard copy applications and/or resumes will not be accepted. AOE Leaders interview applicants to determine their eligibility and suitability. Eligible and suitable application packets are forwarded to the appropriate Department Chairperson.

Department Chairs review the applicant's scholarly and professional preparation, approve their applications for further review, and assign specific teaching approvals. Packets are then forwarded to the Department Chairs' respective Dean for approval. The packet is returned to the Dean of Adult & Online Education who reviews, and if approved forwards the request to Human Resources for approval to hire.

Once approved, AOE Leaders determine the appropriate faculty classification and the AOE Dean's office sends the agreement to the candidate for signature. AOE Leaders assign specific courses to faculty on a term-by-term basis.

Orientation

New adjunct faculty may receive a campus-specific orientation after hiring. During the orientation, they will be provided with information about the University, AOE, and Campus specific policies and procedures.

AOE Leaders may provide new faculty with mentors who will be responsible for assisting new faculty in preparing for their teaching assignments.

Faculty orientations may be conducted at each campus prior to the start of each semester or term. AOE Faculty may also attend the annual faculty orientation events each August at the Main Campus.

Faculty teaching online or blended courses will be required to complete mandatory Powell Certification, which includes training on the use of Blackboard and course development. All courses must meet the Powell Quality Rubric standards before they are taught.

Faculty teaching at a NC correctional facility will have two orientations, one from AOE staff and one from the NC Department of Public Safety staff. They are required to complete a mandatory training program customized for their program, and online class components must meet a different rubric designed for that program.

Supervision

AOE Leaders supervise all faculty teaching at their campus. They are responsible for ensuring compliance with University policies and procedures and that Faculty provide high quality instruction. Staff and other faculty may assist AOE Leaders in support of academic supervision of extended campus faculty.

Additionally, Department Chairs and Academic Deans may receive copies of departmental faculty evaluations. AOE Faculty are encouraged to participate, when invited, in Main Campus Department meetings and activities.

Faculty Evaluation

Evaluation of faculty performance is a form of quality control and a means of faculty development. The major objective of faculty evaluation is to ensure high levels of professional performance in every discipline and to ascertain that faculty members are worthy role models for students in a Christian institution of higher education. Faculty Leaders, Department Chairpersons, AOE Leaders, and Deans are responsible for assisting faculty members in such matters as improving teaching techniques, experimenting with better course materials, and upgrading credentials.

Adjunct faculty evaluation may take several forms including annual self-evaluation via the professional performance report, student evaluations, grade distribution reports, environmental evaluation, and/or other forms.

Faculty Leaders will be evaluated on an annual basis, using a format approved by the faculty and administration. Both teaching and administrative tasks will be evaluated. Students are asked to complete an online course evaluation form every term for every course. Faculty should request that students complete this form. Department Chairs or AOE Leaders may periodically sit in on classroom sessions. Blackboard course sites may also be reviewed. Additionally, at the discretion of the Dean of AOE, faculty will be asked to submit an updated Curriculum Vitae to maintain current records.

The AOE Leaders and the Dean of Adult & Online Education will review a grade distribution, student feedback, and assessment data every term. The results of these reviews will be part of the AOE annual self-study report. Information regarding individual grade point averages, assessment results, and student feedback may be shared with Department Chairs, AOE Leaders, and faculty, as appropriate.

Faculty Appeal

Adjunct faculty who disagree with their evaluations, or with developmental or personnel actions taken by AOE Leaders or the Assistant Dean of Faculty, may appeal to the Dean of Adult & Online Education. Such appeals must be presented in writing within 60 days of the evaluation or other action. The Dean will investigate and review the facts of the case, and make a decision regarding the evaluation or developmental/personnel action. The decision of the Dean is final and binding.

The appeal mechanisms for full-time faculty are addressed in the “Faculty Employment, Rank, Promotion, and Tenure” section of the Campbell University Faculty Handbook.

Termination

Adjunct faculty may terminate the AOE Adjunct Faculty appointment at the end of any Session by providing written notice to their faculty leader. Upon notice, the faculty leader shall process the notice of termination. Should the faculty member wish to return to teaching, they would need to reapply.

Campbell University may terminate the AOE Adjunct Faculty appointment at any point and for any reason.

IV. STUDENT ACADEMIC CONDUCT

Academic policies and procedures are published in the University’s academic bulletins or catalogs. Please refer to the *Undergraduate Studies Bulletin* (<http://courses.campbell.edu/>) or the AOE Student Handbook.

V. GENERAL INFORMATION

Administrative Support

Faculty members have access to a variety of administrative support services, including copying services, military base vehicle passes, and faculty ID cards. Contact the campus administrative office manager for administrative support.

Email Accounts: Each Faculty member is provided with a Campbell University email account. This is the required email address to use for all Campbell related correspondence.

Self Service Account: Each Faculty member is provided with a Self Service account. Self Service allows Faculty members to access class schedules, view and print class rosters, record and submit grades.

Faculty requiring assistance with all electronic accounts should contact the Campbell University Helpdesk, 910-893-1208 or helpdesk@campbell.edu.

Attendance Records

Faculty members must keep accurate records of student absences and be prepared to report the last date of attendance of any student on Self Service when submitting grades. The last date of attendance is often required by the agency (such as Veterans Administration for veterans benefits and Service branches for tuition assistance) paying the cost of tuition.

Audio-Visual Support

Campuses have limited audio-visual equipment which is available on a first-come-first-served basis. Each site has available laptops, projectors, TV's, and DVD players for use. A/V support usually requires 24-hour notice. Contact your campus administrative office staff to schedule the use of this equipment.

Children

Children of faculty or students are not permitted in classrooms while classes are in session. Faculty assistance is required to enforce this rule. Students must be asked to leave class if they are unable or unwilling to comply with this rule.

Class Cancellations/Rescheduling

On occasion, Faculty members may be forced to cancel a normally scheduled class meeting. Faculty are expected to notify students in advance. Faculty must notify the campus administrative office prior to class meeting.

Cancelled face-to-face classes should be rescheduled if at all possible. The preferred method of rescheduling is by consensus between the instructor, the class, and the campus administrative office. Faculty should give consideration to individual student circumstances that prevent attendance at the rescheduled time. In some instances, professors may request to move an in-person class to a remote synchronous format during the scheduled class time for continuity and health and safety reasons.

If it is impossible to reschedule a class meeting, some other solution must be found to ensure that the students are gaining maximum educational benefit from the course and that learning outcomes are met. Such solutions could involve graded outside assignments, field trips, assignments to be conducted via Blackboard, and so on.

Class Rosters

Faculty can view and print class rosters using their Self Service account.

Classroom Policies

Faculty are expected to enforce Campbell University policies, procedures, or rules in the classroom. Additionally, Faculty teaching on a military base are expected to comply with the military base's policies, procedures, and rules. Specific base policies are included in the local site procedures.

When teaching a live online course/session, faculty are expected to conduct themselves in a professional setting and manner appropriate to the expected classroom learning environment.

Copyright Permissions

An instructor who wishes to use material under the protection of copyright laws must adhere to the following procedures.

- The University library has to purchase a single copy of the book.
- The chapter must be copied and one of the following completed:
 - Distribute hard copy in the class or
 - Put in electronic reserve for students to download.
- Faculty members deciding to use more than one chapter must apply to the publisher for copyright permission.

The Wiggins Memorial Library is an excellent resource for the prevention of copyright violations. Contact information may be found at <http://www.lib.campbell.edu/>.

Emergency

All faculty are required to register with the Campbell University emergency alert system. Sign up for alerts at this website: <https://campbell.omnilert.net/subscriber.php>. Alerts are posted on this website: <https://www.campbell.edu/alerts/>

Faculty Dress Code

The dress and appearance of Faculty represent the image the community has of Campbell University. Faculty are expected to be neat, well groomed and appropriately dressed for the classroom. Clothing selections should not be distracting to others. Proper clothing does not, under normal circumstances, include such items as jeans, cutoffs, shorts, Capri pants, flip-flops and similar beach sandals, tank tops, sweats or exercise wear, hats, caps, bandanas, sun dresses without jackets, clothing with commercial mottoes, slogans or other writing, or form fitting, low cut or provocative clothing.

Field Trips

The University may be liable for damages or injury during school sponsored field trips. Faculty who desire to take students on field trips as part of their class requirements must first obtain the approval of the AOE Leader. The AOE Leader shall contact the General Counsel to determine if a liability release is required.

Firearms

Unless otherwise required by law, firearms are not permitted anywhere on University property. For more information, refer to the Campbell University Personnel Manual.

Grades

The determination of a final or midterm grade is the prerogative of the Faculty member. Faculty members record official grades through Self Service. Grades must be assigned in accordance with the guidelines specified in the course syllabus.

Faculty will assign each student a final grade of A, B, C, D, or F after week four (Midterm) and at the end of the term. Campbell University does not recognize plus or minus grades.

If a final grade cannot be assigned, the instructor may assign an Incomplete or Incomplete-Continuing grade. See the **Grades – Incomplete** section in this handbook for further information.

All I or IC grades require coordination and documentation with the campus administrative offices. I or IC grades are not valid grades for midterm grades.

Grades – General Appeals

Students have the right to appeal grades they think are incorrect. Students should first discuss the grade with the Faculty member teaching the course. If the grade dispute cannot be resolved, the

student appeals in writing to the AOE Leader. The Grade Appeal Form and process are found in the AOE Student Handbook.

The AOE Leader will review the appeal and related documentation. The AOE Leader may choose to convene a review panel or consult with other AOE Leaders to make recommendations on disposition.

If the AOE Leader feels the appeal is justified, they will forward the findings to the Faculty member for consideration. Since grades are the prerogative of the Faculty member, the Faculty member may or may not agree to change the grade. The Faculty member will notify the AOE Leader of the Faculty member's decision.

If the AOE Leader does not feel the appeal is justified, the denial findings will be returned to the student. The Faculty member will be advised of the findings.

Students wishing to appeal further will submit the Grade Appeal Form to the Dean for Adult & Online Education. The Dean's decision is final.

Grades - Changes

As a general rule, a final grade should only be changed due to instructor error or miscalculation of the final grade. The submission of late work after the assignment of a final grade does not normally justify a grade change. The student should have received an Incomplete if the potential for late work was anticipated. Normally, changes from the initial final grade will not be accepted after one year from the course completion date. Faculty members will use the official Grade Change Form to submit changes through the Adult and Online Education office.

Grades - Grading Scale/Grade Point System

Campbell University uses a ten-point grading scale for classes as shown below. Campbell does not use a plus or minus designation. Grade point averages are calculated using a 4.0 system.

- A – 90 – 100 Excellent
- B – 80 – 89 Good
- C – 70 – 79 Average
- D – 60 – 69 Below Average
- F – Below 60 Unsatisfactory

Grades – Incompletes (I)

An Incomplete is a punitive grade and impacts the student's grade point average in a negative way until a final grade is assigned. Incomplete grades should be given rarely and only under very unusual circumstances. Generally, Incompletes are assigned when the student is unable to complete the course requirements within the term. Instructors are responsible for completing the Incomplete Agreement form and submitting it to the appropriate AOE Leader for approval before the last week of the term.

Students should complete the missing work within 30 days after the beginning of the next term, including summer. Students are responsible for coordinating with the instructor to make up the incomplete work.

The completion of required course work is an academic function. The coordination for completing the course requirements must be between student and Faculty member.

Instructors are responsible for making the necessary grade changes. All grade changes must be submitted on the official grade change form (available in the administrative office), must include the reason for the change, and must be signed by the instructor.

Incompletes not resolved within the 30 day time frame automatically change to a failing grade. Faculty may still allow the student to complete the course requirements if the Faculty member determines doing so is appropriate. The maximum time allowed for submitting grade changes is one year.

Grades – Incomplete Continued (IC)

An Incomplete Continued is a non-punitive grade that is assigned only in rare situations where the student has limited responsibility for the grade, or when completion of the course material may require more than one term. Since the Incomplete Continued is non-punitive, it does not affect the grade point average.

Instructors are responsible for completing the Incomplete Continued Grade Agreement form and submitting it to the appropriate AOE Leader for approval before the last week of the term. Students have 120 days to complete the course requirements. Incomplete Continued grades not resolved within the 120 day time frame automatically change to a failing grade. Faculty may still allow the student to complete the course requirements if the Faculty member determines doing so is appropriate. The maximum time allowed for submitting grade changes is one year.

Grades – Faculty Reporting

Faculty members are to post midterm grades no later than the date communicated by the Adult & Online Education staff. Final grades shall be entered no later than the date communicated by the AOE Leader immediately following the end of the term. Grades will be posted using the electronic Campbell University tool (e.g. Student Planner). Grade changes, after initial reporting, will be coordinated through the Adult and Online Education office, using the approved form.

Inclement Weather

Campbell University's policy is to remain open and in operation during regularly scheduled hours. Normally administrative offices will remain open and classes will be conducted.

Safety is the primary concern. Thus, extreme or emergency conditions may occur that necessitate closing. Campuses operating on a military installation will close and cancel classes if the military installation closes.

The University recognizes that flexibility is required in extreme circumstances and, thus, all persons are encouraged to use maturity, good judgment, and professionalism in dealing with adverse weather conditions. Faculty are encouraged to be understanding in the event a student does not feel safe in attending class.

The decision to close offices and/or cancel classes will normally be made by the AOE Leader, in coordination with the Dean of Adult & Online Education. The Dean will consult with the Provost's Office and upon approval, notify the Campbell Communications & Marketing Office. This office will coordinate the posting of the information on the Campbell University web site (<https://www.campbell.edu/>) and Campbell's Emergency Alert System, as well as notifying various radio and television stations. The AOE Leader will post communicate this information via social media, Blackboard and/or text messaging.

Faculty are to include an Inclement Weather statement on the course syllabus that includes the use of or a shift to a remote synchronous class during the scheduled class time to maintain continuity, if deemed to be an appropriate substitution by the AOE Leader.

Faculty will generally be required to either reschedule classes that are cancelled by the campus or University, or to post in the course Blackboard shell learning resources such as recorded online lectures and learning activities to support student mastery of the content.

Independent Study

Independent study is any type of study which is conducted under the supervision of a Faculty member, but which is not available as a regularly scheduled course or which is a regularly scheduled course, but is not currently available. Independent Studies will be scheduled at the discretion of the AOE Leader and should be supported by a specific need for the course. If a student requests an Independent Study, the request should be routed through their academic adviser to the AOE Leader for approval and scheduling. The AOE Leader will request a faculty member to support the request.

Faculty cannot approve Directed Independent Studies. Faculty should not promise students that their request will be approved, or that they will be the assigned Faculty member if a request is approved.

Institutional Effectiveness

The University seeks to achieve maximum effectiveness in all its learning endeavors and operational processes, with the driving considerations to be continual improvement for quality learning. Institutional effectiveness guidelines are set forth in the University's *Planning and Assessment Manual*. Faculty are expected to participate in the full range of institutional

effectiveness functions relevant for their role as faculty. These include, but are not limited to, teaching to course learning outcomes, conducting program outcome assessments, completing expected evaluations and reports, etc.

Meetings

A meeting of AOE Faculty and the administrative staff may be scheduled before the first day of semester or term classes. Meeting discussions may include professional development, policy updates, and administrative information for that term. AOE Faculty may be compensated for attending.

Orientation

As part of the initial hiring process, each Faculty teaching at an extended campus site will receive orientation for that site.

Pay

AOE Faculty are paid on a scale approved by the Board of Trustees of the University. Pay is based on two criteria: degree preparation (Masters or terminal level) and longevity (number of terms teaching in the AOE programs). Additional compensation may be approved for meeting specific criteria or performing additional responsibilities. AOE Faculty may also be eligible for travel pay. Faculty are paid by direct deposit only according to the terms on the appointment letter and subsequent term memos.

Programmatic Assessment of Student Learning

Various programs at Campbell University conduct assessments of student mastery, including instruments such as Ivy Software Test and the Major Field Tests. Each test is administered based on a schedule determined by Main Campus. If such an assessment test is assigned to a course by the University or Department, the AOE faculty teaching the course must administer the test. The results of these national tests may be used to evaluate the effectiveness and comparability of education at Campbell University. The results may also be used to measure comparability between Main Campus and AOE. The results of these instruments will also be made available to AOE Faculty and students.

Reimbursement for Expenses

Expenses incurred by an employee on the University's behalf are reimbursed if the purchase was made with prior written approval by the AOE Leader. A request for an expense check should be submitted through the AOE Leader to the Accounting Office for approval and payment through proper channels. The employee should always request a receipt for expenditures made in the

University's behalf attached to the request for reimbursement.

Travel Stipends: Faculty who commute more than 30 miles one-way will now be paid a taxable stipend.

Any employee who attempts to defraud the University in connection with expense reimbursement is subject to immediate discipline, up to and including discharge.

Student Attendance

Regular attendance and punctuality are expected at all times in all courses. University policy is that students can miss no more than 20 percent of scheduled classes. Further, students who miss more than 20 percent of scheduled classes may not receive credit for the course and could receive a failing grade.

Twenty percent of an eight-week course depends on the method of delivery as shown below:

- Traditional classes meeting for 4 hours once a week: 1 in-class period
- Blended classes: 1 in-class period
- Traditional classes meeting 2 times per week: 2 in-class periods
- Traditional classes meeting 3 times per week: 3 in-class periods
- Online classes for an 8-week session: 1 full week of work

It is important for students to attend class in order to learn. AOE Faculty are encouraged to use good judgment in applying University policy. The requirements of adult learners are such that many students must miss classes due to circumstances beyond their control. Online and blended faculty are required to have weekly measurable and documentable participation. Faculty are required to document to students how attendance is computed, as well as how they will manage students who arrive late or leave early.

Students missing classes may be assigned appropriate "make-up" work. The make-up work should require as much time as the missed class time and should be related to the course material covered in the missed class.

Student Add and Drop

The Add period for Adult & Online Education courses ends the Wednesday after the start of the term.

The Drop period for Adult and Online Education courses is the first 6 calendar days of the term.

Students dropping courses during this week do not incur an academic or financial penalty and receive a full refund of tuition. Students wishing to discontinue a course after the add/drop period must withdraw, which incurs a financial obligation and potential academic penalty. Campus

AOE Leaders may make exceptions based on individual circumstances. See **Student Withdrawals** for additional information.

All students wishing to add, drop, or withdraw from a course must do so via the administrative office. Faculty may not add, drop, or withdraw a student in their courses. Only the administrative office can do this.

Student Withdrawals

Students withdrawing from a course must complete a withdrawal form available online or at the Campus Administrative Office. Faculty are not directly involved in the withdrawal process; however, faculty must provide the campus office with the student's date of last attendance. Once the student has been withdrawn, the student no longer appears on the Academic Roster.

The policies and procedures applied to withdrawals can be found on the AOE website and in the student handbook. Failure on the part of the student to complete the withdrawal form constitutes intent to remain officially enrolled in the course. Students who stop attending a course should be given the appropriate grade at the end of the term.

Student Cheating and Plagiarism

Students are to be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information. Campbell University's English Department publishes a statement and definition of cheating and plagiarism as seen below. A statement about cheating and plagiarism must be included in all syllabi. The most current suggested language for including within AOE syllabi, especially in light of the use of Artificial Intelligence (AI), may be found within the resources on Blackboard and/or the Instructional Design resources.

Cheating: Campbell University's policy is that all students must do their own work for grades. Any academic work presented for a grade that is accomplished through collaboration with others (without the express permission of the instructor), through plagiarism, or through means other than strictly individual effort cannot be accepted or condoned. Evidence of cheating should be reported to the AOE Leader who will take the appropriate action or convene a representative committee (administrator, faculty member, student) to recommend appropriate action.

Plagiarism: Plagiarism is any use of another person's words or ideas without giving proper credit to the person from whom you borrowed the words or ideas. Plagiarism is the theft of intellectual property. Plagiarism includes failing to cite properly any direct or indirect quotation from:

- Professionally written materials (books, journal articles, etc.)
- Student papers, projects, presentations, etc.
- Internet sources

- Submitting as their own work a paper, project, or presentation that the student did not compose (that is, write, compile, draw, etc.)
- Submitting work for one class that was previously submitted to a different class, without express permission of both instructors.
- Allowing or asking another person or organization, paid or unpaid, to write or develop a paper, project, presentation, exam, or any other work submitted for class credit.

All instances of plagiarism must be reported to the faculty member's AOE Leader for disposition. Students are generally required to receive Academic Integrity Training which is arranged by the AOE Leader. Faculty have the discretion to give the student a failing grade for the assignment and/or the course.

Student Tutoring

All AOE students, regardless of campus location or course discipline, have access to 24/7 online tutoring services through a third-party vendor, which is linked into the Blackboard course template.

Substitute Instructors/Proctors/Guest Lecturers

AOE Faculty desiring to use a substitute proctor, or guest lecturer who is not employed by Campbell University must obtain prior approval from the AOE Leader. All costs associated with substitute instructors or proctors will be covered by the Faculty member. The AOE Leader may subsidize some of the costs based on individual circumstances.

- **Substitute Instructor:** A substitute instructor is one who is intended to teach in class and must meet the same basic credentialing requirements as the regular instructor.
- **Proctor:** A proctor is not intended to teach but is used to handle certain tasks in the absence of the instructor (e.g. show films, and administer exams). A proctor is not required to meet credentialing standards.
- **Guest Lecturer:** Guest lecturers are experts in their specific field and are invited to address a class on their area of expertise. Faculty members are expected to be present during a guest lecturer's presentation. Guest lecturers do not have to meet credentialing standards.

Syllabus

Every course is required to have a syllabus. It informs students of what to expect from the Faculty member and what the instructor expects of the students. Each Faculty member is required to prepare an online syllabus for each course. The Campbell University's Syllabus Format with the minimum required information is provided by each AOE Leader to new faculty.

The syllabus should be available to students by the Friday prior to the start of the term in the Blackboard course site. Students may be required to print their own copy if the syllabus is provided online.

An electronic copy of the syllabus will be forwarded to the Administrative Office in accordance with the local Campus procedures.

Textbooks/Course Materials

Adult and Online Education faculty members should use the same required text as mandated by the main campus department. The University Bookstore has a database of required texts for all courses.

Faculty desiring to use a different text than those already approved must have that text approved by the appropriate Department Chair. A request for textbook approval and copy of the proposed textbook will be forwarded through the AOE Leader to the appropriate Department Chair for approval. All required texts must be adopted no less than six (6) weeks prior to the beginning of the term.

Faculty may choose to use supplemental required texts. Students are expected to purchase all supplemental texts. Supplemental texts must be approved by the appropriate Department Chair.

Additional supplemental material is material that the Faculty member uses in class. This material is not required and, therefore, does not need to be approved by the Department Chairs. Such materials must be provided at no cost, or purchased voluntarily by the students. Students may not be held responsible for material that comes from an unapproved source, unless it is provided at no cost.

Normally, textbook changes occur at the beginning of the Fall or Spring semesters. Faculty will be provided Instructor copies when changes are made in the required texts.

Faculty are required to submit their text adoptions through the Barnes & Noble AIP link which can be found on the Institution page in Blackboard.

Proctoring Programs and Academic Integrity Resources

Campbell University provides several tools for proctoring and academic integrity checking. These tools act as powerful deterrents to identify and stop plagiarism. Faculty members are encouraged to use these tools to identify plagiarism.

Faculty may use TurnItIn, SafeAssign, and Respondus Monitor/Lockdown Browsers and other such resources through their Blackboard course.

VI. INSTITUTIONAL POLICY

All faculty teaching for AOE are subject to the policies and procedures contained in the Campbell University Personnel Manual. These policies and procedures may be found at <http://www.campbell.edu/faculty-staff/human-resources/personnel-manual/>.

VII. PRIMACY OF THIS ADDENDUM

This Addendum modifies some of the policies and practices described in the Handbook. This Addendum applies to and holds force for the employment and expectations of Adult & Online Adjunct Faculty.

Full-time Adult & Online Faculty and Faculty Leaders are subject to the policies and practices in the Handbook.

Addendum B

College of Pharmacy & Health Sciences

Addendum

to the

Campbell University

Faculty Handbook

CPHS FACULTY INFORMATION

The College of Pharmacy & Health Sciences follows the guidelines and procedures as identified in the University's Faculty Handbook; however, there are areas that are unique to the College. Those areas are identified in this section of the Handbook.

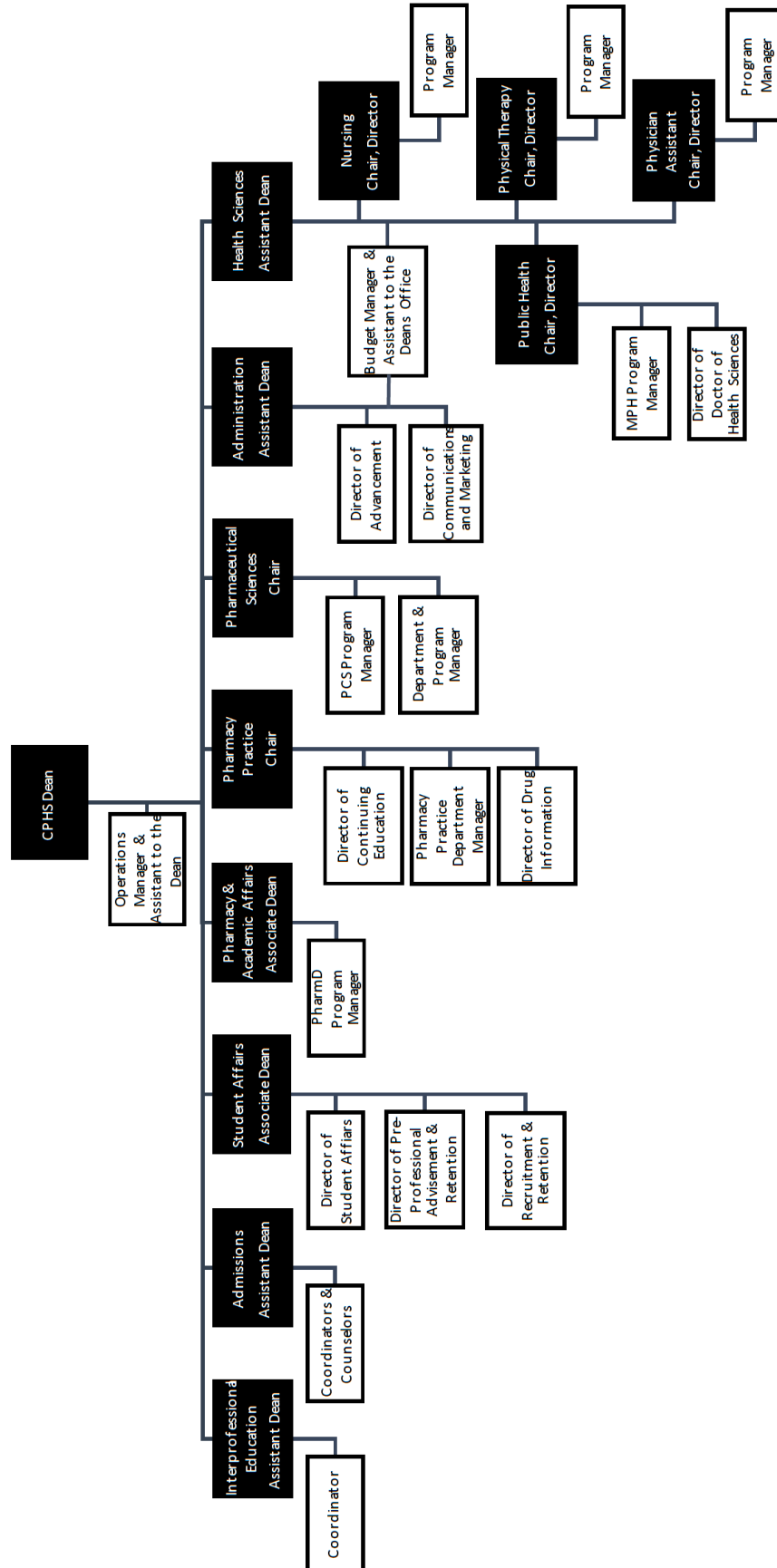
The History and Perspective of the College of Pharmacy & Health Sciences, along with the Mission Statement, can be found in the Academic Bulletin at the following link:

<https://cphs.campbell.edu/student-experience/academic-bulletin/>

College of Pharmacy & Health Sciences' Administrative Organization and Governance:

This section provides the administrative organization and governing policies for the College of Pharmacy & Health Sciences.

The organizational chart for the administration of the College of Pharmacy & Health Sciences is shown on the following page.



Administration Job Descriptions:

- **Dean**

- Development, articulation, and implementation of the vision, mission, and goals of the College
- Development, implementation, and monitoring of the strategic plan and the evaluation plan, including assessment of outcomes
- Recruitment, development, and retention of competent faculty and staff
- Resource acquisition and mission-based allocation
- Continuous enhancement of the visibility of the College with internal and external stakeholders
- Development and oversight of budgets, including fundraising
- Space allocation and building management of CPHS Facilities
- Monitoring and ensuring all programs are in compliance with their respective accreditation standards

- **Associate Dean for Pharmacy & Academic Affairs**

- Oversee curriculum development and delivery, including instructional methodology and pedagogy.
- Promote classroom innovation to ensure effective and engaging delivery of the curriculum.
- Ensure curricular design and expected outcomes are in compliance with CAPE outcomes and ACPE standards in the PharmD program through collaboration with the department chairs and assistant/associate deans.
- Ensure the curricular assessment data is used to recommend quality enhancements to teaching styles and curricular content.
- Identify factors in the curriculum that warrant further evaluation and/or assessment.
- Serve on the CPHS Executive Committee, Pharmacy Leadership Council, pharmacy curriculum committee, pharmacy assessment committee, and any other committees as assigned by the Dean.
- Supervise the professional and support staff assigned to the office.
- Oversee CPHS academic standards and ensure all CPHS programs are in compliance with program policies.
- Serve on behalf of the Dean as the final step in the student academic appeals process for the College.
- Oversee, develop, approve, and distribute the annual academic calendar for CPHS.
- Provide general program support by attending university, community and professional events as requested by the Dean.
- Support interprofessional education programming by being actively involved in developing and implementing curricular and co-curricular aspects of IPE within the college and across the university.
- Teach in assigned courses.

- **Assistant Dean of Administration**

- Budget oversight and management within CPHS and financial coordination with University systems

- Oversight for CPHS advancement, development, alumni relations, communications, marketing, and CPHS staff management including supervision, training, professional education, etc.
- General administrative duties including, but not limited to preparation of special projects and reports
- Works closely with the Dean to facilitate day-to-day operations

- **Assistant Dean of Admissions**

- Oversight of admissions processes for all programs
- Promotion of all programs through admissions personnel
- Oversight of recruiting and applicant development efforts for all programs
- Evaluation of enrollment trends and strategies for enhancing applicant pools
- Meeting enrollment targets for all programs
- Admissions staff management, including supervision, training, professional education, etc.

- **Associate Dean of Student Affairs**

- Academic advisement for pre-professional and PharmD students
- Supervision of College-wide student organizations
- Oversight of student services (tutoring, study techniques, student development programming, inclusion, and engagement)
- Awarding scholarships utilizing the CPHS Honors, Awards, & Scholarships Committee
- Student Affairs staff management, including supervision, training, professional education, etc.

- **Associate Dean of Health Sciences**

- Day-to-day supervision and development of chair/program directors for PA, DPT, Nursing, and Public Health
- Administration of academic appeals process for PA, DPT, MSPH, DHSc, and BSN programs
- Registrar interface for Health Science programs (graduation certification via program directors for PA, DPT, MSPH, DHSc, and BSN programs)
- Administrative staff management including supervision, training, professional education, etc. in coordination with Assistant Dean of Administration
- Space allocation and building management in Smith Hall

- **Assistant Dean of Interprofessional Education (IPE)**

- Implementation of Interprofessional Education (IPE) programming including the broader University community where applicable (Medical School, Social Work, Law, etc.)
- Collaboration with CPHS departments in development and execution of IPE programming (two or more programs each academic year), including IPE Research Symposium
- Identifying opportunities for interdepartmental collaboration to advance IPE

- IPE staff management and supervision (training, professional education) in coordination with Assistant Dean of Administration
- **Pharmaceutical & Clinical Sciences Department Chair**
 - Responsible for faculty development (promotion/tenure, training, professional education, annual review, stimulating faculty research, and collaboration)
 - Instructional responsibilities (teaching assignments)
 - Responsible for department allocation of fiscal and human resources
 - Intradepartmental and interdepartmental coordination and communication
 - Coordinate online instruction with Adult and Online Education
 - Responsible for programmatic assessment for BS/MS programs per institutional effectiveness and as needed for program-specific accreditation.
 - Nurture and develop external partnerships beneficial for programmatic internships, contract work, and graduate (BS/MS) employment
 - Oversight for Pharmaceutical Education & Research Center (PERC) operations for contract work and student instruction
 - Oversight of Animal Facility management and relevant research requirements (radiation safety, lab safety, etc.)
 - Professional and administrative staff management including supervision, training, professional education, etc. in coordination with Assistant Dean of Administration
 - Science Education Outreach coordination in collaboration with other CPHS programs
 - Collaborate with Pharmacy Practice chair, other health science program heads, and appropriate deans to deliver all aspects of the Pharmaceutical & Clinical Sciences programs including but not limited to instruction, recruiting, and assessment
- **Pharmacy Practice Department Chair**
 - Responsible for faculty development (promotion/tenure, training, professional education, annual review, stimulating faculty research and collaboration)
 - Instructional responsibilities (teaching assignments)
 - Responsible for department allocation of fiscal and human resources
 - Intradepartmental and interdepartmental coordination and communication
 - Professional and administrative staff management including supervision, training, professional education, etc. in coordination with Assistant Dean of Administration
 - Residency program management
 - Nurture, develop, and manage Pharmacy experiential programming including formal relationships, student and faculty placement, site training, etc.
 - Oversight of Health Clinic Pharmacy and Drug Information Center operations
 - Oversight of outreach programs including continuing education Community Wellness Institute, etc.
 - Collaborate with pharmaceutical & clinical sciences chair, other health science program heads, and appropriate deans to deliver all aspects of the PharmD program including but not limited to instruction, recruiting, and assessment

- **Physician Assistant Department Chair/Program Director**

- Responsible for faculty development (promotion/tenure, training, professional education, annual review, stimulating faculty research and collaboration)
- Instructional responsibilities (teaching assignments)
- Responsible for department allocation of fiscal and human resources
- Intradepartmental and interdepartmental coordination and communication
- Professional and administrative staff management, including supervision, training, professional education, etc. in coordination with Assistant Dean of Administration
- Physician Assistant experiential education including formal relationships, student placement, site training, etc.
- Responsible for programmatic assessment for Physician Assistant program per institutional effectiveness and as needed for program-specific accreditation
- Collaborate with other health science program heads and appropriate deans to deliver all aspects of the Physician Assistant program including but not limited to instruction, recruiting, and assessment

- **Physical Therapy Department Chair/Program Director**

- Responsible for faculty development (promotion/tenure, training, professional education, annual review, stimulating faculty research and collaboration)
- Instructional responsibilities (teaching assignments)
- Responsible for department allocation of fiscal and human resources
- Intradepartmental and interdepartmental coordination and communication
- Professional and administrative staff management, including supervision, training, professional education, etc. in coordination with Assistant Dean of Administration
- Responsible for program-specific accreditation, long term planning, and assessment
- Reporting of program needs and effectiveness to college and university administration
- Collaborate with other health science program heads and appropriate deans to deliver all aspects of the Physical Therapy program including but not limited to instruction, recruiting, and assessment

- **Public Health Department Chair**

- Responsible for faculty development (promotion/tenure, training, professional education, annual review, stimulating faculty research and collaboration)
- Instructional responsibilities (teaching assignments)
- Responsible for department allocation of fiscal and human resources
- Intradepartmental and interdepartmental coordination and communication
- Professional and administrative staff management, including supervision, training, professional education, etc. in coordination with the Assistant Dean of Administration
- Nurture, develop, and manage Public Health experiential education including formal relationships, student placement, site training, etc.
- Responsible for program specific accreditation, long term planning, and assessment
- Collaborate with other health science program heads and appropriate deans to deliver all aspects of the Public Health program including but not limited to instruction, recruiting, and assessment

- **Nursing Chair/Program Director, Catherine W. Wood School of Nursing**

- Responsible for faculty development (promotion/tenure, training, professional education, annual review, stimulating faculty research and collaboration)
- Instructional responsibilities (teaching assignments)
- Responsible for department allocation of fiscal and human resources
- Intradepartmental and interdepartmental coordination and communication
- Professional and administrative staff management, including supervision, training, professional education, etc. in coordination with Assistant Dean of Administration Nurture, develop, and manage nursing clinical education including formal relationships, student and faculty placement, site training, etc.
- Responsible for program-specific accreditation, long term planning, and assessment
- Collaborate with other health science program heads and appropriate deans to deliver all aspects of the Nursing program including but not limited to instruction, recruiting, and assessment

The current list of faculty and staff can be found on the university's website at:

<https://cphs.campbell.edu/about/our-faculty-staff/>.

Faculty Responsibility for Educational Program: In accordance with the accrediting bodies for each of the CPHS programs, the faculty and the Dean have the responsibility to formulate and administer the educational programs of the College of Pharmacy & Health Sciences, including curriculum; methods of instruction; admissions; and academic standards for retention, advancement, and graduation of students; and shall recommend the selection, retention, promotion, and tenure of the faculty. The list of accrediting bodies for CPHS programs can be found in the academic bulletin at the following link:

<https://cphs.campbell.edu/student-experience/academic-bulletin/>

Delegation of Authority: The Dean may delegate responsibility to standing or *ad hoc* faculty/staff committees for formulating and administering the programs of the College of Pharmacy & Health Sciences to the extent the Dean deems to be in the best interest of the College of Pharmacy & Health Sciences.

Membership of Faculty Committees: The Dean shall appoint members and a chair (or co-chairs) of each committee consisting of faculty, staff, students, and administration. The Dean shall be considered an ex officio member of every committee, with the same attendance and voting rights as other members. However, the Dean's presence is not required to establish a quorum. The updated list of faculty assignments to the committees is distributed on an annual basis and the current academic listing of committee assignments can be found on the Blackboard site. When appropriate, committees should seek the advice of members of the student body and work on projects jointly with student organizations and committees.

Standing Committees: To the extent possible, the business of the faculty should be conducted through the utilization of standing committees. The number and subject matter jurisdiction of such committees shall be determined by the Dean with input from the faculty. The number of members of each committee, and the faculty members composing each committee, shall be at the discretion of the Dean.

Responsibilities of the College of Pharmacy & Health Sciences' Standing Committees:

- **CPHS Appointment, Promotion, & Tenure Committee**— The Appointment, Promotion, & Tenure Committee will act as a peer review group to advise the Dean on faculty matters relating to initial academic appointments at a level higher than assistant professor, plus promotion and tenure applications. The Committee will evaluate and make recommendations on College of Pharmacy & Health Sciences' candidates for promotion and/or tenure in accordance with the guidelines and standards established by Campbell University and the College of Pharmacy & Health Sciences. The Committee will periodically review and make recommendations for updates to the guidelines and standards for promotion and award of tenure to the CPHS faculty updates.
- **CPHS Curriculum Council**— The CPHS Curriculum Council will oversee the curricula of all programs within the College of Pharmacy & Health Sciences to allow for coordination among the programs. The CPHS Curriculum Council also serves as the single body responsible for CPHS' submissions to the University Curriculum Council. The CPHS Curriculum Council will consist of the Associate Dean for Pharmacy & Academic Affairs, who will chair, and the chair from each CPHS program's curriculum committee.
- **CPHS Executive Committee**—The CPHS Executive Committee will serve as an advisory committee to the Dean on all matters affecting the College of Pharmacy & Health Sciences and the Committee may act on other administrative matters as they arise. This includes Complaint Procedure response as outlined in the Academic Bulletin. The Executive Committee will consist of the Dean of the College of Pharmacy & Health Sciences, who will chair the Committee, any assistant or associate deans of the College of Pharmacy & Health Sciences, the department chairs or designee from each of the academic departments within the College of Pharmacy & Health Sciences, and one faculty member. The faculty representative will rotate between the departments within the College of Pharmacy & Health Sciences annually in August.
- **CPHS Experiential Education Committee**—The CPHS Experiential Education Committee will serve as oversight and evaluation committee for the Criminal Background Check, Substance Abuse Screening Tests, and Immunization Policies for CPHS. The committee will include experiential directors (or the equivalent) as voting members and relevant staff as non-voting members for programs requiring clinical experiential education, required internships, and/or practicums. The committee will monitor current trends in the non-academic requirements (i.e., Criminal Background Check, Substance Abuse Screening Test, Immunizations, etc.) dictated by the CPHS training affiliates for clinical experiential education, required internships, and practicums. The committee will recommend policy updates to the CPHS Executive Committee as needed.
- **CPHS Faculty and Staff Development Committee**—The CPHS Faculty and Staff Development Committee will assess annually the perceived needs of faculty related to teaching, mentoring/advising, and acquiring grants/conducting research. Likewise, the Committee will assess annually the perceived needs of staff related to professional development specific to their role as well as cross-cutting needs related to enhancing technical skills. The Committee will advise the dean and suggest programming to support the development of all CPHS faculty and staff.
- **CPHS Honors, Awards, & Scholarships** – The CPHS Honors, Awards, and Scholarships Committee will be responsible for the selection of recipients for awards, honors, and scholarships based on scholarly activities or other special requirements as defined by the scholarship or award.

Additionally, the Committee will be responsible for working with the Office of Financial Aid to ensure that the necessary funds are obtained and available. This committee will include representation from CPHS faculty and staff including staff representation from the Offices of Student Affairs and Advancement.

- **CPHS Peer Review Committee**— The CPHS Peer Review Committee will develop, execute with the assistance of the entire faculty, continuously evaluate, and refine the peer review process to continuously enhance the instructional quality within CPHS. Membership will include representation from all CPHS departments/programs.
- **CPHS Pre-Professional Committee** – The CPHS Pre-Professional Committee will develop, execute, and assess programming that supports the professional and academic development of Campbell University’s undergraduate pre-professional students. This committee will develop programming to increase CPHS faculty and program exposure to the University’s undergraduates.
- **CPHS Research Committee**— The CPHS Research Committee will advise the dean on all matters related to the effective execution of research within CPHS. This Committee will work in tandem with the University’s grants office to help promote research funding opportunities and with the Faculty and Staff Development Committee to propose mechanisms to encourage and support the research efforts of the CPHS faculty. The Committee will also administer the Internal Research Grant program, including recommendations for funding to the Dean. Membership will include faculty members from each CPHS department/program.
- **CPHS Student Conduct & Professionalism Committee**— The CPHS Student Conduct & Professionalism Committee will advise the Student Affairs office on policies and procedures aimed at developing professional behaviors in all CPHS students. The Committee is also responsible for the review of situations in which graduate (MS) and professional students (PharmD, MPAP, DPT, BSN) are involved in academic misconduct (i.e., cheating or plagiarism) or other violations of the student code of conduct and honor code. This review will be guided by the Campbell University College of Pharmacy & Health Sciences’ Honor Code published in the Academic Bulletin. Membership will include at least one representative from each CPHS department/program and student representation.
- **Ad Hoc Committees:** Should any item of business not lend itself well to the work of one of the standing committees, the Dean may appoint an *ad hoc* committee to handle such matters. Upon the completion of its duties, the *ad hoc* committee will make appropriate reports and cease to function.
- **Charges to Standing Committees:** Each academic year, the Dean shall charge each standing committee. Charges shall include specific tasks to be performed by the committees in exercising their responsibilities.
- **Faculty Business Meetings:** The faculty of the College of Pharmacy & Health Sciences meet three times a year, typically in August, December, and May. The Dean may call special meetings, including annual faculty development workshops.
 - Only faculty with (i) 50 percent or greater funding by Campbell University, as determined by their terms of appointment and (ii) daily and ongoing commitments to the College through teaching, research, and service, shall be eligible to vote at College of Pharmacy & Health Sciences faculty meetings. As such adjunct and emeritus faculty, post-doctoral fellows, and residents who have temporary or limited appointments are ineligible to vote.

- Normally, any new business intended for discussion by the faculty at a regular meeting will be presented in writing to the Assistant to the Dean in advance of the regular meeting.
- Pharmacy (PharmD) faculty meetings are called by the dean and include faculty in the departments of pharmaceutical & clinical sciences and pharmacy practice. Meetings are typically held in September, November, January, and March.
- Departmental meetings are held at the discretion of the respective chair.
- Programmatic meetings are held at the discretion of the respective chair or director.
- All meetings should be conducted according to Roberts' Rules of Order.
- **Faculty/Staff Development Meetings:** Faculty/Staff development and similar meetings of the faculty and/or staff will be scheduled at such times as needed or in the best interest of the College of Pharmacy & Health Sciences.
- **Faculty Minutes:** Minutes should be promptly transcribed and circulated within a week of any faculty meeting.

FACULTY APPOINTMENT INFORMATION

Members of the faculty of the Campbell University College of Pharmacy & Health Sciences are appointed in accordance with provisions of the Faculty Handbook. Appointments are based on a 12-month annual contract, unless specified differently in the terms of the contract. The appointment ends at the close of the period specifically stated in the faculty contract, unless terminated earlier as otherwise stated in the contract. It is expected that faculty members will not ask to be released from a signed contract. Full-time faculty members will be notified in writing by March 15 if their contract will not be renewed. A temporary appointment carries no obligation either to the University or to the appointee for re-appointment.

Definition of Faculty Status is as follows:

Full-time status as a member of the College of Pharmacy & Health Sciences is a 12-month faculty appointment commencing upon the terms and acceptance of a teaching or professional contract offer that includes the following information:

- the responsibilities to be undertaken;
- the academic and administrative rank to be carried and the allocation of effort associated to teaching, scholarship, and service (administrative appointment efforts will be included in service);
- the salary, including applicable fringe benefits;
- the effective date;
- the expiration date;
- other items deemed relevant by the administrative officer involved.

- **Part-time status** is usually handled by the appropriate Dean or their representative in a similar manner. For continued employment, contracts must be renewed at the end of the semester or academic year.
- **Adjunct faculty** status is defined by specific departmental policies and procedures and subject to requirements specified in the job position for the adjunct position.

Appointment, Promotion & Tenure for the College of Pharmacy & Health Sciences

The CPHS Appointment, Promotion & Tenure policy can be found in Appendix 1 and on Blackboard under CPHS Faculty Resources.

Employment Obligations – Faculty should follow the policies outlined in the University’s Faculty Handbook and Personnel Manual. Additional considerations specific to the College of Pharmacy & Health Sciences include:

New faculty hired must submit to the Dean’s office official transcripts as required by SACSCOC.

CPHS Faculty should take the time to familiarize themselves with the student services available on campus. The Student Experience website can provide information about various services to share with students: <https://cphs.campbell.edu/student-experience/>

CPHS Counseling Services:

For the most updated counseling services information for graduate and professional CPHS Student Counseling resources visit the website: <https://cphs.campbell.edu/student-experience/graduate-student-affairs/graduate-professional-counseling-resources/>

CPHS Graduate & Professionals students receive free counseling services and self-help resources through MyGroup or CUSOM Behavioral Health. Additionally, CPHS graduate and professional students can access counseling services through the main university: <https://www.campbell.edu/counseling-services/> as availability allows.

MyGroup Student Assistance Program (SAP):

SAP & Work-Life Services: Campbell University offers a sponsored benefit that provides support and resources CPHS graduate and professional students may need to address personal or work-related challenges and concerns. It is confidential and free to you and your household family members. Help is available 24/7/365 at 800.633.3353. Students can access the appointment scheduler at the following websites:

<https://www.mygroup.com/services/eap/student-assistance-program/>
<https://www.mygroup.com/portal/student/request-sap-appointment/>

Student Behavioral Health:

To access information on scheduling an appointment with Behavioral Health, visit the website: <https://medicine.campbell.edu/behavioral-health/>

Undergraduate Counseling Resources:

Undergraduate CPHS students (BSCR, BSPS, BSN) can access counseling services through the main university: <https://www.campbell.edu/counseling-services/>

CPHS Graduate and Professional Early Alerts through CU Succeed.

CPHS values student support for all students. Faculty and staff members should utilize the CU Succeed early alert system to submit concerns through tracking items over students’ academics

and wellness, giving students access to resources to keep them successful. Alerts submitted may include but are not limited to class attendance, academic concerns, referrals to services like counseling or tutoring, and more. For a list of FAQs on early alerts faculty can reference the Early Alert website: <https://www.campbell.edu/students/student-success/academic-support-services/early-alert/>

Faculty should document instructor and advisor meetings within CU Succeed.

Undergraduate faculty are expected to participate in progress surveys twice a semester to identify students in need of assistance.

Additional concerns regarding graduate or professional students can be brought to the CPHS Student Affairs office. Additional concerns regarding undergraduate students can be brought to the Student Success office.

Interviews. CPHS interviews a substantial number of applicants to assist in the determination of their qualifications for admission. All departmental/programmatic admissions committee members are expected to participate in the applicant interview process. Additionally, all faculty members are required to engage in the admissions interview process when requested by the CPHS Admissions office or the relevant department chair or program director.

Scholarship Application Evaluations. CPHS awards numerous scholarships to students enrolled in our programs. Faculty are expected to participate in the evaluation of scholarship applications and essay reviews as part of their required service.

Research. CPHS provides opportunities and support for research whenever possible. Faculty members should make reasonable use of these opportunities by engaging in and completing projects of scholarly research.

In General. Faculty members are expected to actively participate in curricular, co-curricular, and interprofessional CPHS activities. This includes, but is not limited to, the following responsibilities:

- a. Accept and carry out committee assignments.
- b. Attend the University Faculty & Staff Orientation and the University Faculty & Staff Spring Semester meeting.
- c. Attend the CPHS Faculty & Staff meetings.
- d. Attend the White Coat Ceremony (PharmD, PA, and DPT faculty).
- e. Attend graduation exercises of the College of Pharmacy & Health Sciences (or the University if the program has students participating) in full academic regalia.
- f. Complete monthly reports and an annual Professional Performance Record or Activity Report as directed by the Department Chair.
- g. Cooperate fully with colleagues, staff, and students to the end that each member willingly contributes his or her own potential to the advancement of the educational and administrative affairs of the institution.

Classroom Scheduling: There are various rooms available in the College of Pharmacy & Health Sciences for organizational or administrative meetings. Many of these rooms include mounted LCD projectors, and document cameras. Before use, compare your needs with the equipment provided in each room. The availability of these rooms can be checked through Campbell EMS Room Scheduling portal at <https://campbell.emscloudservice.com/web/Default.aspx>. Additional information is available by contacting Lois Hupfeld, hupfeld@campbell.edu, for reserving rooms

in Maddox Hall, and Rachael Watkins, rwatkins@campbell.edu, for reserving rooms in Smith Hall.

CPHS FACULTY BENEFIT PROGRAMS

In addition to the benefits described in the University portion of the Faculty Handbook, the faculty of the College of Pharmacy & Health Sciences are entitled to the following due to their 12-month contracts.

- **PROFESSIONAL TRAVEL**

Members of the Campbell University College of Pharmacy & Health Sciences faculty are encouraged to attend professional meetings and particularly those related to their various areas of responsibility. The CPHS Professional Development and Travel Guidelines are available on Blackboard under CPHS Faculty Resources.

- **VACATION**

Faculty members accrue two days of vacation per month, up to a maximum of 24 days annually. Vacation accumulation begins on June 1 and ends on May 31, aligning with the fiscal year, and is not front-loaded at the start of the contract year or on the date of hire. Faculty may carry over up to 15 days of vacation into the next fiscal year, with any excess vacation days forfeited on May 31 each year. Prior approval from a supervisor is required for vacation use, and appropriate documentation must be completed according to departmental or program procedures. For more information, faculty should contact their Department Chair or Program Manager.

Faculty members who terminate their employment at the end of their annual contract will be compensated for any accrued but unused vacation leave. Vacation time does not apply to holidays that occur during a faculty member's scheduled vacation period. Faculty who request release from their contract who hold earned but unused vacation leave will be compensated for the leave upon voluntary separation if they have provided a minimum of 30 days' notice and have properly submitted their vacation time used during employment. Pay will be calculated based on the rate earned at the time of separation. Faculty who are terminated involuntarily or leave without proper notice (a minimum of 30 days and preferably at the end of a contract) will forfeit all unused vacation leave. Vacation pay cannot be used to extend employment.

- **CPHS CLINICAL RELEASE POLICY**

The following policy guides the allocation of potential clinical release time for clinical faculty that do not have an assigned clinical site. The intent is to provide faculty the opportunity to record practice hours required to maintain clinical licensure and/or specialty certifications that are relevant to their practice areas and teaching focus. This is considered outside employment as defined in the Faculty Handbook and therefore requires review and approval by the department chair, the Dean of the College of Pharmacy & Health Sciences, and the Vice President for Academic Affairs & Provost. The Dean of the college can withdraw or amend this policy at any time deemed necessary in order to maintain the primary mission of the college.

The chair/director of the program, at their prerogative, may support a request for licensed/certified faculty members' clinical release time equivalent of up to 16 hours per calendar month for clinical practice within the following parameters:

1. Release time is intended for clinical practice and no other activities.

2. If the faculty member is cleared for clinical release time in writing through the outside employment policy in the Faculty Handbook, neither the department, college, nor university will play any role in securing sites for faculty practice. Faculty members must secure their own clinical site; however, they must inform the chair/director of their practice site and provide a point of contact.
3. Any reimbursement for clinical practice is a matter to be determined between the faculty member and their clinical site – any reimbursement for clinical practice remains the property of the faculty member. The University plays no role in reimbursement.
4. The University will claim no liability for the clinical practice of faculty during clinical release time. All faculty approved for clinical release time must provide their own professional liability coverage or negotiate such coverage with their clinical site.
5. Clinical release time is fully contingent upon fulfillment of all contractual obligations to Campbell University to include teaching, service, and scholarship as noted in the faculty contract for employment at Campbell University.
6. Clinical release time is fully contingent upon the needs of the department and within the purview of the chair/director and dean to approve, modify, or withdraw faculty clinical release time, if necessary, in order to maintain the mission of the department or college and provide the best quality education to students.
7. University resources, including but not limited to university owned computers and university email accounts, may not be used for purposes of any approved clinical release activity.

Any CPHS faculty member requesting a clinical release needs to contact their program chair/director to complete a Clinical Release form. The form must be renewed at the beginning of each contract year.

APPENDIX 1
CAMPBELL UNIVERSITY
COLLEGE OF PHARMACY & HEALTH SCIENCES
 THE PHILOSOPHY, POLICIES, GUIDELINES AND STANDARDS FOR
 APPOINTMENT, PROMOTION, AND TENURE FOR FACULTY

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History of Document Changes

- Approved by the faculty of the CPHS by electronic vote ending on 4/13/2018.
- Faculty appointment wording adjusted 4/16/18-MLH.
- Approved by Campbell University Board of Trustees on 4/25/2018.
- Minor edits to timeline approved by CPHS APT (10/31/2018) and CPHS faculty (12/7/2018).
- Changes to timeline approved by Campbell University Board of Trustees on 4/17/2019.
- University edits to make gender neutral, clarify final determination of authority on faculty effort distribution, and clarify visiting faculty benefits-3/17/2023-MLH
- Minor edits to the Review by University Executive Administration section: Removed potential conflict in the appeal process to the President for both tenure and promotion requests to align with the University P&T process (3.5.25).

CAMPBELL UNIVERSITY COLLEGE OF PHARMACY & HEALTH SCIENCES

THE PHILOSOPHY, POLICIES, GUIDELINES AND STANDARDS FOR APPOINTMENT, PROMOTION, AND TENURE FOR FACULTY

I. PURPOSE OF DOCUMENT

This document summarizes the philosophy, policies, guidelines, and standards underlying faculty appointment, promotion and/or tenure at the College of Pharmacy & Health Sciences (CPHS) at Campbell University.

Preeminence of University Guidelines. The CPHS will adhere to all University guidelines or regulations relating to appointment, tenure, and promotion.

II. SCOPE OF THIS DOCUMENT

This document applies to all faculty who hold an academic appointment within the CPHS.

III. APPOINTMENT, PROMOTION AND TENURE COMMITTEE

A. Committee Charges

The CPHS Appointment, Promotion & Tenure (APT) Committee has the following charges:

- a) Serve in a peer-review capacity to advise candidates/applicants, Department/Program Chairpersons/Directors, and the Dean on matters regarding faculty appointment, promotion and tenure.
- b) Evaluate and make recommendations regarding appointment, promotion and tenure of applicants/candidates according to these guidelines established by the CPHS.
- c) Review and make recommendations on the guidelines and standards for faculty appointment, promotion, and tenure.

B. Committee Functions

The CPHS APT Committee has the following functions:

- a) Appointments: Advise the Dean and Chairpersons/Directors on appointment to the appropriate academic rank and tenure status of prospective faculty at CPHS.
- b) Peer-review: Assess a faculty member's qualifications for promotion and tenure in a fair and objective peer-to-peer manner.
- c) Advisory to the Dean: Serve in an advisory role to the Dean by offering recommendations of appointment, promotion, and tenure requests.
- d) Advisory to the Applicant/Candidate: Serve in an advisory role to the applicant/candidate for professional development in conjunction with other CPHS activities, programs, and Committees.

C. Committee Membership

- a) The Dean with input from the CPHS Executive Committee appoints the Committee membership annually.
- b) The APT Committee will consist of at least nine (9) full-time faculty members from the CPHS who hold the rank of either Associate Professor or Professor.
- c) The APT Committee should include appropriate representation of the College, and when reasonable, include at least one person from each Department/Program of the CPHS.
- d) The APT Committee Chairman must hold the rank of Professor with Tenure.
- e) At least five (5) members of the Committee must have Tenure with the University.

D. Committee Voting

- a) Voting on appointment or promotion to tenure or non-tenure track Assistant Professor or Associate Professor will be by the entire Committee.
- b) Voting on appointment or promotion to tenure or non-tenure track Professor will be by members of the Committee holding the rank of Professor only.
- c) Only tenured Committee members may vote on tenure decisions.
- d) For voting on appointments or promotions to Professor or for voting on tenure, at least three (3) Committee members must be eligible to vote. If the minimum number of three (3) Committee members is not available, an *ad hoc* meeting of the APT Committee shall be convened within 30 days. If necessary, a replacement member may be appointed by the Dean from the tenured and/or Professor faculty from within the CPHS or from another College/School within the University with the approval of the appropriate Dean.

IV. APPOINTMENT OF CPHS FACULTY

A. General Considerations

- 1. CPHS faculty are appointed by the President upon the recommendation of the Department/Program Chairperson/Director, the Dean, and Provost of the University.
- 2. The term of the appointment is one year unless otherwise specified in the faculty member's University contract.
- 3. The general responsibilities of all faculty within the CPHS include the support of the University Mission.
- 4. The University requires all employees to exemplify the highest principles of Christian character, including honor, integrity, truthfulness, and compassion.
- 5. All employees are required to maintain high standards of moral conduct, personal appearance, and professional performance.

B. Appointment Series

There are two Appointment Series: (1) Tenure Track, and (2) Non-Tenure Track.

1. Tenure Track

Tenure track appointments are for faculty who contribute full-time effort to all three

strategic mission areas of the CPHS:

- a) Teaching
- b) Scholarship
- c) Service and contributions to mission

A complete description of the tenure track ranks including aspects of appointment and promotion is in **Appendix A**.

Tenure track faculty generally receive full compensation from the University. However, appointment in the tenure track is not limited based on percentage of University funding.

An individual's contract with the University will indicate the appointment to the tenure track series.

At any time during their employment with the CPHS, faculty may request with the approval of their Chairperson/Director a transition from the tenure track to the non-tenure track series or from the non-tenure track to the tenure track series.

2. Non-Tenure Tracks

There are four (4) non-tenure track appointments.

A complete description of the Non-Tenure Track ranks including aspects of appointment and promotion is in **Appendix B**.

a) Non-Tenure Track Clinical

Non-tenure track Clinical appointments are for faculty who focus the majority of their efforts on a practice or service activity that serves as a framework for teaching, and/or supervising students in academic, clinical, or field settings. Such faculty may receive full or partial compensation from the University.

b) Non-Tenure Track Research

Non-tenure track Research appointments are for faculty who focus the majority of their efforts on research. Such faculty may receive full or partial compensation from the University.

c) Non-Tenure Track Adjunct

Adjunct appointments are determined at the Department/Program level and should be of a fixed term (from one (1) to five (5) years), and are intended for individuals who may contribute to one or more aspects of the College's mission. Adjunct appointments may be either "Clinical" or "Research".

d) Non-Tenure Track Visiting

Visiting appointments are of a brief duration (one year or less with the option for one successive reappointment by the Department/Program for a term not to exceed one year) and intended for individuals that are not otherwise employed by the CPHS or Campbell University. Visiting faculty may receive full or partial compensation from Campbell University but are not entitled to earn vacation or sick leave. Visiting faculty who are hired to work 30 hours or more per week may be entitled to insurance and other benefits. For complete information on insurance and other benefits, refer to the Campbell University Personnel Manual.

C. Joint Appointments

Joint appointments may be made in conjunction with one or more other Campbell University schools, departments, or units. Joint appointments are applicable to any appointment series. Although faculty with joint appointments often derive salary from each of the appointing units, the sharing of the salary burden is not a requirement for a joint appointment. However, all units participating in a particular joint appointment also should participate in appropriate review of faculty appointment, particularly with respect to issues of reappointment, promotion, and tenure.

D. Appointment Request Process

The selection of the appropriate initial appointment initiates at the Chairperson/Director level after consultation with the candidate faculty member.

The APT Committee Chairperson must be provided the following documentation for a candidate under consideration for an initial CPHS appointment above the rank of Assistant Professor:

1. Letter of request: The request from the Dean or Chairperson/Director that may include a suggested rank for appointment, if applicable.
2. Current curriculum vitae of the candidate.
3. Any additional documentation to support meeting qualifications for a suggested rank. This may include documentation of prior appointments and accomplishments in teaching, service, and scholarship.

The APT Committee, upon receipt of the request and documentation, shall review the application and provide a recommendation to the Dean and the Chairman/Director in a timely manner. The APT Committee Chairperson will provide the Committee's recommendation to the Dean.

V. PROMOTION OF CPHS FACULTY

A. General Considerations

1. The process of evaluating a faculty member for promotion begins at the point of hire and initial appointment.
2. Chairpersons/Directors shall provide each faculty member with expectations of performance associated with their current appointment during annual reviews.
3. A faculty member's expectations of performance shall include an allocation of focus and responsibility to the three strategic areas of the CPHS:
 - a) Teaching
 - b) Scholarship
 - c) Service and contributions to mission
4. The faculty member, in consultation with their Department Chair/Program Director, determines the distribution of a faculty member's responsibilities regarding teaching, scholarship, and service. If the faculty member and the Department Chair/Program Director do not agree on the distribution of responsibilities, the Department Chair/Program Director will make the final determination on distribution of the faculty member's effort.
5. Faculty with tenure track appointments shall have expectations of performance in all three strategic areas of the CPHS. The allocation of effort amongst the teaching,

service, and scholarship must total 100%.

6. It is reasonable that a faculty member will have a dominant area(s) (greater percentage of effort) of focus and responsibility amongst the three strategic areas. However, it is required that all tenure-track faculty should dedicate at least 10% effort to each of the three strategic areas.
7. Faculty members and their Chairperson/Director shall document performance in accordance to the dominant area(s) of focus and responsibility in a manner that will allow comprehensive and thoughtful analyses.
8. Department Chairpersons/Program Directors are encouraged to incorporate the career aspirations of the faculty member (including promotion) into the expectations of performance and allocation of focus and responsibility.
9. Expectations of performance should be developed and communicated in the context of the promotion guidelines for the CPHS.
10. When preparing an evidentiary foundation for promotion, it is incumbent upon the candidate and the Department Chairperson/Program Director to consider the specific expectations of performance previously agreed upon over the time-period supporting the request for promotion. The dominant area(s) of responsibilities should be documented and performance of expectations clearly explained.
11. Expectations of performance are not immutable. They may change as the needs of the Department/Program, the CPHS, and the faculty member change. Changes in responsibilities and expectations are subject to negotiation and documentation. If the faculty member and the Department Chair/Program Director do not agree on the distribution of responsibilities, the Department Chair/Program Director will make the final determination on distribution of the faculty member's effort.
12. Advancement in rank cannot be guaranteed according to any fixed schedule. Seniority alone is not a reason for promotion to any rank.
13. Tenure and promotion are separate considerations. Faculty are allowed to submit concurrent requests for promotion and tenure with one dossier. Tenure decisions are made independently of any prior or concurrent promotion consideration.
14. Since promotion and tenure are considered separately, there is the potential for approval of both, denial of both, or approval of one while denial of the other request.
15. A candidate may elect to withdraw the request for promotion and/or tenure at any time in the process by submitting a request in writing to the APT Chair, the Dean, or the Provost, as applicable.
16. Time spent in rank at another institution may be applied to fulfill the suggested minimum years noted in the Descriptions of Tenure Track Ranks found in **Appendix A.**

B. Eligibility for Promotion

1. CPHS does not mandate a faculty member be promoted to the subsequent rank within a specified timeframe or require a pre-defined period within a rank prior to applying for promotion.

2. Faculty should maintain a record of accomplishments that would provide evidence to support promotion to the next academic rank within a reasonable timeframe.
3. All reviews begin at the departmental level. Faculty members should discuss the timing and appropriateness of applying for promotion with their Department Chairperson/Program Director.
4. Departments/Programs may have additional guidance for a candidate seeking promotion and based on the Evaluation of Performance Guidelines (**Appendix C**). Such additional guidance will address the unique characteristics and identity of the Department/Program.

C. Promotion Review Process

1. Review by Department Chairperson/Program Director

- a) A candidate shall explore with their Department Chairperson/Program Director the concept of readiness for promotion. Such preliminary consideration shall be exploratory, with specifics not binding on either the faculty member or the Department Chairperson/Program Director involved.
- b) The Department Chairperson/Program Director should evaluate the candidate's record and the role the candidate can be expected to play in the future evolution of the department's curriculum and mission.
- c) If the Department Chairperson/Program Director agrees with the appropriateness and timing of the promotion request, the candidate should prepare a dossier for submission to the APT Committee.
- d) If the Department Chairperson/Program Director disagrees with the appropriateness and timing, the Department Chairperson/Program Director should advise the candidate on what needs to be done to enhance the potential for approval. In the event of lack of support from their Department Chairperson/Program Director, the candidate may apply directly to the APT Committee without the Department Chairperson's/Program Director's endorsement.
- e) Should the faculty member decide to proceed, documentation of the candidate's readiness for promotion should be organized into a dossier (**Appendix D**). The completed dossier must be submitted to the APT Committee and the faculty member's Department Chairperson/Program Director by **October 1**.
- f) A letter from the Department Chairperson/Program Director must be submitted to the APT Committee summarizing the achievements of the candidate in the three strategic areas of CPHS, commitment to the University mission, and recommendations regarding the candidate's eligibility for promotion. The letter must indicate the allocation of effort of the candidate in the three strategic areas covering the relevant assessment period for promotion. This letter must be submitted by **November 15**.

2. Review by References

- a) The candidate in consultation with the Chairperson/Director shall provide the names, titles, and addresses of six (6) individuals who would be capable of assessing the candidate's qualifications for promotion. This information shall be included in the faculty member's dossier (**Appendix D**) and due by **October 1**.

- b) These selected references should be individuals from the academic community with academic rank that is at the same level (or higher) as that sought by the candidate. No more than two of these references should be from current CPHS faculty members.
- c) References shall not be members of the APT Committee.
- d) References in nonacademic positions are acceptable if they are able to address one or more of the main areas upon which the candidate will be evaluated.
- e) The Chairperson/Director should confirm that each of the references would be willing to conduct and document, in a letter, a timely and meaningful evaluation of the candidate's accomplishments. Candidates should not directly solicit letters of recommendation from the listed references.
- f) The APT Committee will solicit the letter of assessment from the references who are selected. The Committee will provide the references with a copy of 'Philosophy, Policies, Guidelines and Standards for Appointment, Promotion, and Tenure for Faculty' of CPHS, the candidate's Dossier (components outlined in **Appendix D**), and a letter from the Committee which outlines what the reference should address. The reference's assessment is due **November 15**.
- g) The Committee may identify one to three individuals who may not know the candidate directly, but would be qualified to comment and assess the candidate's promotion package. These individuals would usually be faculty members at comparable institutions who might be familiar with the candidate's specialty area, scholarship, teaching quality, and/or professional service.

3. Review by APT Committee

- a) The APT Committee will review the candidate's dossier and request necessary letters of support and assessment.
- b) The APT Committee will deliberate on the candidate's request for promotion and will vote by secret ballot to recommend approval or disapproval of the request. All eligible votes will be counted (aye, nay, or abstain).
- c) The candidate's dossier, Department Chairperson's/Program Director's letter of assessment, and APT voting outcome (number of ayes, nays, and abstains), and a written recommendation for approval or denial of the promotion request from the Chairperson of the APT Committee will be provided to the Dean, candidate's Department Chairperson/Program Director, and candidate no later than **January 31**.
- d) The candidate shall have one week to respond in writing to the APT letter of recommendation. The candidate's response (if any) should be sent to the Dean.

4. Review by Dean

- a) After receipt of all materials submitted in the earlier stages, the report of the APT Committee, and the candidate's response (if any), the Dean shall consider the candidate's application for promotion.
- b) If the Dean agrees with the APT Committee's recommendation to approve the candidate's request, the Dean's recommendation in writing, along with all documentation, will be forwarded to the Provost, the candidate's Department Chairperson/Program Director, and candidate by **March 31**. The Dean shall

inform the APT Committee Chairperson and the faculty member's Department Chairperson/Program Director of their recommendation.

- c) If the Dean agrees with the recommendation by the APT Committee to deny the candidate's request, the Dean will advise the faculty member in writing by **March 31** on what would be required for a favorable decision, citing information from the Committee and their own assessment. A copy of this letter will be provided to the APT Committee Chairperson, the candidate's Department Chairperson/Program Director, and candidate. The Dean's recommendation, along with all documentation, will be forwarded to the Provost by **March 31**. The candidate shall have one week to respond in writing to the Dean's letter of recommendation. The candidate's response (if any) should be sent to the Provost.
- d) If the Dean disagrees with the Committee's recommendation to approve the candidate's request, the Dean will advise the faculty member in writing by **March 31** on what would be required for a favorable decision, citing information from the Committee and their own assessment. A copy of this letter will be provided to the APT Committee Chairperson, the candidate's Department Chairperson/Program Director, and candidate. The Dean's recommendation, along with all documentation, will be forwarded to the Provost by **March 31**. The candidate shall have one week to respond in writing to the Dean's letter of recommendation. The candidate's response (if any) should be sent to the Provost.
- e) If the Dean disagrees with the recommendation by the Committee to deny the candidate's request, the Dean will inform in writing the APT Committee Chairperson, the candidate's Department Chairperson/Program Director, and candidate. The Dean's recommendation will be forwarded to the Provost and candidate by **March 31**.

5. Review by the University Executive Administration

The Provost will perform a review of the candidate's application for promotion. Affirmative recommendations from the Provost will be reviewed by the President. With the President's approval, affirmative recommendations shall be presented to the Board of Trustees at its Fall meeting. In making their decisions, the Provost and President shall consider material prepared by the candidate as well as recommendations from the prior review levels. They shall apply their professional judgment in considering the merits of the individual's case, and in determining what is in the best interest of the University and its programs.

The decision of the Board of Trustees concerning promotion will be communicated in writing to the faculty member. Any such promotion will become effective only after being conferred by the Board of Trustees.

D. Key Dates of the Promotion Review Process

- Candidate submission of dossier to APT Committee and Department Chairperson/Program Director – October 1.
- Chairperson/Director letter of assessment to APT Committee – November 15.
- Completion of APT Committee review and recommendation to Dean – January 31.

- Completion of Dean's review and recommendation to Provost – March 31.
- Review of Provost and President (sequentially) – before Board of Trustees Fall Meeting.

E. Actions Following a Denial of Promotion Request

1. Advisement

If a candidate's request for promotion in academic rank is denied, the candidate should work with their Department Chairperson/Program Director and/or Dean to address the recommendations provided.

2. Reapplication for Promotion

- a) If the Candidate addresses the stated recommendations within two (2) years of being informed of the decision by the Dean, the additional documentation may be submitted to the APT Committee as an addendum with the original dossier for reconsideration of the promotion request.
- b) If the candidate does not address the stated recommendations within two (2) years of being informed of the decision by the Dean, the request for promotion process must be re-initiated with a new dossier.

F. Grievance/Appeals

A recommendation by the APT Committee and/or Dean regarding faculty rank or promotion is not subject to grievance or appeal.

G. Promotion Guidelines and Standards

1. Performance Levels

Performance levels are divided into four categories.

- a) Adequate: Minimum expected performance in all assigned duties at the current rank or position
- b) Good: Sustained above Adequate performance in all assigned duties at the current rank or position.
- c) Excellent: Sustained performance beyond that which meets the requirements for Good and leading to recognition within or beyond the University.
- d) Distinguished: Sustained performance beyond that which meets the requirements for Excellent and leading to recognition beyond the University.

2. Guidelines for Promotion of Tenure Track Faculty

A complete description of the tenure track ranks including aspects of appointment and promotion is in **Appendix A**.

The Evaluation of Performance Guidelines described in **Appendix C** are used to determine whether a faculty member should be recommended for promotion.

3. Guidelines for Promotion of Non-Tenure Track Faculty

A complete description of the non-tenure track ranks including aspects of appointment and promotion is in **Appendix B**.

The Evaluation of Performance Guidelines described in **Appendix C** are used to determine whether a faculty member should be recommended for promotion in

a non-tenure track position.

4. Department/Program Evaluation of Performance Measures

- a) CPHS Departments/Programs may have additional guidance for promotion that are based on the Evaluation of Performance Guidelines found in **Appendix C** and consistent with the unique characteristics and identity of the Department/Program. This is consistent with the concept that eligibility for promotion begins at the Department/Program level. Faculty members should discuss the timing and appropriateness of applying for promotion with their Department Chairperson/Program Director.

VI. TENURE AND CPHS FACULTY

A. General Considerations of Tenure

1. Campbell University operates with a tenure system for its faculty, understanding the granting of tenure to be the highest honor it can bestow on a faculty member.
2. Tenure is a mutual sign and commitment by which the continuity of the University's educational goals and objectives are assured. It affirms an individual as an image of its mission, and in the act of acceptance, the individual publicly asserts continuing commitment to its goals.
3. The purpose of granting tenure is to uphold the concept of academic freedom by assuring the individual faculty member certain procedural rights that have traditionally been assured to members of the profession.
4. In general, the candidate for tenure shall have a sustained record of accomplishments in teaching, service, and scholarly activities.
5. Tenure and promotion are separate considerations. Faculty are allowed to submit concurrent requests for promotion and tenure with one dossier. Tenure decisions are made independently of any prior or concurrent promotion consideration.
6. Since promotion and tenure are considered separately, there is the potential for approval of both, denial of both, or approval of one while denial of the other request.
7. A candidate may elect to withdraw the request for promotion and/or tenure at any time in the process by submitting a request in writing to the APT Chair, the Dean, or the Provost, as applicable.
8. A decision to submit a request for tenure should be made with consultation with the appropriate Department Chairperson/Program Director.

B. Eligibility for Tenure

1. Only a full-time faculty member holding the rank of tenure track Associate Professor or Professor is eligible to apply for tenure after meeting the following criteria:
 - a) **Professor**: A faculty member who holds the rank of Professor at Campbell University and has taught full-time at Campbell University for three years shall be eligible for consideration for tenure.
 - b) **Associate Professor**: A faculty member who holds the rank of Associate Professor at Campbell University and has taught full-time at Campbell University for five years shall be eligible for consideration for tenure.

2. In rare and special circumstances, an individual appointed to the full-time faculty who held tenure at another academic institution, (or who otherwise has an outstanding record of accomplishments in teaching and scholarly pursuits consistent with those standards of awarding tenure as noted in this document) may be eligible for tenure upon employment contingent on a recommendation from the Dean and approval by the Executive Administration of the University and the Board of Trustees OR may be provided a letter at the time of employment which indicates that tenure at Campbell will be supported (pending approval by the Board of Trustees) after one year of satisfactory employment. The APT Committee would be notified of this decision at the time of appointment of such a faculty member.

C. Guidelines and Standards for Awarding Tenure

1. The awarding of tenure is recognition of past academic and professional achievements and confidence in continued professional development and projections for positive contributions to the institution in the future.
2. The Evaluation of Performance Guidelines (**Appendix C**) are used in making the recommendation to grant tenure. Candidates are expected to demonstrate rank-appropriate achievements in all three areas (teaching, scholarship, and service) to be granted tenure. An additional assessment of the projected long-term contribution that the individual will make to the University and the College will be considered and evaluated.
3. Departments/Programs may have additional guidance for candidate's seeking tenure that are based on the Evaluation of Performance Guidelines (**Appendix C**). Such additional guidance will address the unique characteristics and identity of the Department/Program.
4. Teaching skills, contributions to the growth and development of the CPHS, and the receipt of extramural grants and other types of revenue generated for the CPHS and the University will be considered in the tenure decision.
5. A positive attitude and loyal support to the mission of the institution must be apparent.

D. Tenure Review Process

1. **Review by Department Chairperson/Program Director**
 - a) At the point of eligibility for tenure consideration, a candidate shall explore with their Department Chairperson/Program Director the concept of readiness for tenure. Such preliminary consideration shall be exploratory, with specifics not binding on either the faculty member or the Department Chairperson/Program Director involved.
 - b) The Department Chairperson/Program Director should evaluate the candidate's record and the role the candidate can be expected to play in the future evolution of the Department's/Program's curriculum and mission.
 - c) If the Department Chairperson/Program Director agrees with the appropriateness and timing of the tenure request, a dossier should be prepared for presentation to the APT Committee.
 - d) If the Department Chairperson/Program Director disagrees with the appropriateness and timing, the Department Chairperson/Program Director

should advise the candidate on what needs to be done to enhance the potential for approval. In the event of lack of support from their Department Chairperson/Program Director, the candidate may apply directly to the APT Committee without the Department Chairperson/Program Director endorsement.

- e) Should the faculty member decide to proceed, documentation of the candidate's readiness for tenure should be organized into a dossier (**Appendix D**). The completed dossier must be submitted to the APT Committee and the faculty member's Department Chairperson/Program Director by **October 1**.
- f) A letter from the Department Chairperson/Program Director to the APT Committee summarizing the achievements of the candidate in the three strategic areas of CPHS, commitment to the University mission, and a recommendation regarding the candidate's eligibility for tenure. This letter must be submitted by **November 15**.

2. Review by References

- a) The candidate in consultation with Chairperson/Director shall provide the names, titles, and addresses of six (6) individuals who would be capable of assessing the candidate's qualifications for tenure. This information shall be included in the faculty member's dossier (**Appendix D**) and due by **October 1**.
- b) These selected references should be individuals from the academic community previously granted tenure regardless of academic rank. No more than two of these references should be from current CPHS faculty members.
- c) References shall not be members of the APT Committee.
- d) References in nonacademic positions are acceptable if they are able to address one or more of the main areas upon which the candidate will be evaluated.
- e) The Chairperson/Director should confirm that each of the references would be willing to conduct and document, in a letter, a timely and meaningful evaluation of the candidate's accomplishments. Candidates should not directly solicit letters of recommendation from the listed references.
- f) The APT Committee will solicit the letter of assessment from the references who are selected. The Committee will provide the references with a copy of 'Philosophy, Policies, Guidelines and Standards for Appointment, Promotion, and Tenure for Faculty' of CPHS, the candidate's Dossier (components outlined in **Appendix D**), and a letter from the Committee which outlines what the reference should address. The reference's assessment is due **November 15**.
- g) The Committee may identify one to three individuals who may not know the candidate directly, but would be qualified to comment and assess the candidate's tenure package. These individuals would usually be faculty members at comparable institutions who might be familiar with the candidate's specialty area, scholarship, teaching quality, and/or professional service.

3. Review by APT Committee

- a) The APT Committee will review the candidate's dossier and request necessary letters of support and assessment.
- b) The APT Committee will deliberate on the candidate's request for tenure and

will vote by secret ballot to recommend approval or disapproval of the request. All eligible votes will be counted (aye, nay, or abstain).

- c) The candidate's dossier, Department Chairperson/Program Director letter of assessment, and APT voting outcome (number of ayes, nays, and abstains) with a recommendation for approval or disapproval of the tenure request will be provided to the Dean, the candidate's Department Chairperson/Program Director, and candidate no later than **January 31**.
- d) The candidate shall have one week to respond in writing to the APT letter of recommendation. The candidate's response (if any) should be sent to the Dean.

4. Review by Dean

- a) After receipt of all materials submitted in the earlier stages, the report of the APT Committee, and the candidate's response (if any), the Dean shall consider the candidate's application for tenure.
- b) If the Dean agrees with the APT Committee's recommendation to approve the candidate's request, the Dean's recommendation in writing, along with all documentation, will be forwarded in writing to the Provost and candidate by **March 31**. The Dean shall inform the APT Committee Chairperson, the candidate's Department Chairperson/Program Director, and candidate of his or her recommendation.
- c) If the Dean agrees with the recommendation by the APT Committee to deny the candidate's request, the Dean will advise the faculty member in writing by **March 31** on what would be required for a favorable decision, citing information from the APT Committee and his or her own assessment. A copy of this letter will be provided to the APT Committee Chairperson, the candidate's Department Chairperson/Program Director, and candidate. The Dean's recommendation, along with all documentation, will be forwarded to the Provost by **March 31**. The candidate shall have one week to respond in writing to the Dean's letter of recommendation. The candidate's response (if any) should be sent to the Provost.
- d) If the Dean disagrees with the APT Committee's recommendation to approve the candidate's request, the Dean will advise the faculty member in writing by **March 31** on what would be required for a favorable decision, citing information from the Committee and his or her own assessment. A copy of this letter will be provided to the APT Committee Chairperson, the candidate's Department Chairperson/Program Director, and candidate. The Dean's recommendation, along with all documentation, will be forwarded to the Provost by **March 31**. The candidate shall have one week to respond in writing to the Dean's letter of recommendation. The candidate's response (if any) should be sent to the Provost.
- e) If the Dean disagrees with the recommendation by the APT Committee to deny the candidate's request, the Dean will inform in writing the APT Committee Chairperson, the candidate's Department Chairperson/Program Director, and candidate. The Dean's recommendation will be forwarded to the Provost and candidate by **March 31**.

5. Review by the University Executive Administration

The Provost will perform a careful review of the candidate's application for tenure. Affirmative recommendations from the Provost will be reviewed by the President. With the President's approval, affirmative recommendations shall be presented to the Board of Trustees at its Fall meeting. In making their decisions, the Provost and President shall consider material prepared by the candidate as well as recommendations from the prior review levels. They shall apply their professional judgment in considering the merits of the individual's case, and in determining what is in the best interest of the University and its programs.

The decision of the Board of Trustees concerning tenure will be communicated in writing to the faculty member. Any such tenure will become effective only after being conferred by the Board of Trustees.

E. Key Dates of Tenure Review Process

- Candidate submission of dossier to APT Committee and Department Chairperson/Program Director – October 1.
- Chairperson/Director letter of assessment to APT Committee – November 15.
- Completion of APT Committee review and recommendation to Dean – January 31.
- Completion of Dean's review and recommendation to Provost – March 31.
- Review by Provost and President (sequentially) – before Board of Trustees Fall Meeting.

F. Actions Following a Denial of Tenure Request

1. Advisement

A candidate that does not receive an approval for tenure should work with their Department Chairperson/Program Director and/or Dean to address the recommendations provided.

2. Reapplication for Tenure

- a) If the Candidate addresses the stated recommendations within two (2) years of being informed of the decision by the Dean, the additional documentation may be submitted to the APT Committee as an addendum with the original dossier for reconsideration of the tenure request.
- b) If the candidate does not address the stated recommendations within two (2) years following the original submission, the request for tenure process must be re-initiated with a new dossier.

G. Grievance/Appeals

A negative recommendation by the APT Committee and/or Dean regarding the granting of tenure may be appealed to the University Appeals Committee according to the procedure described in the Faculty Handbook.

APPENDIX A: DESCRIPTIONS OF TENURE TRACK RANKS

A. Assistant Professor

1. The Assistant Professor rank represents an entry-level appointment. This rank typically applies to the first appointment in a faculty capacity, although individuals with substantial, relevant professional experience (e.g., in industry, government service, etc.) may receive an initial appointment at a higher rank.
2. Degrees which must be possessed: Terminal degree in the appropriate discipline, or documented professional accomplishments in teaching, scholarly activity, and service.
3. Time in previous rank: Not applicable
4. Minimal expectation of areas considered for appointment to this rank: Good in two of the three areas and Adequate in the other.

B. Associate Professor

1. The Associate Professor rank represents the next level in rank above that of Assistant Professor. Appointment at, or promotion to, the rank of Associate Professor is reserved for individuals who have documented significant accomplishments in the areas of teaching, service and scholarship.
2. Degrees which must be possessed: Terminal degree in the appropriate discipline, or exceptional and sustained professional accomplishments in teaching, scholarly activity, and service.
3. Time in previous rank: Appointment to Associate Professor is consistent with meeting criteria for this rank regardless of time in previous rank.
4. For promotion from Assistant Professor, with or without terminal degree, it is suggested the faculty member have six years faculty experience total with three years at the CPHS.
5. Areas considered for appointment or promotion to this rank: Excellent or Distinguished in two of the three areas and Good in the other.

C. Professor

1. The rank of Professor is for those individuals who are clearly advanced in the areas of teaching, service and scholarship, with a body of work consistent with sustained excellence that establishes a reputation of leadership that is national or international in scope.
2. Appointment at, or promotion to, the rank of Professor, regardless of appointment series, is based on demonstration of significant and sustained impact of the individual's work within their defined area(s) of practice.
3. Degrees which must be possessed: Terminal degree in the appropriate discipline, or exceptional and sustained professional accomplishments in teaching, scholarly activity, and professional service.
4. Time in previous rank: Appointment to Professor is consistent with meeting criteria for this rank regardless of time in previous rank.
5. For promotion from Associate Professor, with or without terminal degree, it is suggested the faculty member have seven years faculty experience total with three years at the CPHS.
6. Areas considered for appointment or promotion to Professor: Distinguished in one area and Excellent in the other two areas.

APPENDIX B: DESCRIPTIONS OF NON-TENURE TRACK RANKS

A. Clinical/Research/Adjunct/Visiting Instructor

1. The non-tenure track Instructor rank represents an entry-level appointment.
2. Degree requirements:
 - a) Terminal degree in his or her discipline not required
 - b) Terminal degree in his or her discipline with limited postgraduate experience
1. Time in previous rank: No minimum
2. Areas considered for appointment or promotion to this rank: Adequate in a select specialized skill set or knowledge base.

B. Clinical/Research/Adjunct/Visiting Assistant Professor

1. The non-tenure track Assistant Professor should possess the terminal degree in his or her discipline and show promise for development in the areas of teaching, research, and scholarly activities.
2. This rank typically applies to the initial appointment in a faculty capacity, although individuals with substantial, relevant professional experience (e.g., in industry, government service, etc.) may receive an initial appointment at a higher rank.
3. Degree requirements:
 - a) Terminal degree in the appropriate discipline, or
 - b) Documented professional accomplishments in teaching, scholarly activity, and service.
4. Time in previous rank:
 - a) Promotion from non-tenure track instructor with terminal degree: no minimum.
 - b) Promotion from non-tenure track instructor without terminal degree: it is suggested the faculty member has three years or more of experience.
 - c) No minimum for appointment to this rank.
5. Areas considered for appointment or promotion to this rank: Performance level of Good in didactic and experiential teaching and Adequate in scholarly activity and/or service.

C. Clinical/Research/Adjunct/Visiting Associate Professor

1. The non-tenure track Associate Professor rank represents the next level above that of non-tenure track Assistant Professor. Appointment at, or promotion to, the rank of non-tenure track associate professor is reserved for those individuals who have documented significant accomplishments in the areas of teaching, service and scholarship.
2. Degrees that must be possessed:
 - a) Terminal degree in the appropriate discipline, or
 - b) Exceptional and sustained professional accomplishments in teaching, scholarly activity, and professional service.
3. Time in previous rank:
 - a) For promotion from Assistant Professor, with or without terminal degree, it is suggested the faculty member have six years faculty experience total with three years at the CPHS.
 - b) No minimum for appointment to this rank.
4. Areas considered for appointment or promotion to this rank - Performance level of

Excellent in didactic and experiential teaching and Good in scholarly activity and service.

D. Clinical/Research/Adjunct/Visiting Professor

1. The rank of non-tenure track Professor is reserved for those individuals who are clearly advanced in the areas of teaching, service and scholarship, with a body of work consistent with sustained excellence that has established a reputation of leadership that is national or international in scope. Appointment at, or promotion to, the rank of non-tenure-professor, is based on demonstration of significant and sustained impact of the individual's work within their defined area(s) of practice.
2. Degrees that must be possessed:
 - a) Terminal degree in the appropriate discipline, or
 - b) Exceptional and sustained professional accomplishments in teaching, scholarly activity, and professional service.
3. Time in previous rank:
 - a) For promotion from Associate Professor, it is suggested the faculty member have seven years faculty experience total with three years at the CPHS.
4. Areas considered for appointment or promotion to this rank - Performance level of Distinguished in didactic and experiential teaching, and at least one Excellent and one Good in service and scholarly activity.

APPENDIX C: EVALUATION OF PERFORMANCE GUIDELINES

A. Introduction

Faculty with tenure and non-tenure track appointments shall have expectations of performance in all three strategic areas of the CPHS. It is also reasonable that a faculty member will have a dominant area(s) of focus and responsibility (percentage of effort) amongst the three strategic areas of the CPHS:

- Teaching
- Service
- Scholarship.

B. Teaching – Evaluation of Performance

The faculty member should demonstrate attributes, which include an ability to:

- Express themselves clearly and concisely;
- Make each learning activity a stimulating experience;
- To inspire interest and promote maximal efforts from the students;
- Demonstrate an appreciation and a respect for students and their individual viewpoints and circumstances;
- Encourage and demonstrate respect, cooperation, and recognize the value of sharing knowledge and skills amongst all healthcare professionals;
- Work collaboratively with others, including but not limited to, inter-professional education (IPE) activities.

Examples of positive teaching assessments include, but are not limited to, the following:

- (1) Has updated education materials and teaching activities consistent with new knowledge and the application of that knowledge to practice.
- (2) Has developed a new course, clinical rotation, residency, or internship.
- (3) Has developed new laboratory or practice exercises.
- (4) Has developed an innovative teaching approach or unique and new teaching aids.
- (5) Has developed innovative grading or testing procedures.
- (6) Has received positive peer review comments on teaching ability or techniques (faculty peer review of teaching).
- (7) Has participated as a faculty peer reviewer.
- (8) Has received formal recognition for quality of classroom, clinical rotation, internship, or residency teaching activities.
- (9) Has served as an effective mentor for faculty and/or students in directed study courses or projects.
- (10) Has collaborated with other faculty to achieve effective integration of instruction.
- (11) Has received favorable student evaluations.
- (12) Has served as course director or assumed the responsibility for a significant leadership role in a teaching position.
- (13) Has a teaching responsibility beyond normal faculty expectations.

- (14) Has received specialty certification in an area of expertise.

C. Service – Evaluation of Performance

The faculty member has demonstrated that they have effectively been involved in services activities. These include:

- Promoting the objectives and program of the College of Pharmacy & Health Sciences and the University at a local, regional, national or international level;
- Participating in faculty and campus activities including but not limited to inter-professional education (IPE) activities;
- Participating in faculty and campus activities;
- Providing high quality clinical patient care at an affiliated healthcare site;
- Contributing as a member of their Department/Program;
- Effectively carrying out committee assignments and related responsibilities;
- Demonstrating honesty and integrity in their relations with others;
- Providing effective academic counseling and guidance of students;
- Participating in the activities of their professional organizations, community, and church.

Examples of service include, but are not limited to, the following:

University/College/Department/Program

- (1) Has served on committees of the Department/Program or College of Pharmacy & Health Sciences.
- (2) Has served on committees of the Department/Program or College of Pharmacy & Health Sciences as Chairperson.
- (3) Has served on University committees.
- (4) Has served on University committees as Chairperson.
- (5) Has served on committees of other Schools within the University.
- (6) Has served as faculty advisor or mentor to student groups.
- (7) Has served as a faculty advisor for the academic counseling and guidance of students.
- (8) Has represented the College or University at regional or national level.
- (9) Has received awards or commendations for these areas of service.
- (10) Has performed administrative or service duties for the Department/Program, College, or University (e.g., prepared special projects and performed special assignments made by the Department/Program Chairperson/Director, Dean, or other University administrator).
- (11) Has participated in interviewing of applicants for admission or scholarship support for the College or University.
- (12) Has served as an active participant (e.g., leader, facilitator, etc.) in inter-professional education (IPE) activities.
- (13) Has participated as a faculty peer reviewer.
- (14) Has performed activities to benefit the College or University not described elsewhere in this section.
- (15) Supports the stated purpose of Campbell University as a Christian University.

Professional/Community

- (1) Has served on committees of professional organizations.
- (2) Has served on committees of professional organizations as Chairperson.
- (3) Has served as an officer of a professional organization.
- (4) Has served as consultant to non-university agencies, professional organizations, or industry.
- (5) Has served the health care practice site with professional expertise including, but not limited to, the establishment and maintenance of a role model clinical practice or the development of an innovative clinical service.
- (6) Has served the health care practice site and/or community with professional expertise as a speaker.
- (7) Has served the health care practice site and/or community with professional expertise as a committee member.
- (8) Has served the health care practice site and/or community with professional expertise as a consultant.
- (9) Has received awards or commendations for any of the above.

D. Scholarship – Evaluation of Performance

The faculty member has demonstrated both depth and breadth of scholarship, as evidenced by mastery of their area of specialization, and is recognized by a peer group for this level of knowledge and expertise. Examples of scholarship include, but are not limited to, the following:

- (1) Has published results of research in peer-reviewed journals or other professional publications.
- (2) Has presented results of research or other scholarly work at professional meetings.
- (3) Has published other scholarly work in peer-reviewed journals and other professional publications.
- (4) Has reviewed manuscripts for scholarly publications or organizations.
- (5) Has reviewed grant applications and/or written applications for extramural granting agencies.
- (6) Has written and submitted research proposals or grant applications to the appropriate intramural and extramural, private or public, agencies or boards.
- (7) Has received extramural or intramural funding from the scholarly activity noted above.
- (8) Has received awards and/or commendations recognizing scholarly accomplishments.
- (9) Has been invited to present results of research and/or other scholarly activity to peers at other institutions.
- (10) Has supervised research or other scholarly projects of students or residents.
- (11) Has had research or other scholarly activity cited by others in the discipline.
- (12) Has presented seminars within the College or University for the benefit of other faculty and/or students.
- (13) Has presented or provided written continuing education programs to practitioners.
- (14) Has developed and presented certification programs to practitioners.
- (15) Has performed activities of scholarship of teaching (search and discovery of innovative

approaches and best practices to develop skills and disseminate knowledge).

- a) Development of new or substantially revised courses, curricula.
 - b) Innovative teaching materials/strategies.
 - c) Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications.
 - d) Projects funded by external or internal grants to support instructional activities.
 - e) Production of videos for instruction.
 - f) Technical, procedural or practical innovations made clinically or professionally.
 - g) Publication of textbooks or teaching materials.
- (16) Has performed activities of scholarship of application (discovering of ways that new knowledge can be used to solve real world problems).
- a) Consulting activities in field or industry that directly relate to the intellectual work of the faculty member.
 - b) Support or development of community activities in the field or industry that link with academic discipline.
 - c) Formal development and /or oversight of practicum/partnerships on behalf of the CPHS or University that connect students with the field/industry.
 - d) The application of theory in the field to real world problems.
 - e) Development of centers for study or service.
 - f) Media contributions (newspaper, magazine, etc.).
- (17) Has performed activities of scholarship of integration (integration of knowledge from various and different sources to discover convergence).
- a) Professional development workshops.
 - b) Literature reviews.
 - c) Presentations of research at conferences.
 - d) Non-academic publications that address discipline-related concerns.
 - e) Meta-analysis and systematic reviews (contrasting or combining results from different studies).
- (18) Has performed activities of digital scholarship (discovery or use of digital evidence, methods of inquiry, research, publication and preservation to achieve scholarly and research goals).
- a) Blogs / commentaries as communication in virtual spaces.
 - b) Open education resources.
 - c) Data visualization and manipulation.
 - d) Metadata generation.
 - e) Digital publishing.

APPENDIX D: THE PROMOTION/TENURE DOSSIER

A. General Considerations

1. The dossier for requests for Promotion/Tenure should present a concise exposition of the relevant activities of the candidate during and preceding their employment as a faculty member at the CPHS.
2. The candidate with direction from their Chairperson/ Director should develop the dossier.
3. The dossier should be prepared with all the necessary components in a single bound volume. The number of dossiers necessary for submission submit can be obtained from the APT Chairman or the applicant's Chairperson/Director.
4. The APT Committee Chairperson and the faculty member's Department Chairperson/Program Director must receive the dossier by October 1 of the academic year that promotion or tenure is requested.

B. Dossier Components and Format

1. Cover page

The cover page should include the candidate's name, credentials, position and request for promotion to [rank] or request for tenure.

2. Table of Contents

3. Letter of Request to APT Committee

This is a letter (not to exceed 2,000 words) prepared by the candidate requesting and providing narrative support for their promotion or tenure. This letter affords the candidate an opportunity to portray their own accomplishments and plans for the future. Consequently, it should be thoughtfully written and carefully organized. This letter should speak to the responsibilities and accomplishments in the three major areas (teaching, service, and scholarship) with evidence of unique accomplishments, innovative approaches to problems, and peer recognition of achievements. A narrative summary of the results of student evaluations should be included and, if appropriate, the history of improvement of ongoing evaluations.

4. Curriculum Vitae

5. List of References

The candidate in consultation with Chairperson/Director shall provide the names, titles, and addresses of six (6) individuals who would be capable of assessing the candidate's qualifications for promotion.

For promotion assessment, the selected references should be individuals from the academic community with academic rank that is at the same level (or higher) as that sought by the candidate. No more than two of these references should be from current CPHS faculty members.

For tenure assessment, selected references should be individuals from the academic community previously granted tenure regardless of academic rank. No more than two of these references should be from current CPHS faculty members.

References shall not be members of the APT Committee.

References in nonacademic positions are acceptable if they are able to address one or more of the main areas upon which the candidate will be evaluated.

The Chairperson/Director should confirm that each of the references would be willing to conduct and document, in a letter, a timely and meaningful evaluation of the candidate's accomplishments. Candidates should not directly solicit letters of recommendation from the listed references.

The APT Committee will solicit the letter of assessment from the references who are selected. The Committee will provide the references with a copy of 'Philosophy, Policies, Guidelines and Standards for Appointment, Promotion, and Tenure for Faculty' of CPHS, the candidate's Dossier, and a letter from the Committee which outlines what the reference should address. The reference's assessment is due **November 15**.

The Committee may identify one to three individuals who may not know the candidate directly, but would be qualified to comment and assess the candidate's promotion package. These individuals would usually be faculty members at comparable institutions who might be familiar with the candidate's specialty area, scholarship, teaching quality, and/or professional service.

6. Documentation of Performance

Documentation of performance in the three areas of teaching, scholarly activity, and service as noted in **Appendix C**.

Addendum C

Divinity School

Addendum

to the

Campbell University

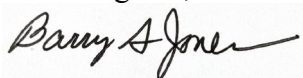
Faculty Handbook

Preface

Dear Colleague:

Campbell University Divinity School rests on the strong foundation of Campbell University, a faith-based university of the liberal arts, sciences, and professions that has provided transformational educational experiences since its founding in 1887. The Campbell University Faculty Handbook provides general guidance on matters such as faculty appointment, promotion, tenure, benefits, and responsibilities. This Divinity School Addendum supplements the Campbell University Faculty Handbook and addresses matters unique to the Divinity faculty. Unlike the undergraduate college structure presumed in the University Faculty Handbook, the Divinity School does not have departmental structure with various department chairs. In general, the tasks assigned to the department chair in the University Faculty Handbook are tasks for the Associate Dean in the Divinity School. The Associate Dean and I are available to you as you need assistance with any of the guidelines contained in the Faculty Handbook and Addendum.

Warm regards,

A handwritten signature in black ink, reading "Barry A. Jones", is displayed on a light gray rectangular background.

Barry A. Jones
Dean and Tyner Chair of Bible

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An Overview of the History of the Divinity School

Fulfilling a dream nurtured at Campbell University for many years and responding to an overwhelming sense of God's leadership, Campbell University opened the Divinity School on August 19, 1996, as its sixth school. Originally scheduled to begin operation in the fall of 1997, the Divinity School opened a year early due to a larger than expected number of interested students.

The idea of educating church leaders in the context of a liberal arts university was not a new idea to Campbell. Feasibility studies were conducted in 1969 and 1975 to explore the possibility of offering graduate and professional courses in Religion. The September 21, 1995 decision to add a Divinity School to Campbell's already existing professional programs in law, pharmacy, education, and business came after a lengthy third feasibility study initiated in 1992. Dr. Jerry M. Wallace, then serving as Vice President for Academic Affairs and Provost, who chaired the feasibility studies of 1975 and 1992, made the recommendation to the President and the Board of Trustees to move forward with the Divinity School. After considering this matter for over a year, the Board of Trustees voted on September 21, 1995, to establish the Divinity School. A public announcement was made in a worshipful ceremony at the Baptist State Convention building in Cary, NC on October 25, 1995.

The University was proud to name Michael G. Cogdill and Bruce P. Powers as the school's first Dean and Associate Dean. Soon afterward, the deans announced the recruitment of an outstanding cadre of founding faculty and adjunct faculty members to help launch the new school. Among these persons were Malcolm L. Tolbert, Thomas A. Jackson, Delos Miles, James W. Good, Ginger S. Graves, JoAnn Stancil, and Jerry M. Wallace. Clella A. Lee was instrumental in beginning support services and an assimilation process for the new students. In 2010, Dr. Andrew H. Wakefield, Tyner Professor of New Testament and Greek, became the Divinity School's second Dean.

The Divinity School officially opened on August 19, 1996, offering elective courses until the beginning of the formal curriculum and the Charter Class. Thirty-five founding students plus those who enrolled in the fall of 1997 constituted the Charter Class of eighty-four students. Currently, approximately 150 students are enrolled each year and alumni now number almost 700.

Building on the heritage and reputation of Campbell as an outstanding Christian liberal arts university, the Divinity School seeks to educate Christian ministers who are intellectually prepared, spiritually mature, and capable of inspiring and leading churches to fulfill their unique role in the world. The mission of the Campbell University Divinity School is to provide theological education that is *Christ-centered, Bible-based, and Ministry-focused*. We build on this mission through ties to the Baptist State Convention of North Carolina and to the Cooperative Baptist Fellowship.

The vision that birthed Campbell in 1887 lives on as the University continues its commitment to serve God and churches across the nation and around the world.

Campbell University Divinity School Statement of Purpose

The Campbell University Divinity School has a formally adopted statement of institutional purpose which clearly reflects the mission and sets forth the school's particular identity and values. This statement of institutional purpose communicates clearly and vividly the commitment of the deans, faculty, administrative staff, and students. Moreover, the Divinity School has enjoyed uncommon affirmation for the conviction, clarity, and commitment described by this statement of institutional purpose and mission. The University Board of Trustees formally affirmed and adopted the statement prior to the announcement and beginning of the school. The statement of institutional purpose is printed in all documents of the school:

The purpose of the Campbell University Divinity School is to provide *Christ-centered, Bible-based, and Ministry-focused* theological education.

The Campbell University Divinity School is clear about its mission and purpose. New students entering the school each semester are featured in a Commissioning and Covenant Service where they are challenged to become “*Christ-centered, Bible-based, and Ministry-focused*” servants of Christ and the church. Each student in the school knows the mission statement, and many have adopted this statement as their personal philosophy of ministry. The deans and faculty have experienced the value of a clear and realistic mission statement that can be easily remembered and passionately adopted. This Statement of Institutional Purpose is clearly consistent with the University Statement of Purpose and is a positive outgrowth of its excellence. It is our conviction that this mission statement reflects the essence of theological scholarship and the mission of the church.

Policies

Absence from Classes

The Faculty is to make no commitments which would for personal reasons take them away from classes more than one week during any given semester. During the summer terms and/or special terms, this principle is interpreted to mean no more than one class day during any given term. This expectation is a common faculty commitment, but emergency exceptions to this principle may be arranged through the Assistant Dean. In any case the Assistant Dean should be informed when absences are anticipated and/or when they are unexpected, and the Assistant Dean should be informed about the steps taken to care for class responsibilities. It is permissible to announce that the class will not meet if adequate assignments are made, but cancellation of classes should be a last resort. Often a colleague or guest speaker can suitably conduct a class in a faculty member's temporary absence, but long term situations require consultation with the Assistant Dean and approval by the Dean.

Academic Freedom

See Appendix A.

Chapel

Faculty and staff members are expected to attend chapel regularly.

Church Involvement

All faculty are expected to be active members in local churches. A majority of the faculty is to maintain membership in Baptist churches.

Expense Reports

Whenever a faculty member travels or extends entertainment officially on behalf of the Divinity School, expenses incurred will be reimbursed through completing an expense report in the Dean's Office.

Faculty, Adjunctive

Campbell University Divinity School is fortunate to have a number of qualified part-time or adjunctive teachers available who, for the most part, live and work in the region. The Divinity School contracts with them for one semester or one academic year to teach specified courses in the curriculum. Adjunctive faculty members are expected to affirm the Statement of Purpose of the Divinity School and of Campbell University.

Faculty Committees

All full-time faculty members serve on one or more divinity committees in a rotation system to ensure equal sharing of responsibilities. Committees are appointed each August to serve for the academic year. These committee assignments are in addition to University Committee assignments.

These committees function throughout the calendar year. As necessary, faculty committees act during the summer on behalf of the Faculty and report these actions to the Faculty during the Fall Faculty Workshop.

Faculty Evaluation

As an aspect of faculty accountability and in order to foster faculty excellence in teaching, in scholarship, and in professional responsibilities, the Faculty engages in peer review (through academic interchange in Faculty meetings), intensive self-evaluation (of courses taught, of means and methods of teaching and evaluation, of professional interests and accomplishments, of church and denominational involvement, of faculty and school responsibilities), and student evaluation (of courses taught, textbooks, assignments, instruction, and classroom performance). Student evaluations of teaching are conducted each spring, and annual reports on professional achievements are prepared by each faculty member and presented through the Dean's office to the President of the University. The primary purpose of the evaluation system is to help faculty members improve their teaching skills and their professional expertise. This three-fold evaluation process (peer review, self-evaluation, and student evaluation) provides a strong and effective means for maintaining the quality of the Divinity School's instructional program.

Faculty Meetings

Regular meetings of the Faculty are held monthly. Dates for these meetings are set in the Faculty's Fall Workshop. Special meetings may be called by the Dean or Assistant Dean. Regular meetings are not scheduled during the summer terms or during holidays from classes.

Governance

The operating principles and philosophy of the Campbell University Divinity School are consistent with the accrediting standards of the Association of Theological Schools in North America and are published in the school's primary documents. Our primary documents recognize the principle of "shared governance" in expressly assigning various responsibilities to the principle component parts of the institution: the Board of Trustees, the University administration, the Dean, the Assistant Dean, and the Faculty. The Board of Trustees is responsible to secure and oversee financial integrity, to set policy, to elect the Divinity School's leadership and Faculty, and to approve programs. The Dean of the Divinity School is responsible to implement and administer Board-approved policies, to make recommendations regarding programs and personnel, and to oversee the administrative and academic integrity of the Divinity School program. The Faculty, under the leadership of the Assistant Dean, is responsible for developing and conducting the academic program and setting standards for admission and the conferring of degrees.

This system of shared governance functions best when each component of the Divinity School contributes to the corporate life of the institution by excelling in the performance of assigned responsibilities.

Trustees alone have the legal authority and the fiduciary responsibility to govern the school by setting policy. The practice in higher education is to delegate many institutional duties and responsibilities to the administration and faculty. The duties of the Faculty are clearly specified in the Bylaws of the University and are exercised under the authority and subject to the approval of the Board of Trustees and those to whom these duties have been delegated.

Guest Lecturers (Classroom)

When the budget permits, the Dean can approve requests for expenses and/or fees for special guest lecturers. These funds are designated for "outside speakers" who come as experts to supplement the regular classroom lectures. The funds are not available to provide payment to current faculty members who may be invited to lecture in place of the regular teacher in some classes. Faculty members may invite qualified individuals to lead class sessions at their discretion, but when application is made to the Dean for funds to provide expenses for these speakers, a brief written rationale for the guest should be provided for record-keeping purposes. All requests should be handled in advance of the event.

Interims

Faculty who interested in serving as interim pastors should follow the Off-Campus Employment Guidelines in the University Faculty Handbook.

Professional Society Meetings

The Divinity School provides each full-time faculty member with an allowance to cover a portion of the documented expense for attendance at professional/scholarly meetings each fiscal year. When a professor is an elected officer of the organization or a major participant on the program, it may be possible to negotiate an additional allowance at the Dean's discretion, if budget funding is available and if the request is made well in advance of the meeting. Additional allowances, when available, are rotated among faculty members to assure that opportunities are available to all.

The purpose of this travel allowance is to enhance the scholarly and professional life of the Divinity School Faculty. The allowance may be denied if the meeting is not recognized as a traditionally defined professional society or a scholarly meeting. Travel for personal study and to meetings of denominational organizations generally does not qualify. The availability of professional development funds is provided to faculty members at the beginning of each budget year.

Professor's Assistants

Every faculty member teaching a full load is entitled to the assistance of a Professor's Assistant who will work 12-15 hours per month. The professor makes a proposal to the student to be his/her assistant and then makes a formal request for approval to the Assistant Dean. The form for making this request

is available in the Divinity School office. Criteria for selection of a Professor's Assistant are specified on the request form.

Teaching Load

The teaching load of full-time faculty members is 9 semester hours. It is assumed that each faculty member will also be available to teach a course during one summer session at least every other summer if needed. Occasionally, a faculty member may request to teach more than 9 hours so as, for example, to have a lighter load the next semester or to cover for a colleague who is on sabbatical leave. Certain duties assigned by the Dean may be partially compensated by a reduction in teaching load or additional compensation. Faculty members asked to teach a summer course or an "overload" will receive additional compensation.

APPENDIX A

Campbell University Divinity School Principles and Guidelines for Academic Freedom

Freedom has been affirmed, developed, and safeguarded by many persons and groups concerned with justice, with due process, and with commitment to free inquiry. In many lands, the protection of the rights of citizens and groups is provided for in the constitutions, in legal precedents and practices, and in the charters and bylaws of education and other institutions.

There are also vital religious roots of freedom. Israel's prophets insisted upon speaking the truth of God despite the opposition of those in authority. The early Christians insisted that they were required to obey God rather than human authority.

Recognizing that there are various theological approaches to freedom, theological schools acknowledge that they share a common concern for realizing the highest possible standards of freedom in all institutions of education. Theological schools also acknowledge that the grounds for their understanding of freedom, and thus of academic freedom, need to be stated clearly and adhered to.

Campbell University Divinity School subscribes to the principles of academic freedom encouraged by the Association of Theological Schools (ATS) and enabled by the Trustees of Campbell University. Campbell University Divinity School's principles and guidelines are consistent with ATS's standards and particularized to Campbell University Divinity School.

Fundamental to academic freedom are beliefs that:

1. All thought and life is to be directed toward God, the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.
2. The freedom of the person of faith always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or to ignore basic obligations.
3. Freedom has specific import in the context of a religious confession of faith. Theological schools may acknowledge specific confessional adherence as laid down in the charters and constitutions of the schools. A concept of freedom appropriate to theological schools will respect this confessional loyalty, both in the institutions and among their individual members. Faculty members must, therefore, be (1) supportive of local churches and (2) must affirm the Purpose Statement of Campbell University and the Mission Statement of the Divinity School. These criteria are reviewed during an employment interview prior to being offered a position and when being considered for tenure. Faculty members are required to teach in accordance with and not contrary to these criteria.
4. While freedom must ultimately be realized through the spirit and the loyalties of men and women, it must take form and be protected through concrete standards of institutional practice.

Every statement of such standards moves somewhat in the sphere of law and regulation. The effectiveness of such stated principles depends finally upon the dedication within the theological school to a genuine concern for liberty of mind and spirit in theological teaching.

Institutional Guidelines

1. Central to the vocation of the theological school and to its faculty members and students is the inquiry for truth. This inquiry is both a communal and an individual vocation.
2. Faculty members are free to teach, carry on research, and publish, subject to adequate performance of their academic duties as agreed upon with the school.
3. Teachers are free to express and act upon their conscientious convictions as individual citizens, although they should realize that there is the tacit representation of their institutions in whatever is said.
4. Faculty members should take care lest they violate each other's academic freedom by covert interference with their colleague's work or through bypassing the orderly process of full faculty discussion of curriculum, appointments, and other basic matters.

APPENDIX B

Faculty Promotion and Tenure Principles and Guidelines

Faculty members who desire promotion should familiarize themselves with the general standards described below. Faculty members should then discuss the timing and appropriateness of an application for promotion/tenure with the Assistant Dean by **August 1**. (Such conversation should be an ongoing process that is discussed during annual faculty reviews relative to criteria being met for promotion.) There is no policy which mandates that a faculty member be promoted to the next rank or earn tenure within a specified time frame or else a terminal contract be given. However, faculty members are expected to be productive and should develop a record of accomplishment that would lead to promotion to the next rank within a reasonable time frame. Failure to do so may ultimately jeopardize the continual awarding of year to year contracts.

Review by Divinity Faculty Development Committee

If the Assistant Dean agrees with the appropriateness and timing of a request for promotion/tenure, then a letter of application from the faculty member should be forwarded to the Divinity School Faculty Development Committee. This letter should set forth the request for promotion, the reasons why the request is justified, and attached materials showing the applicant's record of scholarly, ecclesial, and institutional service. Letters of application should be received by **September 15** of the year promotion/tenure is requested. The faculty member may include in the application any supplementary material that would support the request. An optional letter of support from the Assistant Dean is due to the Divinity School Faculty Development Committee by **November 15**. After discussion, the Divinity Faculty Development Committee shall vote on whether to recommend promotion/tenure. The chair shall write a report that summarizes the vote and addresses the rationale for the decision. In the event that the chair of the committee disagrees with the majority vote of the committee, the chair should designate to another member of the committee, who agrees with the majority, the responsibility for writing the report. Any member of the committee who does not support the majority report shall have the option of writing a minority report that includes rationale for his or her dissent. The report, along with any minority reports, shall be forwarded to the Dean and the candidate no later than **January 31**. The candidate will have one week to respond in writing to the report of the Committee.

Review by the Dean

After receipt of all material submitted, the Dean shall consider the candidate's application. At his or her option, the Dean may request or consider additional material or speak with other informed parties.

The Dean shall write a report that indicates whether or not he or she supports the recommendations of the Divinity Faculty Development Committee. In this report, the Dean shall set forth in reasonable detail the rationale for his or her recommendation, including but not limited to institutional considerations, the candidate's record, the school's curriculum and mission, support of the University purpose, and any other relevant matters concerning the candidate's application.

The Dean's report, along with all material submitted in earlier stages, shall be forwarded to the Provost by **March 31**. The Dean's report shall also be forwarded to the candidate by **March 31**. The candidate shall have one week to respond in writing to the Dean's report and submit that response (if any) to the Provost.

Review by the University Administration

A careful review by the Provost and President will be made. Affirmative recommendations will be presented to the Board of Trustees at its Fall meeting. In making their decisions, the Provost and President shall consider material prepared by the candidate as well as recommendations from the various review levels. They shall apply their professional judgment in considering the merits of the individual's case, and in determining what is in the best interest of the University and its programs. Decisions of the Board relative to promotion and tenure will be communicated in writing to the faculty member.

Qualifications of Rank and Criteria for Promotion

The following criteria are used when determining initial rank upon appointment to the Faculty and as standards for considering promotion.

1. Instructor
 - A. Definition/description: Should be used for the faculty member who does not possess the terminal degree in his or her discipline. This rank may also be used for the faculty member who possesses the terminal degree in his or her field but has limited postgraduate experience.
 - B. Time in previous rank: no minimum
2. Assistant Professor
 - A. Definition/description: Should possess the terminal degree in his or her discipline and show promise in the areas of teaching, research and scholarly activities, and professional service. The requirement of a terminal degree may be waived for a faculty member with documented professional accomplishments in the three academic endeavors, i.e., teaching, research and scholarly activities related to church and community, and service to the University and church.
 - B. Professional criteria required:
 1. Terminal degree in the appropriate discipline; or
 2. Documented professional accomplishments in teaching, research and scholarly activities related to church and community, and service to the University and church.

- C. Time in previous rank:
 - 1. Promotion from instructor with terminal degree: no minimum
 - 2. Promotion from instructor without terminal degree: typically, five years or more
 - D. Areas considered for promotion to this rank: shows promise in the areas of teaching, research and scholarly activities related to church and community, and service to the University and church.
3. Associate Professor
- A. Definition/description: Must meet the criteria for rank of Assistant Professor and display a sustained and significant record of accomplishments in teaching, research and scholarly activities related to church and community, and service to the University and church.
 - B. Professional criteria required:
 - 1. Terminal degree in the appropriate discipline, or
 - 2. Exceptional and sustained professional accomplishments in teaching, scholarly activity related to church and community, and service to the University and church.
 - 3. Clear evidence of ability to provide leadership, both within and outside the University.
 - C. Time in previous rank:

Promotion from Assistant Professor, with or without terminal degree: typically, five years or more.
 - D. Areas considered for promotion to this rank: excels in the areas of teaching, research and scholarly activities related to church and community, and service to the University and church.
4. Professor
- A. Definition/description: Must meet the criteria for rank of Associate Professor plus those criteria noted here. The rank of Professor is among the highest honors that a university can bestow upon a faculty member. Therefore, it is generally granted only to faculty members who have distinguished themselves in their professional fields/academic disciplines at the national or international level. The faculty member must demonstrate a sustained record of outstanding achievements in teaching, research and scholarly activities related to church and community, and service to the University and church.

B. Professional criteria required:

Terminal degree in the appropriate discipline.

C. Time in previous rank:

Promotion from Associate Professor: typically, five years or more.

D. Areas considered for promotion to this rank:

Sustained record of outstanding achievements in teaching, scholarly activities related to church and community, and professional service to the University and church. Clear evidence of continued professional growth.

Criteria for the Awarding of Tenure

The following criteria are used for consideration for tenure. In addition to the criteria described below, a positive attitude, a cooperative spirit, and loyal support of the Divinity School's mission and work must be readily apparent.

1. Academic competence and achievements;
2. Effective classroom teaching;
3. Positive contributions to the mission of the Divinity School;
4. Christian commitment, including a wholesome church and denominational relationship, and ministerial service to the church outside the classroom;
5. Research and scholarly publications and contributions in one's field of teaching, with particular contributions to relevant professional societies and vocational ministry groups;
6. Demonstrated love and support of students, with special attention to their intellectual and spiritual growth;
7. Faithful performance of all assigned duties;
8. Respect and support of colleagues in the Divinity School and in the University;
9. Capacity for intellectual growth; and
10. Evidence of support and extension of the mission of the Divinity School and the University to relevant publics.

Addendum D

Jerry M. Wallace

School of Osteopathic Medicine

Addendum

to the

Campbell University

Faculty Handbook

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SECTION 1: INTRODUCTION

This Faculty Handbook Addendum is provided to the faculty of Campbell University Jerry M. Wallace School of Osteopathic Medicine (CUSOM) as a guide to the interpretation and application of CUSOM and Campbell University policies and procedures regarding faculty appointment, roles and responsibilities, faculty status, organizational structure, and faculty governance.

At the conclusion of each academic year, the CUSOM Faculty Handbook Committee will review the Addendum and make recommendations consistent with University policy to the CUSOM Dean's Council. Final approval of this document rests with the Dean of CUSOM and the Board of Trustees of Campbell University.

1.1 Notice of Right to Change Policies and Procedures

CUSOM's administration reserves the right to make changes in any policy and procedure as approved by the Dean and Chief Academic Officer. Such changes take precedence over Addendum statements. While reasonable effort is made to disseminate such changes, it is the responsibility of the reader to verify the current policy or procedure.

1.2 Update History

12/01/2011	Feasibility Study submitted to COCA
01/09-10/2012	Campbell University legal review
02/16/2012	Approved as a document that will be continually revised.
06/06/2012	Revised, Process for Clinical Affiliations
10/01/2013	Revised
02/05/2014	Campbell University legal review
02/21/2014	Final CUSOM Faculty review
02/25/2014	Final Review by Dean's Council
10/21/2016	Revised
10/31/2019	Revised
02/29/2020	Revised
02/09/2021	Revised
02/25/2022	Revised
02/24/2023	Revised
02/10/2024	Revised
03/18/2025	Revised

Approved – CUSOM Dean's Council

April 11, 2025
Date

SECTION 2: OVERVIEW of CUSOM

2.1 Healthcare Programs at Campbell University

Campbell University began addressing healthcare issues in 1985 with the establishment of the nationally acclaimed School of Pharmacy, which was the first new pharmacy school founded in the United States in more than 35 years. In addition to offering the Doctor of Pharmacy program, the school offers undergraduate and graduate programs in clinical research and pharmaceutical sciences. In 2009, the name was formally changed from the School of Pharmacy to the College of Pharmacy & Health Sciences to provide additional health science programs, including the Physician Assistant program (2011), a Master of Public Health degree (2012), a Doctor of Physical Therapy degree (2014), and a Bachelor of Science of Nursing (2016). The Campbell University Jerry M. Wallace School of Osteopathic Medicine was established in 2011.

2.2 Campbell University Jerry M. Wallace School of Osteopathic Medicine

CUSOM has three distinct graduate programs – the Doctor of Osteopathic Medicine (DO), the Doctor of Behavioral Health (DBH), and the Master of Science in Biomedical Sciences (MSBS).

CUSOM admitted its first class of DO students in August of 2013 and became the second-largest medical school in the state of North Carolina. Factors which led to the establishment of the school were an increased demand for primary care physicians, an aging population that will require medical services, and many areas of the state designated as medically underserved. Osteopathic medicine's historical roots are in rural primary care with approximately 57% of osteopathic physicians choosing to practice family medicine, internal medicine, pediatrics, and obstetrics and gynecology.

In 2015, CUSOM started a Master of Science in Biomedical Sciences (MSBS) program and matriculated the first MSBS cohort in 2015.

In 2019, CUSOM started a Master of Health Professions Education (MHPE) program and matriculated the first MHPE cohort in 2020. The final MHPE cohort graduated in December 2024 and the program was concluded.

In 2025, CUSOM started a Doctor of Behavioral Health (DBH) program and will matriculate the first DBH cohort in the fall of 2025.

CUSOM faculty, staff, and students value teamwork, leadership, professionalism, integrity, diversity, and the ethical treatment of all humanity as reflected in the CUSOM Mission statement.

CUSOM DO Mission Statement

Mission

The mission of the CUSOM is to educate and prepare community-based osteopathic physicians in a Christian environment to care for the rural and underserved populations in North Carolina, the Southeastern United States, and the nation.

Goals

CUSOM is informed and guided by goals for the purpose of educating osteopathic physicians who are well trained, socially minded clinicians that practice evidence-based medicine.

1. To recruit and graduate osteopathic medical students who are committed to serving in rural and underserved areas throughout North Carolina, the Southeastern United States, and the nation.
 - To recruit a diverse student body who have a desire to serve a rural and underserved population.
 - To recruit students from North Carolina, the Southeastern United States, and the nation.
2. To educate osteopathic medical students in the art and science of osteopathic medicine using the most current research in clinical and basic science.
3. To provide osteopathic medical education that is holistic in its approach, evidence based, community focused, and patient centered. Treating the patient as an integrated whole, mind, body, and spirit.
4. To contribute to the fund of osteopathic medical knowledge through educational, scientific, and clinical research and other scholarly activity.
5. To develop outreach sites in rural and underserved North Carolina to provide educational services and healthcare to our region.
6. To develop a sustainable medical missions program to train clinicians for underserved areas of North Carolina, the United States, and the developing world.
7. To collaborate with our hospitals and other partners to provide healthcare and other educational services to our region.
8. To develop postgraduate training programs in collaboration with other institutions so that our medical students have training programs upon graduation.

CUSOM DBH Mission Statement

Mission

The purpose of the CUSOM DBH program is to educate and prepare behavioral health and other healthcare professionals to practice within, develop and lead behavioral health programs in integrated primary care and specialty healthcare settings.

Goals

1. To prepare mental/behavioral health and other healthcare professionals to provide coordinated and team-based comprehensive healthcare in primary and specialty care medical settings.
2. To develop the knowledge and professional skills necessary for successful integration of behavioral health services into primary and specialty care medical settings.
3. To provide mental/behavioral health and other healthcare professionals with the knowledge base and skills to develop, implement and lead programs that facilitate health provider wellness.

CUSOM MSBS Mission Statement

Mission

The purpose of the CUSOM MSBS program is to prepare students for careers in health professions. Graduates of the MSBS program will be prepared to pursue careers in the biomedical sciences and gain admission to health professions programs.

Goals

1. To prepare students for successful careers in health professions.
2. To foster development of all aspects of an applicant's file for admission to health professions programs.
3. To attract a diverse student body who desire additional education in preparation for medical and allied health-related post-graduate programs.

2.3 Accreditation of CUSOM Programs

The institutional accreditor for CUSOM, as a School within Campbell University, is the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the common denominator of shared values and practices among its members in the United States and international institutions of higher education..

To gain or maintain accreditation with the Commission on Colleges, an institution must comply with the standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the Commission on Colleges. Campbell University holds Level VI accreditation status, the highest degree level offered through SACSCOC.

SACSCOC accreditation must be reaffirmed every 10 years, and accreditation signifies that the institution “has a mission appropriate to higher education,” “has resources, programs, and services sufficient to accomplish and sustain that mission” and “maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers”. SACSCOC accredits institutions of higher education, not specific academic programs or degrees.

On December 7, 2021, Campbell University received notification the SACSCOC reaffirmed the school’s accreditation to award associate, baccalaureate, masters, and doctorate degrees.

For information regarding Campbell University accreditations, please visit:

<http://www.campbell.edu/accreditation>

School of Osteopathic Medicine Accreditation

The programmatic accreditor for CUSOM is the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). The COCA is recognized by the U.S. Department of Education as the accreditor of colleges of osteopathic medicine. COCA accreditation signifies that a college has met or exceeded the Commission's standards for educational quality.

The COCA granted CUSOM Accreditation status in 2017. In April 2024, CUSOM was granted accreditation upon review with the next assessment scheduled for April 2034. Accreditation status in 2017 and 2024 was the highest level of accreditation awarded at that time, Exceptional Outcome.

Additional information may be found at:

<https://medicine.campbell.edu/about/accreditation/> and
<https://osteopathic.org/accreditation/>

Contact information for the COCA is as follows:

Commission on Osteopathic College Accreditation
142 East Ontario Street
Chicago, IL 60611-2864
Toll-free phone: (800) 621-1773
Department of Accreditation: (312) 202-8124
Department of Accreditation Fax: (312) 202-8424

The DBH and MSBS Programs and Institutional Accreditation

Campbell University is accredited by SACSCOC. Therefore all academic programs, including the MSBS, DBH, and DO degrees awarded by CUSOM, are included in the scope of the current SACSCOC accreditation for the institution.

Contact information for the SACSCOC is as follows:

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097
Phone: (404) 679-4500
www.sacscoc.org

SECTION 3: CUSOM ADMINISTRATIVE STRUCTURE

3.1 CUSOM Administration

President and Chief Executive Officer

Vice President for Academic Affairs and Provost

Dean and Chief Academic Officer

Dean's Council

Vice Dean for Academic Affairs

Associate Dean for Behavioral Health

Associate Dean for Biomedical Affairs

Associate Dean for Clinical Affairs

Associate Dean for Clinical Integration

Associate Dean for Osteopathic Integration

Associate Dean for Postgraduate Affairs

Associate Dean for Research

Associate Dean for Strategic Initiatives and Innovation

3.2 CUSOM Dean's Council Roles

The CUSOM Dean's Council serves as the primary advisory board for the Dean, *servientes ad voluntatem*, and is comprised of the following members:

Dean and Chief Academic Officer

The Dean is the Chief Academic Officer and is a member of the Clinical Faculty for CUSOM. This role encompasses academic and operational oversight of the medical school with an emphasis on training physicians skilled in the practice of comprehensive osteopathic medical care. The Dean provides the vision and leadership for the development of faculty, academic programs, and scholarship in the School of Osteopathic Medicine. The position of Dean is full-time without any conflicting, secondary employment. The Dean also has budgetary authority for CUSOM.

Vice Dean for Academic Affairs

The Vice Dean for Academic Affairs of CUSOM is the senior advisor to the

Dean and provides leadership in medical education, academic programs, research, student affairs, academic support and services, and outcomes assessment. The Vice Dean is the second ranking academic officer of CUSOM, reporting directly to the Dean and serving as the CAO of CUSOM in the Dean's absence or as directed. The Vice Dean oversees and collaborates with the assistant/associate deans to facilitate academic oversight and student advancement, strengthen each unit, and increase collaboration across the medical school.

Associate Dean for Behavioral Health

The Associate Dean of Behavioral Health and Chair for the Department of Behavioral Health has the primary responsibility for overseeing all aspects of behavioral health services and educational programming within CUSOM. Behavioral Health services encompass direct clinical services offered by the Department of Behavioral Health as well as services rendered through CUSOM's student assistance program (SAP). Educational programming involves lectures, workshops, and curriculums delivered via the Department of Behavioral Health. The Associate Dean and Chair of Behavioral Health also promotes a safe environment and provides assistance in identifying, certifying, and supporting accreditation guidelines.

Associate Dean for Biomedical Affairs

The Associate Dean for Biomedical Affairs is responsible for implementation and oversight of the biomedical curriculum, including design and continual improvement of the eight curricular blocks in academic Years 1 and 2 of the CUSOM DO program, while working with the faculty to ensure appropriate instruction and assessment of student performance. The Associate Dean for Biomedical Affairs supervises the biomedical Department Chairs, fostering an environment of scholarly activity, and encouraging the expansion of biomedical research activities.

Associate Dean for Clinical Affairs

The Associate Dean for Clinical Affairs is responsible for the design and implementation of all aspects of the clinical curriculum in academic years three and four. The Associate Dean for Clinical Affairs is also responsible for identification and assessment of clinical teaching sites for medical student education. Other responsibilities include supervision of the clinical department chairs and coordinating and balancing clinical and academic activities to ensure quality education and scholarly productivity.

Associate Dean for Clinical Integration

The Associate Dean for Clinical Integration is the principal clinical administrative officer and is responsible for the full range of program development, including

participation in designing the clinical curriculum in Years 1 and 2 of the CUSOM DO program. The Associate Dean for Clinical Integration provides oversight of the simulation and clinical skills curriculum, as well as working collaboratively with faculty to develop the clinical curriculum in Years 3 and 4 of the CUSOM DO program. This role includes faculty recruitment and faculty development to ensure the curriculum is successfully delivered to the CUSOM DO students.

Associate Dean for Osteopathic Integration

The Associate Dean for Osteopathic Integration is responsible for the full range of osteopathic manipulative medicine (OMM) program development, including overseeing the OMM curriculum throughout the four years of medical student training, as well as assisting the OMM Department Chair and Associate Deans with oversight and staffing of the pre-clinical and clinical curriculum.

Associate Dean for Postgraduate Affairs

The Associate Dean for Postgraduate Affairs provides leadership in development and accreditation of ACGME residency programs and works closely with the Dean, Vice Dean for Academic Affairs, Associate Dean for Clinical Affairs, and all necessary parties to ensure sufficient postgraduate opportunities are available for graduates of the CUSOM DO program. This individual also ensures the clinical care Mission supports the academic Mission of CUSOM.

Associate Dean for Research

The Associate Dean for Research, in collaboration with CUSOM and University colleagues, including the Campbell University Office of Sponsored Research and Programs, is responsible for oversight of CUSOM grant research, writing, reporting, submission, and interaction with key faculty, staff, and grantors with special emphasis on requests from federal and state agencies. The Associate Dean for Research also provides leadership and evaluation of CUSOM faculty in the area of required performance of research and scholarly activity.

Associate Dean for Strategic Initiatives and Innovation

The Associate Dean for Strategic Initiatives and Innovation is responsible for assisting the Dean with the management of administrative functions of graduate programs, collaborating with the Dean on planning strategic initiatives, and supporting institutional advancement. The Associate Dean will provide administrative leadership in development, institutional assessment and improvement, human resources, faculty performance appraisals, budget and finance, and facilities planning and management. The Associate Dean works collaboratively across the school and University, shaping and implementing a dynamic strategic plan to advance the school's graduate programs, dual degrees, fostering collaboration across the institution, developing new and nurturing existing external partnerships, and creating the necessary infrastructure to support a growing enterprise.

SECTION 4: OVERVIEW of the CUSOM CURRICULA

4.1 General Description of the Educational Programs

DO Program

CUSOM offers a four-year course of study leading to the Doctor of Osteopathic Medicine degree. The progressive integration of basic science and clinical experience over the four years begins with a basic science emphasis in the first year and finishes with a predominately clinical emphasis in the fourth year. Clinical experiences are integrated throughout the curriculum as are basic science and osteopathic principles and practices. CUSOM has incorporated the latest technology throughout the facility in order to offer the latest in education programs.

The curricular plan is described in detail in the student [DO Academic Bulletin](#).

DBH Program

CUSOM offers a 2-year (full-time) and 4-year (part-time) course of study leading to the Doctor of Behavioral Health degree. Through a unique curriculum taught by both behavioral health and medical faculty, mental/behavioral health and other healthcare professionals will be prepared to provide coordinated and team-based comprehensive healthcare in primary and specialty care medical settings. The integration of behavioral health services in primary and specialty care settings increases access to care by placing the behavioral health provider in the setting where the majority of mental/behavioral health issues are present.

The curricular plan is described in detail in the student [DBH Academic Bulletin](#).

MSBS Program

The CUSOM MSBS 2-year curriculum focuses on students learning the fundamental principles of biomedical sciences. Upon completion of the degree program, students will have a solid foundation in the biomedical sciences sufficiently equipping them to handle the rigorous curricula of professional programs. This curriculum is designed to prepare individuals for professional programs and careers in a variety of healthcare professions.

The curricular plan is described in detail in the student [MSBS Academic Bulletin](#).

The Dean, Vice Dean, Associate Deans, and Assistant Deans provide oversight of the curricula to assure high-quality programs based on the most current knowledge. The Associate and Assistant Deans, Block Leaders, Course Directors, and Department Chairs assure the curricula are delivered on time and in a consistent and sequential order. Integrated and ongoing course planning, assure accurate and appropriate curricular content. Individual Program Curriculum Committees approve all materials and advise the Dean regarding the need for changes to the curriculum. Faculty members are

encouraged to collaborate with other college disciplines in the creation and continual refinement of the curricula.

Each faculty member is expected to:

- Advance CUSOM's Mission through education, research, scholarly activity, and service;
- Possess the technological skills to provide course materials in the most current delivery system including, but not limited to, online materials, electronic text, and other interactive technology;
- Follow current core curricular competencies and national models to assure CUSOM remains up-to-date and competitive, following the model as outlined by the Dean and Chief Academic Officer and approved by the Board of Trustees;
- Provide the most current medical education content, updating their course materials annually;
- Provide materials on a timely basis as outlined by the Department of Medical Education;
- Provide high quality educational materials, including syllabi, educational goals and objectives, and presentations; and
- Provide valid assessment of student knowledge, including the formation of test questions, exams, and remediation materials annually.

4.2 Faculty Responsibility for Educational Programs

In accordance with the COCA and the SACSCOC, the faculty and the Dean have the responsibility to formulate and administer the educational programs of CUSOM, including curriculum; methods of instruction; admissions; and academic standards for retention, advancement, and graduation of students; and shall recommend the selection, retention, promotion, and tenure of the faculty.

4.3 Faculty Recusal from Assigning Student Grades

Any CUSOM faculty member who is a health professional with a previous or ongoing therapeutic relationship with a CUSOM student, in any CUSOM program, must recuse themselves from all activities involving the summative assessment, grading, and promotion of that student.

For the purposes of this policy, a “therapeutic relationship” occurs when a licensed clinician assumes the responsibility for the evaluation, diagnosis, or management of a student’s medical or behavioral health condition.

Recusal Policy

If a CUSOM faculty member is a health professional with a previous or ongoing therapeutic relationship with a CUSOM student in any CUSOM program, they must recuse themselves as described below.

Committee Meetings

In the case of committee meetings, including, but not limited to, the Academic Performance, Progress and Standards (APPS) Committee, the committee Chair (or designee) will call for a declaration of any conflict of interest from committee members prior to student case discussions. Any committee members identifying a potential conflict will be required to recuse themselves from both the discussion phase of the meeting as well as the decision-making process for matters in which a potential conflict exists.

This policy also applies to any faculty member on the Admissions Committee or Endowed and Annual Scholarship Committee involved in the discussion of an applicant with whom the faculty member has a previous or ongoing therapeutic relationship. In such a case, the faculty member must recuse themselves from any discussion or vote regarding the student’s candidacy or admission decisions.

Summative Skills Assessments

In cases of summative skills assessments including, but not limited to, OMM, clinical skills, simulation, and Objective Structured Clinical Examination (OSCE) evaluations, faculty graders with conflicts of interest must recuse themselves from the assessment and grading process.

Any faculty member assigned to assess or grade the performance of a current CUSOM student with whom they have a previous or ongoing established therapeutic relationship must identify the conflict of interest to the Course Director. The Course Director will either assign the student assessment and/or grading to a different faculty member or perform it themselves.

If the Course Director also has a potential conflict, then the Block Leader(s) will perform the assessment (or designate another qualified faculty member) and assign the grade.

Final Course Grades: Blocks 1–8

During all first- and second-year courses in preclinical Blocks 1-8, a Course Director who has a previous or ongoing therapeutic relationship with a CUSOM student is prohibited from making any decisions regarding final course grade determinations for that student. In these cases, the Course Director must report the potential conflict of interest to the Block Leader(s) who will then assign the Co-Course Director to make the student's summative assessment or final grade determination. In cases in which there is no Co-Course Director, the Block Leader(s) will assume these responsibilities.

Activities Not Prohibited by This Policy

CUSOM faculty who have previous or ongoing therapeutic relationships with a CUSOM student are permitted to provide student instruction through lectures, small group sessions, clinical skills instruction, or OMM table training. In addition, they may provide academic advising or letters of recommendation at the student's request.

Clinical Rotation Evaluations and Grades

During third- and fourth-year clinical rotations, supervising faculty preceptors who have an established therapeutic relationship with a current CUSOM student are not permitted to determine the end-of-rotation evaluation for that student. If a preceptor is assigned to supervise such a student for a clinical rotation, they should immediately notify the Regional Dean or Director of Student Medical Education (DSME) in the case of a Clinical Campus without a Regional Dean. The Regional Dean or DSME, in consultation with the Associate Dean for Clinical Affairs, may identify an alternative clinical practice or service for the student's rotation, or in cases when that is not feasible, identify another preceptor on the rotation to complete the end-of-rotation evaluation.

Policy Implementation

Adherence

All faculty are notified of this policy and, by signing an acknowledgement, they have read and accept the policies and procedures delineated in the DO Academic Bulletin and the Campbell University Faculty Handbook and are attesting to agreement with abiding by this policy. Each faculty member is required to acknowledge their review of the Faculty Handbook annually. New faculty will acknowledge reviewing the Faculty Handbook upon signing their contract, and thereafter review on an annual basis as cited previously. As noted above, this

policy will be reviewed at the beginning of any committee meeting regarding student academic performance in which a conflict of interest may exist. Reminders of the policy are also made at one or more scheduled Faculty and Staff Meetings annually. CUSOM Professional Development programs also include discussions related to this topic.

Assessment of Compliance

In compliance with the COCA standards, any health professional with a CUSOM faculty appointment who provides health services to a CUSOM student through a patient relationship must recuse themselves from the academic assessment or promotion of the student receiving those services. A faculty member providing a therapeutic relationship is not responsible for assigning grades for medical students.

In the pre-clinical curriculum, the Office of Assessment, Accreditation, and Medical Education manages the assessment process and recording of grades in all courses. In the CUSOM model, one of the Course Directors serves as the instructor of record and is responsible for the assigning of grades for their particular course. In this capacity, the Assistant Dean for Academic Affairs asks each Course Director during every Block if they have a therapeutic relationship with any of the students in their course. If the Course Director identifies any conflicts, then feedback would be provided to the Vice Dean and in that instance a Co-Course Director or other designee appointed by the Vice Dean or Dean would be appointed to assign the grades and act as the instructor of record.

In the clinical curriculum, the appropriate Clinical Chair or the Associate Dean for Clinical Affairs acts as the instructor of record. In a case where a Clinical Chair is asked and determined to be acting in a therapeutic relationship with a student, the Associate Dean for Clinical Affairs would act as the instructor of record to assign a grade for that student.

If a circumstance does arise in which a student identifies a clinical preceptor or faculty member providing summative course grading or skills assessments (including, but not limited to, OMM, clinical skills, simulation, and OSCE), and with whom they have a previous or ongoing therapeutic relationship, they should immediately contact the Course Director (for 1st and 2nd year courses) or Associate Dean for Clinical Affairs (for 3rd or 4th year rotations).

4.4 Delegation of Authority

The Dean may delegate to standing, or *ad hoc*, faculty committees the responsibility for formulating and administering the programs of the School of Osteopathic Medicine to the extent the Dean deems to be in the best interest of the School of Osteopathic Medicine.

SECTION 5: FACULTY

5.1 CUSOM Statement of Professional Ethics

CUSOM's Statement on Professional Ethics follows general standards serving as a reminder of responsibilities assumed by all faculty, administration, and staff. The academic profession, as an institution of higher learning, provides an assurance of professional standards to its students and the community and addresses propriety of conduct of its faculty group.

CUSOM adopts statements of academic professional ethics as listed in Appendix A, patterned after the American Association of University Professors Statement on Ethics, for its faculty, administration, and staff and requires the statement attestation at the time of employment.

All CUSOM employees have the rights and obligations of other citizens and measure the urgency of these obligations in the light of responsibilities to colleagues, students, their profession, and the institution. When CUSOM employees speak or act as private persons, they avoid creating the impression of speaking or acting on behalf of their college or the University.

As citizens engaged in a profession that depends upon freedom for its health and integrity, employees have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

5.2 American Osteopathic Association Code of Ethics

Faculty, students, and staff of CUSOM will adhere to the Code of Ethics of the American Osteopathic Association. In addition, CUSOM has adopted the AOA Code of Ethics to guide all behavior including students and faculty in hospitals, ambulatory clinics, and research facilities.

As an osteopathic institution, CUSOM requires that all clinical faculty members, regardless of whether their medical degree is a DO or MD, read and follow the code of ethics as adopted by the American Osteopathic Association (AOA) and as listed in Appendix B.

5.3 Faculty Appointment General Information

CUSOM employs sufficient faculty to include osteopathic physicians, basic scientists and other professionals to carry out the Mission of the school, deliver the curriculum, and meet the needs of the students. Faculty will include those holding DO, MD, PhD, PharmD, JD, EdD, MBA, MS, and MPH degrees or related degrees as approved by the Dean and consistent with University standards. Faculty are responsible for student education including Osteopathic Core Competencies to maintain the quality of academic programs expected at Campbell University.

Full-time CUSOM faculty are appointed by the Board of Trustees, through authority delegated to the President of the University, upon the recommendation of the Dean and Provost. The Dean, following recommendation to, and approval by, the Provost, appoints members of the faculty of the CUSOM. Initial appointments for tenure-track faculty are generally on an annual basis with an automatically renewing annual contract. The appointment ends at the close of the period specifically stated in the faculty contract.

Non-tenure-track adjunct appointments are determined at the school (CUSOM) level. These are of a fixed term (from one (1) to three (3) years and are renewable based upon continued participation and performance. A temporary appointment expires in three (3) months and carries no obligation either to CUSOM, the University, or to the appointee for re-appointment.

The University requires all employees to exemplify the highest principles of Christian character, including honor, integrity, truthfulness, and compassion. All employees are required to maintain high standards of moral conduct, personal appearance, and professional performance. All faculty in clinical disciplines should hold appropriate licensure/certification for their scope of practice.

All full-time, part-time, and adjunct clinical faculty physicians teaching students in the clinical setting are required to have, and maintain, a valid license to practice medicine in the State of North Carolina while employed by CUSOM.

Full-time and part-time faculty are employees of Campbell University. Employees of CUSOM's affiliated academic health centers may be given faculty appointments but are not employees of Campbell University. CUSOM compensates all full-time and part-time faculties of Campbell University for their duties.

For matters of promotion or tenure, the policies and procedures of the Campbell University School/College in which the faculty member has their primary appointment will be followed regardless of the percent allocation of assignments, such as teaching in multiple academic programs. However, Deans/Directors of other programs may contribute commentary to the evaluation process for promotion or tenure applications. CUSOM will adhere to all University guidelines or regulations relating to appointment, tenure, and promotion. This policy applies to all faculty who hold an academic appointment within CUSOM.

Full-time and part-time faculty members employed by CUSOM have privileges for the use of CUSOM's library, access to CUSOM's computer network, faculty development, continuing medical education (CME), and utilization of research and scholarly activity resources.

5.4 Faculty Classifications

Full-time Faculty

Full-time faculty status may be granted to faculty who hold academic rank and are contracted to further CUSOM's Mission through administration, education, scholarly activity, service, clinical efforts, or research.

The Dean and the appropriate Associate Dean negotiate the specific duties for education, research, scholarly activity, clinical activity, and service. Full-time faculty status is not granted to those persons who incidentally contribute to the academic programs of CUSOM in the course of performing other duties. Full-time faculty appointments are reviewed through the annual faculty review process.

Voting privileges at CUSOM Faculty Senate meetings will be afforded to those with full-time faculty status possessing a rank of Instructor or higher, are eligible for tenure, and who do not have an administrative appointment at or above the Associate Dean level.

CUSOM does not allow other outside employment for those faculty members who are employed by CUSOM as full-time equivalent (FTE) faculty unless approved per University policy. Requests for approval of off-campus employment by the faculty member, including teaching at another institution, shall be made in advance and will be reviewed by the Department Chair; the Dean of the College or School; and the Vice President for Academic Affairs & Provost. Clinical salaries and duties paid from a CUSOM-affiliated clinical site are not considered outside employment as CUSOM students are at the site for educational purposes. When full-time faculty members who are employed by CUSOM are invited to provide their academic expertise to outside institutions or to provide precepting for outside students, prior approval for such activities must be provided by the Dean.

Faculty must read and sign Intellectual Property and Outside Employment Policies of Campbell University before entering into any outside employment agreement.

Part-time Faculty

Part-time faculty status may be granted to faculty who hold academic rank and are contracted to further CUSOM's academic Mission through administration, education, scholarly activity, service, clinical efforts, or research.

Part-time academic faculty may have agreements, which may hold them responsible to perform these duties. The process for faculty appointment of part-time faculty follows the same process as for full-time faculty. Part-time faculty appointments are reviewed annually. Part-time faculty members may attend the Faculty Senate meetings but do not have voting privileges and are not eligible for tenure.

5.5 Initial Faculty Appointment

There are two Appointment Series: (1) Tenure Track, and (2) Non-Tenure Track.

Tenure Track

Tenure Track appointments are for faculty who contribute effort to all three (3) strategic mission areas of CUSOM:

1. Education
2. Scholarship
3. Service and contributions to the University Mission

A full description of the policies and academic rank criteria for Tenure Track faculty appointments are listed in **Appendix D**.

Tenure Track faculty generally receive full compensation from the University; however appointment in the Tenure Track is not limited based on percentage of University funding.

An individual's contract with the University will indicate the appointment to the appropriate Tenure Track series.

Non-Tenure Track

A full description of the policies and academic rank criteria for Non-Tenure Track faculty appointments are listed in **Appendix E**.

There are four (4) different Non-Tenure Track appointment classifications.

Non-Tenure Track Clinical

Non-Tenure Track Clinical appointments are designated specifically for Program Directors, Associate Program Directors, and ACGME-defined Core Faculty in CUSOM-sponsored Graduate Medical Education programs. Such faculty may receive full or partial compensation from the University. Titles for faculty in this track carry the modifier of "Clinical" (i.e., Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor).

Non-Tenure Track Adjunct

Non-Tenure Track Adjunct appointments are designated for fully qualified faculty who have an academic or clinical relationship with CUSOM. Adjunct faculty include those individuals who are committed to the academic program or the clinical training programs through teaching contributions. Adjunct appointments are determined at the school (CUSOM) level. These are of a fixed term (from one (1) to three (3) years) and are renewable based upon continued participation and performance. Titles for faculty in this track

carry the modifier of “Adjunct” (i.e., Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor).

Non-Tenure Track Research

Non-Tenure Track Research appointments are designated for faculty who focus their efforts on research, such as post-doctoral fellows. Such faculty may receive full or partial compensation from the University. Titles for faculty in this track carry the modifier of “Research” (i.e., Research Instructor, Research Assistant Professor, Research Associate Professor, Research Professor).

Non-Tenure Track Visiting

Non-Tenure Track Visiting appointments are designated for a finite duration (one (1) year or less) with the option for one (1) successive reappointment for a term not to exceed one (1) year and intended for individuals who are not otherwise employed by Campbell University. Visiting faculty may receive full or partial compensation from Campbell University. Titles for faculty in this track carry the modifier of “Visiting” (i.e., Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor).

Joint Academic Appointments

Joint academic appointments may be made in conjunction with one or more other Campbell University schools/colleges, departments, or units. Joint appointments are applicable to any appointment series. Although faculty with joint appointments often derive salary from each of the appointing units, the sharing of the salary burden is not a requirement for a joint appointment; however, all units participating in a particular joint appointment should participate in appropriate review of faculty appointment, particularly with respect to issues of reappointment, promotion, and tenure. For matters of promotion or tenure, the policies and procedures of the Campbell University School/College in which the faculty member has their primary appointment will be followed.

Initial Appointment Academic Ranks

INSTRUCTOR

This academic rank describes the faculty member who does not possess the terminal degree in their discipline. This rank may also be used for faculty members with a terminal degree(s) but limited postgraduate experience (e.g., Resident Physicians).

ASSISTANT PROFESSOR

This academic rank describes the faculty member who possesses the terminal degree in their discipline and shows promise in the areas of education, scholarly activities, and service/support of the CUSOM Mission. The requirement of a terminal degree may be waived by the Dean for a faculty member with documented accomplishments in the three academic endeavors of education, scholarly activities, and service.

ASSOCIATE PROFESSOR

This academic rank describes the faculty member who exceeds the criteria for rank of Assistant Professor and displays a sustained and significant record of accomplishments in education, scholarly activities, and service.

PROFESSOR

This academic rank describes the faculty member who exceeds the criteria for rank of Associate Professor. The academic rank of Professor is among the highest honors that a university can bestow upon a faculty member. Therefore, it is awarded only to candidates who have distinguished themselves in their discipline at the national or international level. The faculty member must demonstrate a sustained record of outstanding achievements in education, scholarship, and service. Although the faculty member is expected to excel in two areas, the candidate must demonstrate significant activity in all three areas. Although other factors will be considered, consultantships, professional publications, invited "editorships" and lectureships, and holding of a professional societal office will be important elements in assessing a faculty member's accomplishments.

5.6 Appointment Request Process

For new Tenure-Track faculty hires, after reviewing and interviewing candidates, the Faculty Search Committee will recommend appropriate candidates to the Dean.

Appointment requests for new Adjunct and Clinical faculty may be made by Department Chairs, Regional Deans, or the Associate Dean for Biomedical or Clinical Affairs.

The Appointment, Promotion, and Tenure (APT) Committee must be provided with the following documentation for a candidate under consideration for an initial CUSOM appointment:

1. Letter of request: The request from the respective administrative leadership may include a suggested rank for appointment, if applicable.
2. Current Curriculum Vitae of the candidate.
3. Any additional documentation to support meeting qualifications for a suggested rank. This may include documentation of prior appointments and accomplishments in education, scholarship, and service.

The APT Committee, upon receipt of the request and documentation, shall review the application and provide a recommendation to the Dean (with a copy to the candidate and Department Chair) in a timely manner. The APT Committee Chair will provide the Committee's recommendation to the Dean.

At the discretion of the Dean of CUSOM, with recommendations from the Department Chair, faculty with prior academic experience or with unique scholarly and educational backgrounds may be appointed at a specific academic rank or with tenure (subject to approval by the Board of Trustees) based on the credentials and experience of the candidate. These credentials and experience should be consistent with the definitions and descriptions for the academic ranks noted in Appendix D. The APT Committee will also review the documentation and credentials of faculty members who received an initial appointment rank from the Dean.

At the time of initial appointment, it shall be set forth in writing whether the position is Tenure Track or Non-Tenure Track, and if the position is full-time or part-time.

CUSOM's Faculty Credentialing Policy outlines the processes and procedures followed to credential all faculty who have received an offer to join the CUSOM faculty, either at the main CUSOM campus or at one of its clinical teaching sites.

5.7 Faculty Annual Review Process and Timeline

The work of all employees is evaluated informally by their immediate supervisors on a continuing basis. All evaluations are based on job-related requirements, on special objectives, and other reasonable requests made by the immediate supervisor. The supervisor may suggest ways that the employee can improve the quality of work or ways to qualify for promotion or tenure.

Evaluation of faculty performance is a form of quality control and a means of faculty development. The major objective of faculty evaluation is to ensure high levels of professional performance in every discipline and to validate that faculty members are worthy role models for students in a Christian institution of higher education. Department Chairs and Deans are responsible for assisting faculty members in such matters as improving teaching techniques, experimenting with better course materials, and upgrading credentials. In some cases, a formal performance improvement plan may

be developed specifically delineating required performance improvement goals and designating a specific time frame for reassessment.

Faculty evaluation may take several forms, including self-evaluation, student evaluations, environmental evaluation, interview with the Dean or their designee, or other forms approved by the faculty and administration. Every faculty member is expected to conduct an annual self-evaluation using CUSOM's Annual Faculty Professional Performance Record.

Process

The CUSOM faculty Annual Performance Review process involves three (3) major steps:

1. **Faculty self-assessment** - Each faculty member compiles documentation of their accomplishments over the previous academic year. They then complete the majority of the Annual Performance Review form, including self-assessment of progress on goals set the previous year; performance in the three strategic mission areas (education, scholarship, and service - including contributions to University Mission); and proposed goals for the coming year.
2. **Supervisor assessment** - Faculty self-assessment and compiled documentation is reviewed by the direct supervisor, who prepares their own assessment.
3. **Discussion and goal-setting** - A one-on-one meeting between the faculty member and supervisor is held to consider progress toward academic advancement, long-term goals, and development needs. Goals for the current academic year are agreed upon and documented for use in the following year's review.

Timeline

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE
July	Year-end data compiled - Teaching & advising evaluations - Interactive Dialog Session participation - Professional development participation - Committee participation - Clinical volume, if applicable	Office of Assessment Office of Admissions Professional Development Committee Chairs Clinical Affairs
August	Data reported to faculty and supervisors	As above
September	Self-assessments prepared - Due to supervisor 7 days before meeting	Individual faculty
October	Individual Annual review meetings - Final reports due to Dean by October 31	Supervisors
November	Review results - Signed copies of reports back to faculty	Dean

5.8 Promotion in Academic Rank

General Considerations

The process of evaluating a faculty member for promotion begins at the point of hire and initial appointment. Department Chairs/Supervisors shall provide each faculty member with expectations of performance associated with their current appointment, including those delineated in the Position Description, at their initial hire and during annual performance reviews. Additionally, lines of communication as delineated in the Position Description and CUSOM Organizational Chart, are reviewed during the initial hire, and any time there is a change in organizational structure or reporting lines.

A faculty member's expectations of performance shall include an allocation of focus and responsibility to the three strategic areas of CUSOM:

1. Education
2. Scholarship
3. Service and contributions to the University Mission

The faculty member, in consultation with their Department Chair/Supervisor, determines the distribution of a faculty member's responsibilities regarding education, scholarship, and service.

Faculty with Tenure Track appointments shall have expectations of performance in all three strategic areas of CUSOM. The allocation of effort amongst education, service, and scholarship must total 100%, and is reflected as such in the CUSOM Faculty Adequacy Model, which is prepared regularly by the Assistant Dean for Academic Affairs and maintained in the Office of Academic Affairs. It is reasonable that a faculty member will have a dominant area(s) (greater percentage of effort) of focus and responsibility amongst the three strategic areas.

Faculty members and their Department Chair/Supervisor shall document performance in accordance with the dominant area(s) of focus and responsibility in a manner that will allow comprehensive and thoughtful analyses.

Department Chairs/Supervisors are encouraged to incorporate the career aspirations of the faculty member (including promotion or tenure) into the expectations of performance and allocation of focus and responsibility. Expectations of performance should be developed and communicated in the context of the promotion guidelines for CUSOM.

When preparing an evidentiary foundation for promotion, it is incumbent upon the candidate and the Department Chair/Supervisor to consider the specific expectations of performance previously agreed upon over the time-period supporting the request for promotion. The dominant area(s) of responsibilities should be documented and performance of expectations clearly explained. Expectations of performance are not immutable. They may change as the needs of the Department/Program, CUSOM, and the faculty member change. Changes in responsibilities and expectations are subject to

negotiation and documentation.

Advancement in rank cannot be guaranteed according to any fixed schedule. Seniority alone is not a reason for promotion to any rank. Tenure and promotion are separate considerations. Faculty may submit concurrent requests for promotion and tenure with one dossier. Tenure decisions are made independently of any prior or concurrent promotion consideration. Since promotion and tenure are considered separately, there is the potential for approval of both, denial of both, or approval of one with denial of the other request.

A candidate may elect to withdraw the request for promotion or tenure at any time in the process by submitting a request in writing to the APT Chair, the Dean, or the Provost, as applicable.

Time spent in rank at another institution may be applied to fulfill the suggested minimum years noted in the criteria of Tenure Track Ranks found in Appendix D.

Eligibility for Promotion

CUSOM does not mandate a faculty member be promoted to the subsequent rank within a specified timeframe or require a pre-defined period within a rank prior to applying for promotion.

Faculty should maintain a record of accomplishments that would provide evidence to support promotion to the next academic rank within a reasonable timeframe.

All reviews begin at the departmental level. Such additional guidance will address the unique characteristics and identity of the Department/Program.

Promotion Guidelines and Standards

Guidelines for Promotion of Tenure Track Faculty

A full description of the policies and academic rank criteria for Tenure Track faculty appointments are listed in Appendix D. These criteria are used by the APT Committee to determine whether a Tenure Track faculty member should be recommended for promotion.

Guidelines for Promotion of Non-Tenure Track Faculty

A full description of the policies and academic rank criteria for Non-Tenure Track faculty appointments are listed in Appendix E. These criteria are used by the APT Committee to determine whether a faculty member should be recommended for promotion in a Non-Tenure Track position.

Department/Program Evaluation of Performance Measures

CUSOM Departments/Programs may have additional guidelines for promotion

that are consistent with the unique characteristics and identity of the Department/Program. This is consistent with the concept that eligibility for promotion begins at the Department/Program level. Faculty members should discuss the timing and appropriateness of applying for promotion with their Department Chair/Supervisor.

Promotion Review Process – Tenure Track

Review by Department Chair/Supervisor

- a) A candidate shall explore with their Department Chair/Supervisor the concept of readiness for promotion. Such preliminary consideration shall be exploratory with specifics not binding on either the faculty member or the Department Chair/Supervisor involved.
- b) The Department Chair/Supervisor should evaluate the candidate's record and the role the candidate can be expected to play in the future evolution of the department's curriculum and mission.
- c) If the Department Chair/Supervisor agrees with the appropriateness and timing of the promotion request, the candidate should prepare a dossier for submission to the APT Committee.
- d) If the Department Chair/Supervisor disagrees with the appropriateness and timing, the Department Chair/Supervisor should advise the candidate on what needs to be done to enhance the potential for approval. In the event of lack of support from their Department Chair/Supervisor, the candidate may apply directly to the APT Committee without the Department Chair's/Supervisor's endorsement.
- e) Should the faculty member decide to proceed, documentation of the candidate's readiness for promotion should be organized into a dossier (Appendix F). The completed dossier must be submitted to the APT Committee by **October 1**.
- f) A letter from the Department Chair/Supervisor must be submitted to the APT Committee summarizing the achievements of the candidate in the three (3) strategic areas of CUSOM, commitment to the University Mission, and a recommendation regarding the candidate's eligibility for promotion. The letter must indicate the allocation of effort of the candidate in the three (3) strategic areas covering the relevant assessment period for promotion. This letter must be submitted by **October 1**.

Review by APT Committee

- a) Each candidate for promotion will have materials reviewed independently by two (2) committee members – the Primary and Secondary Reviewers who hold the academic rank at or above the candidate's requested rank.
- b) The Primary and Secondary Reviewers will each submit to the APT Committee a written summary of the achievements of the candidate in the three (3) strategic areas of CUSOM, the commitment to the University Mission, and a recommendation either supporting or denying the promotion the candidate has requested.

- c) Each candidate for promotion will be discussed individually during the full committee meeting.
- d) The APT Committee will deliberate on the candidate's request for promotion and will vote by secret ballot to recommend approval or denial of the request. All eligible votes will be recorded (Approve, Deny, or Abstain).
- e) The candidate's dossier, Department Chair/Supervisor letter of assessment, APT voting outcome (number of Approve, Deny, and Abstain), along with a written recommendation for approval or denial of the promotion request from the Chair of the APT Committee will be provided to the Dean, candidate's Department Chair/Supervisor, and candidate no later than **January 31**.
- f) The candidate shall have one (1) week to respond in writing to the APT letter of recommendation. The candidate's response, if any, should be sent directly to the Dean.

Review by Dean

- a) After receipt of all materials submitted in the earlier stages, the report of the APT Committee, and the candidate's response (if any), the Dean shall consider the candidate's application for promotion.
- b) If the Dean agrees with the APT Committee's recommendation to approve the candidate's request, the Dean's written recommendation, along with all supporting documentation, will be forwarded to the Provost by **March 31**. The Dean shall inform the candidate, the candidate's Department Chair/Supervisor, and the APT Committee Chair of their favorable recommendation by **March 31**.
- c) If the Dean agrees with the recommendation by the Committee to deny the candidate's request, the Dean will advise the faculty member in writing by **March 31** on what would be required for a favorable decision, citing information from the Committee and their own assessment. A copy of this letter will be provided to the APT Committee Chair, the candidate's Department Chair/Supervisor, and the candidate. The Dean's written recommendation, along with all supporting documentation, will be forwarded to the Provost by **March 31**. The candidate shall have one (1) week to respond in writing to the Dean's written recommendation. The candidate's response should be sent directly to the Provost.
- d) If the Dean disagrees with the Committee's recommendation to approve the candidate's request, the Dean will advise the faculty member in writing by **March 31** on what would be required for a favorable decision, citing information from the Committee and their own assessment. A copy of this letter will be provided to the APT Committee Chair, the candidate's Chair/Supervisor, and the candidate. The Dean's written recommendation, along with all supporting documentation, will be forwarded to the Provost by **March 31**. The candidate shall have one (1) week to respond in writing to the Dean's letter of recommendation. The candidate's response, if any, should be sent directly to the Provost.

- e) If the Dean disagrees with the recommendation of the APT Committee to deny the candidate's request, the Dean will inform the APT Committee Chair, the candidate's Department Chair/Supervisor, and the candidate in writing. The Dean's written recommendation and all supporting documentation will be forwarded to the Provost by **March 31**.

Review by the University Executive Administration

Requests for promotion will be reviewed by the Provost, the President, and the Board of Trustees as described in the main Faculty Handbook under *Procedures for Promotion and Tenure: Stage Five - Review by the Provost, the President, and the Board of Trustees*.

Key Dates of the Promotion Review Process – Tenure Track

- Candidate submission of dossier to APT Committee – October 1.
- Chair/Supervisor letter of recommendation to APT Committee – October 1.
- Completion of APT Committee review and written recommendation to Dean – January 31.
- Completion of Dean's review and written recommendation to Provost – March 31.
- Review of Provost and President (sequentially) – before Board of Trustees Fall Meeting.

Actions Following a Denial of Promotion Request – Tenure Track

Advisement

If a candidate's request for promotion in academic rank is denied, the candidate should work with their Department Chair/Supervisor to address the recommendations provided.

Reapplication for Promotion

If the candidate addresses the stated recommendations within two (2) years of being informed of the decision, additional documentation may be submitted to the APT Committee as an addendum with the original dossier for reconsideration of the promotion request.

If the candidate does not address the stated recommendations within two (2) years of being informed of the decision, the request for promotion process must be re-initiated with a new dossier.

Grievance/Appeals

A recommendation by the APT Committee and/or Dean regarding faculty rank or promotion is not subject to grievance or appeal.

Terms of Dismissal - Termination of Tenure Track Appointment

Termination of a faculty appointment may be initiated at the request of the faculty member, CUSOM, or Campbell University. The reasons, process, and appeal procedure for termination are delineated in the main Campbell University Faculty Handbook.

Promotion Review Process – Non-Tenure Track

Non-Tenure Track faculty interested in pursuing a promotion in academic rank should contact their Department Chair or Regional Dean for assistance and advisement. In addition, Department Chairs, Regional Deans, or the appropriate Associate Dean may initiate promotion requests.

Advancement in rank cannot be guaranteed according to any fixed schedule; seniority itself cannot be the primary reason for promotion. The specific rank criteria listed in Appendices apply for promotions as well as initial appointments.

A full description of the policies and academic rank criteria for Non-Tenure Track faculty appointments are listed in Appendix E.

Adjunct and Clinical Tracks

To consider a candidate for promotion, the APT Committee must be provided with the following documentation in a promotion dossier:

- Letter of request from the candidate, outlining how the candidate has met criteria for the rank desired.
- Letter of request from the Regional or Associate Dean or Department Chair, outlining how the candidate has met criteria for the rank desired.
- Current Curriculum Vitae of the candidate.
- Data from Clinical Affairs or other CUSOM offices regarding the candidate's contributions to medical school programs.

Additional documentation supporting the candidate's achievements and contributions to the University is encouraged.

For clinical candidates, APT staff re-investigates the candidate's clinical qualifications and history. This may include, but is not limited to, the following:

- Review of the Federation of State Medical Boards database and relevant licensing board website(s). Candidates who teach in clinical settings must hold a full and unrestricted license in their area of practice. Any requirements in consent orders must be satisfactorily completed before consideration of promotion.
- Verification of Board certification. The COCA requires Board

- certification or Board eligibility for faculty teaching in clinical settings.
- Verification of hospital privileges, if applicable.

For individuals who hold other faculty appointments requesting promotion to commensurate rank at CUSOM, evidence documenting current rank at the other institution may be requested. Request for promotion to rank commensurate with other institutions will be considered if evidence documenting qualifications is consistent with CUSOM criteria for that rank.

Research Track

To consider a candidate for promotion, the APT Committee must be provided with the following documentation in a promotion dossier:

- Letter of request from the candidate, outlining how the candidate has met criteria for the rank desired.
- Letter of request from the Associate Dean or Department Chair, outlining how the candidate has met criteria for the rank desired.
- Current Curriculum Vitae of the candidate.

Additional documentation supporting the candidate's achievements and contributions to the University is required. Additional documentation should include, but is not limited to, the following while at CUSOM:

- List of publications.
- List of presentations given.
- List of meetings/symposia attended.
- List of grant applications submitted and funded applications.
- List of service/contribution to University Mission performed.

Visiting Track

Non-Tenure Track faculty with a "Visiting" appointment are not eligible for promotion within CUSOM.

Review by APT Committee

- a) The APT Committee will accept Non-Tenure Track promotion applications year-round. Promotion reviews for Non-Tenure Track faculty will occur twice annually, in May and September. Deadlines for receipt of materials:
 - March 1 for review at the May meeting.
 - July 1 for review at the September meeting.
- b) Each candidate for promotion will have materials reviewed independently by two (2) committee members – the Primary and Secondary Reviewers who hold the academic rank at or above the candidate's requested rank.
- c) The Primary and Secondary Reviewers will each submit to the APT Committee a written summary of the achievements of the candidate in the three strategic areas of CUSOM, the commitment to the University Mission, and a recommendation either supporting or denying the promotion the candidate has requested.

- d) Each candidate for promotion will be discussed individually during the full committee meeting.
- e) The APT Committee will deliberate on the candidate's request for promotion and will vote by secret ballot to recommend approval or denial of the request. All eligible votes will be recorded (Approve, Deny, or Abstain).
- f) The candidate's dossier, Department Chair/Supervisor letter of assessment, APT voting outcome (number of Approve, Deny, and Abstain), along with a written recommendation for approval or denial of the promotion request from the Chair of the APT Committee will be provided to the Dean. A copy of the letter from the Chair of the APT Committee will be provided to the candidate's Department Chair/Supervisor, and candidate.
- g) The candidate shall have one (1) week after receipt of the APT letter to respond in writing to the APT recommendation. The candidate's response, if any, should be sent directly to the Dean.
- h) For promotion requests for Adjunct and Clinical Track candidates, the APT Committee, upon receipt of the request and documentation, shall review the application and provide a recommendation to the Dean in a timely manner. The APT Committee Chair will provide the Committee's recommendation to the Dean. Once the Dean's approval is received, APT staff will:
 - Update faculty database with the promotion date;
 - Email Department Chair or Regional Dean/DSME who requested the promotion for personal notification to faculty member; and
 - Generate a formal letter to the faculty member regarding the promotion decision along with a new faculty appointment certificate reflecting the new academic rank.
- i) Promotion requests for Research Track candidates shall follow the procedures defined for Tenure Track promotion requests.

Termination of Appointment – Non-Tenure Track

Termination of appointment of Non-Tenure Track Adjunct and Clinical Faculty (for purposes of this Termination section collectively "faculty") may be initiated by request of the faculty member or by CUSOM.

In addition to the reasons set forth elsewhere in this Faculty Handbook, reasons for termination of Non-Tenure Track faculty appointment include, but are not limited to:

- Failure to submit a current curriculum vitae upon request for re-appointment;
- Failure to adhere to appointment criteria;
- Public disciplinary action by a state licensure board or certifying organization; or
- Substantiated grievance lodged against the appointee by a student, colleague, or patient which jeopardizes the appointee's suitability to serve as faculty.

Process

- a) Upon becoming aware of a public disciplinary action or grievance involving a CUSOM faculty member, APT staff will notify the Committee Chair. Publicly available data (e.g., from Federation of State Medical Boards and other medical Board sources) will be provided for review.
- b) The Chair will discuss with the appropriate Associate Dean or the Dean to determine if there is need for immediate action. The Regional Dean/DSME may be engaged (if applicable) for additional perspective.
- c) Immediate action may include (but is not limited to):
 - Removal of learners from a site.
 - Removing the faculty member or site from future rotation schedules.
 - Site visit for assessment.
- d) The case will be placed on the agenda for review at the next scheduled APT Committee meeting unless the Dean requests an emergency meeting.
- e) Prior to the meeting, the Committee staff and appropriate Department Chair, Associate Dean, or Regional Dean/DSME will investigate the action or grievance and present a written summary of the findings to the Committee. The Committee will consider this along with any additional available information and make a recommendation regarding termination.
- f) The APT Committee Chair will present the Committee's recommendation to the Dean as soon as possible after the meeting. The Dean's decision is final.
- g) An individual whose faculty appointment is terminated for cause will be notified by certified letter. Termination for cause shall not be considered breach of contract by the University.

5.9. Tenure

Guidelines for Awarding Tenure

The awarding of tenure is recognition of past academic and professional achievements and confidence in continued professional development and projections for positive contributions in the future to the University and its Mission.

The Tenure Track Rank Criteria (Appendix D) are used in making the recommendation to grant tenure. A faculty member (the "candidate") is expected to demonstrate rank-appropriate achievements in all three areas (education, scholarship, and service) to be granted tenure. An additional assessment of the projected long-term contribution that the individual will make to the University and the School will be considered and evaluated.

Departments/Programs may have additional guidance for candidates seeking tenure that are based on the Tenure Track Rank Criteria (Appendix D). Such additional guidance will address the unique characteristics and identity of the Department/Program.

Teaching skills, contributions to the growth and development of CUSOM, and the receipt of extramural grants and other types of revenue generated for CUSOM and the University will be considered in the tenure decision.

A positive attitude and loyal support to the University Mission must be apparent.

The candidate must hold the rank of Associate Professor or Professor at CUSOM for a minimum number of years in order to be eligible to apply for tenure.

Full Professor. A full-time Tenure Track faculty member who has attained and held the rank of Full Professor at CUSOM for a minimum of three years shall be eligible for consideration for tenure.

Associate Professor. A full-time Tenure Track faculty member who has attained and held the rank of Associate Professor at CUSOM for a minimum of five years shall be eligible for consideration for tenure.

Tenure Review Process

Review by Department Chair/Supervisor

- a) At the point of eligibility for tenure consideration, a candidate shall explore with their Department Chair/Supervisor the concept of readiness for tenure. Such preliminary consideration shall be exploratory with specifics not binding on either the faculty member or the Department Chair/Supervisor involved.
- b) The Department Chair/Supervisor should evaluate the candidate's record, and the role the candidate can be expected to play in the future evolution of the department's curriculum and mission.
- c) If the Department Chair/Supervisor agrees with the appropriateness and timing of the tenure request, a dossier should be prepared by the candidate for presentation to the APT Committee.
- d) If the Department Chair/Supervisor disagrees with the appropriateness and timing of the request for tenure, the Department Chair/Supervisor should advise the candidate on what needs to be done to enhance the potential for approval. In the event of lack of support from their Department Chair/Supervisor, the candidate may apply directly to the APT Committee without the Department Chair/Supervisor endorsement.
- e) Should the faculty member decide to proceed, documentation of the candidate's readiness for tenure should be organized into a dossier (Appendix F). The completed dossier must be submitted to the APT Committee by **October 1**.
- f) A letter from the Department Chair/Supervisor will be provided to the APT Committee summarizing the achievements of the candidate in the three (3) strategic areas of CUSOM, the commitment to the University Mission, and a recommendation regarding the candidate's eligibility for tenure. This letter must be submitted by **October 1**.

Review by APT Committee

- a) Each candidate for tenure will have materials reviewed independently by two (2) committee members – the Primary and Secondary Reviewer who hold the academic rank at or above the candidate's rank and also have been granted tenure.
- b) The Primary and Secondary Reviewer will each submit to the APT Committee a written summary of the achievements of the candidate in the three (3) strategic areas of CUSOM, the commitment to the University Mission, and a

recommendation either supporting or denying the granting of tenure to the candidate.

- c) Each candidate for tenure will be discussed individually during the full committee meeting. The Committee shall review the application and provide a recommendation to the Dean in a timely manner. Voting will follow usual APT committee procedures for promotion votes.
- d) The APT Committee will review the candidate's tenure dossier and request necessary letters of support and assessment.
- e) The APT Committee will deliberate on the candidate's request for tenure and will vote by secret ballot to recommend approval or disapproval of the request. All eligible votes will be recorded (Approve, Deny, or Abstain).
- f) The candidate's dossier, Department Chair/Supervisor letter of assessment, and APT voting outcome (number of Approve, Deny, or Abstain), along with a written recommendation for approval or denial of the tenure request from the Chair of the APT Committee will be provided to the Dean, the candidate's Department Chair/Supervisor, and candidate no later than **January 31**.
- g) The candidate shall have one (1) week to respond in writing to the APT letter of recommendation. The candidate's response should be sent directly to the Dean.

Review by Dean

- a) After receipt of all materials submitted in the earlier stages, the report of the APT Committee, and the candidate's response (if any), the Dean shall consider the candidate's application for tenure.
- b) If the Dean agrees with the APT Committee's recommendation to approve the candidate's request, the Dean's written recommendation, along with all supporting documentation, will be forwarded to the Provost by **March 31**. The Dean shall inform the candidate, the candidate's Department Chair/Supervisor, and the APT Committee Chair of their recommendation by **March 31**.
- c) If the Dean agrees with the recommendation by the Committee to deny the candidate's request, the Dean will advise the candidate in writing by **March 31** on what would be required for a favorable decision, citing information from the Committee and their own assessment. A copy of this letter will be provided to the candidate, the candidate's Department Chair/Supervisor, and APT Committee Chair. The Dean's written recommendation, along with all supporting documentation, will be forwarded to the Provost by **March 31**. The candidate shall have one (1) week to respond in writing to the Dean's letter of recommendation. The candidate's response (if any) should be sent directly to the Provost.
- d) If the Dean disagrees with the APT Committee's recommendation to approve the candidate's request, the Dean will advise the candidate in writing by **March 31** on what would be required for a favorable decision, citing information from the Committee and their own assessment. A copy of this letter will be provided to the candidate, the candidate's Department Chair/Supervisor, and APT Committee Chair. The Dean's written recommendation, along with all supporting documentation, will be forwarded to the Provost by **March 31**. The candidate shall have one (1) week to respond in writing to the Dean's letter of recommendation. The candidate's response (if any) should be sent directly to

the Provost.

- e) If the Dean disagrees with the recommendation of the APT Committee to deny the candidate's request, the Dean will inform the candidate, the candidate's Department Chair/Supervisor, and APT Committee Chair in writing. The Dean's written recommendation, along with all supporting documentation, will be forwarded to the Provost by **March 31**.

Review by the University Executive Administration

Requests for tenure will be reviewed by the Provost, the President, and the Board of Trustees as described in the main Faculty Handbook under *Procedures for Promotion and Tenure: Stage Five - Review by the Provost, the President, and the Board of Trustees*.

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Key Dates of Tenure Review Process

- Candidate submission of dossier to APT Committee – October 1.
- Chair/Supervisor letter of recommendation to APT Committee – October 1.
- Completion of APT Committee review and written recommendation to Dean – January 31.
- Completion of Dean's review and written recommendation to Provost – March 31.
- Review by Provost and President (sequentially) – before Board of Trustees Fall Meeting.

Actions Following a Denial of Tenure Request

Advisement

A candidate who does not receive an approval for tenure should work with their Department Chair/Supervisor to address the recommendations provided.

Reapplication for Tenure

If the Candidate addresses the stated recommendations within two (2) years of being informed of the decision, additional documentation may be submitted to the APT Committee as an addendum with the original dossier for reconsideration of the tenure request.

If the candidate does not address the stated recommendations within two (2) years following the original submission, the request for tenure process must be re-initiated with a new dossier.

Grievance/Appeals

A negative recommendation by the APT Committee or Dean regarding the granting of tenure may be appealed to the University Appeals Committee according to the procedure described in the *Appeal Procedure for Faculty: Contractual Issues* section of this Campbell University Faculty Handbook.

5.10. Outside Employment

Faculty may engage in outside professional activities only after review and approval by the Dean and the Provost. Appropriate outside activities can enrich professional competence and provide a service to society. Full-time faculty members, however, are expected to devote working time and efforts primarily to their duties to the School of Osteopathic Medicine. The following guidelines should be considered:

- As a general rule, any outside employment or consultation should contribute affirmatively to the faculty member's professional advancement and correlate with the faculty member's duties to the School of Osteopathic Medicine.
- A primary consideration should be whether outside activities interfere with the faculty member's classroom schedule, student interviewing and counseling role, scholarly activities, or other responsibilities.

The Dean must be consulted in advance where the faculty seeks to engage in outside activities, such as regular outside private practice, part-time teaching at other educational institutions, or substantial educational undertakings, that could have a negative impact upon faculty duties and responsibilities.

CUSOM does not allow other outside employment for those faculty members who are employed by CUSOM as full-time equivalent (FTE) faculty for thirty (30) hours a week or greater unless approved per University policy. Requests for approval of off-campus employment by the faculty member, including teaching at another institution, shall be made in advance and will be reviewed by the Department Chair; the Dean of the College or School; and the Vice President for Academic Affairs and Provost. Clinical salaries and duties paid from a clinical site are not considered outside employment, as CUSOM students are at the site for educational purposes. When full-time faculty members who are employed by CUSOM are invited to provide their academic expertise to outside institutions or to provide precepting for outside students, prior approval for such activities must be provided by the Dean.

Faculty must read and sign Intellectual Property and Outside Employment Policies of Campbell University before entering into any outside employment agreement.

SECTION 6: FACULTY GOVERNANCE

6.1 CUSOM Faculty Senate

Article 1: Establishment and Purpose

Section 1.1 - CUSOM Faculty Senate

The CUSOM Faculty Senate is the representative body for the faculty of CUSOM. Its purpose is to:

1. Provide a forum for open faculty discussion of relevant issues.
2. Advise the Dean of CUSOM and, through the Dean, the Provost, the President, and the Board of Trustees of Campbell University.

As delineated in CUSOM's Graduation and Degree Conferral Policy, the CUSOM Faculty Senate also recommends, through the Dean, the Provost, and the President, candidates for the conferral of the degree of Doctor of Osteopathic Medicine, Master of Science in Biomedical Science or Doctor of Behavioral Health to the Board of Trustees.

These bylaws shall form part of the University's CUSOM Faculty Senate governance framework.

Article 2: Membership and Voting

Section 2.1 - Composition

All full-time faculty members, as defined in the Section 5.4 of Addendum D to the Campbell University Faculty Handbook, are eligible for membership in the CUSOM Faculty Senate.

Section 2.2 - Voting

Voting privileges at CUSOM Faculty Senate meetings will be afforded to those with full-time faculty status possessing a rank of Instructor or higher, are eligible for tenure, and who do not have an administrative appointment at or above the Associate Dean level.

Article 3: Officers

Section 3.1 - Officer Positions

The voting-eligible membership of the CUSOM Faculty Senate elects the following Officers:

1. Chair
2. Vice-Chair

3. Secretary

Section 3.2 - Term Limits

Each Officer will serve a two-year term. Elections shall take place prior to the first regular meeting of the CUSOM Senate in every other academic year. An Officer may only be elected to serve two (2) consecutive two-year terms in any officer position. The faculty member will again be eligible to serve as an Officer after sitting out for two (2) years following a second consecutive term. Should the Chair leave their position for any reason, the Vice-Chair will assume the Chair and the CUSOM Senate will hold a special election to replace the Vice-Chair for the remainder of the term. If the Vice-Chair or Secretary vacates, the Senate will hold a special election to replace that position for the remainder of the term. The Chair will call for nominations when an Officer's departure is known so that a special election may proceed as quickly as possible. At the latest, the new Officer should be named by the next Faculty Senate meeting. The individual who is elected to serve the remainder of a term will be eligible to serve one (1) additional term.

Article 4: Meetings

Section 4.1 - Regular Meetings

A minimum of two regular meetings of the CUSOM Faculty Senate shall be held in each academic year, one in the Fall Semester and one in the Spring Semester.

Section 4.2 - Additional Meetings

The Chair may schedule and convene additional meetings as necessary.

Section 4.3 - Quorum

A meeting quorum shall consist of a minimum of 25% of the voting members in attendance or available by teleconference.

Article 5: Duties of Officers

Section 5.1 - Chair

The Chair of the CUSOM Faculty Senate shall:

1. Preside at meetings of the Senate.
2. Appoint all *ad hoc* committees formed by the Senate.
3. Report Senate actions to the CUSOM faculty and Dean of CUSOM.

Section 5.2 - Vice-Chair

The Vice-Chair of the CUSOM Faculty Senate shall:

1. Perform duties as requested by the Chair.
2. Assume all duties of the Chair in their absence.

Section 5.3 - Secretary

The Secretary of the CUSOM Faculty Senate shall:

1. Keep accurate minutes of all meetings of the CUSOM Senate.
2. Conduct necessary correspondence.
3. Maintain an accurate list of Senate membership.
4. Record attendance.
5. Perform duties as requested by the Chair.

6.2 Membership of Faculty Committees

Committees, comprised of Campbell University (CU) and CUSOM faculty, staff, and students, function to contribute to the efficient operation of the medical school. Each Committee has a specific charge and defined responsibilities.

Faculty may request to serve on a particular Committee; however, the Dean makes final appointments. Sufficient faculty are appointed to conduct the work of each Committee. A review is conducted periodically by the Office of Academic Affairs to ensure each Committee operates in a manner consistent with its charge. These qualitative reviews are part of the process by which the Dean reviews and drafts the annual committee appointment roster for the coming year and help inform the Dean's appointment decisions.

Additionally, the workload of specific committee assignments is considered in CUSOM's faculty adequacy model to ensure sufficient time is available for the faculty member to successfully perform all other requirements of the faculty role including, but not limited to, teaching, research/scholarship, service, clinical activities, and administration.

The Dean reviews and drafts the annual committee appointment roster, typically in the fall semester of each academic year, after consulting with CUSOM leadership and evaluating the Committee accomplishments from the previous year. Standing CUSOM Committees may have specific identified representation to facilitate the functioning of the committee.

The general composition of CUSOM Committees consists of full members (and occasionally *ex officio* members), including faculty, staff, and administrative staff support selected from CUSOM and from Campbell University as necessary, as well as students when appropriate. Committee Chairs may invite guests on an as-needed basis to facilitate discussion of specific Committee matters. Guests will not be allowed to vote.

Some CUSOM Committees have an Executive Committee whose primary function is to discuss matters of importance to the functioning of the Committee, and to offer

suggestions to the Chair relative to logistics and other topics.

The Dean also recommends faculty and staff members to serve as CUSOM representatives on Campbell University Committees. Members are appointed, in part, because they are knowledgeable about, or interested in, the Committee's area of activity.

To the extent possible, the business of the medical school is conducted through the utilization of Standing Committees. The Dean determines the number, and subject matter jurisdiction, of such committees. The number of members of each Committee, and the faculty members composing each Committee, is at the discretion of the Dean.

At the beginning of each academic year, the Dean (or the Dean's designee) shall charge each Standing Committee. Charges will include specific tasks to be performed by the committees in exercising their responsibilities. The Dean annually reviews each Committee charge at the time committee appointments are made, typically in the fall semester of each academic year. Committee charges may be modified if a need is determined after consulting with CUSOM leadership including discussions of committee functionality.

CUSOM has three (3) distinct graduate programs – the Doctor of Osteopathic Medicine (DO), the Doctor of Behavioral Health (DBH), and the Master of Science in Biomedical Sciences (MSBS). Committees which oversee aspects of all programs are listed as CUSOM Committees, whereas the DO, DBH, and MSBS programs each have Committees which oversee only that specific program and are listed as either DO, DBH, or MSBS Committees.

Each Committee presents reports as designated in the respective charge. Additionally, and consistent with Campbell University processes for committees, each CUSOM Committee shares an overall report to Dean's Council, the Strategic Planning Committee, and other stakeholders as necessary, at the end of each academic year.

These end-of-year reports include Committee self-assessment as well as self-identified Committee recommendations and goals which help inform decisions regarding Committee formation or dissolution, possible changes to Committee charges, and the subsequent committee assignments for the upcoming academic year.

To close the loop, the recommendations and goals implemented the prior year will be assessed to determine success and inform changes for the next academic year in a continuous quality improvement approach as important components of ongoing programmatic assessment and strategic planning.

Dean's Council

The Dean's Council acts as the advisory committee to the Dean on matters affecting CUSOM and may act on other administrative matters as they arise. The Dean's Council consists of the Dean of CUSOM, who will chair the committee

and Associate Deans appointed by the Dean.

CUSOM Standing Committees

To the extent possible, the business of the faculty should be conducted through the utilization of standing committees. The Dean and the faculty shall determine the subject matter jurisdiction of such committees. The number of members of each committee and the faculty members composing each committee, shall be at the discretion of the Dean. Subcommittees of standing committees may be constituted by the Dean at their discretion. Committees are provided their charge by the Dean or the Dean's designee and shall include specific tasks to be performed by the committees in exercising their responsibilities.

For a complete list of CUSOM Standing Committees, membership, and charges, please see the CUSOM Committee Manual.

***Ad hoc* Committees**

Should any item of business not lend itself well to the work of one of the standing committees, the Dean may appoint an *ad hoc* committee to handle such matters. Upon the completion of its duties, the *ad hoc* committee will submit a final report to the appropriate entity and cease to function.

Campbell University Standing Committees with CUSOM Representation

The Dean of CUSOM recommends CUSOM faculty and staff members to serve as CUSOM representatives on Campbell University committees.

For a complete list of Campbell University Committees, membership, and charges, please see the Campbell University Faculty & Staff Committees guide available on the website at:
<https://www.campbell.edu/about/leadership/provost/faculty-committees/>

CUSOM Committee Confidentiality

Committee members agree at all times during the term of service on a Committee and thereafter *in perpetuity* to hold in strictest confidence, and not to use, except for the benefit of Campbell University, or to disclose to any person, firm, or corporation without written authorization of Campbell University, any information or other subject matter pertaining to any business of a Committee or any of its members or meeting visitors and participants.

SECTION 7 GENERAL CUSOM FACULTY POLICIES

7.1 Employment Obligations

Each department is responsible for new-hire orientation. CUSOM faculty represent the School of Osteopathic Medicine and Campbell University at all times while at work and assume positional, school, and university responsibilities including adherence to all professionalism standards described elsewhere in the Faculty Handbook.

7.2 Continuing Medical Education and Professional Development

CUSOM recognizes the necessity of Continuing Medical Education (CME) and Professional Development (PD) for both clinical and basic science faculty from both an intellectual and licensing perspective. All faculty members are expected to utilize scientifically reliable and professionally recognized sources of CME and PD. Faculty members may utilize peer-reviewed, professional CME and PD from a variety of media, including print, internet, video, lectures, and meetings. Faculty should keep a record of CME and PD in print or digital formats and submit this record to their medical licensing boards or specialty organizations upon request. In addition, a record of CME and PD activities should be submitted as part of the Annual Faculty Review documentation. Faculty members should be wary of CME and PD that is potentially biased by financial and other influences. Faculty members are encouraged to create and lead CME and PD programs for their own professional development as well as the education of other CUSOM and Campbell University faculty, local and regional health care professionals, and distant professionals who would benefit from the expertise of CUSOM faculty.

All CUSOM faculty are expected to attend to their own ongoing development, participating in at least ten (10) hours of faculty development annually. Two (2) or more of these hours should be in live programs offered at CUSOM.

7.3 Role Model

The faculty should be aware that students are influenced by the example of their professors. The behavior of the CUSOM faculty members provides an effective means of projecting the character and ideals of the institution and of the Osteopathic profession. In order to best prepare our medical students for a professional life of service, faculty members should strive to meet the highest standards of conduct in their working and private lives and relationships.

Faculty members are expected to exemplify graciousness, consideration for others, and the observance of the high principles of honor, integrity, decency and morality; obey, honor and uphold the law; respect the personal and property rights of others; maintain high standards of personal appearance and professional performance; and adhere to all institutional policies and regulations.

7.4 Professional Attire

The professional nature of the school should be considered in matters of faculty attire. Faculty members and other employees who dress and groom themselves in a manner consistent with the professional aspect of their position and of CUSOM will set a positive example to both students and visitors. Faculty must maintain a professional appearance. Professional attire must be maintained whenever the faculty members are on CUSOM grounds, including adjacent property at Campbell University, in all clinical experiences, and on teaching clinical rotations. Faculty must be professionally dressed for all lectures, examinations, laboratory classes, and workshops except as may be authorized by the immediate supervisor. Faculty ID badges must be prominently worn at all times.

A clean and well-cared-for appearance should be maintained. The apparel and appearance of faculty, staff and students project the image the community has of the University and convey respect for those who come to us for care or an education. Faculty, staff, and students are expected to be neat, well-groomed, and appropriately dressed for the work and study they do. The clothing selected should not be distracting to faculty, staff, students, or patients.

7.5 Class Meetings

Each member of the faculty will meet classes at the scheduled times and be adequately prepared. Classes should not be postponed for personal convenience, and when postponement is required, the faculty member shall post appropriate notice.

7.6 Academic Counseling

CUSOM believes in strong academic counseling and provides students with excellent longitudinal guidance and support starting during the pre-matriculation phase and continuing through graduation. This comprehensive academic counseling process includes a series of academic transition support activities, mentorship from assigned academic advisors, licensing exam and residency preparation, training and allocation of peer learning partners, as well as individual and group learning enrichment workshops through its Academic Center of Excellence (CUSOM ACE). Additionally, CUSOM's Clinical Faculty Chairs serve a critical role in advising students as they advance towards graduate medical education and the residency selection process. The sections below describe each specific process, responsible entity, and programs for these academic counseling activities.

The academic Advisor-Advisee relationship is one of institutional representatives providing insight or direction to a student for academic, professional, scholarly, and career planning issues. The nature of this direction may be to inform, suggest, counsel, discipline, coach, mentor, or even teach. The CUSOM advising process ensures both biomedical science and clinical faculty are involved in student advising and establishing relationships cultivating an atmosphere of trust for meaningful dialogue. The Advisor-Advisee relationship ensures consistent feedback regarding academic performance and

directs the student to additional resources as needed. All advisors play important roles in identifying students experiencing academic, personal, or behavioral health problems and guiding them to CUSOM's Office of Student Affairs for general support, the CUSOM ACE for individual study skill coaching, or to Behavioral Health Services for assessment and appropriate treatment.

The Office of Student Affairs assigns academic advisors, with input and approval from the Associate Dean for Biomedical Affairs, to each incoming CUSOM student. This mentorship is typically carried out through both mandatory group and individual meetings. In the first two years, this is facilitated through designated time on the academic calendar for the advisors to meet with their advisees. The frequency of meetings between students and their advisors during Years 1 and 2 is as follows:

- During Blocks 1 and 2 of Year 1, students meet with their academic advisors at least once individually, and once in a group setting each Block (4 meetings total). The focus of these meetings is to provide academic support to the students during this transitional period, serve as an opportunity to answer questions, identify student concerns or difficulties, and provide students with information about CUSOM resources and support services.
- During Blocks 3-5, students meet with their advisors at least once each Block. Additional individual meetings are arranged based on student needs and by request.
- During Blocks 6-8, students meet with their advisors based on student needs and by request.

In addition to their role as assigned academic advisors, faculty members are also available to meet with students seeking additional guidance or help with course work. Faculty members offer individual office hours, and many of them host additional virtual office hours via a teleconference platform, providing students with additional flexibility and opportunities for assistance. The scheduling of these meetings may be done directly with faculty or through a designated administrative assistant.

7.7 Applicant Days

CUSOM reviews a substantial number of applicants in order to assess their personal and professional qualities in addition to their academic qualifications for admission. All faculty members are expected to participate in the applicant review process, particularly Admissions Interactive Dialogue Sessions. The Director of Admissions coordinates the various processes involved in the review based on the number of applicants scheduled to be invited for an Admissions Interactive Dialogue Session each semester (Fall and Spring).

7.8 Research

CUSOM is committed to providing resources, opportunities, and support for faculty research. The Associate Dean for Research serves as a key resource for faculty interested in engaging in scholarly activity and provides key leadership in fostering a research environment that nurtures scholarly activities, promotes research integrity and

encourages the growth of extramural funding initiatives at the CUSOM affiliated clinical sites.

As scholarship, along with education and service, is one of the components of the three (3) strategic areas of CUSOM and contributes to faculty performance assessment and promotion and tenure decisions, faculty members are encouraged to take advantage of the resources and opportunities available to engage in scholarly research activity.

7.9 Service

Service is an important responsibility of CUSOM faculty and a key component of the faculty performance assessment and promotion and tenure decisions. As such, faculty members are expected to actively participate in both curricular and co-curricular activities of CUSOM. This includes, but is not limited, to the following responsibilities:

- Accept and carry out committee assignments;
- Attend CUSOM's White Coat Ceremony;
- Attend CUSOM's Commencement ceremony in full academic regalia;
- Encouraged to attend Campbell University's Commencement ceremony held in December in full academic regalia if CUSOM students are participating;
- Participate in CUSOM Admissions Interactive Dialogue Sessions;
- Participate in Faculty Development sessions;
- Complete monthly reports and an annual Professional Performance Record or Activity Report as directed by the Department Chair;
- Submit an annually updated Curriculum Vitae to the Dean's office; and
- Cooperate fully with colleagues, staff, and students to contribute to the advancement of the educational and administrative affairs of the institution.

7.10 Faculty Workload

Allocation of time committed to instruction, research and scholarship, service, advising and related activities is broadly defined to permit flexibility in designing faculty workloads, which contribute to furthering the CUSOM Mission and goals.

CUSOM recognizes that an appropriate workload for a faculty member varies in scope and content over the course of the faculty member's career. As individual interests develop and new opportunities for teaching, research, or service emerge, a faculty member's workload may change. For this reason, on an annual basis, discussions occur between faculty and the respective Associate Dean resulting in an understanding of the relative distribution of effort between instruction, research and scholarship, advising, and service activities. These expectations are a component of the Faculty Activity Report and the annual review process.

The Associate Deans report directly to the Dean regarding aggregate faculty workload and assessment of outcomes relative to meeting the overall goals and progress made. The Dean works with the Associate Deans to identify needs, adjust workloads, and plan Departmental productivity expectations for the future.

The faculty workload, as outlined in the CUSOM Faculty Adequacy Model (FAM), documents that each faculty member makes meaningful and significant contribution to the University Mission . It also provides flexibility to emphasize faculty strengths and interests.

Workload Definitions

Teaching

Faculty teaching activities includes didactic content delivery, laboratory-based instruction, facilitation of small group activities, and other complementary educational efforts.

Scholarship

Faculty are expected to engage in scholarly activity as defined in Appendix D of this Handbook. Basic research, clinical research, and medical education research are particularly encouraged.

Service

Membership, participation, and leadership in CUSOM and University committees are required. Faculty are encouraged to advise student organizations, participate in community service activities and medical Mission trips, and be active in professional organizations at local and national levels.

Admissions

One of the most important activities of faculty is to assist in the recruitment and selection of future students. Faculty are expected to participate in the selection process of prospective students as necessary.

Advising

Providing guidance to students during all four years of their education is an essential role of faculty. All faculty are expected to serve as advisors. Advising time is calculated in the FAM.

Expectations of workload, distribution and performance are not immutable. They may change as the needs of the Department/Program, CUSOM, and the faculty member change.

Faculty effort is typically categorized as Teaching, Research/Scholarship, and Service. Some members of the faculty also hold Administrative appointments. Faculty assignments are determined by the appropriate Associate Dean and may be altered based on the following factors:

Teaching - Exceptions may be based on a number of factors including class size,

development of new courses, modality of instruction (including distance education), level of instruction, degree of responsibility for administering units of instruction, or type of evaluation/assessment mechanisms employed.

Scholarship - Research and scholarly publication is a requirement for each faculty member. Faculty must be engaged in scholarly activity as evidenced by publications or other forms of scholarly output. The number and frequency of publications and other forms of scholarly output will vary with the individual and field of study. Each faculty member is expected to maintain a balanced contribution to CUSOM commensurate to their career track.

If assignment of additional time for research can be supported by either institutional or external funds and with the approval of the appropriate Associate Dean and the Dean, a reduction of expectations for instruction or service may be authorized. In instances where the research is supported by externally funded grants or contracts, the accompanying reduction of expectations for instruction or service should mirror the replacement, whenever possible, of salary support by externally funded salary support.

Scholarly activity including research outcomes is tracked and reported annually. Trends in proposal development, scholarly activity, and extramural funding are also tracked. Trend data are used to develop targets related to extramural funding, publications and other scholarly endeavors.

Service – Internal (Committees, Advising, Admissions, and Organizations), public, and professional service is expected of all faculty; however, there may be certain instances when this expectation requires an unusual commitment of effort. Assignment of additional time in the area of service and the consequent reduction of expectations for instruction or research/scholarship are directly related to the duration and extent of the service commitment.

7.11 Informed Consent Policy

Patients, research participants, and designated surrogates when appropriate, must be provided with appropriate information required for them to make informed choices and give informed consent.

Faculty, staff, students, and researchers are responsible for ensuring that all personal health information of patients and research participants remains confidential in accordance with the Health Insurance Portability and Accountability Act (HIPAA).

All CUSOM faculty, staff, and students must practice within the informed consent framework as presented in this policy.

Guiding Principles

Patients have an ethical and legal right to be free of unwanted medical interventions

and bodily invasions. Competent patients, by law, must be informed of the risks, benefits, and alternatives of the proposed care and have the right to reject a physician's recommendations. This right to refuse also extends to noninvasive care, such as diagnostic tests and medications.

Patients have a right to consent or decline their participation in medical education (including the presence of students or other observers during treatment or examination) or to take part in research. Observers (including students) are defined as individuals additional to the normal medical team and personnel immediately involved in a patient's care.

Patients must not be included in research without being de-identified and/or without their written informed consent. The Institutional Review Board (IRB) of Campbell University or the IRB of record for affiliated clinical sites provides more detailed information regarding informed consent for research studies. Specific information regarding Campbell University's IRB may be found at the Institutional Review Board website.

General Principles

- Informed consent is the process whereby an individual who has the capacity and competence to consent to a medical evaluation and treatment, having been given sufficient information, arrives at a reasoned decision as to whether or not to agree to a proposed therapy or procedure.
- Consent may be given verbally or in writing so long as the details that are discussed are appropriately documented. Consent must be given in writing if:
 - The patient will be under general anesthesia;
 - There is a significant risk of adverse effects on the patient;
 - The procedure is experimental;
 - The patient is to participate in any research study;
 - The procedure is to be undertaken in the operating room setting;
 - When either party requests it; or
 - As required by specific healthcare system or facility policies.
- Informed Consent is not only the act of completing documentation, but rather a process of exchange of information so that an informed decision can be made by the patient or research participant or their legal surrogate.
- The patient has the right to be accurately and adequately informed about any proposed procedure or treatment and to subsequently agree or refuse to proceed with the procedure or treatment discussed.
- All health professionals have a responsibility to inform patients about proposed procedures and treatments and to obtain informed consent to procedures and treatment plans.
- Due to the potential lack of familiarity of treatment details, potential adverse outcomes, and alternatives to treatment, medical students are NOT permitted to obtain informed written consent for diagnostic studies, treatment, or

procedures being performed by other physicians or health care providers. In the event of a discrepancy between the CUSOM policy and the policy of the teaching site, this CUSOM policy supersedes the teaching site where written consent obtained by a student is concerned.

- Generally, informed consent must be obtained for each treatment or procedure proposed (e.g., anesthesia and surgery are separate procedures). There are, however, situations where consent for each individual treatment or procedure would be inappropriate. (See below section regarding Composite Procedures)
- Consent in Emergency Situations
 - Consent may not be available in emergencies when the capacity to consent is impaired or absent.
 - Key features of an emergency include a medical condition of extreme urgency, which, if left untreated, may result in serious consequences including significant morbidity or mortality.
 - In these situations, health care providers may operate under the principle of implied consent, which is founded on the notion that reasonable persons would consent to treatment in such emergency circumstances.
 - When providing treatment in the situation of implied consent, treatment provided should generally be limited to that which is necessary to stabilize and treat the emergent condition.
 - After the emergency has been stabilized, and the patient has the capacity to consent, the patient must be provided information regarding any treatment or procedures that were utilized in their care.

Information that Should be Provided When Obtaining Informed Consent

- The higher the probability of risk, or the greater the magnitude of harm associated with a treatment plan or procedure, the more care and detail is required when providing the patient information. Every patient has the right to receive:
 - An explanation of their condition;
 - An explanation of the treatment options available, including any alternatives, and an assessment of the expected risks, side effects, benefits, and costs of each option;
 - Advice as to the estimated time within which the services will or should be provided;
 - Any other information required by legal, professional, ethical, and other relevant standards;
 - The results of any diagnostic tests;
 - The results and outcomes of procedures; and
 - An explanation of any complications that may occur during a procedure or treatment.
- Every patient has the right to receive honest and accurate answers to questions relating to diagnostic and treatment services, including:
 - The identity and the qualifications of the provider(s) who will be

- rendering care;
- The recommendation of the provider(s);
- How to obtain an opinion from another provider; and
- The results of research related to the procedure.
- Every patient has the right to receive, on request, a written summary of information provided.

Patient Right to Refuse Treatment

- It should be made clear to the patient or research study participant that they have the right to refuse or withdraw from any treatment without fear of recrimination or penalty.

Advance Directives

- Every patient may use an advanced directive to consent to or refuse a health care treatment or procedure. An advanced directive is the patient's instructions to consent to or to refuse treatment, given at a time when the patient was competent, for use when they are subsequently of diminished competency.
- An advanced directive must be written and notarized to be considered a legal document.
- There may be language in the advanced directive that specifies the healthcare power of attorney's ability to change the content in select circumstances, or that specifies the content of the advanced directive is not to be altered in any event.

Composite Procedures

- Composite Procedures, or interdependent treatments, are those where the treatments are routine and necessarily interdependent, for example, administration of general anesthetic, endotracheal intubation and the insertion of intra-vascular lines accompanying major surgical procedures, but not the surgery itself. In such cases, all the component procedures should be clearly described to the patient as an integral part of the treatment for which they are consenting.
- Appropriate further action may be consented to by a patient in the event of potential pathology being confirmed during the procedure for which they actually consented.
 - For example, the surgeon may proceed to a more extensive operation following a biopsy that is confirmed as malignancy during frozen section analysis.
 - The patient should be informed as to the possible nature of the additional surgery, and the consequences of non-consent; for example, the need for further surgery.
 - If the patient is unable to make an informed decision without a confirmed diagnosis, consent to a composite procedure should not be sought.
- Composite procedures should never be used to imply prior consent to

treatment or procedures, which are not routinely used in the treatment for which the patient has consented, or are unproven in the situation, even in an emergency.

- In the event unforeseen pathology is discovered during the procedure for which the patient actually consented, the physician should not perform a definitive procedure for that pathology during that procedure. It is preferable that the new diagnosis be considered separately and separate consent to treatment gained from the patient.

Laws Concerning Procedures without Consent

- Provisions for overriding the individual's right to decide whether or not to consent to treatment, including some procedures, exist in limited circumstances in cases where that right is seen to work against the public good. The following are examples:
 - A patient may be urgently sedated, by injection if necessary, without their consent when the medical practitioner has reasonable grounds to believe it is necessary to maintain that person's or another person's safety.
 - In the instance of tuberculosis, North Carolina law permits quarantine or isolation under certain circumstances as set forth in North Carolina General Statute Sec. 130A-145.
 - Coroners have the ability to require post-mortem exams, which the deceased's family has no right to refuse.
 - The court has the ability to appoint a welfare guardian to make decisions on behalf of a person who lacks capacity to make or communicate decisions about any particular aspect or aspects of that person's personal care and welfare – including medical and surgical procedures.
 - The use of "such force as may be reasonably necessary" is allowed in the circumstance to prevent the commission of suicide, or of an offense likely to cause immediate and serious injury to the person or property of anyone. This includes the application of chemical or physical restraint without consent in the circumstances specified in the section.

Informed Consent of Minors

- Consent to treat patients under the age of 18 years must be obtained from the parent(s) or legal guardian(s), except in cases when the patient has been declared a legally emancipated minor. In order for parents to provide informed consent, they must be provided all the information normally required to obtain consent from an adult.
- In addition to obtaining parental consent, information should, where practical, be given to the minor in a way that the minor can understand and, where possible, the child's agreement should also be sought. Even when children are not capable of giving informed consent, their assent to interventions is still ethically important if it is developmentally appropriate.
- Some state laws may allow minors to consent to specific services such as care for pregnancy and sexually transmitted infections. Students, physicians,

and other healthcare providers must be familiar with the state laws in which they are practicing and know how to reference them when required. Reference to the state laws where the student is rotating is recommended.

- The presumption of parental decision making provides that parents, after being provided with all information needed to make an informed decision, have the right to refuse treatments, procedures, and testing for their child even when it is recommended by the treating physician.
- However, courts have ruled that parents do not have absolute power to refuse care for their children. For example, when parents cannot be persuaded to accept life-saving therapy that has few side effects, such as antibiotics for bacterial meningitis in a previously healthy child, physicians may ask the courts to override parental decisions.

Blood and Blood Products

- In the case in which treatment would include the administration of blood or blood products, the patient must receive adequate information regarding the reasons for the transfusion, the risks, the anticipated benefits, and potential adverse sequelae. In addition, they must receive the same information regarding potential outcomes of not proceeding with a transfusion.
- In circumstances where the patient cannot give informed consent (e.g., under anesthesia) blood products may be given if deemed to be in the patient's best interest, unless there is clear knowledge that the patient would not agree.
- As a general rule, when consent is being obtained for anesthesia, consent would also be obtained for the use of blood products if, in the particular circumstances, there is a significant risk (1% or more) of these products being required.
- When blood or blood products are refused by an adult for any reason (e.g., religious beliefs), this decision must be respected, ensuring that those making the decision fully understand the implications this may have on the clinical outcome.

Consent for Photography, Video, or Audio Recordings

- Making a recording of any patient without obtaining written informed consent is not permitted. For the purposes of this policy, "Recording" refers to still photography and video and audio recordings.
- Clinical Case Recordings - The recordings must be used purely for patient management and must be included as part of the patient's confidential medical record and protected according to HIPAA requirements.
- In the case of a patient who is incapable of consenting personally, consent must be obtained from that patient's surrogate/representative.
- No patient who has declined consent may be included in a recording.
- Where staff or relatives are to be included in the recordings, their written consent must also be obtained.
- Where recordings are to be used for reproduction in a journal or textbook, inclusion in a display presentation or any other form of publication, or

distributed or transmitted by electronic or digital media, written consent detailing the use of material is required.

- Recordings are to be identified by the patient's hospital number or other tracking number, rather than by use of the patient's name. There shall be no information on any recording which specifically identifies the patient by name.

Recording for Research or Educational Purposes

- A consent to be recorded for research or educational purposes is ineffective and invalid unless it is given following a disclosure of all the relevant information surrounding the recording, including:
 - Who is to make the recording;
 - Why the recording is being made;
 - The audience for whom it is to be made and used; and
 - How, and for how long, the recording will be stored.
- These matters must be specified in the written consent obtained.
- The patient must not be subject to any pressure to give consent.
- No recordings may be used for any purpose other than the purpose or purposes specified in the consents obtained.

Ethical Guidelines for the Involvement of Patients in Clinical Teaching and Research

- Any research involving patients must have appropriate mechanisms in place for identifying patients and gaining informed consent from each involved person.
- A healthcare provider CANNOT give participation consent on behalf of a group of individual patients. Individual consent must be obtained in all instances.
- In the partnership between patient, teaching and research staff, and student, the paramount consideration must always be the welfare and interests of the patient.
- These guidelines apply to all teaching staff, other qualified staff, and students working in all settings where patient/student interactions are organized primarily for teaching and research purposes.
- The quality of patient care is the responsibility of the clinical team. Students participating in aspects of the clinical treatment are supervised by their clinical team and supported by the teaching staff.
- Physical examination or specific procedures undertaken by students must not be repeated unreasonably on any one patient and must not produce or prolong any distress, embarrassment, or pain.
- Students involved in research activities must have received authorization to participate and do so under supervision of the teaching staff.
- IRB Policies and Procedures governing research safety, regulation compliance, scientific quality, and ethical standards are found on the

Institutional Review Board Policies and Procedures website.

IRB Policies regarding student Participation in research are found on the Institutional Review Board Student Research website.

Medical Education Consent

- Every patient has the right to decide whether they wish to agree to an interview, examination or other specific procedure carried out by a student.
- Every patient has the right to withdraw from a teaching session or research project at any stage and must receive a clear prior assurance that refusal to participate in teaching and research or withdrawing from teaching and research will not jeopardize their care in any way.
- Students must seek the agreement of patients to be interviewed and examined, or to be the subject of specific learning procedures, and must explain clearly what is involved.
- Written consent must be obtained from the patient by the treating physician or health care provider for a student to undertake any procedure or examination to be performed by them while the patient is under general anesthesia or sedation.
- The patient's verbal consent must be obtained for learners to observe procedures in surgical suites if they are part of the care giving team. The consent should be obtained before pre-medication is given.
- Patients have the right to know the name and professional status of any person who wishes to interview them for teaching or research purposes and/or examine them, or to carry out specific treatment or investigation procedures.
- Clinical educators must ask a patient's permission to involve him or her in group teaching or clinical demonstration sessions and explain precisely what will be involved and how many students will be present.

Consequences of Non-Compliance

- Instances of potential non-compliance with the Informed Consent Policy are of serious concern and any allegation of such will be investigated and adjudicated according to the process delineated in the DO Academic Bulletin. Due to the sensitive nature of the grievance, CUSOM will require that all real and standardized patient interactions with the accused be immediately suspended at the time of the grievance, pending the investigation conclusion.
- As outlined in the DO Academic Bulletin, the APPS Committee is responsible for the review of situations involving academic misconduct or violations of CUSOM's Honor Code, Code of Conduct, or Professionalism standards.

7.12 Chaperoned Physical Exam Policy

This Policy defines the need for, and usage of, chaperones in patient care, simulation, and teaching environments of Campbell University and its affiliated sites.

Patient-learner trust cannot be maintained without a basic understanding of the limits and responsibilities of the professional's role. The valued human experience of the physician-patient relationship is damaged when there is either confusion regarding professional roles and behavior or clear lack of integrity that allows sexual exploitation and harm.

Sexual impropriety may comprise behavior, gestures, or expressions that are seductive, sexually suggestive, disrespectful of patient privacy, or sexually demeaning to a patient, that **may include, but are not limited to:**

- Neglecting to employ appropriate disrobing or draping practices respecting the patient's privacy or deliberately watching a patient dress or undress;
- Subjecting a patient to an intimate examination in the presence of medical students or other parties without the patient's informed consent or in the event such informed consent has been withdrawn;
- Examination or touching of genital mucosal areas without the use of gloves;
- Inappropriate comments about or to the patient, including but not limited to, making sexual comments about a patient's body or underclothing, making sexualized or sexually demeaning comments or jokes to a patient or in the patient's presence, or to any others outside of the presence of the patient, criticizing the patient's sexual orientation, or making comments about potential sexual performance during an examination;
- Using the physician-patient relationship to solicit a date or romantic relationship;
- Initiation by the physician of conversation regarding the sexual problems, preferences, or fantasies of the physician;
- Performing an intimate examination or consultation without clinical justification;
- Performing an intimate examination or consultation without explaining to the patient the need for such examination or consultation even when the examination or consultation is pertinent to the issue of sexual function or dysfunction; or
- Requesting details of sexual history or sexual likes or dislikes when not clinically indicated for the type of examination or consultation.

Medical students at any level of training are held to the same ethical standards as established by the medical profession.

Efforts to provide a comfortable and considerate atmosphere for the patient and the learner are part of respecting patients' dignity. These efforts may include, but are not limited to:

- providing appropriate gowns and other coverings as appropriate;
- providing private facilities for undressing;
- employing sensitive use of draping; and
- clearly explaining various components of the physical examination.

Having chaperones present during the physical exam can also help prevent

misunderstandings between patient and learner or health care provider.

Chaperone Requirements

CUSOM students and faculty must comply with the following requirements:

1. Adhere to a policy that patients are free to request a chaperone during the medical encounter and ensure that the policy is clearly communicated to patients.
2. Always honor a patient's request to have a chaperone.
3. Never perform invasive or sensitive exams such as breast, pelvic, rectal, and genitourinary exams without the presence of an authorized chaperone.
4. Have an authorized member of the health care team serve as a chaperone. Physicians should establish clear expectations that chaperones will uphold professional standards of privacy and confidentiality.
5. Use a chaperone even when a patient's trusted companion or family member is present.
6. Provide opportunity for private conversation with the patient without the chaperone present. Physicians should minimize inquiries or history taking of a sensitive nature during a chaperoned examination.
7. Have chaperones available regardless of the physician's gender.
8. Inform the patient that an appropriate staff member can act as a chaperone if required and where possible this will be a staff member of the same gender as the patient.
9. Respect that the patient has the right, at all times, to decline a particular person as chaperone.
10. Utilize the learning or simulation environment in a manner consistent with respecting patient privacy.
11. Utilize same gender models for sensitive physical exam demonstrations whenever possible (cardiac exam, sacral exam, etc.).
12. Perform Osteopathic Manual Manipulation (OMM) only on subjects or patients who are adequately clothed to cover all sensitive areas.
13. Not perform OMM as an internal or invasive procedure.
14. Respect the right of a patient participating in an educational activity (such as, but not limited to OMM lab, ultrasound lab, clinical skills) to refuse any component of the physical exam.
15. Respect the right of a child volunteer in the OMM or Clinical Skills lab to refuse any component of a physical exam, even if approval to perform the exam has been given by the parent.
 - **Children participating in OMM or Clinical Skills labs must never be forcefully subjected to any physical exam, even if the exam is not considered sensitive in nature.**

Family members or friends of the patient should not be expected to undertake any formal chaperone role. There is a risk of inadvertent breaches of confidentiality and embarrassment if friends or relatives are chaperones, and

they are best avoided unless there is no alternative than postponing an immediately necessary physical examination. There is also the possibility of collusion between the patient and friend/relative/caregiver to conspire where any complaint of abuse is made.

Medical students must not conduct any intimate examination unsupervised even if the patient provides permission for them to proceed with the examination without a chaperone.

Medical students cannot act as a chaperone to their clinical partner (another medical student) or another health care provider for intimate examinations.

It is important that students seek verbal consent from patients for any form of examination. For intimate examinations, informed consent is particularly important. **Intimate examinations include the following:**

- vaginal examination;
- rectal examination;
- external genitalia examination;
- breast examination; and
- any other examination that might embarrass patients through the removal of clothes, particularly those examinations that might expose external genitalia or breasts.

Chaperone Procedure

Communicate the chaperone protocol to patients by prominent notice through conversation with the patient. In addition, all healthcare providers and students must adhere to the following principles:

- Honor all requests for a chaperone.
- Utilize private facilities for undressing, incorporate sensitive use of draping, and provide clear explanations on the various components of the physical examination to be performed.
 - The nature of the procedure/examination should be explained.
 - The purpose of the procedure/examination should be clearly stated (e.g., “it is to help me learn how to…”).
 - There should be an explanation, where relevant, of what will happen to the information collected (e.g., “I will record my findings in the medical notes…”).
 - The patient’s understanding and acceptance of the procedure or examination should be assessed and documented.
- Utilize chaperones on a consistent basis, particularly for intimate examinations and those that may be construed as such regardless of physician or learner’s gender.
- When a chaperone is present, keep patient inquiries of a sensitive nature to a minimum. Provide a separate opportunity for a private conversation between the patient and the physician, in order to protect the patient’s

personal health information (PHI).

- Provide an authorized health professional to serve as the chaperone whenever possible.
- During a rectal or vaginal examination, surgical gloves must be worn. Gloves act as a barrier and thus help to maintain the clinical nature of the exam.
- Throughout the examination the healthcare professional must remain alert to verbal and non-verbal indications of distress from the patient. Any request for the examination to be discontinued should be respected and documented in the patient's records.
- Any discussion during the examination should be kept relevant avoiding any unnecessary personal comments regardless of whether a chaperone is present. A person who is feeling embarrassed or vulnerable is more likely to misinterpret a comment.
- Document in the patient note or chart the presence of a chaperone with any intimate examination or those that may be construed as such.

The American Academy of Pediatrics (AAP) offers the following additional guidance on the use of chaperones for children and adolescents.

- In the medical office setting, the physical examination of an infant, toddler, or child should always be performed in the presence of a parent or guardian.
- If a parent or guardian is unavailable or the parent's presence will interfere with the physical examination, such as in a possible case of abuse or parental mental health issues, a chaperone should be present during the physical examination.

Consequences of non-compliance

Items of potential non-compliance are of serious concern and will require confirmation via investigation of any allegation. Due to the sensitive nature of the grievance, CUSOM will require that all real and standardized patient interactions involving the accused be immediately suspended at the time of the grievance, pending the investigation conclusion.

As outlined in the DO Academic Bulletin, the APPS Committee is responsible for the review of situations where students are involved in academic misconduct or unprofessional conduct. The CUSOM Honor Code will guide this review.

Outcomes of an APPS committee intervention may include, but **are not limited to**, any of the following levels of discipline:

- Conduct Probation;
- Suspension;
- Dismissal from the program without the option to return; or
- Revocation of Degree.

Violations of patient rights are serious matters and may result in civil and criminal charges. FERPA privacy laws do not protect violations of a criminal nature.

7.13. FERPA Training

CUSOM has a Policy for the training of CUSOM faculty and staff on adherence to the Family Education Rights and Privacy Act (FERPA, 42 USCA 1232g, as amended), and on the regulations surrounding the accurate, confidential, and secure system for official student record keeping.

All CUSOM faculty or staff members, are required to complete FERPA measured training during each academic year.

Content

All CUSOM faculty and staff will receive FERPA policy training which includes, but is not limited to, content regarding the key elements of FERPA, the history and purpose of FERPA, location and custodians of educational records, and resources for more information on Federal guidelines.

Delivery

For the purposes of this Policy, “measured training” indicates training either taken place in-person during a live course delivery, during one-on-one information sessions in an office, via online modules, or additional training delivery. Upon completing this training, each faculty and staff member will complete an online or written assessment to measure understanding. A record of completion of this annual FERPA training is maintained in the CUSOM Office of Professional Development.

Campbell University provides annual mandatory FERPA training for all faculty and staff, to include CUSOM faculty and staff. Each faculty and staff member is required to complete this training within a specified timeframe and, upon successful completion of the online modules, receives a certificate of accomplishment.

Additionally, each year, the CUSOM Office of Professional Development conducts one live FERPA training course.

The University Registrar’s Office maintains current updates to the FERPA policy on the university website for year-round access to relevant information and links.

Please refer to [Campbell University’s Annual Notification of Rights Under FERPA](#).

Adherence

New faculty and staff are required to complete FERPA training and corresponding post-course assessment during their orientation and onboarding. Records of this training and

successful completion of the course assessment are maintained by the Director of Professional Development. Reminders of the FERPA policy are made at one or more scheduled Faculty and Staff Meetings annually.

All faculty and staff are notified of the FERPA policy and, must sign an acknowledgement they have read and accept the CUSOM Faculty or Staff Handbook, and in doing so, attest to their agreement to abide by this policy. Compliance is further confirmed through assessment.

Assessment of Compliance

The Director of Professional Development annually assesses faculty and staff compliance with this policy through modular completion and attendance records of live courses, and provides feedback to the Chief Operating Officer (COO) regarding any faculty or staff member who may not be fully adhering to the FERPA training requirements. The COO, in turn, advises the appropriate Associate Dean to further address the circumstances surrounding possible non-compliance. The Director of Professional Development also offers suggestions as warranted for appropriate changes to the training program and policy based on outcomes data.

Additional FERPA Resources for CUSOM Faculty and Staff

- For more information please visit the [Campbell University Family Education Rights and Privacy Act \(FERPA\) website](#).
- Please refer to [Campbell University's Annual Notification of Rights Under FERPA](#) and the [Campbell University Family Educational Rights and Privacy Act \(FERPA\) Statement](#).
- More information can be found at the [U.S. Department of Education Family Educational Rights and Privacy Act \(FERPA\) website](#).

7.14. Diversity, Equity, and Inclusion

CUSOM is committed to advancing healthcare, fostering excellence in medical education, and serving our diverse communities with empathy and innovation. CUSOM's Mission is to inspire the next generation of compassionate, competent, and culturally aware osteopathic physicians who will transform healthcare through knowledge, skill, and a profound dedication to improving the well-being of individuals and their communities.

CUSOM's commitment to diversity is integral to the core values of integrity, excellence, and service. CUSOM is dedicated to fostering an inclusive academic environment which empowers learners, supports research, and enhances the quality of life for all.

7.15 Vacation

All regular full-time faculty members, (hereafter known as “eligible faculty”), are eligible for paid vacation. Eligible faculty earn vacation during their contract year (e.g., August 1 – July 31) at the rate of two (2) days per month for a total of 24 days per year; it is not front-loaded at the beginning of the contract year or on the date of hire. Use of vacation is subject to supervisor or manager approval. Faculty may accumulate up to fifteen (15) days of vacation to carry into the next vacation year. Each July 31, all accumulated vacation over fifteen (15) days will be forfeited.

A Faculty Leave Form must be submitted to the appropriate Associate Dean or Dean’s Office at least four (4) weeks in advance for approval. Faculty will be notified of approval or need for revision within seven (7) days.

Faculty who terminate with proper notice as defined in the contract will be paid for any vacation leave earned but not taken. Any faculty who are involuntarily terminated or terminate their contract without proper notice will forfeit all earned but unused vacation leave. Vacation pay cannot be used to extend employment.

APPENDICES

- A. CUSOM Professional Ethics
- B. American Osteopathic Association's Code of Ethics
- C. Conflict of Interest Disclosure
- D. Tenure Track Academic Rank Appointment and Promotion
- E. Non-tenure Track Academic Rank Appointment and Promotion
- F. Promotion / Tenure Dossier
- G. Academic Portfolio Template

APPENDIX A – CUSOM Professional Ethics

CUSOM's Statement on Professional Ethics follows general standards that serve as a reminder of responsibilities assumed by all faculty, administration and staff. The academic profession, as an institution of higher learning, provides an assurance of professional standards to its students and the community and addresses propriety of conduct of its faculty group.

CUSOM adopts the following statement of academic professional ethics for its entire faculty (excluding Adjunct Faculty), administration, and staff and requires the statement attestation at the time of employment.

CUSOM PROFESSIONAL ETHICS

As a CUSOM employee, I will...

- Be guided by a deep conviction of the worth and dignity of all human life;
- Pursue the advancement of knowledge and recognize the special responsibilities placed upon me;
- Adhere to the policies and procedures of CUSOM in all matters;
- Seek and communicate truth;
- Promote student learning and pursue excellence and innovation in medical education;
- Promote scholarly competence and integrity;
- Practice intellectual honesty in teaching, scholarly activities, research and relationships with commercial entities;
- Protect the academic freedom of students and acknowledge significant academic or scholarly assistance from students;
- Uphold the scholarly and ethical standards of my discipline;
- Promote scholarly activity by faculty and students;
- Demonstrate respect for students as individuals and adhere to proper roles as intellectual guides and counselors;
- Foster honest academic conduct and ensure student evaluations reflect the student's true merit;
- Promote appropriate interaction between students and faculty, students and administration, and students and staff;
- Avoid any exploitation, harassment, or discriminatory treatment of students or coworkers;
- Respect and defend the free inquiry of associates' exchange of ideas and show respect for the opinions of others;
- Seek to be an effective teacher and scholar; and
- Give due regard to the paramount responsibilities within the institution in determining the amount and character of work done outside it.

All CUSOM employees have the rights and obligations of other citizens and measure the urgency of these obligations in the light of responsibilities to colleagues, to students, to their profession, and to the institution. When CUSOM employees speak or act as private persons, they avoid creating the impression of speaking or acting for their college or the University.

As citizens engaged in a profession that depends upon freedom for its health and integrity, employees have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

The CUSOM statement is patterned after the American Association of University Professors Statement on Ethics and has been formatted to reflect CUSOM expectations.

APPENDIX B – American Osteopathic Association’s Code of Ethics

Faculty, students, and staff of CUSOM will adhere to the Code of Ethics of the American Osteopathic Association. In addition, CUSOM has adopted the AOA Code of Ethics to guide all behavior including students and faculty in hospitals, ambulatory clinics, and research facilities.

As an osteopathic institution, CUSOM requires that all clinical faculty, regardless of whether their medical degree is a DO or MD, read and follow the following code of ethics as adopted by the American Osteopathic Association (AOA).

AMERICAN OSTEOPATHIC ASSOCIATION'S CODE OF ETHICS

All clinical faculty members are required to follow the code of ethics as adopted by the American Osteopathic Association (AOA), and as listed below.

- Section 1: The physician shall keep in confidence whatever they may learn about a patient in the discharge of professional duties. The physician shall divulge information only when required by law or when authorized by the patient.
- Section 2: The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.
- Section 3: A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom they will serve. However, the physician should not refuse to accept patients because of the patient's race, creed, color, sex, national origin or handicap. In emergencies, a physician should make their services available.
- Section 4: A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when they withdraw from the case so that another physician may be engaged.
- Section 5: A physician shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.
- Section 6: The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.
- Section 7: Under the law, a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities, which are false or misleading.
- Section 8: A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless they are actually licensed on the basis of that degree in the state in which they practice. A physician shall designate their osteopathic school of practice in all professional uses of their name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.
- Section 9: A physician should not hesitate to seek consultation whenever they believe it advisable for the care of the patient.

- Section 10: In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.
- Section 11: In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable osteopathic hospital rules or regulations.
- Section 12: Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no discipline/department of professional fees for referrals of patients.
- Section 13: A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.
- Section 14: In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.
- Section 15: It is considered sexual misconduct for a physician to have sexual contact with any current patient whom the physician has interviewed and or upon whom a medical or surgical procedure has been performed.
- Section 16: Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile, or offensive workplace or academic setting.

APPENDIX C – Conflict of Interest Disclosure

As an institution, CUSOM, and its faculty, does not accept any financial support from pharmaceutical or proprietary product companies for educational lectures, educational programs or campus activities. All CUSOM faculty members must sign the following Conflict of Interest Disclosure form at the time of initial hire.

CONFLICT OF INTEREST DISCLOSURE

As an institution, CUSOM, and its faculty, does not accept any financial support from pharmaceutical or proprietary product companies for educational lectures, educational programs or campus activities. CUSOM does accept, however, unrestricted funds to support educational events but requires that these funds do not influence program content or delivery.

While CUSOM does not own faculty practices, CUSOM does require all faculty members who work with the industry for proprietary purposes to conduct those activities in a professional and ethical manner so not to jeopardize CUSOM, their practice, or research activities.

CUSOM does not accept general funds for scholarships and funds that are tied to educational content and delivery.

Any conflicts with these policies must be reviewed with the Dean and Chief Academic Officer of CUSOM.

Faculty Disclosure

Faculty must disclose to CUSOM any financial tie with a pharmaceutical company or a proprietary product company.

Faculty members who consult with a pharmaceutical company or a proprietary product company are required to sign a contract with that company.

If a pharmaceutical company or proprietary product company is paying directly for a speaking engagement, the contract for that presentation must be written in consultation with CUSOM.

Samples

Faculty may not accept samples from the pharmaceutical industry or a proprietary product company for purposes of using these within their offices or for personal use in a manner in which would financially benefit the faculty.

Pharmaceutical samples are accepted for medical outreach or other philanthropic causes only.

Travel

Faculty who work with pharmaceutical or proprietary product industries for research or other educational activities will only have actual travel expenses reimbursed and must conform to the CUSOM Travel Policy.

As with on-site educational programs, faculty may not accept gifts or compensation on a condition of participation and may not accept any gift that has influence over educational content and delivery.

APPENDIX D – Tenure Track Academic Rank Criteria

Note: The criteria outlined below are considered to be general guidelines, and do not guarantee initial appointment at, or promotion to, a specific academic rank.

It is recognized that individual faculty will have different areas of productivity and contribution, so that not all criteria in each performance area may be applicable for a given individual.

The Academic Portfolio outline (Appendix G) includes further detail and examples of achievements/documentation applicable in each of the three categories of education, scholarship, and service.

Tenure Track Academic Rank Appointment Criteria

Instructor

This academic rank describes the candidate who does not possess the terminal degree in their discipline. This rank may also be used for candidates with a terminal degree(s) but limited postgraduate experience, including physicians in residency or fellowship training.

Clinical Certification (if applicable)

- Physicians – Must maintain licensure and Board certification or eligibility, unless currently enrolled in post-graduate training. Residents must maintain training licenses in good standing. Exceptions may be made with approval of the Dean when justified by:
 - Documentation of exemplary clinical practice or academic experience,
 - Documentation of quality continuing medical education since completion of an appropriate training program, and
 - Programmatic needs for the individual's specific contributions.
- Non-physician clinicians – Must meet standards within the applicant's professional discipline which are equivalent to those listed above for physicians.

Assistant Professor

This academic rank describes the candidate who possesses the terminal degree in their discipline and shows promise in the areas of education, scholarship, and service/support of mission. The requirement of a terminal degree may be waived for a candidate with documented professional accomplishments in the three (3) academic endeavors, i.e., education, scholarship, and service.

Education

- Demonstration of excellence in teaching for at least two (2) years. Documentation should include excellent evaluations of teaching skills from learners and peers.
- Effective participation in mandatory educational activities, as directed.

Scholarship

- Publication is not a requirement for this rank but is encouraged.
- Participation in research is strongly encouraged. Participation could be individual or collaborative involvement in basic science projects, educational and pedagogical research, enrolling patients in clinical trials, or participating in clinical trials.
- Faculty contributing data for published studies on which they are not co-authors may include such publications in a clearly labeled subsection under Publications in their CV's if their contributions are formally acknowledged within the publication.
- Other Scholarly activities may be documented in Appendix G: Academic Portfolio.

Service and Contributions to University Mission

- Service to the Department, School, University, or community that contributes to the greater good of CUSOM or Campbell University.
- Contributions in support of the Missions of Campbell University and CUSOM.
- Fostering interprofessional approaches to education or clinical care.

Clinical Service (If applicable)

- At least two (2) years of clinical experience with documentation of excellence. Markers of clinical excellence may include quality metrics, outcome measures, patient volumes, and satisfaction indices.
- Appropriate clinical licensure/certification (as described under Instructor) must be maintained.
- Performance of clinical duties with the highest level of professionalism, empathy, and skill.
- Recognition by peers as an outstanding, effective, and efficient clinician.
- Evidence of reputation can be demonstrated by inclusion in guideline setting panels or by participation in Boards and leadership groups within the faculty member's field.
- Contributions to practice guidelines and lectures at regional meetings are also appropriate milestones.

Letters of Recommendation

- One (1) letter of recommendation from candidate's Department Chair or Regional Dean.

Associate Professor

This academic rank describes the candidate who exceeds the criteria for rank of Assistant Professor and displays a sustained and significant record of accomplishments in education, scholarship, and service.

Candidates for this rank must meet all of the criteria listed for Assistant Professor plus excel in two (2) of the three (3) areas. They must demonstrate satisfactory activity in the third area, as outlined below.

Candidates must possess a terminal degree in an appropriate discipline or have a record of exceptional and sustained professional accomplishments in education, scholarship, and service.

Education

- Demonstration of excellence in teaching for at least five (5) years at local, regional, or national level. Documentation should include excellent evaluations of teaching skills from peers and learners.
- Development of new educational products, programs, tools, devices, or concepts as evidenced by original publications, reviews, or books.
- Developing interprofessional programs and approaches to education.
- Participation and leadership in educational activities of the School. Faculty are judged on the quality and impact of the material being taught.
- Participation and leadership in continuing medical education programs at a regional and national level. Invitations to speak at education sessions at regional and national meetings of professional societies. Participation and leadership in educational organizations.
- Special consideration will be given for effective mentoring of students, house staff, fellows and junior faculty, and for local and national recognition through teaching awards.

Scholarship

- Participation in research is strongly encouraged. Scholarship includes activities that contribute to the development, distribution, or organization of a body of knowledge related to the field of study of the candidate.
- Participation in scholarship can include original research or publication of original ideas and concepts (including educational research) resulting in journal articles, book chapters, textbooks, clinical reviews, case reports, grant applications, Internet publications, or practice guidelines.
- The faculty member's scholarly activities can be demonstrated by traditional means such as original peer reviewed publications, case reports, invited reviews, book chapters, or important clinical applications of basic science. In addition to traditional journal and book publications, substantive scholarly documents, such as unpublished theses, internal reports and reviews, white papers and other position papers developed for national organizations, Congress, and the NC State Legislature may be considered. Other documents might include grant proposals, mass publications for general distribution, monographs, and manuals.

- At this rank, for research to be a factor, the candidate should be participating in research groups as a member of steering committees, protocol teams, or within a leadership role.
- Other activities that could be included are collecting patient data for clinical trials, writing protocols for trials, or serving as consultant to groups writing or running trials, clinical guideline or protocol work, efforts regarding utilization review, efforts regarding quality improvement initiatives, continuing medical education activities, and efforts to improve clinical operations using management data.

Note: *The quality of scholarly writings and presentations is more important than the number. Quality is determined by the APT Committee based upon review of the sample of documented scholarly writings and presentations included by the candidate in the application for appointment or promotion. When scholarship is a candidate's selected area of accomplishment, the five (5) most important scholarly contributions identified by the candidate are reviewed. The Committee may request additional materials for review if needed.*

Service and Contributions to University Mission

- Service as a role model for students and other faculty.
- Contributions in support of the Missions of Campbell University and CUSOM.
- Documentation of excellence in administrative skills through successful leadership of at least one (1) major School, College or University committee, or one (1) academic or clinical program.
- Participation and leadership in specialty societies, regional organizations, and committees.

Clinical Service (If applicable)

- At least five (5) years of clinical experience with documentation of excellence.
- Continued clinical licensure/certification, as described under Instructor.
- An established regional or national reputation for expertise in a field is an important factor. Evidence of a national reputation can come from inclusion in national guideline setting panels, elected or appointed positions in national professional societies, and professional boards.
- Development of new clinical treatments, devices, or concepts, as evidenced by original publications, reviews, or books.

Letters of Recommendation

- A minimum of four (4) independent letters of recommendation from referees holding the rank of Associate Professor or higher. Letters from others of similar national stature may be considered. No more than two (2) may come from members of the Campbell University faculty.

Professor

The academic rank of Professor is among the highest honors that a university can bestow upon a faculty member. Therefore, it is awarded only to candidates who have distinguished themselves in their discipline at the national or international level.

The candidate must demonstrate a sustained record of outstanding achievements in education, scholarship, and service. Although the candidate is expected to excel in two (2) areas, they must demonstrate significant activity in all three (3) areas.

Although other factors will be considered, consultantships, professional publications, invited "editorships" and lectureships, and holding of a professional societal office will be important elements in assessing a candidate's accomplishments. Candidates for this rank must hold a terminal degree in the appropriate discipline. Criteria are all of the items listed above, plus:

Education

- At least ten (10) years of experience in teaching with demonstration of excellence, including evidence of regional or national recognition, and outstanding reviews by peers and learners.
- Development of educational programs driven by local and regional needs.
- Demonstrated expertise in curriculum development or educational assessment, and application of assessment data for program improvement.
- Effective mentoring of faculty (junior, mid-career, and senior ranks), house staff, fellows, and students.
- Participation and leadership in continuing medical education programs at regional and national levels. Invitations to speak at education sessions at national and international meetings of professional societies. Participation and leadership in specialty societies. Establishment of national educational programs through professional societies.
- Appointment to accreditation review committees/boards.

Scholarship

- At this rank, for research to be a factor, the candidate should be participating in research projects as an investigator, or in national research groups as a member of steering committees, protocol teams, or within a leadership role.
- Participation in scholarly activities of other faculty, such as collection of data for studies, writing protocols, and designing or managing research or educational programs. A clearly identified publication subsection of the CV may cite non-authored publications formally acknowledging the faculty member's contributions.
- Demonstrated commitment to evidence-based scholarly practice through contributions to the literature in their area of expertise.

Note: *The quality of scholarly writings and presentations is more important than the number. Quality is determined by the APT Committee based upon review of the sample of documented scholarly writings and presentations included by the candidate in the application for appointment or promotion. When Scholarship is the candidate's selected area of accomplishment, the ten (10) most important scholarly contributions identified by the candidate are reviewed. The*

Committee may request additional materials for review if needed.

Service and Contributions to University Mission

- Documentation of excellence in administrative skills including successful leadership of at least two (2) major academic or clinical committees or programs.
- Participation and leadership in national organizations and committees.
- Contributions in support of the Missions of Campbell University and CUSOM.
- Service as an outstanding role model for students, house staff, fellows, and other faculty.

Clinical Service (If applicable)

- At least ten (10) years of clinical experience with demonstration of excellence.
- Continued clinical licensure/certification, as described under Instructor.
- An established national or international reputation as a preeminent clinician, or for expertise in a field.
- Further evidence of reputation can be demonstrated by inclusion in national and international guideline setting panels. National awards will be considered.
- Development of innovative interprofessional approaches to patient care.

Letters of Recommendation

- A minimum of six (6) independent letters of recommendation from referees holding the rank of full Professor. Letters from others of similar national stature may be considered. No more than two (2) may come from members of the Campbell University faculty.

Tenure Track Promotion in Academic Rank Criteria

The items listed below are considered in determining whether a candidate is recommended for promotion in academic rank. Advancement in rank or granting of tenure cannot be guaranteed according to any fixed schedule. Seniority itself cannot be the primary reason for promotion or tenure. The specific rank criteria listed above apply for promotions as well as initial appointments. The judgment on promotion shall primarily consider evidence of achievement in teaching, scholarship, and service since the most recent promotion or appointment.

Items considered by the APT Committee include:

- The period of employment by Campbell University;
- Understanding and acceptance of, and commitment to, the Missions of the University and the School of Osteopathic Medicine;
- Quality of performance and quantity of assignments;
- Evidence of cooperation, positive outlook, and maturity;
- Demonstrated competence in professional discipline and proficiency as an educator;
- Record of scholarly accomplishments;
- Evidence of ongoing professional development;
- Availability to individual students for advisement and willingness to share in their concerns;
- Involvement and participation in campus, professional, and community activities.

Education

The candidate has the following attributes: ability to express themselves clearly and concisely; ability to make each learning activity an exciting experience; ability to inspire interest and to secure from students a high degree of individual effort; appreciation and respect for students; appreciation of student viewpoints and sympathetic understanding of their problems. Examples of positive educational contributions include, but are not limited to, the following:

- Education materials and teaching activities consistent with new knowledge and the application of that knowledge to practice.
- Development of new courses, clinical rotations, residencies, or internships.
- Development of new laboratory or practice exercises.
- Innovative teaching approaches or unique and new teaching aids.
- Innovative grading or testing procedures.
- Positive peer review comments on teaching ability or techniques.
- Formal recognition for quality of teaching activities.
- Effective mentorship for students in directed study courses or projects.
- Collaboration with other faculty to achieve effective integration of instruction.
- Favorable student evaluations.
- Served as Course Director, or “carried a course overload”.

Scholarship

The candidate has both depth and breadth of scholarship, as evidenced by mastery of their area of specialization and is recognized by a peer group for this level of knowledge and expertise. Examples of scholarship include, but are not limited to, the following:

- Published results of research or other scholarly work in peer-reviewed journals or other professional publications.
- Presented results of research or other scholarly work at professional meetings.
- Reviewed manuscripts for scholarly publications or organizations.
- Written or reviewed grant applications for extramural granting agencies.
- Submitted research proposals or grant applications to the appropriate intramural and extramural, private or public, agencies or boards.
- Received extramural or intramural funding for activities noted above.
- Receipt of awards/commendations recognizing scholarly accomplishments.
- Invited to present scholarly works to peers at other institutions.
- Supervised research or other scholarly projects of students or residents.
- Research or other scholarly activity cited by others in the discipline.
- Presented seminars within the School or University for the benefit of other faculty or students.
- Specialty certification in area of expertise.
- Created/provided continuing education programs to practitioners.
- Developed and presented certification programs to practitioners.

Note: *The quality of scholarly writings and presentations is more important than the number. Quality is determined by the APT Committee based upon review of the sample of documented scholarly writings and presentations included by the candidate in the application for appointment or promotion. The Committee may request additional materials for review if needed.*

Service and Contributions to University Mission

The candidate promotes the Missions of the School of Osteopathic Medicine and the University; participates willingly in faculty and campus activities; provides a high quality clinical patient care practice at affiliated healthcare site (if applicable); works energetically as a member of their department; effectively carries out committee assignments and related responsibilities; demonstrates honesty and integrity in relations with others; provides effective academic counseling and guidance of students; participates in the activities of their professional organizations, community, and church. Examples of service include, but are not limited to, the following:

Department/School/University

- Chair or member of committees of the Department, School of Osteopathic Medicine, University, or other Schools within Campbell University.
- Faculty advisor to student groups or for the academic counseling and guidance of individual students.
- Represented the School or University at the regional or national level.
- Awards or commendations for these areas of service.

- Administrative or service duties for the Department, School, or University (e.g., prepared special projects and performed special assignments made by the Department Chair, Dean, or other University administrator).
- Interviewing of applicants for admission to the School.
- Activities to benefit the School not described elsewhere in this section.
- Supports the Christian Mission of Campbell University.

Professional/Community

- Chair or member of committees of professional organizations.
- Officer of a professional organization.
- Consultant to non-university agencies, professional organizations, or industry.
- Establishment and maintenance of a role model clinical practice or the development of an innovative clinical service.
- Service to the health care practice site and/or community with professional expertise as speaker, committee member, or consultant.

Changes in Faculty Track

At any time during their employment with CUSOM, faculty may request, with the approval of their Chair/Associate Dean, a transition from the Tenure Track to the Non-Tenure Track series or from the Non-Tenure Track series to the Tenure Track series.

Non-Tenure Track faculty who are hired as an employee of Campbell University may have a new faculty appointment defined within their contract. Tenure-Track faculty leaving University employment may request a Non-Tenure Track faculty appointment if they will continue contributing to CUSOM programs in their new role. These Non-Tenure Track appointments may be granted at the discretion of the Dean and approval by the Provost.

Changes between Non-Tenure Tracks may be warranted due to changes in faculty roles. The faculty member or a supervisor (Department Chair, Associate Dean, or Regional Dean) may request a change of track with a letter of explanation. In some cases, track change may be required (e.g., Clinical Track faculty leaving core residency faculty roles).

In the case of a change in track, academic rank will remain unchanged unless a separate request and supporting materials for promotion are also submitted. Decisions on track change and promotion are independent and either may be approved without the other.

Termination of Tenure Track Appointment

Termination of a faculty appointment may be initiated at the request of the faculty member or by CUSOM.

Campbell University policy indicates faculty appointments may be terminated in the following ways:

- By the faculty member, through voluntary resignation to take effect at the end of any academic year of service, provided notice is given by April 15. Voluntary resignation by the faculty member after April 15 shall be effective only upon recommendation by the appropriate Dean and Vice President for Academic Affairs and Provost, and approval of the President.
- By the faculty member or the trustees through retirement.
- By the direction of the President or of the Board of Trustees at any time, a decision may be made to terminate a faculty member or not to renew a faculty member's contract for any of the following reasons, among others:
 - Academic incompetence or failure to perform the duties of employment.
 - Violation of academic or administrative regulations and policies, including but not limited to, behavior that violates the Faculty Handbook, this addendum, or the University Personnel Manual, or professionally harmful incompatibility with colleagues or students.
 - Moral turpitude, or the conviction of crime amounting to felonies or serious misdemeanors.
 - Serious physical or mental disability of more than six (6) months which prevents the faculty member from performing the essential functions of the position and such has been established by competent professional judgment.
 - Significant changes in curriculum and/or programs.
 - Financial exigency as defined by the Board of Trustee Resolution presented in the Campbell University Faculty Handbook.

Additional potential reasons for termination of Tenure Track faculty appointment include:

- Public disciplinary action by a state licensure board or certifying organization.
- Failure to maintain required licensure or Board Certification.
- Substantiated grievance lodged against the appointee by a student, colleague, or patient which jeopardizes the appointee's suitability to serve as faculty.
- Loss of external or internal grant funding.

Termination shall be effective immediately. When a faculty member is accused of misconduct, failure to perform duties, etc., the faculty member may be placed on administrative leave, with or without pay, at the discretion of the University, pending the outcome of an investigation of the complaint.

APPENDIX E – Non-Tenure Track Academic Rank Criteria

Note: The criteria outlined below are to be considered general guidelines, and do not guarantee initial appointment at, or promotion to, a specific academic rank.

For promotion, non-tenure track faculty are expected to demonstrate exemplary service, and achievement in either education or scholarship.

Non-Tenure Track Academic Rank Appointment Criteria

There are four types of Non-Tenure Track appointments.

Non-Tenure Track Clinical

Non-Tenure Track Clinical appointments are used specifically for Program Directors, Associate Program Directors, and ACGME-defined Core faculty in CUSOM-sponsored Graduate Medical Education programs. Such faculty may receive full or partial compensation from the University. Titles for faculty in this track carry the modifier of “Clinical” i.e., Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor.

Non-Tenure Track Adjunct

Non-Tenure Track Adjunct appointments are for fully qualified faculty who have an academic or clinical relationship with CUSOM. Adjunct faculty include those individuals who are committed to the academic program or the clinical training programs through teaching contributions. Adjunct appointments are determined at the school (CUSOM) level. These are of a fixed term (from one (1) to three (3) years) and are renewable based upon continued participation and performance. Titles for faculty in this track carry the modifier of “Adjunct” i.e., Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor.

Non-Tenure Track Research

Non-Tenure Track Research appointments are for faculty who focus their efforts on research, such as post-doctoral fellows. Such faculty may receive full or partial compensation from the University. Titles for faculty in this track carry the modifier of “Research” i.e., Research Instructor, Research Assistant Professor, Research Associate Professor, Research Professor.

Non-Tenure Track Visiting

Non-Tenure Track Visiting appointments are of a finite duration (one (1) year or less with the option for one (1) successive reappointment for a term not to exceed one (1) year) and intended for individuals that are not otherwise employed by Campbell University. Visiting faculty may receive full or partial compensation from Campbell University but are not entitled to earn vacation or sick days. Titles for faculty in this track carry the modifier of “Visiting” i.e., Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor.

Non-Tenure Track Academic Rank Criteria

Note: *The criteria outlined below are considered to be general guidelines, and do not guarantee initial appointment at, or promotion to, a specific academic rank.*

For promotion, non-tenure track faculty are expected to demonstrate exemplary service, and achievement in either education or scholarship.

The appropriate modifier, as indicated in the previous section - Non-Tenure Track Academic Rank Definitions - precedes all rank titles below.

Instructor

This academic rank describes the candidate who does not possess the terminal degree in their discipline. This rank may be awarded to candidates with a terminal degree(s) but limited postgraduate experience, including physicians in residency or fellowship training.

Clinical Licensure/Certification (if applicable)

- Physicians – Must maintain licensure and Board certification or eligibility, unless currently enrolled in post-graduate training. Residents must maintain training licenses in good standing. Exceptions may be made with approval of the Dean, when justified by:
 - Documentation of exemplary clinical practice or academic experience,
 - Documentation of quality continuing medical education since completion of training program, and
 - Programmatic needs for the individual's specific contributions.
- Non-physician clinicians – Must meet standards within the applicant's professional discipline which are equivalent to those listed above for physicians.

Assistant Professor

This academic rank describes the candidate who possesses the terminal degree in their discipline and shows promise in the areas of education or scholarship, and service/support of mission. This is the entry-level rank for community-based practicing clinicians. The requirement of a terminal degree may be waived for a candidate with documented professional accomplishments in the three academic endeavors, i.e., education, scholarship, and service.

Education

- Demonstration of excellence in teaching.
- Effective participation in faculty development activities.

Scholarship

- Publication is not a requirement for this rank but is encouraged.
- Participation in research is encouraged. This participation could be involvement in basic science projects, enrolling patients in clinical trials, or participating in clinical trials.
- Faculty contributing data for published studies on which they are not co-authors may include such publications in a clearly labeled subsection under Publications in their CV's, if their contributions are formally acknowledged within the publication.

Service and Contributions to University Mission

- Service to the Department, School, University, or community that contributes to the greater good of CUSOM or Campbell University.
- Fostering interprofessional approaches to education or clinical care.

Clinical Service (If applicable)

- At least two (2) years of clinical experience with recognition by peers as an outstanding, effective, and efficient clinician at the local level.
- Appropriate clinical licensure/certification (as described under Instructor) must be maintained.
- Performance of clinical duties with the highest level of professionalism, empathy, and skill.
- Evidence of reputation can be demonstrated by inclusion in guideline setting panels, or by participation in leadership groups within the faculty member's field.
- Contributions to practice guidelines, and lectures at regional meetings are also appropriate milestones.

Letters of Recommendation

- One (1) letter of recommendation from candidate's Department Chair or Regional Dean.

Associate Professor

This academic rank describes the candidate who exceeds the criteria for rank of Assistant Professor and displays a sustained and significant record of accomplishments in education or scholarship, and service. Candidates for this rank must meet all the criteria listed for Assistant Professor plus excel in at least one (1) of the three (3) areas. Candidates must possess a terminal degree in an appropriate discipline or have a record of exceptional and sustained professional accomplishments in education, scholarship, and service.

Education

- Demonstration of excellence in teaching for at least five (5) years.
- Development of new educational products or programs.
- Developing interprofessional programs and approaches to education.
- Participation and leadership in educational activities of the School.
- Participation and leadership in continuing medical education programs at regional and national levels. Invitations to speak at education sessions at regional and national meetings of professional societies. Participation and leadership in educational organizations.
- Special consideration will be given for effective mentoring of students, house staff, fellows and junior faculty, and for recognition through teaching awards.

Scholarship

- Participation in research is strongly encouraged. Scholarship includes activities that contribute to the development, distribution, or organization of a body of knowledge related to the field of study of the candidate.
- Participation in scholarship can include original research or publication of original ideas and concepts including educational research resulting in journal articles, book chapters, textbooks, clinical reviews, case reports, grant applications, Internet publications, or practice guidelines.
- The faculty member's scholarly activities can be demonstrated by traditional means, such as original peer reviewed publications, case reports, invited reviews, book chapters, and/or important clinical applications of basic science. In addition to traditional journal and book publications, substantive scholarly documents, such as unpublished theses, internal reports and reviews, white papers and other position papers developed for national organizations, Congress, and the NC State Legislature may be considered. Other documents might include grant proposals, mass publications for general distribution, monographs, and manuals.
- At this rank, for research to be a factor, the candidate should be participating in research groups as a member of steering committees, protocol teams, or within a leadership role.
- Other activities that could be included are collecting patient data for clinical trials, writing protocols for trials, or serving as consultant to groups writing or running trials, clinical guideline or protocol work, efforts regarding utilization review, efforts regarding quality improvement initiatives, continuing medical education activities, and efforts to improve clinical operations using management data.

Note: *The quality of scholarly writings and presentations is more important than the number. Quality is determined by the APT Committee based upon review of the sample of documented scholarly writings and presentations included by the candidate in the application for appointment or promotion. When scholarship is a candidate's selected area of accomplishment, the five (5) most important scholarly contributions identified by the candidate are reviewed. The Committee may request additional materials for review if needed.*

Service and Contributions to University Mission

- Service as a role model for students and other faculty.
- Documentation of excellence in administrative skills through successful leadership of at least one (1) academic or clinical program.
- Participation and leadership in specialty societies, regional organizations, and committees.

Clinical Service (If applicable)

- At least five (5) years of clinical experience.
- Continued clinical licensure/certification, as described under Instructor.
- An established regional or national reputation for expertise in a field. Evidence of reputation can come from inclusion in guideline setting panels, elected or appointed positions in professional societies, and professional boards.
- Development of new clinical systems, treatments, devices, or concepts.

Letters of Recommendation

- One (1) letter of recommendation from candidate's Department Chair or Regional Dean.
- Additional letters of recommendation are encouraged.

Professor

The academic rank of Professor is among the highest honors that a university can bestow upon a faculty member. Therefore, it is awarded only to candidates who have distinguished themselves in their discipline at the national or international level. The candidate must demonstrate a sustained record of outstanding achievements in education or scholarship, and service. The candidate is expected to excel in two (2) areas (Service plus either Education or Scholarship). Criteria are all of the items listed above, plus:

Education

- At least ten (10) years of experience in teaching, including evidence of regional or national recognition, and outstanding reviews by peers and learners.
- Development of educational programs driven by local and regional needs.
- Effective mentoring of faculty (junior, mid-career, and senior ranks), house staff, fellows, and students.
- Participation and leadership in continuing medical education programs at regional and national levels. Invitations to speak at education sessions at national and international meetings of professional societies. Participation and leadership in specialty societies. Establishment of national educational programs through professional societies.
- Appointment to accreditation review committees/boards.

Scholarship

- At this rank, for research to be a factor, the candidate should be participating in research projects as an investigator, or in national research groups as a member of steering committees, protocol teams, or within a leadership role.
- Participation in scholarly activities of other faculty, such as collection of data for studies, writing protocols, and designing or managing research or educational programs. A clearly identified publication subsection of the CV may cite non-authored publications formally acknowledging the faculty member's contributions.
- Demonstrated commitment to evidence-based scholarly practice through contributions to the literature in their area of expertise.

Note: *The quality of scholarly writings and presentations is more important than the number. Quality is determined by the APT Committee based upon review of the sample of documented scholarly writings and presentations included by the candidate in the application for appointment or promotion. When Scholarship is the candidate's selected area of accomplishment, the ten (10) most important scholarly contributions identified by the candidate are reviewed. The Committee may request additional materials for review if needed.*

Service and Contributions to University Mission

- Documentation of excellence in administrative skills including successful leadership of at least two (2) major academic or clinical committees or programs.
- Participation and leadership in national organizations and committees.
- Service as an outstanding role model for students, house staff, fellows, and other faculty.

Clinical Service (If applicable)

- At least ten (10) years of clinical experience with demonstration of excellence.
- Continued clinical licensure/certification as described under Instructor.
- An established national or international reputation as a preeminent clinician, or for expertise in a field.
- Further evidence of reputation can be demonstrated by inclusion in national and international guideline setting panels. National awards will be considered.
- Development of innovative interprofessional approaches to patient care.

Letters of Recommendation

- One (1) letter of recommendation from candidate's Department Chair or Regional Dean.
- Additional letters of recommendation are encouraged.

Procedures for Non-Tenure Track Academic Rank Appointment and Promotion

Initial Appointment

Non-Tenure Track faculty appointments may be requested by a Department Chair, Regional Dean, an Associate Dean, or the Dean. The APT Committee must be provided with the following documentation for a candidate under consideration for an initial CUSOM appointment:

1. Letter of request from a Dean or Department Chair, and
2. Current Curriculum Vitae of the candidate.

For candidates with responsibilities in a clinical setting, APT staff investigates the candidate's clinical qualifications and history. This may include searches of the Federation of State Medical Boards database, state Medical Board websites, verification of Board certification, hospital privileges, or faculty appointment/academic rank at other institutions.

For candidates with responsibilities in a non-clinical setting APT staff investigates the candidate's qualifications and history. This will include, but not limited to, the following:

1. Endorsement by Department Chair and Associate Dean. Both must support the appointment application in order for nomination to move to committee.
2. Verification of faculty appointment/rank at other institution(s), if applicable.

CUSOM will generally appoint Non-Tenure Track faculty who hold other faculty appointments at commensurate rank as long as the candidate's qualifications are reasonably consistent with CUSOM criteria for that academic rank.

The APT Committee, upon receipt of the request and completed documentation, shall review the application and provide a recommendation to the Dean in a timely manner. The APT Committee Chair will provide the Committee's written recommendation to the Dean.

Incomplete Applications – In cases where requested materials are missing but an appointment is urgently needed – a temporary appointment at the rank of Instructor may be proposed. Such temporary appointments will expire in three (3) months if completed materials are not received.

Appointment Renewal

Non-Tenure track faculty appointments are determined at the school (CUSOM) level and typically awarded on a fixed term ranging from one (1) to three (3) years. These appointments are renewable based on continued participation and performance. Initiation of the renewal process occurs twelve (12) months in advance of the expiration date of the faculty appointment.

APT staff will identify faculty whose appointment will expire in the next twelve (12) months. In the final year of appointment, individual appointees must affirm they are interested in continuing their appointment and submit a copy of their current Curriculum Vitae.

The APT Committee will review and make recommendations regarding renewal of faculty appointments. Considerations include contributions to CUSOM teaching or other programs within the previous two (2) years and recommendation of the Department Chair, Associate Dean, or Regional Dean.

Endorsement by both the Department Chair and Regional or Associate Dean are required in order for the renewal to move to committee.

Committee review of appointment renewals commence each February and continue until all are processed. The APT Committee reviews applications on a rolling schedule, as the committee receives completed applications.

Promotion in Academic Rank

Non-Tenure Track faculty interested in a promotion in academic rank should initially discuss the proposed promotion with their Department Chair or Regional Dean. For Non-Tenure Track faculty, promotion requests may be initiated by a Department Chair, Regional Dean, or appropriate Associate Dean. The APT Committee must be provided with the required documentation for a candidate under consideration for promotion as described in the **Promotion Review Process – Non-Tenure Track**.

Additional documentation supporting the candidate's achievements and contributions to the University is encouraged.

For clinical candidates with responsibilities in a clinical setting APT staff investigates the candidate's clinical qualifications and history. This may include review of the Federation of State Medical Boards database, state Medical Board websites, verification of Board certification, hospital privileges, and faculty appointment/academic rank at other institutions. CUSOM will generally promote Non-Tenure Track faculty who hold other faculty appointments to commensurate rank as long as the candidate's qualifications are reasonably consistent with CUSOM criteria for that academic rank.

Advancement in rank cannot be guaranteed according to any fixed schedule. Seniority itself cannot be the primary reason for promotion. The judgment on promotion shall primarily consider evidence of achievement in teaching, scholarship, and service since the most recent promotion or appointment. The specific rank criteria listed above apply for promotions as well as initial appointments.

The APT committee considers the following items when determining whether to recommend a Non-Tenure Track candidate for promotion in academic rank:

- The period of service to Campbell University;
- Understanding and acceptance of, and commitment to, the Missions and objectives of the University and the School of Osteopathic Medicine;
- Quality of performance and quantity of assignments;
- Evidence of cooperation, positive outlook, and maturity;
- Evidence of ongoing professional development;
- Availability to students for advisement and willingness to share in their concerns;

- Involvement and participation in campus, professional, and community activities.

The APT Committee will accept promotion applications for Non-Tenure Track faculty year-round. However, the APT Committee will only address promotion reviews for Non-Tenure Track faculty twice annually, in May and September. Deadlines for receipt of materials:

- March 1 for review at the May meeting
- July 1 for review at the September meeting

The APT Committee, upon receipt of the request and documentation, will review the application and provide a recommendation to the Dean in a timely manner. The APT Committee Chair will provide the Committee's written recommendation to the Dean.

APT staff notifies the candidate via email and sends a formal letter regarding the promotion request upon receipt of the Dean's approval. Promotion of Non-Tenure Track faculty does not require approval beyond the Dean. The Dean's decision is final. The Dean will notify the APT Committee of any changes made to their recommendations.

Termination of Non-Tenure Track Appointment

Termination of a faculty appointment may be initiated at the request of the faculty member or by CUSOM.

Campbell University policy indicates faculty appointments may be terminated in the following ways:

- By the faculty member, through voluntary resignation to take effect at the end of any academic year of service, provided notice is given by April 15. Voluntary resignation by the faculty member after April 15 shall be effective only upon recommendation by the appropriate Dean and Vice President for Academic Affairs and Provost and approval of the President.
- By the faculty member or the trustees through retirement.
- By the direction of the President or of the Board of Trustees at any time, a decision may be made to terminate a faculty member or not to renew a faculty member's contract for any of the following reasons, among others:
 - a. Academic incompetence or failure to perform the duties of employment.
 - b. Violation of academic or administrative regulations and policies, including but not limited to, behavior that violates the Faculty Handbook, this addendum, or the University Personnel Manual, or professionally harmful incompatibility with colleagues or students.
 - c. Moral turpitude, or the conviction of crime amounting to felonies or serious misdemeanors.
 - d. Serious physical or mental disability of more than six (6) months which prevents the faculty member from performing the essential functions of

the position and such has been established by competent professional judgment.

- e. Significant changes in curriculum and/or programs.
- f. Financial exigency as defined by the Board of Trustee Resolution presented in the Campbell University Faculty Handbook.

Additional potential reasons for termination of Non-Tenure Track faculty appointment include:

- Public disciplinary action by a state licensure board or certifying organization.
- Failure to maintain required licensure or Board Certification.
- Substantiated grievance lodged against the appointee by a student, colleague, or patient which jeopardizes the appointee's suitability to serve as faculty.
- Loss of external or internal grant funding.

Termination shall be effective immediately. When a faculty member is accused of misconduct, failure to perform duties, etc., the faculty member may be placed on administrative leave, with or without pay, at the discretion of the University, pending the outcome of an investigation of the complaint.

APPENDIX F – Promotion/Tenure Dossier

The dossier for requests for Promotion/Tenure should present a concise exposition of the relevant activities of the candidate during and preceding their employment as a faculty member at CUSOM.

The candidate, with direction from their Department Chair/Supervisor, should develop the dossier. The dossier should be prepared with all the necessary components in a single electronic volume.

The dossier should contain representative scholarly works including articles which the candidate considers to present their best work. These publications may be reports of either basic or clinical research, or other types of professional articles.

Documentation in the three (3) areas should include summary data and should not include, for example, individual student evaluations.

The APT Committee Chair must receive one (1) electronic version of the dossier by October 1 of the academic year that promotion or tenure is requested.

Dossier Components and Format

Cover page

The cover page should include the candidate's name, credentials, position and request for promotion to [rank] or request for tenure.

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Letter of Request to APT Committee

This is a letter (not to exceed 2,000 words) prepared by the candidate requesting and providing narrative support for their promotion or tenure. This letter affords the candidate an opportunity to portray their own accomplishments and plans for the future. Consequently, it should be thoughtfully written and carefully organized. This letter should speak to the responsibilities and accomplishments in the three major areas (education, service, and scholarship) with evidence of unique accomplishments, innovative approaches to problems, and peer recognition of achievements. A narrative summary of the results of student evaluations should be included and, if appropriate, the history of improvement of ongoing evaluations. This letter must include the following components:

- Introductory Paragraph including requested academic rank or granting of tenure.
- Brief Biographical History/Educational Background including education, residency/fellowship training (if applicable), and previous academic positions.
- Career Focus describing trajectory, goals, and area of interest.
- Academic Accomplishments
- Education – significant achievements, including teaching activities, awards, and programs/courses developed.
- Scholarly Activity
 - a. Include number of peer-reviewed publications and first-author peer-reviewed publications.
 - b. May also include chapters and other academic accomplishments such as service on editorial boards, etc.
 - c. Publications of particular significance or impact.
 - d. Include grant submission and funding, and other documented evidence of successful research.
- Service and Contributions to University Mission
 - a. Enumerate important institutional committees and contributions.
 - b. Indicate amount of clinical activity and clinical service contributions.
 - c. Discuss contributions in support of University Mission.

Curriculum Vitae (see Appendix H for suggested format)

List of References

The candidate shall provide the names, titles, and addresses of six (6) individuals who would be capable of assessing the candidate's qualifications for promotion.

These candidate-selected references generally should be individuals from the academic community holding the same or higher academic rank sought by the candidate. No more than two (2) of these references should be from current Campbell University faculty.

References shall not be members of the APT Committee.

References in nonacademic positions are acceptable if the reference writer holds a position of similar status/seniority to the rank being requested and they are able to address one or more of the main areas upon which the candidate will be evaluated.

The candidate should confirm that each of the references he/she provides would be willing to conduct and document, in a letter, a timely and meaningful evaluation of the candidate's accomplishments. Candidates should not directly solicit letters of recommendation from the listed references.

The APT Committee will solicit the letter of assessment from the references selected. The Committee will provide the references with a copy of 'Appointment, Promotion, and Tenure Policies' of CUSOM, the candidate's letter of request for promotion, the candidate's Curriculum Vitae, selected materials from the dossier, and a letter from the Committee which outlines what the reference should address.

The Committee may identify one to three individuals who may not know the candidate directly but would be qualified to comment and assess the candidate's promotion package. These individuals would usually be faculty members at comparable institutions who might be familiar with the candidate's specialty area, scholarship, teaching quality, or professional service.

Letter from Department Chair/Supervisor

A letter from the Department Chair/Supervisor must be submitted to the APT Committee Chair by the application deadline of October 1. This letter should summarize the achievements of the candidate in the three (3) strategic areas of CUSOM, commitment to the University Mission, and a recommendation regarding the candidate's promotion or tenure request. The letter must indicate the allocation of effort of the candidate in the three (3) strategic areas of CUSOM covering the relevant assessment period.

If the Department Chair/Supervisor is a member of the APT committee, they will complete this letter, but will be recused from APT discussion and voting on the candidate.

Documentation of Performance

Documentation of performance in the three (3) areas of education, scholarly activity, and service as noted in Appendix G.

APPENDIX G – Academic Portfolio Template

Faculty with Tenure Track appointments shall have expectations of performance in all three (3) strategic areas of CUSOM. It is also reasonable that a faculty member will have a dominant area(s) of focus and responsibility (percentage of effort) amongst the three (3) strategic areas of CUSOM: education, scholarship, and service/contributions to mission. Faculty are expected to maintain documentation of their achievements in these areas, for use in evaluation of performance, including promotion and tenure decisions. *Faculty members are encouraged to maintain a portfolio of their academic activities in the categories as outlined in this Appendix. Applicants for promotion will be required to submit their dossier and supporting materials in a format corresponding to this outline, along with their Curriculum Vitae and letter of request. The size and relative importance of the various sections of the dossier will depend upon the faculty member's role and areas of achievement. Items listed are examples of potential materials to be included; these lists are not intended to be all-inclusive. Documentation of all academic activities is the key recommendation.*

ACADEMIC PORTFOLIO STRUCTURE

I. Education

A. Teaching

- Courses/sessions taught
 - Classroom
 - Clinical teaching
- Learner evaluations of those courses/sessions
- Peer evaluation of teaching
- Outcome data on learners taught
- Honors and awards
- Unsolicited letters from learners
- Invited presentations on education topics

B. Educational materials

- Modules, syllabi, PowerPoint presentations, and other materials designed for learner use
- Evaluation instruments or exercises designed for learner assessment

C. Program design

- Courses/programs developed
- Learner evaluations of those programs
- Outcome data on those programs
- Appointment on educational program review committees (e.g., accreditation reviews, grant review boards)

D. Advising/mentoring

- Lists of learners (students, residents, fellows, or junior faculty) advised/supervised in an ongoing fashion, with information on their subsequent careers, if available

II. Scholarship

A. Publications

- Peer-reviewed publications
 - Original research
 - Descriptive articles
 - Review articles
 - Case reports
 - Thought pieces, commentaries
- Books, book chapters, monographs
 - Authored
 - Edited
- Web-based publications
 - Reviews for Up-to-Date, other on-line references
 - Peer-reviewed educational materials (e.g., MedEdPORTAL)
 - On-line resources created (for learners, patients, other physicians, etc.)

- Other published writing
 - Letters to the Editor
 - Patient education materials
 - Articles in lay press, non-peer-reviewed journals
- B. Research
 - Individual basic science or other research projects
 - Collaborative/team involvement in basic science or other research projects
 - Participation in clinical trials
- C. Presentations
 - Peer-reviewed presentations
 - Seminars, workshops, lectures, small groups
 - Paper presentations
 - Posters
 - Invited presentations on scholarly work
- D. Grants
 - Grants submitted (title and dollar amount)
 - Federal
 - Other
 - Grants funded (title and dollar amount)
 - Federal
 - Other

III. Service and Contributions to Mission

- A. Institutional Service
 - Contributions to School of Osteopathic Medicine (administrative positions, or committees)
 - Contributions to University (administrative positions, or committees)
 - Programs led
 - Achievement of program goals
 - Financial performance
 - Invited presentations on leadership/ administrative issues
 - Elected positions (e.g., faculty senate)
 - Honors and awards for institutional service
 - Activities in support of University or CUSOM Mission
- B. Clinical Service - The terms “clinical” and “patient care” are construed broadly to include prevention directed toward populations, which may include individuals who are not current patients in the traditional sense. Potential sources of documentation include:
 - Clinical volume
 - QI measures of care delivered
 - Patient satisfaction reports
 - Nursing/clinical staff evaluations
 - Invited presentations on clinical topics

- Appointments on clinical review/ guideline development/ standard setting committees
- Clinical honors or awards
- Innovative care models implemented
- Measured improvements in practice patterns
- Community service related to clinical interests
- Letters from local physicians who have shared patients
- Unsolicited letters from patients and their families
- Roles in clinical specialty organizations

C. Professional Service

- Roles in professional organizations (state, regional, national, international)
- Participation on editorial boards, peer reviews
- Participation on grant review panels, accreditation committees
- Committee appointments at national, regional, state, community or other level

D. Community Service

- Service organizations
- Church involvement
- School involvement
- Other service/volunteer work

Addendum E

Norman Adrian Wiggins School of Law

Addendum

to the

Campbell University

Faculty Handbook

PREFACE

Campbell Law School is pleased to provide its faculty with this Addendum.

This Addendum is designed to acquaint each member of the law school faculty with basic information concerning either the university or the law school. This Addendum does not address every possible issue that may arise in the course of employment. Additional information may be available online or through a member of the law school administration or the university's Human Resources Office.

This Addendum supplements the university Faculty Handbook and supersedes all previous addenda, in addition to any and all communications (whether written, electronic, or oral) that may have been issued on subjects covered herein. As new programs or policies develop, the pertinent parts of this Addendum may be supplanted, supplemented, modified, or deleted.

Most recently amended: January 2024

- Page 32 was amended by Associate Dean Ludington in November 2019 to include a course evaluation policy.
- Pages 9-10 was amended by Associate Dean Ludington in December 2020 to reflect a faculty vote on a policy for visiting professors
- Numerous changes were made by Associate Dean Ludington in accordance with recommendations made by the Faculty Development Committee, and to conform to the University faculty handbook, in March 2020
- Law faculty adopted revisions to Tenure Policy addressing lateral hires, February 28, 2022.
- Law faculty adopted revisions to the minimum attendance policy, March 4, 2022.
- Law faculty adopted revisions to Faculty Appointment, Promotion and Tenure to address faculty rank and promotion – April 14, 2023.
- Law faculty adopted revisions to Tenure Policy to address publications eligible for consideration toward tenure – January 26, 2024.

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I. GENERAL

A. Law School Vision and Distinctives

Campbell Law School is a highly demanding, purposely small, intensely personal community of faculty and students whose aim, guided by transcendent values, is to develop lawyers who possess moral conviction, social compassion, and professional competence and who view the practice of law as a calling to serve others and to create a more just society.

The Law School's vision manifests itself in the following five distinctives:

- (1) *We have an academic program that is highly demanding.*

The School of Law provides a liberal arts legal education designed to assist talented students in developing strong moral character, disciplined and creative minds, and superb professional skills for purposeful lives of leadership and service to their communities. We intend that all students think, speak, and write sensibly, make relevant and valid judgments, discriminate among values, and maintain the highest standards of professional excellence. In short, we seek to produce graduates ready to deliver the best possible legal services to their clients and communities.

To accomplish this goal, our course of instruction is unusually rigorous and demanding. Our faculty holds students to the highest expectations in thinking, preparation, and application. Success comes only as students are fully engaged in learning to analyze the law, construct and evaluate legal arguments, and resolve legal problems.

Our small class sizes help foster an intellectual community that is focused and determined, yet personal and supportive. Students have to work hard here, but they develop a sense of community with their professors and classmates, and they appreciate the academic demands as they enter the practice of law confident that they're fully prepared.

- (2) *We bring together the theoretical and practical to produce thoughtful, talented lawyers.*

Part of Campbell's demanding nature comes from our conviction that legal education must be a genuinely "professional" education, combining theoretical inquiry with practical skills. Whether engaged in litigation, transactions, or any other type of practice or public service, a good lawyer must have extensive knowledge and exceptional professional skills. Not only is the Campbell program academically challenging, but it also provides students with comprehensive skills training in planning, counseling, negotiation, legal drafting, trial and appellate advocacy, and alternative forms of dispute resolution.

No law school in North Carolina has had greater success in preparing its students for the bar examination and few schools in the United States or elsewhere can equal Campbell's effectiveness in providing students with practical skills.

- (3) *We have a faculty that is profoundly committed to students and teaching.*

The faculty of the School of Law is a community of scholars who make teaching their priority and are readily accessible to students. They devote substantial time to serving students as mentors, coaches, and professional role models. All faculty have open-door office policies and are willing to consult regularly with students one-to-one. Our professors are deeply committed to the search for knowledge through meaningful legal scholarship, but never at the expense of their devotion to the academic success and professional development of each student.

- (4) *We present the practice of law as a way to make a difference by serving others.*

The School of Law strives to produce highly competent, deeply compassionate lawyers who see the practice of law as a calling to serve others. We want our graduates not only to be successful but also to live unselfishly, considering the needs of others as more important than their own and understanding that reconciling differences is as important as winning cases. Particular emphasis therefore is given to practicing the highest ideals of integrity and civility, seeking transformative justice, promoting reconciliation, and helping those who are most in need of our assistance. In this way, our graduates can become effective advocates for legal and social justice, both in their local communities and in other parts of the world.

- (5) *We offer a Christian perspective on law and justice.*

Our vision is inspired by a perspective not typically heard at other law schools. As part of the Campbell University community, the School of Law shares in the University's purpose and mission to educate students from a Christian perspective in a caring Christian community. This perspective guides our professional choices, actions, and directions.

We believe that laws and legal institutions are subject to a moral order which transcends human authority and judgment. A central premise of this moral order is that all human beings are created in the image of God and are endowed by God with certain natural rights and obligations. These rights and obligations are the cornerstone of true human dignity and must be respected by every political order.

We encourage students to examine the relationship between spiritual and legal issues, to explore the theological foundations for law, to think differently about justice and the legal system, and to consider how we can help achieve a more just and merciful society. We intend our faculty and graduates to engage the larger academic, professional, and social communities as thoughtful persons of conscience and conviction who humbly bring a faith perspective to legal and cultural issues with the power of skillful argument and an unfailing commitment to human flourishing.

Because we recognize the immeasurable dignity and worth of every person that follow from our creation in the image of God, we seek to preserve a congenial academic environment where everyone is treated with kindness, civility, and respect, and students from all faiths or secular moral traditions are welcome. While the School of Law embraces an intellectual

perspective rooted in Christian tradition, it is committed to free and open discussion of ideas and students are under no obligation to embrace any particular way of thinking.

B. History and Perspective of the Law School

In August 1976, the law school admitted its charter class. The decision to establish a law school was made with the firm conviction that it and its graduates would help meet unfulfilled needs. It was believed that Campbell, with its avowed adherence to Biblical principles of morality and Christian ideas of vocation, was particularly suited to make great contributions to legal education in two ways, one theoretical and the other practical.

Theoretically, it was believed that the American legal system, if not all legal systems, has religious and philosophical foundations that are essential to its survival. Basic concepts of individual rights, the dignity and respect due human beings, the value of family life, responsibility for society, and even concern for the environment are essentially theological notions. Legal education should examine these basic premises; our law grew from them and cannot be properly understood without reference to them. The lawyer is sworn to respect and uphold the law, and legal education should offer members of the profession the opportunity to weigh and evaluate the presuppositions on which our system of justice is built.

Practically, the law school stresses that the practice of law is a vocation, a proper activity for one who wishes to make a contribution to society rather than merely make a living. The importance of both the practical and the theoretical is recognized, and emphasis is placed upon their overlap in a program designed to provide a foundation for competent representation of clients in any setting in which one chooses to practice.

The law school is structured around its basic character and goals. The selection of students and faculty, the size of the school and of individual classes, the design of the curriculum, academic standards, and accessibility of faculty to students are all determined by these basic considerations.

These considerations make it imperative that the law school be a demanding school. The vocational attitude is incompatible with kindly incompetence. It demands of each student the maximum of effort and technical excellence. Law School faculty serve as role models for students and should be the best of lawyers: conscientious, community minded, and a credit to the profession. They must be demanding, but they must demand more of themselves than of their students.

We have said that a law school offering a Christian perspective and a caring Christian community has a unique contribution to make to the legal profession. Our Christian perspective informs our character and our calling. Our Christian community affirms the dignity and value of each person and demands that everyone be treated with kindness, civility, and respect.

C. Law School Accreditation and Membership

The Norman Adrian Wiggins School of Law is approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738. It is a fee-paying member of the American Association of Law Schools (AALS) and a member of the Southeastern Association of Law Schools (SEALS).

II. FACULTY APPOINTMENT, PROMOTION, AND TENURE

A. Introduction

The general responsibilities of law school faculty include teaching, scholarship, service and support of the University Mission. The distribution of each faculty member's responsibilities regarding teaching, scholarship, and service is determined by the faculty member in consultation with the Dean. The law faculty shall have the primary responsibility for maintaining the academic vitality of the law school. One of the principal means of exercising this responsibility is to support on-going peer evaluations, with special attention to the teaching and professional growth of all faculty. Senior faculty shall be available for such consultation and assistance in problems of both scholarship and teaching as the junior faculty may require.

The University respects the integrity and independence of its individual schools and their accrediting bodies. The University gladly extends great latitude to its individual schools, while maintaining a broad coordination through such avenues as its faculty committees and administrative operations.

Each professor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return must be based upon an understanding with the authorities of the institution in advance of the acceptance of employment. Further, any outside employment must comply with the Outside Employment policy found in the main Faculty Handbook, which requires the advance approval of the Dean of the Law School and the Vice President for Academic Affairs and Provost before accepting outside engagements.

Each professor is entitled to freedom in the classroom in discussing their subject, but the professor should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

Each professor is a citizen, a member of a learned profession, an officer of instruction of an educational institution. Each professor's primary loyalty is to their institution, profession, and growth and development as a scholar, a person, and a teacher. Each professor possesses the right, as a citizen, to speak and write, subject to special obligations arising from their position as an employee of the University; to be accurate, to exercise proper restraint, to show respect for the opinions of others, and to make every effort to indicate that in their role as a citizen the professor is not an institutional spokesman.

B. Definition of Faculty Status

The Faculty of the Norman Adrian Wiggins School of Law is composed of the full-time tenured or tenure-track faculty, the full-time non-tenure track faculty, including clinical faculty, legal research and writing faculty, instructors, and librarians with a J.D., the Part-time/Adjunct

faculty, and the emeritus faculty. Some faculty members may have administrative positions in addition to faculty status.

Full-time tenured or tenure-track or non-tenure track status as a member of the Norman Adrian Wiggins School of Law faculty commences upon acceptance of a contract offer that includes the following information:

- a. the responsibilities to be undertaken;
- b. the academic rank to be carried (Assistant Professor; Associate Professor; Professor; Assistant Clinical Professor; Associate Clinical Professor; Clinical Professor; Assistant Legal Research and Writing Professor; Associate Legal Research and Writing Professor; Legal Research and Writing Professor; Instructor); and any administrative rank (Assistant Dean; Associate Dean; Director);
- c. Whether the position is tenured, tenure track, or non-tenure track (clinical faculty, legal research and writing faculty, instructor, or visiting);
- d. the salary, including applicable fringe benefits;
- e. the effective date;
- f. the duration of service;
- g. other items as appropriate.

Part-time/Adjunct status commences according to a contract agreed upon by the Dean and the adjunct which covers the items above. Part-time/Adjunct faculty must hold a terminal degree relevant to the subject matter they teach. Part-time/Adjunct status carries no fringe benefits, but does accord the member full academic recognition, library privileges, and bookstore discounts. Part-time/Adjunct faculty do not accumulate eligibility for sabbatical leaves, promotion, or tenure.

The Emeritus Faculty is composed of all of the individuals granted that status by the Board of Trustees upon recommendation of the President. Such persons must have completed a distinguished professional career reflective of the primary dedication to the mission of the University. A person considered for emeritus status must be a member of the full-time tenured faculty or a member of the administration with tenured faculty status at the time of retirement, with a minimum of ten years of service to the University. Names of faculty emeriti shall appear with the rank and title held at the time of retirement in such publications, places, and in the manner as determined by the University. Faculty emeriti shall receive external mailings and be eligible to participate in University-wide functions. They may keep a Campbell email address, maintain a current F/S parking permit, and maintain a Campbell University faculty ID.

Visiting status shall be concluded as follows:

- a. Visiting status is for an individual who holds or has held a faculty position at another law school, or whose professional qualifications show clear promise of enhancing the Law School's program of instruction. Visiting status ordinarily shall be for the purpose of addressing short-term law faculty staffing needs.
- b. Duration:
 - i. Visiting status initially shall be for a single semester or for one academic year.
 - ii. Extension of visiting status beyond a single academic year shall require the affirmative vote of a majority of the tenured and tenure-track faculty.
 - iii. Visiting status may not be extended beyond a second full academic year.
- c. As soon as practicable after the opportunity for a visiting position arises, the Dean shall consult with the Faculty Appointments Committee (Committee) about: (i) the scope of the responsibilities the position will entail, (ii) whether the position will be for a single semester or a full academic year, (iii) advertising the position; and (iv) other means of identifying possible candidates.
- d. Absent exigent circumstances, the Dean shall offer a contract for visiting status only upon the completion of the following steps:
 - i. The Committee shall screen all applications for the position in view of the scope of the position and Mission of the Law School. The process of screening shall include review of all documentation submitted by the applicant, verification of references and, if possible, review of student evaluations of teaching. The process of screening may include an interview with the applicant.
 - ii. The Committee shall promptly forward to the Dean its recommendations.
- e. Eligibility for Tenure or Tenure Track status.
 - i. An individual with visiting status may be considered for tenured or tenure-track status together with other candidates for such a position subject to the full hiring process described in Paragraph C below.
 - ii. In extraordinary circumstances, an individual who has had visiting status for at least the full prior academic year may be admitted to regular tenure-track status by a two-thirds vote of the tenured and tenure-track faculty.

C. Appointment

The University affirms its standing policy of non-discrimination in employment and in all of its programs and activities, with respect to race, color, sex, sexual orientation, gender identity or expression, age, religion, ethnicity or national origin, disability, genetic information, protected veteran status, military status and any other characteristic protected by law, except where exemption is appropriate and authorized by law.

The Board of Trustees hires full-time tenured or tenure track members of the law faculty

of Campbell University and delegates this authority to the President of the University. The faculty, or a representative body of it, shall advise, consult, and make recommendations to the President and the Board of Trustees in the selection of the Dean. Appointment as Dean shall be made by the Board of Trustees upon recommendation by the President, keeping in mind ABA Standard 203, Interpretation 203-1, which states in part: "Except for good cause, a dean should not be appointed or reappointed to a new term over the stated objection of a substantial majority of the faculty."

The hiring process for full-time tenured or tenure-track positions begins with the Dean of the School of Law appointing the members of the Faculty Appointments Committee of the Law School at the beginning of each academic year. The Committee has the responsibility to search for qualified applicants for any open faculty positions, to review applications, to screen applicants, and to arrange for a suitable number of applicants to visit campus and be interviewed by the faculty. After the faculty interview process is completed, the full-time tenured and tenure track faculty will meet to determine which candidates will be recommended to the President for hire. To be recommended by the faculty for a full-time tenured or tenured track position, a candidate must receive a 2/3 affirmative vote of the tenured and tenure-track faculty present and voting. The tenured and tenured track faculty may establish an order of merit list to reflect the order in which offers of employment should be extended to qualified applicants.

The Dean and faculty have the discretion to identify, recruit, evaluate, and hire full-time clinical faculty and legal research and writing faculty, and instructors in the manner they deem most appropriate for the position under consideration. Full-time clinical faculty and legal writing faculty positions are not tenure-track positions. Full-time clinical faculty and legal writing faculty, and instructors have voting privileges as members of the faculty in all matters except the hiring of full-time tenured and tenure-track positions.

Faculty members shall be appointed to an appropriate rank as described below. All persons appointed to whatever rank are expected to commit themselves unreservedly to the stated mission of the University and to the law school distinctives. The Dean has discretion to appoint to, and remove from, the administrative office of associate or assistant dean or program director any faculty member. Change in administrative duties, whether as an Assistant or Associate Dean or a Director does not affect the academic rank of the affected faculty member or their tenured or tenure-track status.

i. Assistant Professor.

For appointment to assistant professor, the candidate shall have obtained the basic law degree from an accredited institution and, in addition, shall have at least one year of experience as a classroom teacher or practicing attorney, or in some other law-related activity or field. The candidate must also present evidence of success as a teacher and scholar or, if this appointment is a faculty member's first teaching appointment, must demonstrate a potential to teach well and to be productive in scholarship. The candidate must also demonstrate a willingness to cooperate with others for the good of the University, and be committed to the mission of the University. Full-time Assistant Professor positions are tenure-track positions.

ii. Associate Professor.

For promotion or appointment to associate professor, the candidate must possess the qualifications for an assistant professor, and in addition they must possess a record of significant achievement in their field or profession. There shall be clear evidence that their scholarly activities are respected both inside and outside their immediate academic community. There shall be clear evidence of their continued professional growth and of continued effectiveness in teaching. There shall also be clear evidence of ability to provide leadership, both within and outside the law school. Full-time Associate Professor positions are tenure-track positions. Lateral hires of Associate Professors who have earned tenure at another ABA accredited law school may be hired with tenure if recommended by the Tenured Faculty, supported by the Vice President for Academic Affairs & Provost, supported by the President of Campbell University, and approved by the Board of Trustees.

iii. Professor.

For promotion or appointment to professor, the candidate must possess the qualifications for an associate professor, and in addition they must possess a record of exceptional intellectual, educational, or artistic achievement and a demonstrable record for excellence in teaching. There shall be evidence of the candidate's continued professional growth, and the judgment on promotion shall primarily consider evidence of achievement in teaching and scholarship since the most recent promotion or appointment. There shall also be continued clear evidence of ability to provide leadership, both within and outside the University. The rank of Professor, the highest the University can bestow, is reserved for those who exemplify the highest level of potential and achievement in Christian higher education. Full-time Professor positions are tenure-track positions. Lateral hires of Professors who have earned tenure at another ABA accredited law school may be hired with tenure if recommended by the Tenured Faculty, supported by the Vice President for Academic Affairs & Provost, supported by the President of Campbell University, and approved by the Board of Trustees.

iv. Assistant Clinical Professor.

For appointment to Assistant Clinical Professor, the candidate shall have obtained the basic law degree from an accredited institution and, in addition, shall have at least five years of experience as a practicing attorney in the field or specialty of the clinic the candidate will supervise. The candidate must also present evidence of success as a teacher and supervisor. If this appointment is the candidate's first clinical teaching appointment, they must demonstrate a potential to teach, supervise, and mentor well. They must also demonstrate a willingness to cooperate with others for the good of the University, and be committed to the mission of the University.

v. Associate Clinical Professor.

For promotion or appointment to Associate Clinical Professor, the candidate must possess the qualifications for an assistant professor, and in addition they must possess a record of significant achievement in their field of practice. There shall be clear evidence of their continued professional growth and of demonstrated effectiveness in clinical teaching, mentoring, and supervising others in the practice of law. There shall also be clear evidence of ability to provide leadership, both within and outside the law school.

vi. Clinical Professor.

For promotion or appointment to Clinical Professor, the candidate must possess the qualifications for an associate professor, and in addition the candidate must possess a record of exceptional achievement and a demonstrable record for excellence in directing clinical legal educational programs. There shall be evidence of the candidate's continued professional growth, and the judgment on promotion shall primarily consider evidence of achievement in clinical teaching and effective administration and supervision of a program of clinical education since the most recent promotion or appointment. There shall also be clear evidence of ability to provide leadership, both within and outside the University. The rank of Clinical Professor, the highest the University can bestow, is reserved for those who exemplify the highest level of potential and achievement in clinical legal education and Christian higher education.

vii. Assistant Legal Research and Writing Professor.

For appointment to Assistant Legal Research and Writing Professor, the candidate shall have obtained a basic law degree from an accredited institution and, in addition, shall have at least one year of experience as a classroom teacher or practicing attorney, or in some other law-related activity or field. He or she must also present evidence of success as a teacher and scholar or, if this appointment is the candidate's first legal writing teaching appointment, he or she must demonstrate a potential to teach well and potential to be productive in scholarly and professional activities. He or she must also demonstrate a willingness to cooperate with others for the good of the University, and be committed to the mission of the University.

viii. Associate Legal Research and Writing Professor.

For promotion or appointment to Associate Legal Research and Writing Professor, the candidate must possess the qualifications for an Assistant Legal Research and Writing Professor, and in addition he or she must possess a record of significant achievement in the legal writing field, another legal field, or the profession. There shall be clear evidence of his or her continued professional growth and continued effectiveness in teaching legal research and writing. There also shall be clear evidence of his or her continued scholarly productivity and/or willingness to teach courses outside of legal research and writing. Further, there shall be clear evidence of ability to provide leadership, both within and outside the law school.

ix. Legal Research and Writing Professor.

For promotion or appointment to Legal Research and Writing Professor, the candidate must possess the qualifications for an Associate Legal Research and Writing Professor, and in addition he or she must possess a record of exceptional achievement and a demonstrable record of excellence in teaching legal research and writing. There shall be evidence of his or her continued professional growth, and the judgment on promotion shall primarily consider evidence of achievement in teaching and scholarly and professional activities since the most recent promotion or appointment. There shall also be clear evidence of ability to provide leadership, both within and outside the University. The rank of Legal Research and Writing Professor, the highest the University can bestow, is reserved for those who exemplify the highest level of potential and achievement in Christian higher education.

x. Instructor

For appointment as Instructor, the candidate must hold a J.D. from an accredited institution. They must also have a willingness to teach well and cooperate with others for the good of the University, and a commitment to the mission of the University and Law School distinctives. Instructors will typically hold one-year appointments.

D. Promotion

Introduction

Advancement in rank cannot be guaranteed. However, the described policies are recognized as a general guide and as indications of the various criteria, which will be considered in making a decision regarding promotion. While years of service at the University and elsewhere may be taken into account, it is understood that seniority by itself cannot be the primary reason for promotion to any rank. While there may be exceptions, it is generally expected for a faculty member to spend a minimum of five years at the University in a particular rank before seeking promotion.

Outstanding performance in the areas of teaching, scholarship, institutional and community service, and support of the University mission will be considered in any recommendation for promotion (the weight accorded to each of these factors may vary from case to case and should depend on whether the candidate is subject to the tenure policy). Faculty rank distribution will be taken into consideration in the promotion process.

Legal Research and Writing Faculty Appointed Prior to 2023-2024 Academic Year

Legal research and writing faculty appointed as full-time faculty members at any time prior to the 2023-2024 academic year are:

- A. Redesignated as Assistant Legal Research and Writing Professors for purposes of faculty rank;

- B. For promotion purposes, regarded as if their first year of service at the rank of Assistant Legal Research and Writing Professor is their actual first year of service as a full-time faculty member at the law school; and
- C. Subject to all provisions, procedures, reports, and deadlines for the achievement of promotion described herein.

Process

Preliminary Consideration. At the point of eligibility for consideration, a candidate shall explore with the Dean the concept of readiness for promotion. Such preliminary consideration shall be exploratory, with specifics in no way binding on either the faculty member or the Dean, or further individuals or committees involved in the process.

Should the faculty member decide to proceed, by September 15, documentation of the candidate's readiness for promotion must be organized into a dossier and forwarded to the Chair of the Tenure and Promotion Committee. The contents of the dossier should include a cover letter, a curriculum vitae, a summary of student evaluations, copies of scholarly works and other creative activities, annual faculty evaluations, and any other supporting materials that the candidate may consider relevant to conducting a thorough evaluation.

In the cover letter, the candidate should describe their workload assignments since appointment or promotion to the presently held rank. The candidate should specify the proportions of time allocated for teaching, scholarship, and service. In addition, the candidate should describe their professional activities and attainments in relation to the criteria (teaching, scholarship, service, and support of the University mission) for promotion.

Tenure and Promotion Committee. The members of the Committee shall consider the merits of the candidate with respect to their teaching, scholarship, service, support of the University's mission and the role of the candidate in light of the department's curriculum, mission, personnel, projected needs, and all other relevant departmental concerns. The candidate may request a personal appearance before the Committee to present their case. The Committee may also request that the candidate appear personally.

Following a systematic and rigorous evaluation, the Committee shall vote by secret ballot on the candidate's application. The vote shall be on whether to recommend the candidate for promotion. Following this vote, the Committee Chair shall write a report of the Committee's action. The report, along with any minority reports, shall be forwarded to the Dean and the candidate no later than November 15. The candidate shall have one week to respond in writing to the Committee's report of its recommendation. The candidate's response (if any) shall be delivered to the Committee Chair and the Dean.

Tenured Faculty. After receipt of the Committee report and the candidate's response (if any), the tenured faculty shall consider that report, the candidate's record, and any and all matters it considers relevant to the candidate's application. Such considerations may include, but shall

not be limited to, the merits of the candidate, the curriculum and mission of the candidate's department, the candidate's demonstrated support of the University's purpose, and the overall situation and direction of the Law School.

At its option, the tenured faculty may request the candidate or other interested party to make a presentation before it or accept the written testimony of faculty or students. The candidate may also request a personal appearance before the tenured faculty.

After discussion, the tenured faculty shall vote by secret ballot on whether to concur with or dissent from the recommendation of the Committee. The Chair of the Tenure and Promotion Committee shall write a report that summarizes the vote of the tenured faculty and addresses in detail the rationale for the recommendation. In the event that the Chair of the Committee disagrees with the majority vote of the tenured faculty, the Chair should designate to another member of the tenured faculty, who agrees with the majority, the responsibility for writing the report. Any member of the tenured faculty who cannot support the majority report shall have the option of writing a minority report that includes the rationale for their dissent. The report, along with any minority reports, shall be forwarded to the Dean and the candidate no later than January 31. The candidate shall have one week to respond in writing to the report of the tenured faculty. The candidate's response (if any) shall be forwarded to the Dean.

Dean. After receipt of all material submitted in the earlier stages, the reports of the Committee and the tenured faculty, the responses of the candidate (if any), the Dean shall consider the candidate's application. At their option, the Dean may request or consider additional material or speak with other informed parties.

The Dean shall write a report that indicates whether or not they support the recommendations of the Committee and the tenured faculty. In this report, the Dean shall set forth in reasonable detail the rationale for their recommendation, including but not limited to institutional considerations, the candidate's record, the law school's curriculum and mission, support of the University purpose, and any other relevant matters concerning the candidate's application.

The Dean's report, along with all material submitted in earlier stages, shall be forwarded to the Provost by March 31. The Dean's report shall also be forwarded to the candidate by March 31. The candidate shall have one week to respond in writing to the Dean's report and submit that response (if any) to the Provost.

A careful review by the Provost will culminate with affirmative recommendations being presented to the President. With the President's approval, affirmative recommendations shall be presented to the Board of Trustees at its Fall meeting. In making their decisions, the Provost and President shall consider material prepared by the candidate as well as recommendations from the various review levels. They shall apply their professional judgment in considering the merits of the individual's case, and in determining what is in the best interest of the University and its programs. Decisions of the Board relative to promotion will be communicated in writing to the faculty member.

The purpose of this policy is strictly to improve the quality of the educational process at the University. Nothing contained in this handbook shall be construed as creating any contractual obligation on the part of the University to provide evaluations or particular types of evaluation. The alleged failure of the University to complete an evaluation shall not be grounds for an employee to contest a decision of the University not to renew their contract or to terminate their employment.

E. Tenure Policy

Introduction

Campbell University operates with a tenure system for its faculty, understanding the granting of tenure to be the highest honor it can bestow on a faculty member. Tenure is a mutual sign and commitment by which the continuity of the University's educational goals and objectives are assured. It affirms an individual as an image of its mission, and in the act of acceptance, the individual publicly asserts continuing commitment to its goals. The underlying purpose of granting tenure is to uphold the concept of academic freedom by assuring the individual faculty member certain procedural rights that have traditionally been assured to members of the profession. Any full-time faculty member having the rank of assistant, associate, or professor is eligible to be considered for tenure.

Tenure status of an individual faculty member will become effective only after being conferred by the Board of Trustees. Affirmative recommendations for tenure that have been approved by the President will be presented to the Board of Trustees at its Fall meeting. The President, or his designee, shall notify in writing the faculty member of the decision of the Board.

The University recognizes the distinctive situation of the Norman Adrian Wiggins School of Law and, in the pages which follow, sets forth the tenure policies specific to the law school.

Law School Mission and Tenure Expectations

The law school tenure process is a positive one that provides guidance, requirements and a timeline for assessing a faculty member's progress toward and achievement of tenure. The process is intended to provide specific guidance both to those seeking tenure and to those charged with the responsibility of the evaluation of qualifications for tenure.

All Campbell Law Faculty members seeking tenure are evaluated in four interrelated areas:

1. Teaching Effectiveness;
2. Scholarship and scholarly publication;
3. Range and Effectiveness of Service; and,
4. Support of the University's Mission, including expectations of integrity, civility, and collegiality.

The foundation of this four-part evaluation system and framework for the achievement of tenure rests on each faculty member's commitment to support and contribute to the Vision and Distinctives of Campbell Law. The following is a summary:

Vision

Campbell Law School is a highly demanding, purposely small, intensely personal community of faculty and students whose aim, guided by transcendent values, is to develop lawyers who possess moral conviction, social compassion and professional competence, and who view the practice of law as a calling to serve others and create a more just society.

Distinctives

1. We have an academic program that is highly demanding.
2. We bring together the theoretical and practical to produce thoughtful, talented lawyers.
3. We have a faculty that is profoundly committed to students and teaching.
4. We present the practice of law as a way to make a difference by serving others.
5. We offer a Christian perspective on law and justice.

Teaching

Distinctive 3 of the law school Vision and Distinctives reads:

We have a faculty that is profoundly committed to students and teaching.

The faculty of the School of Law is a community of scholars who make teaching their priority and are readily accessible to students. They devote substantial time to serving students as mentors, coaches, and professional role models. All faculty have open-door office policies and are willing to consult regularly with students one-on-one. Our professors are deeply committed to the search for knowledge through meaningful legal scholarship, but never at the expense of their devotion to the academic success and professional development of each student.

As a consequence of Distinctive 3, the development of substantial teaching skills and a sincere commitment to students are indispensable prerequisites to earning tenure. The law school's mentoring program offers a process by which tenured faculty members observe and critique classroom teaching of untenured faculty members.

Other distinctives complete Campbell Law's approach to teaching, requiring an academic program that is highly demanding; requiring that faculty members bring together the theoretical and practical to train thoughtful, talented lawyers; requiring that faculty members present the practice of law as a way to serve others; and offering a Christian perspective on law and justice that encourages students to examine the relationship between spiritual and legal issues, to think differently about justice and the legal system, and to consider how to achieve a more just and merciful society.

Teaching-related qualities constitute a significant factor in the decision whether to grant tenure and include effectiveness as a classroom teacher; effectiveness in advocacy instruction for those faculty members who are assigned skills courses; and availability for, and receptiveness to, meeting and counseling students. Because Campbell Law School’s approach to legal education requires tenure-track faculty members to devote a substantial amount of professional time fully engaged in teaching-related activities, this factor will be weighted accordingly in the tenure decision.

Scholarship & Publication

A. Introduction

With regard to the tenure decision, the law school is committed to rewarding its faculty for legal and law-related scholarship and scholarly publication that meaningfully contribute to the improvement of the profession, the advancement of legal education, and the development of competent, ethical professionals. Because the law school’s serious commitment to encouraging meaningful legal scholarship and scholarly publication requires a significant investment of a tenure-track faculty member’s professional time, an applicant for tenure should expect that this factor will be weighted accordingly in the tenure decision.

B. Publication Standards and Guidelines

The Law School “Publication Definitions,” set forth below, should be referred to for guidance. An “article” must be published in a law journal of an ABA-approved law school or a peer reviewed academic journal. Details regarding publication of a book, hornbook, casebook or treatise are also set forth in the “publication definitions.” Other forms of scholarly publication will be weighed as such works may merit. Tenure track faculty members have the responsibility of seeking advice in advance concerning whether other proposed publications will meet the tenure scholarly publication standards and definitions. It is expected that the faculty member’s scholarly publication make a meaningful contribution to the literature on the subject.

C. Publication Definitions

1. The term “scholarly publication” means the publication of an article or book that meets all of the standards and guidelines of this Tenure Policy.
2. What is considered a “published” scholarly publication may include a written acceptance for publication of a completed law review article or book with a scheduled date for publication.
3. Co-Authorship. Only one of the three scholarly publications required for the achievement of tenure may be co-authored.
4. Self-published materials, photocopied articles and materials, including self-published course books and case books, do not qualify as a scholarly publication, but are important in terms of the teaching mission of the law school. Continuing legal

education manuscripts and the preparation of text and treatise supplements or pocket-parts alone qualify as evidence of a professor's service to the legal profession but do not qualify as a scholarly publication. Brief articles, condensed versions of published law review articles, book reviews, newspaper editorials, op-ed articles, general blogging activities, participation on panels at professional meetings, the delivery of papers at professional meetings, the preparation of statutes and uniform or model acts, the drafting of memoranda and legal briefs, and newsletter articles qualify as service to the mission of the law school but do not qualify as a scholarly publication.

Qualification of Publication as a Scholarly Publication. The foregoing notwithstanding, the Tenured Faculty shall have the authority to determine whether any publication meets the tenure policy standard of a scholarly publication. A scholarly publication is eligible for consideration toward the achievement of tenure only if a substantial portion of research and writing was accomplished by the faculty member after classes begin during the faculty member's initial tenure-track semester as a member of the Campbell Law faculty.

D. Publication Deadlines.

1. Summary of Scholarship and Publication Requirements and Deadlines

- a. *May 1 of the Third Academic Year of Employment:* One scholarly publication published.
- b. *November 30 of the Fifth Academic Year of Employment:* A second scholarly publication published.
- c. *November 30 of the Sixth Academic Year of Employment:* A third scholarly publication published.

2. Failure to Meet Publication Deadlines

- a. ***May 1 of the Third Academic Year of Employment:*** Failure to have a scholarly publication published by this deadline will result in the following actions and requirements:
 - i. The faculty member will meet with a member of the Faculty Tenure Committee for advice and counseling concerning the faculty member's publication progress and plans.
 - ii. The faculty member will receive a letter from the dean advising that there is a lack of adequate progress toward tenure in the area of scholarly publication. The letter will include a notice that failure to have a first scholarly

publication published by February 1 of the fourth academic year will result in non-renewal of the faculty member's employment as of the end of that academic year.

- iii. A requirement that the faculty member submit to the dean and the chair of the Faculty Tenure Committee by June 1 following the third academic year a satisfactory strategic plan to achieve a timely publication of the first scholarly publication no later than February 1 of the fourth academic year.
- b. ***February 1 of the Fourth Academic Year of Employment:*** Failure to have a first scholarly publication published by this deadline will result in a non-renewal of employment notice from the dean informing the faculty member that their employment will be terminated as of the end of that academic year. Such notice of nonrenewal shall be provided to the faculty member by no later than March 1.
- c. ***November 30 of the Fifth Academic Year of Employment:*** Failure to have a second scholarly publication published will result in a written warning from the dean concerning the possible long-term consequences of not meeting this deadline.
- d. ***November 30 of the Sixth Academic Year of Employment:*** A failure to have a third scholarly publication published by this deadline will result in a notice of non-renewal of employment from the dean. The notice shall inform the faculty member that their seventh academic year of employment will be that faculty member's final academic year of employment. The faculty member's non-renewal notice will not be amended or rescinded based on publications submitted after the November 30 deadline. Such notice of nonrenewal shall be provided to the faculty member by no later than March 1 of the sixth academic year of employment.

3. **Sabbaticals and Leaves of Absence.** Time spent on approved leaves of absence or sabbatical leaves shall not interrupt the continuity of the faculty member's service for purposes of the six-year tenure timeline set forth in this tenure policy and shall not alter any of the requirements or deadlines outlined in this policy.

4. The Tenured Faculty shall have the authority to modify or amend the Publication Deadlines for tenure-track faculty who also have extensive administrative responsibilities or when teaching over loads [sic] or other circumstances materially hinder the faculty member's ability to meet the deadlines set out above, provided that no modification or amendment may extend the overall process for more than one year.

Service

A. **Introduction.** In Distinctive 4 of the law school's Vision and Distinctives, the practice of law is presented as an opportunity to make a difference by serving others and to create a more just society. Faculty members, therefore, must be personal and professional examples of individuals who support and live this distinctive. Faculty service to humankind, the profession, and the university and law school constitutes a material consideration in each tenure decision.

B. **Examples of Service.**

1. Service to the law school. Service includes support of and attendance at law school and law student events, an open-door policy at the law school, a presence at the law school and law school events, and service as a role model, mentor, advisor and fellow member of the law school community. Active participation on law school and University committees, faculty colloquia, serving as advisors to law student clubs and organizations, coaching student teams, and volunteering as judges in student competitions, are additional evidence of law school service.

2. Service to churches and charitable organizations. Service includes volunteer and leadership roles in the community and at the faculty member's place of worship. Faculty members, for example, have volunteered at elementary schools, mentored at risk students, taught Sunday School, led Bible studies, served as missionaries in other countries, and served on charitable committees and boards.

3. Service on and leadership in professional organizations. Service relevant to the tenure decision includes service on law reform organizations, and government commissions and committees; active involvement in American Bar Association and Association of American Law Schools; service on state and local bar associations; and other activities displaying a personal "investment" in professionalism and the advancement of a more just society.

Because the law school's commitment to service would reasonably require a tenure-track faculty member to devote an appropriate amount of his or her professional time in meaningful service-oriented endeavors, an applicant for tenure should expect that this factor will be weighted accordingly.

Integrity, Civility and Collegiality

Distinctive 5 of Campbell Law informs that we support the University's Christian mission and offer a Christian perspective on law and justice. This distinctive includes the goal that the education of students be accomplished in a caring Christian community. Distinctive 5 is also described as guiding our choices, actions, and directions and also envisions an academic environment where everyone is treated with kindness, civility, and respect. A faculty member's

approach to integrity, civility and collegiality constitutes an important fourth factor to be weighed in all decisions concerning tenure and progress toward tenure.

Mentorship

A member of the tenured faculty will be assigned as a mentor to meet regularly with, advise and guide the tenure-track faculty member.

Annual Meeting of the Tenured Faculty

The tenured faculty will meet by November 1 of each academic year to discuss the progress of all tenure-track faculty members, including suggestions for ways in which progress toward tenure can be positively encouraged and supported, and areas in which individual faculty members may need advice and suggestions. At least two weeks prior to the meeting, the dean will ask untenured faculty members to write a one-page memo summarizing their progress toward tenure in the areas of teaching, scholarship, and service.

Within three weeks after the meeting of the tenured faculty, mentors will provide feedback to their tenure-track mentees.

Three-Year Pre-Tenure Panel Review

Within the first two weeks of a tenure track faculty member's third academic year in the six-year tenure timetable process, review of the faculty member's progress toward tenure will be initiated, by the dean's appointment of a panel of three tenured colleagues for an evaluation meeting during the fall semester. The faculty member being reviewed will provide material for evaluation by the panel members, including current vita, current teaching materials, publication progress, past annual reports, and other relevant information. The dean will select three members of the full-time tenured faculty (excluding the faculty member's mentor) to serve on the evaluation panel.

1. During the first month of the semester, the panel shall meet, review tenure evaluation procedures, and elect a chair.
2. Within eight weeks of the start of the semester, the panel shall meet with the faculty member. The faculty member shall give the panel the required materials at least one week in advance of this meeting. The faculty member may prepare these materials during the summer and through the first seven weeks of the fall semester. At that time, the faculty member shall give the materials to the panel.
3. In preparation for the meeting between the faculty member and the panel, each member of the panel shall have observed at least one class of the faculty member. The panel shall also review teaching evaluations from all courses taught in the prior academic year.

4. Prior to the end of the fall semester of the pre-tenure review, the panel shall review all aspects of the faculty member's performance and provide a comprehensive assessment of the faculty member's performance.
5. The following is a general statement of the method that may be used to assemble the comprehensive assessment:
 - a. The panel shall review the faculty member's scholarship and professional activity, including law school and university service, by carefully examining the faculty member's vita and annual reports giving particular attention to each of the four interrelated areas of evaluation: teaching; scholarship and scholarly publication; service; and integrity, civility and collegiality.
 - b. Observation of teaching. The panel members should focus on the method of instruction (appropriateness and effectiveness), the clarity and organization of presentation, the level of presentation, the form and extent of student participation, student teaching evaluations, the attitude of the professor toward the subject, and evidence of the professor's content mastery, breadth, and depth.
 - c. Examination of instructional materials involves reviewing the required text or texts and other assigned readings, the course syllabus, course objectives, out-of-class work assignments, innovations in teaching, use of technology, and examinations.
 - d. An evaluation of the faculty member's overall support of the University's mission, including matters of integrity, civility, and collegiality.
6. The panel shall collectively complete a Tenure Panel Review Report. The report shall include narrative explanations of the faculty member's performance, progress toward tenure, and strengths and weaknesses. The panel's final report shall be submitted to the dean.
7. The dean shall forward a copy of the final Tenure Panel Review Report to the faculty member and each member of the Faculty Tenure Committee.
8. The entire faculty evaluation process shall be completed within the fall semester in which it was initiated.

Application for Tenure

1. If the tenure-track faculty member (the "candidate") has complied with all article publication deadlines, the candidate shall receive written notice from the dean by December 15 of the fall semester of the sixth academic year that a final panel review will be conducted in

January of the spring semester in order to determine whether the candidate should be recommended for tenure.

2. The dean's notice shall request the candidate to prepare materials, including an update of materials submitted by the candidate during the three-year pre-tenure panel review process, for evaluation by the panel members. These materials shall include a current vita, current teaching materials, publication summary including copies of all articles published, all annual reports, the three-year Pre-Tenure Panel Review Report, and other matters deemed relevant by the faculty member. The dean may provide summaries of past annual reports to the panel. All materials shall be submitted by the candidate to the panel no later than January 15 of the spring semester of that academic year. Failure of the candidate to submit materials to the panel by January 15 of the candidate's sixth academic year will result in a notice of non-renewal of contract from the dean no later than March 1 of the candidate's sixth academic year.

3. The three members of the candidate's faculty evaluation panel shall be appointed by the dean. At the dean's discretion, one member of the panel can be appointed who also served on the candidate's three-year faculty evaluation panel. The panel members shall elect a chair.

4. The panel shall meet with the faculty member on or before February 1 of the spring semester. Prior to this meeting, all members of the panel shall observe a class or classes of the candidate and review teaching evaluations from at least two courses taught in the prior academic year. Prior to the end of February of the spring semester, the panel shall review all aspects of the faculty member's performance in order to determine whether the candidate should be recommended for tenure.

5. The following is a general statement of the criteria that will be used to recommend or not recommend the candidate for tenure:

- a. The candidate's scholarly publications - to be assessed in light of the scholarship and publication standards in the tenure policy.
- b. The candidate's professional activity (including law school, university and other service) – to be assessed by examining the faculty member's vita and annual reports.
- c. The candidate's teaching effectiveness - to be assessed by focusing on method of instruction (appropriateness and effectiveness), clarity and organization of presentation, level of presentation, form and extent of student participation, attitude of the professor toward the subject, and evidence of the professor's content mastery, breadth, and depth.
- d. Examination of instructional materials – to be assessed by reviewing the required text or texts and other assigned readings, the course syllabus, course objectives, out-of-class work assignments, innovations in teaching, use of technology, and examinations.

- e. Integrity, civility, and collegiality – to be assessed by reviewing the candidate's relationship with their colleagues and ability to work cooperatively to support the vision and distinctives of Campbell Law. The strong tradition of academic freedom and individual independence of thought is a right of every faculty member and coexists with standards of integrity, civility and collegiality.

6. The panel shall complete a Final Panel Tenure Recommendation Report. The report will include either a recommendation in favor of awarding tenure to the candidate or a recommendation that tenure be denied. This recommendation and report will be completed and delivered to the candidate by March 1 of the spring semester.

7. The Final Panel Tenure Review Report shall be distributed to the candidate and to each tenured faculty member. The candidate shall have 7 days to submit a written response to the panel's report.

8. The dean shall call a meeting of the tenured faculty on or before March 21 of the spring semester. After a review of the recommendation of the Panel and the candidate's application materials and record, the tenured faculty shall vote by secret ballot on whether to recommend tenure. Each voting faculty member will include on the ballot form a brief rationale of the faculty member's vote in light of the four interrelated areas by which the candidate is measured for tenure: teaching, scholarship and scholarly publication, service, and integrity, civility, and collegiality. A majority vote of the tenured faculty members present at the meeting or voting by a proxy authorized by the dean is necessary to support the recommendation. If a recommendation for tenure is not approved by the required majority vote, the faculty member will receive by March 31 a notice of non-renewal of employment from the dean. The notice shall inform the faculty member that their seventh academic year of employment will be that faculty member's final academic year of employment. The recommendation to deny tenure shall be promptly submitted to the Vice President for Academic Affairs & Provost and President of Campbell University for review.

9. If a majority of the tenured faculty members duly recommend tenure, the dean shall forward the faculty recommendation and the candidate's application materials and record to the Campbell University Vice President for Academic Affairs & Provost. The dean shall include a brief report indicating whether the dean supports the recommendation of the tenured faculty along with a brief summary of the dean's rationale.

10. Review by the Vice President for Academic Affairs & Provost and the President. The dean's report, along with the candidate's application materials and record, shall be forwarded to the Vice President for Academic Affairs & Provost by March 31 of the spring semester. After review of the recommendation and materials by the Vice President for Academic Affairs & Provost, affirmative recommendations from the Provost will be reviewed by the President. The Provost will respond to the dean by July 31. The response will include the President's decision with any appropriate recommendation to the Campbell University Board of Trustees concerning the tenure application, and the dean will promptly notify the candidate and members of the tenured faculty of the decision.

11. Affirmative recommendations of the President will be presented to the Board of Trustees at the Fall meeting of that Board. The President or his designee will notify the candidate in writing of the decision of the Board no later than two weeks after the Board meeting.

Employment Commencing in a Spring Semester

If an untenured faculty member is hired to commence full-time tenure-track faculty duties during the spring semester of any academic year, their 6-year publication and tenure timeline will not commence until the start of the next academic year.

Employment as a Visiting Faculty Member

Time served as a visiting faculty member at the law school shall not constitute a year or years of service for purposes of this tenure policy.

Untenured Faculty Members Appointed Prior to 2011-2012 Academic Year

Unless notified in writing to the dean prior to September 23, 2011, untenured faculty members appointed as full-time tenure track faculty members at any time prior to the 2011-2012 academic year are:

- A. Subject to all of the provisions, procedures, reports and deadlines for the achievement of tenure described herein; and
- B. For tenure considerations, regarded as if their first year of service at the law school is the 2011-2012 academic year; provided, however, that a faculty member employed as a full-time tenure track faculty member prior to the 2011-2012 academic year can, after consulting with the dean, opt to regard their actual first year of service as a full-time tenure track faculty member as that faculty member's first year in the tenure process.

Untenured Faculty Members

An untenured faculty member has the rights and responsibilities outlined in the faculty handbook and annual employment contract; provided, however, that they do not possess tenure in any form until achieving it in accordance with the requirements and procedures of this tenure policy.

Annual Report to the Dean

Commencing with the first academic year of the six-year tenure track timetable, tenure track faculty members shall submit a written report to the dean by the time designated by the

dean each spring semester detailing progress on teaching, scholarship and publication, and service. If applicable, the report shall include an update of the prior annual report.

Accelerated Tenure Process

A. Tenure Application Prior to the Candidate's Sixth Academic Year

A candidate for tenure who has been a full-time tenure track member of the Campbell Law faculty for at least four academic years, who has complied with all article publication requirements, and who believes that they have complied with all other tenure requirements may submit an application for tenure to the dean no later than September 15 of any academic year after the fourth academic year. The procedure for evaluation for tenure shall be the same as the procedure described above for a candidate seeking tenure in their sixth academic year of full-time employment at Campbell Law. The candidate should seek the advice of the dean prior to making an early application for tenure. In the event that a majority of the tenured faculty members do not vote to recommend tenure on an accelerated basis, the candidate shall continue in the tenure track process under the six-year guidelines.

B. Lateral Transfers

A faculty applicant who is tenured at another law school may be granted tenure at the point of hire if the tenure requirements at the applicant's former law school of employment are comparable to those at Campbell Law, if a majority of the tenured faculty members recommend immediate tenure, if the dean agrees with the recommendation, and if it is subsequently supported by the Vice President for Academic Affairs & Provost, supported by the President of Campbell University, and approved by the Board of Trustees.

Also, subject to the approval of a majority of the tenured faculty, recommendation by the dean, and approvals by the Provost and President, for an untenured candidate with previous years of tenure-track service at another law school:

- (1) The length of service at Campbell Law required before application for tenure may be reduced to no fewer than two years. If the length of service is reduced to two years, then the candidate shall apply and be evaluated for tenure during the candidate's third year of service at Campbell Law. In all other circumstances, the candidate shall be subject to a three-year pre-tenure review in the candidate's third year of service.
- (2) The number of scholarly publications produced while at Campbell Law required for tenure may be reduced to no fewer than one. For purposes of this subparagraph, "scholarly publications produced while at Campbell Law" means a scholarly publication for which the substantial portion of research and writing was accomplished after classes begin during the candidate's initial Fall semester as a member of the Campbell Law faculty.

Any arrangement made to hire a candidate with tenure pending approval by the Board of Trustees or to reduce the requirements for an untenured candidate as provided above must be clarified in writing at the point of hire.

Effective Date

Per approval by the tenured faculty members of Campbell Law, the administration of Campbell University and its Board of Trustees, the effective date of this tenure policy is August 18, 2022.

III. FACULTY BENEFITS

A. Fringe Benefits

Information on insurance (e.g., medical, life, disability, and dental), retirement, and other benefits is available by contacting the University's Human Resources Department. The benefits are more fully explained in brochures published by the providers. It is the employee's responsibility to become familiar with the terms of these policies and to file claims as needed. As the Plan Administrator the University reserves the right to change policies, carriers, or co-payments at any time with or without notice to its employees. All full-time employees are eligible to enroll in these programs.

Other benefits include:

Bookstore Discount - A ten-percent discount is available on purchases over a dollar made by employees in the University Bookstore.

Professional Dues - In recognition of the fact that faculty should be members of certain professional organizations, the Law School pays the annual dues of the North Carolina Bar Association and the American Bar Association for each full-time faculty member and, in the discretion of the Dean, any additional amounts of dues for sectional memberships related to the various areas of faculty responsibility.

Professional Travel - Law faculty are encouraged to attend professional meetings and particularly those related to their various areas of responsibility. To facilitate such attendance, the University has adopted the following policies:

- When the Dean submits his budget, a request for funds to attend professional meetings will be included. To the extent feasible, the funds so acquired shall be equally available to all full-time faculty members.
- When the Dean pre-approves trips, the University will pay appropriate expenses.

- In special circumstances when a faculty member has been invited to deliver a major address or participate as a member of a major panel, the Dean may determine that the Law School should bear all of the reasonably required expenses.
- The amount of assistance that the Law School can provide at any time will depend to some extent on prevailing economic conditions and the financial condition of the University.
- Reimbursement for travel and other approved business expenses requires receipts, where obtainable, for all charges of \$1.00 or more. Forms for reporting travel and other business expenses may be secured from the Dean's office.

Parking - Free parking in designated areas at the Law School and the main University campus is available for faculty members. Faculty members are encouraged to register vehicles with the Campus Security Office and display the appropriate parking sticker.

IV. LAW SCHOOL GOVERNANCE; EMPLOYMENT OBLIGATIONS

A. Primary Responsibility for Educational Program

In accordance with ABA Standard 201, the Dean and the law school faculty "shall have the primary responsibility and authority for planning, implementing, and administering the program of legal education of the law school," and "shall recommend the selection, retention, promotion, and tenure (or granting of security of position) of members of the faculty" and "shall each have a significant role in determining educational policy."

B. Faculty Committees

To the extent possible, the business of the faculty shall be conducted through the utilization of standing committees. The number and subject matter jurisdiction of such committees shall be determined by the Dean and/or the faculty. The number of members of each committee, and the faculty members composing each committee, shall be in the discretion of the Dean.

Should any item of business not lend itself well to the work of a standing committee, the Dean may appoint an *ad hoc* committee to handle such matter. Upon completing its duties, the *ad hoc* committee shall cease to function.

The Dean shall assign faculty members to various law school committees on an annual basis. Generally the assignments are to be announced in the summer months, with jurisdiction to commence on the day on which classes begin in the Fall academic semester and continuing thereafter until the day on which classes begin in the next Fall academic semester. Each law school committee shall be chaired by a member of the faculty.

The announcement of committee assignments shall be accompanied by charges to each committee. Charges shall include specific tasks to be performed by the committees in exercising their responsibilities. The charges may include specific deadlines and require delivery of reports.

C. Faculty Meetings

The law school shall hold regular meetings as determined by the Dean.

All faculty meetings shall be conducted according to Robert's Rules of Order, as the same may be amended from time to time.

The Dean (or a designee) shall preside over all faculty meetings, and shall appoint a Secretary to keep attendance and official minutes of all meetings.

The presiding officer (or a designee) shall prepare the agenda for all regular meetings and shall distribute it at least two business days before the time of the regular meeting.

A simple majority of the law school faculty shall constitute a quorum for the conduct of law school business.

Only members of the law school faculty present at a meeting shall have the right to vote on matters addressed at faculty meetings. Non-physical attendance at faculty voting meetings is permissible only in exceptional, good faith situations, and faculty members have an obligation to make every effort to attend in person. Therefore, any faculty member wishing to attend by telephone or video shall first submit in writing to the dean a request for telephone or video attendance, stating the reason for not being personally present.

Within ten days after any faculty meeting, the Secretary shall circulate minutes of that meeting to the Dean and the Associate Dean for Academic Affairs for their review and comment. Within three weeks after any faculty meeting, the Secretary or the Associate Dean for Academic Affairs shall circulate minutes of that meeting to the law school faculty.

D. Role Model

The faculty should be aware that students are influenced by the example of their professors and that service as a faculty member provides an effective means of projecting the character and ideals of the institution and of the legal profession. To that end, faculty members should strive to meet the highest standards of conduct in their working and private lives and relationships.

E. Meeting Classes

Each member of the faculty is expected to meet classes at the scheduled times and be adequately prepared. Professors are discouraged from postponing classes for personal convenience (excluding illness, family emergencies, or other unexpected material events). Professors are expected to reschedule each missed class at a time mutually convenient to the professor and the majority of students registered in the course. The professor may wish to consult with the Associate Dean for Academic Affairs to confirm room availability for any make-up sessions.

F. Counseling and Advising

Counseling and individual attention to student needs are an important component of the teaching mission of the law school.

Faculty are randomly assigned a small number of students as "advisees" each August, just prior to first-year orientation week. This faculty advisor - student advisee relationship remains in place for the duration of the student's legal education (typically three years). Each faculty member is expected to meet with their group of 1L advisees during orientation week, and thereafter invite their 1L, 2L, and 3L advisees (individually or collectively) to meet with him or her at least twice during each academic year. Topics of conversation during these meetings should include graduation requirements, academic progress toward those graduation

requirements, and guidance on course selection. Recommended times for such conversations include the week after the results of any 1L midterm are known (for 1L advisees), late January after Fall semester grades are known (all advisees), and the week immediately preceding registration for the next academic semester (for 2L and 3L advisees).

G. Research

The law school provides opportunities and support for research whenever possible (and subject to budgetary constraints). Faculty members should make reasonable use of these opportunities by engaging in and completing projects of scholarly research.

H. Other Activities

Faculty are expected to participate in both curricular and co-curricular law school activities; to accept and carry out committee assignments; to attend graduation exercises of the law school in academic regalia; and, in general, to cooperate fully with colleagues, staff, and students to the end that each member willingly contributes their own potential to the advancement of the educational and administrative affairs of the institution.

Faculty may accept and engage in outside activities, including employment only in accordance with the Outside Employment policy found in the main Faculty Handbook. Appropriate outside faculty activities can enrich professional competence and provide a service to society. Full-time faculty members, however, are expected to devote substantially all of their working time and efforts primarily to their law school duties. The following guidelines should be kept in mind:

- As a general rule, any outside employment or consultation should contribute affirmatively to the faculty member's professional advancement and correlate with the faculty member's duties to the law school.
- A primary consideration should be whether outside activities interfere substantially with the faculty member's classroom teaching schedule, scholarship responsibilities, or service expectations.
- The Dean should be consulted in advance in those instances where proposed outside activities, such as regular outside private practice, part-time teaching elsewhere, or substantial educational undertakings, could have a negative impact upon faculty duties and responsibilities.

I. Course Syllabus Requirements

A syllabus is a primary instrument for detailing the content, requirements, and other information pertinent to a course. Each faculty member is expected to distribute a syllabus no later than the first day of class to each student (and to the Associate Dean for Academic Affairs). *The syllabus is not merely a schedule or outline of daily assignments.* The syllabus should include a course description or overview and address other important matters, including, without

limitation, desired outcomes and assessment methods; required materials; a daily assignment schedule (which should initially include assignments for the first two weeks, but which can evolve as the semester proceeds); policies on attendance (including tardiness or early departures, and any penalties for excessive absences), recitation (e.g., random, alphabetical by surname, by row, assigned panels, etc.), and in-class use of laptops and other technology; your contact information; method of grading (e.g., attendance, class participation and preparedness, papers, projects, quizzes, final exam, etc.); and the following statement: ***If you believe you need an accommodation in this class for an impairment, please contact _____ (Associate Dean for Academic Affairs) or _____ (Director of Academic Support and Bar Success).***

J. Attendance Policy

ABA Standard 308 requires the law school to “adopt, publish, and adhere to sound academic standards, including those for regular class attendance”

Consistent with that standard, each course professor should adopt and adhere to an attendance policy that requires regular class attendance and permits absences fewer than 20% of the class meetings in the course. Each course professor should clearly publish the attendance policy in the course syllabus. Each professor should retain attendance records for their courses for no fewer than three years.

In the event that a professor fails to publish an attendance policy for a particular class, the policy for that class shall be that no student may miss more than 20% of the class meeting sessions regardless of the reason for the absences.

K. Book Awards

A professor is not required to designate a book award recipient for any course. If a professor chooses to designate a recipient, the professor may designate only one recipient based on superior course performance.

L. Office Hours

Each faculty member is expected to be available to students on a regular basis. Faculty members are expected to be available as required to discharge their duties in a timely and professional manner.

M. Evaluation of Performance

Evaluation of faculty performance is a form of quality control and a means of faculty development. The major objective of faculty evaluation is to ensure high levels of professional performance in every discipline and to ascertain that faculty members are worthy role models for students in a Christian institution of higher education. The Dean, and the Associate Dean for Academic Affairs, are responsible for assisting faculty members in such matters as improving teaching techniques, experimenting with better course materials, and upgrading credentials.

Faculty evaluation may take several forms including annual self-evaluation via the professional performance report, student evaluations, and other forms approved by the faculty and administration.

Normally the Dean and each faculty member (and, if requested by either party, the Associate Dean for Academic Affairs) meet for an annual review each April or May.

N. Course Evaluation Policy

Students will be asked to complete an anonymous evaluation of each course and instructor at the conclusion of the course. The Associate Dean for Academic Affairs, in conjunction with the Office of the Registrar, is responsible for designing and administering the evaluations and compiling and distributing the results. Faculty are encouraged to supplement the standard evaluation form with course-specific questions, which can be submitted to the registrar for inclusion in their course evaluations. Evaluations will include objective and open-ended questions and will be administered using web-based evaluation software.

In accordance with best practices, the following procedures will be used to administer the evaluations:

- 1) Students will be sent a link to the evaluation once the course has met for at least three-quarters of its regularly scheduled meetings. For courses that end early, faculty must notify the registrar of the last day that their class meets so that the link to the course evaluation can be sent in a timely basis.
- 2) The Registrar shall inform faculty members when the students have received the link to the evaluation.
- 3) Students will be sent a reminder and the link to the course evaluations at least twice after the initial email and link are sent.
- 4) All faculty will reserve at least 10 minutes of class time during one of the final one-quarter of regularly scheduled class meetings where students are encouraged to complete their course evaluation in class. The professor should remind students to bring their laptops to the classroom for that purpose and must leave the room while students are working on the evaluation.
- 5) Students will be sent a final reminder and the link to the course evaluations 2 days before exams begin.
- 6) Course evaluations will close the day before the first day of the exam period.

No evaluation results will be submitted to faculty until final grades for the semester have been submitted. The Associate Dean for Academic Affairs will make the evaluations available to the Dean and instructor before the second week of classes in the following semester.

The Office of the Registrar will retain digital copies of the evaluations for seven years. After seven years, the evaluations will be securely deleted from the Registrar's files. Faculty are encouraged to keep their own copies of their evaluations.

O. Recommended Final Exam Time Limits

Full-time and adjunct faculty may establish the total time permitted for students to complete the final examination administered within their respective courses, subject to the following guidelines. Final examinations administered within the law school during the regularly scheduled exam period should not exceed a total time that is a multiple of 1.5 times the credit hours earned by students enrolled in a course. For example, the final examination in a two-hour course should not exceed three hours when administered within the law school. Any deviation from the time limit stated by this rule should be discussed with the Associate Dean of Academic Affairs, especially if it would cause the examination to exceed 4.5 hours. Full-time and adjunct faculty who elect to offer take-home examinations or examinations not administered within the law school are not time-constrained. Additionally, these guidelines shall not apply to students receiving additional time as required for accommodation purposes.

V. ACADEMIC REGULATIONS

The law school's academic regulations are posted on its intranet. *Click on “AcadAffairs” and then “Academic Standards and Regulations.”*

VI. MISCELLANEOUS

A. Employment of Relatives

Appointments to teaching positions in the law school are limited to one qualified member of a family.

The University permits the employment of relatives; however, no full-time employee shall be placed in a position that involves direct supervision of the job performance or work activities of their relative which shall mean a person who is connected with another or others by blood or marriage.

Should a situation arise as a result of marriage, whereby the employee must directly supervise the job performance or work activities of a relative, every effort should be made to remedy the situation by a transfer of at least one of the employees to another department or college / school at the University. The Dean shall advise the employees of the available alternatives. Such employees shall be given the opportunity to select among the alternatives. If the employees are unable to agree upon any such alternative within sixty (60) days, then the Dean shall take appropriate action to remedy the situation.

B. Inclement Weather Policy

The decision regarding closure of the law school in severe inclement weather will be posted to the law school's website on a timely basis. Please also look to local television news

programming and "social media" websites (e.g., Facebook) for updates. You should use your best judgment in these situations and not take unreasonable risks with your personal safety.