



Caroline
University

Faculty Handbook

2024-2025

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The mission of Caroline University is to educate students to be global leaders to serve our communities and the world.

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Preface

This Faculty Handbook is not a contract but only a statement of university policy regarding such things as employment of faculty and administrators, faculty rights and responsibilities, faculty development, University organizational structure, student admission and registration and other academic policies. This handbook represents the official position of the University on any policy or procedure that it addresses. No person at the University now has, or in the past has had, the authority to make any binding promises, assurances or representations regarding employment status or security different from those defined in this handbook.

Policies and procedures in this Faculty Handbook are effective immediately. They are under continuous review and subject to modification upon reasonable notice. If you have questions regarding current academic and administrative policies, contact the academic dean. For a statement of current personnel policies and employee benefits, consult the Employee Handbook.

In advising students, you should refer to the current academic catalog for academic policies relating to students. All academic policies relating to students appear in the Catalog; non-academic policies appear in the current Student Handbook. You may point students to these documents when they need answers to specific policies.

Dean of Academics

THE UNIVERSITY

History

Established in 2016, Caroline University continues to provide students with excellent programs of online program in the area of religious business administration and religious philosophy. Caroline University continues to provide online programs that meet the needs of the diverse communities.

Caroline University is approved by the California BPPE to offer programs leading to the Bachelor of Business Administration, Master of Business Administration, Doctor of Business Administration, Master of Philosophy, Doctor of Philosophy and Master of Computer Information Systems.

Caroline University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Accredited Status as a Category IV institution by the TRACS Accreditation Commission on April 13, 2021. This status is effective for a period of up to five years. TRACS is recognized by the United States Department of Education (USDOE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).
Transnational Association of Christian Colleges and Schools 15935 Forest Road Forest, VA 24551 Phone: 434-525-9539 tracs.org.

Mission Statement

The mission of Caroline University is to educate students to be global leaders to serve our communities and the world.

Institutional Objectives

To achieve mission, Caroline University has developed following institutional objectives:

1. The University is committed to offering programs that train students to demonstrate critical thinking and problem-solving skills in any given subject.
2. The University creates an atmosphere in which students can have meaningful interaction with faculty through lectures, presentations, forums, and research; whereby students can demonstrate knowledge and skills in their chosen field.
3. The University offers courses that are essential to students for effective communication and the performance of presentations, whether in written or oral format.
4. The University seeks to equip students to demonstrate their professional knowledge in their chosen discipline.
5. The University continues to educate students to exercise a lifestyle of service based on learned biblical values.

Values

Caroline University's core values define the character of the institution and are active ingredients in all that the University does. Through our commitment to these values the University can better serve and be more responsive to its students, staff, and community:

1. Integrity – Act in an honest, fair, and ethical manner, creating a culture of trust evidence in all activity and decision-making.
2. Excellence – Seeking high standards for delivering high-quality programs, teaching, service scholarship, and research performance with commitment to continued development.
3. Accountability – Ensuring academic integrity, continued assessment and fiscal integrity and value through keen management of resources available for the institution.
4. Leadership – Serving the community with humility, respect, and cultural sensitivity
5. Respect – Embracing cultural diversity and treating others with civility, honor, and professionalism in all matters.
6. Innovation – Encouraging, probing, and supporting new ideas by fostering creativity, and creating an environment with chance to grow.
7. Collegiality – Working together as a team to encourage share of governance and engage in participation.

Institutional Learning Outcomes

Caroline University has five institutional learning outcomes that had been developed by the multiple stakeholders. These learning outcomes describe the characteristics that we hope and expect our students to exhibit by the time they finish their degree at Caroline University. These learning objectives are stated in measurable terms and approved and periodically reviewed by the institution's board:

1. *Critical Thinking and Problem-Solving Skills* – Students will demonstrate critical thinking and problem-solving skills in their field
2. *Professional Knowledge* - Demonstrate advanced knowledge and skills in their chosen field.
3. *Excellent Communication* - Perform effective communication in oral, written, and research setting
4. *Biblical Knowledge* - Demonstrate knowledge of the Bible and understanding of Christian doctrine.
5. *Service* - Apply a lifestyle of service and leadership

Faith Statement

We believe that the Scripture of the Old and New Testament are the inspired, the only infallible, and authoritative word of God.

We believe that there is one God, creator of heaven and earth, eternally existent in three persons – Father, Son, and Holy Spirit.

We believe that God has revealed Himself and His Truth in the created order, in the Scriptures, and supremely in Jesus Christ.

We believe that God has created humanity in His image and likeness, but the disobedience of Adam, all humankind was alienated from God and lost.

We believe that Jesus Christ is the Messiah, the Son of God, born of the Virgin Mary, who died on the cross, was physically resurrected from the dead, ascended into heaven, and will one day return in His glory to reign upon the earth.

We believe that the Lord Jesus Christ died for our sins, according to the Scriptures; whoever believes in him shall not perish but have everlasting life.

We believe that the Holy Spirit indwells and gives life to believers, enables them to understand the Scriptures, empowers them for godly living and equips them for service and witness.

We believe that the Church is the body of Christ and that the people of God are called to community, worship, discipleship, mission, and education.

Statement of Nondiscrimination

Caroline University does not discriminate on the basis of disability, race, color, gender, and national or ethnic origin in the according or making available of all the rights, privileges, programs and activities generally open to students at the University. We do not discriminate on the basis of disability, race, color, gender, and national or ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs, and athletic and other University administered programs.

BPPE Disclosures

Caroline University is currently approved by the California BPPE to offer degree programs as accredited institution. Caroline University is a private institution, and it is approved by the California BPPE as accredited institution to offer programs leading to Bachelor of Business Administration, Master of Business Administration, Master of Philosophy, Doctor of Business Administration, Doctor of Philosophy and Master of Computer Information Systems.

Governance

Caroline University was established in 2016 as a non-profit organization, which is under the leadership of the board of directors who provide vision, direction, oversight, and support. Support includes but is not limited to finance, voluntary service, and encouragement to the leadership. Series of projects engaged in include fundraising, property management, maintenance of proper legal status, and evaluation of administrative proposals. An executive committee acts on behalf of the board of directors between board meetings. The board has various sub committees that continue to support the institution.

It has received verification of religious exemption status from the State of California Bureau for Private Postsecondary Education that it qualifies as a religious exempt institution, pursuant to California Education Code Section 94749 (b)(6).

Policy and Program modification

The Chief Academic Officer who is the Dean of Academics of Caroline University, under Section **43800** of Title V of the California Administrative Code, reserves the right to add, amend, repeal any of its regulation, rules, resolutions, standing orders and rules of procedures, in whole or in part.

Standard of Personal Conduct

Caroline University encourages a close and edifying relationship between faculty and students, one that will deepen the intellectual growth of each and stimulate a vigorous intellectual life in the University community.

Caroline University requires members of the University community—faculty, staff and students—to refrain from the illegal use of drugs and the abuse of addictive substances controlled by law.

Caroline University also forbids the use of alcohol, illicit drugs and tobacco and prohibits the abuse of these substances.

Caroline University encourages members of the University community to exercise their personal responsibility and appropriately set aside their personal freedom and refrain from the use of alcohol, illicit drugs and tobacco.

Administrative Officers

University administrators will include the following positions, among others, as detailed in the administrative handbook. The following section is designed to give the faculty member reading this a sense of the overall governing administrative positions at the university.

PRESIDENT

The president is the chief executive officer of Caroline University. His or her main duty is to provide focus and direction for the institution and to recommend appropriate policies to the Board of Directors. He or she serves as a member of both the Board of Directors and its Executive Committee and submits an annual report to the Board of Directors concerning the work, condition and needs of the University and any other matters pertinent to the institution or to the cause of higher education.

Further, the president recruits and develops a first-rate administrative team with whom he or she works to establish a strong, cohesive community within the University. The president represents the institution and interprets its mission and purposes to its various constituencies, as well as providing leadership in developing the resources and assuring the fiscal viability of the University.

In his or her relationship with the faculty, the president attends meetings of the faculty and makes sure that the regulations and policies of the directors affecting the administration and work of the University are observed. The president recommends the appointment of all members of the faculty to the Board of Directors and, except as otherwise provided for in the Bylaws, appoints all committees thereof, maintaining veto power of any action of any faculty, or committee, or agency of the faculty.

ACADEMIC DEAN

The academic dean is the chief academic officer of the University and acts in place of the president in his absence. The dean is a member of the faculty. He or she promotes and leads in the development of academic programs and schools and maintains primary responsibility for the development of academic and related administrative policy. The dean is responsible for the implementation and support of the distance education programs of the University. He or she chairs the Academic Council (Academic Committee) and supervises the faculty.

CHIEF FINANCIAL OFFICER

The Chief Financial Officer (CFO) acts as the University treasurer and oversees all primary financial responsibilities related to the

institution. He or she develops University-wide administrative policies and procedures, maintains all personnel functions, and develops institutional budgets. The CFO serves as the University's representative to federal and state governments and University-wide associations and acts as liaison to the Board of Directors for fiscal and administrative matters. He or she supervises the business administrator.

DEAN OF STUDENTS

The dean of students oversees student services, student life and student government. He or she is responsible for ensuring that student receive best educational environment.

LIBRARIAN

The librarian is responsible for the overall management of all library functions. He or she plans for and authorizes the acquisition of all library materials, online resources and relevant technology and tools and recommends policies to facilitate their use. The librarian is a member of the faculty.

Administrative Bodies

PRESIDENT'S ADMINISTRATIVE COUNCIL

The President's Administrative Council is composed of the president, the academic dean, the dean of students, the chief financial officer, and the director of administration. The Administrative Council usually meets monthly or as determined by the president, who serves as chairman. The Administrative Council provides counsel to the president on the affairs of the University and serves as the primary planning committee for the University. The president ensures that minutes of the Administrative Council are maintained.

FACULTY SENATE

The Faculty Senate is a functional faculty organization. It promotes, supports and advocates faculty activities, empowering faculty to be the leaders in educational atmosphere, providing a forum for the expression of faculty reviews and interests, maintaining academic freedom, academic responsibility and faculty right in the university community, promoting creative and responsible inquiry, thought, and expression from various programs of the University, improving the professional development and economic well-fare of the faculty, exercising its power through legislative, investigative, and advisory function, developing better educational standards, facilities and teaching methods, and fostering the recognition of the rights and responsibilities of the faculty to the university, the community and humanity. The primary work of faculty senate is to review and approval academic policies and curriculum of each program that Caroline University offers. It recommends to the president the adoption of the academic policies that govern the University. The members of Faculty Senate shall consist of full-time teaching faculty including the academic dean. It may also include librarian, IR director and a part-time faculty. The Senate shall meet at least once a year during the academic year and as deemed necessary.

ACADEMIC FACULTY COMMITTEE

The faculty committee is composed of academic dean, all full-time faculty, all part-time faculty, IR director and librarian. The Academic dean shall serve as the chairperson. Faculty Committee meets at least twice a year during the spring and fall semesters and as often as deemed necessary.

In cooperation with the president, the academic dean and officers of the University, the academic faculty committee is responsible for the conduct of instruction. Each faculty member, with the consent of the academic dean, recommends such regulations to the president as he or she deems necessary to carry on instruction, promote faculty and student welfare, advance the standard of work and otherwise further the aims of each academic unit within the

University. The faculty collectively also recommends such persons as it determines fit to receive degrees or other marks of distinction and may, from time to time, recommend new degrees or diplomas.

Each faculty member may request information relating to the affairs of the University that is found necessary for the exercise of his or her function as a faculty member. Subject to the power of the directors and the president, any faculty member may recommend policies to which all faculty members are expected to conform. The academic dean through the president is normally the liaison between the faculty and the Board of Directors or its committees.

Regular meetings of the University faculty are scheduled during the fall and spring semesters. The academic dean may call any other meeting as deemed necessary. At the first meeting of each academic year the University faculty receives from the president the report on the state of the University.

SCHOOL GOVERNANCE

Each faculty member participates with the academic dean in the governance of the University. The academic dean organizes the faculty as a committee of the whole, or as necessary, into standing or *ad hoc* committees. The faculty is actively involved in the academic and student affairs of the University.

FACULTY EMPLOYMENT

Academic Freedom

Caroline University is committed to the academic freedom. Academic freedom functions within Caroline University's mission statement. Academic freedom statement applies to every constituent of the university.

Faculty members, as well as students, are free to hold and express opinions about material offered in their courses, and this right must not be impinged on by threats, force, or other intimidation; however, Students have the right to disagree with the conduct or content of courses and to seek change, but such freedom does not include the right to disrupt orderly classroom activities or to avoid fulfillment of the expectations of the course; however, Academic freedom for faculty members must include a means for seeking the censure or dismissal of students guilty of disruption, destruction, or unethical behavior.

Academic freedom for faculty members includes the right to judge and grade the academic performance of students. Academic freedom includes the right of students to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in cases of cheating or plagiarism. Students have the right to the instruction promised them in official university publications.

It is not inappropriate for faculty and students, both in and out of classes, to meet and share their views on a wide spectrum of intellectual and social issues. It is proper for students to seek, and faculty to choose, professionally responsible ways to relate subject matter of courses to those social crises that arise temporarily and unpredictably.

Academic freedom includes the right of both faculty and students to seek censure of faculty members by complaint, petition, or seeking discipline for incompetence or unprofessional behavior. Students in all academic disciplines have a right to receive effective presentations of a broad spectrum of philosophies relative to those disciplines. This does not mean that each faculty member must give equal weight to all theories appropriate to his/her discipline, even though objectivity is ordinarily assumed to characterize scholarly pursuits; rather a spectrum of philosophies or theories should characterize the total offerings within a field.

Academic freedom for all members of the academic community demands that channels of administrative communication be open in both

directions, and that they be used regularly and effectively. The responsibilities in academic affairs placed upon deans, department chairs, and faculty members should be clearly spelled out and should be respected in the operation of the university. The placing of responsibility should be accompanied by the delegation of the authority necessary to discharge it.

This statement is consistent with the recommendations of the American Association of University Professors (AAUP) in general (<http://www.aaup.org/AAUP/issued/AF/>) and with the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure (<http://www.aaup.org/AAUP/pubsres/policydocs/1940statement.htm>). Note that Caroline does not intend, by adopting this policy, to institute a tenure system.

Job Description for Teaching Faculty

The professor, associate professor, assistant professor, and instructor faculty positions include the following professional requirements: teach assigned courses; advise students; direct students' academic activities; participate in student development activities; serve on University committees; and participate in University, community and professional service. As the rank increases, an increasing degree of quality is expected. All activities are to be consistent with the institution's mission and purpose statements.

Responsibilities¹

Implicit in each of the basic criteria should be evidence of an ongoing and growing intellectual vitality both personally and professionally as demonstrated by the integration of Civic principles and behavior in every aspect of the academic process, as well as personal lifestyle. Faculty members report directly to the academic dean.

TEACHING AND MENTORING

Teaching assigned courses, developing standardized course syllabi and course materials, communicating relevant content, setting clear course outcomes, and fostering student learning. Continually evaluate effectiveness of teaching style, content, and student learning, making appropriate modifications to maximize instructional effectiveness. Provide students appropriate academic, spiritual, and pastoral advising. Supervise students' culminating experiences to successful and timely completion.

RESEARCH, SCHOLARSHIP AND/OR CREATIVE WORKS

Although Caroline University is not a research institution, faculty members are encouraged to conduct research that advances the mission of the University, reflects a commitment to the furtherance of knowledge, and expands the knowledge base in the faculty member's field of endeavor. Communicate research findings in professionally relevant media. Actively participate in professional organizations that promote scholarship. Engage in professional development activities that will enhance scholarly and professional competence.

Faculty Qualification

UNIVERSITY ADMINISTRATION AND COMMUNITY AND PROFESSIONAL SERVICE

Serve the University through committee assignments, recruiting activities, public relations events, and other extracurricular activities. Initiate activities that enhance institutional goals and promote institutional unity. Demonstrate a willingness to be of service and to work cooperatively with others in the University. Apply professional and personal talents to the community outside of the University.

Collecting Official Transcripts

QUALIFICATIONS

Education. Generally, we require an earned doctorate or terminal degree from an accredited University or evidence of outstanding accomplishments in the field related to teaching assignments.

Experience. Several years of professional experience, preferably mixing teaching and non-teaching leadership roles and experience.

Scholarship. Demonstrated scholarly productivity in publications and participation on scholarly programs at appropriate professional meetings.

Personal. A lifestyle consistent with the standards of Caroline University. Present a personal appearance and appropriate attire for the role of a faculty member at University.

Policy: It is mandatory that all faculty of Caroline University submit official transcripts at the time of employment or within the first semester of his or her teaching or employment.

Procedure: Prior to the time of job interview, potential instructors or faculty are requested to submit an official or unofficial transcripts or copies of transcripts that can be reviewed and evaluated. However, once the instructor or faculty is approved for employment, the faculty member is required to complete a transcript request for each educational institution attended beyond the secondary (high school) level, from which degrees have been awarded. That is to say, all undergraduate and graduate transcripts which pertain to the degrees claimed on the resume or curriculum vitae, are required, even if not directly related to the field being taught.

Official transcripts for instructors must be received within six weeks of employment and placed in the individual personnel files. If transcripts are not received within the given timeframe, the instructor is given an additional two weeks to have the necessary document(s) in the personal file. Failure of instructors to submit official transcripts in their personal file by the end of the first semester results in the instructor not being extended future appointments and the faculty contract will be automatically terminated, since demonstration of proper credentials (including official academic transcripts), and a completed faculty dossier, are conditions of employment.

¹ Priority of responsibilities may vary depending on the gifts of the faculty member and the need of the University.

Job Description for Library Faculty

The head librarian, associate librarian and assistant librarian faculty positions include the following professional requirements: provide accessible academic resources, interpret these collections; provide instruction in the use of research materials; conduct research; serve on library and University committees; and participate in University, community and professional service. As the rank increases, an increasing degree of quality is expected. All activities are to be consistent with the institution's mission and purpose statements. Members of the library staff report to the head librarian. The head librarian reports to the academic dean.

Responsibilities²

Implicit to each of the basic criteria should be evidence of an ongoing and growing intellectual vitality both personally and professionally as demonstrated by the integration of Civic principles and behavior in every aspect of the academic process as well as personal lifestyle.

PROFESSIONAL LIBRARIANSHIP

Assist patrons with specific reference questions, provide guidance in the use of the collections and teach electronic resources. Develop collections and collection policies in specific disciplines and serve as a liaison to a school, or manage the library support functions. Teach required research courses and workshops; and provide specialized seminars and demonstrations. Advise students and teaching faculty regarding specific research project resources.

RESEARCH, SCHOLARSHIP AND/OR CREATIVE WORKS

Although Caroline University is not a research institution, librarians are encouraged to conduct research and scholarly or creative activity that advances the mission of the University, reflects commitment to the furtherance of knowledge and expands the knowledge base in librarianship. Communicate research findings in professionally relevant media. Participate actively in professional organizations that promote scholarship. Engage in professional development activities that will enhance scholarly and professional competence.

UNIVERSITY ADMINISTRATION AND COMMUNITY AND PROFESSIONAL SERVICE

Serve the University body through committee assignments, public relations events and other extracurricular activities. Initiate activities that enhance institutional goals and promote institutional unity. Demonstrate a willingness to be of service and to work cooperatively with others in the University. Apply professional and personal talents in the community outside of the University.

QUALIFICATIONS

Professional Position Requirements

Education. A master's degree in library science (MLS) from an ALA-accredited school. A second graduate degree is recommended.

Experience. Several years of appropriate academic library experience or equivalent with demonstrated competence in reference or collection services.

Scholarship. Demonstrated scholarly productivity and/or creative activity and participation on scholarly programs at appropriate professional meetings.

Personal. A lifestyle consistent with the standards of Caroline University. Present a personal appearance and appropriate attire for the role of a faculty member at University.

Most of Caroline University's degree programs are designed to lead to positions in professional, or career fields that do NOT require licensure in California.

If you seek positions in a career field that requires any license, certificate, permit, or similar credential that a person must hold to lawfully engage in a profession, occupation, trade, or career field, please find a Continuing educational program that is designed to obtain licensure. If you choose Caroline University for your school, please ensure that the program you choose satisfies all the requirements leading to the necessary licensure in your field.

Prospective students are entitled to receive notice to that effect and a list of the requirements for eligibility for licensure established by the state, including any applicable course requirements established by the state

EMPLOYED FACULTY

As part of the annual performance review, it is the academic dean's responsibility to ensure that employed faculty members continue to demonstrate—through their teaching and writing—an ability to effectively integrate their wisdom and practice at a level of sophistication consistent with the quality standards of Caroline University.

² Priority of responsibilities may vary depending on the gifts of the librarian and the need of the library.

Faculty Recruitment

Upon the approval of a new faculty position, or in the event of a vacancy on the faculty, the academic dean—or other University official who has direct administrative responsibility for that position (or in the case of administrative officers who hold faculty rank, the president)—recruits candidates to fill the new position or vacancy. Advertisements in the appropriate media may be used.

Upon receipt of an inquiry concerning employment for a position currently available, the academic dean affords all apparently qualified prospective faculty members an opportunity to submit a written resume, references, and a completed Faculty Application Form.

After the academic dean reviews the application materials, he or she determines if an interview in person is appropriate. As part of the interview process, prospective faculty members will make a scholarly presentation. This process gives selected faculty, students, and administrators the opportunity to evaluate the candidate's teaching and presentation skills.

The academic dean, a representative member of the faculty, and the president interview all candidates for employment. The academic dean sends a copy of the Faculty Application Form to each interviewer before the scheduled interview.

After the interviews, the academic dean obtains a report from each interviewer and assimilates relevant information for submission to the president.

Upon the academic dean's recommendation, the president determines whether to recommend appointment to the Board of Directors in accordance with the University bylaws and the policies of The Board of Directors.

Appointment and Promotion in Rank

Academic ranks for teaching faculty are: professor, associate professor, assistant professor, and instructor. Equivalent academic ranks for library professional staff are: librarian, associate librarian, assistant librarian, and affiliate librarian.

The academic dean has sole authority to make initial recommendations concerning initial appointment in academic rank. Ordinarily, the academic dean initiates considerations for promotion. However, the eligible faculty member may initiate such consideration.

Initial appointment or promotion in rank is based on the following criteria: professional experience; teaching and advising; scholarship; and University, community, ministry and professional service. Once an appointment has been made, the academic dean gives the faculty member a contract and a copy of this Faculty and Academic Policy Handbook.

TEACHING FACULTY

Following are the basic criteria for the various ranks. Implicit to each of the basic criteria should be evidence of an integration of Civic principles in personal behavior and professional scholarship.

PROFESSOR

Professional Experience: Faculty members should have a minimum of six years of full-time teaching experience at the University level or an equivalent outstanding professional record. They should demonstrate a significant degree of leadership qualities (professional maturity) by being role models to students, staff and other faculty and actively participating in professional and ministerial organizations in an effort to keep abreast of current practices and to influence the way individuals in the organization think (i.e., presenting at meetings, holding office).

Teaching and Mentoring: Faculty should demonstrate a significant degree of excellence in teaching effectiveness and advising. Evidence of excellence may include: consistently receiving high overall ratings by their students and by peer review; updating their course syllabi as changes in their discipline and/or increased understanding of a global perspective warrant; updating their teaching skills (i.e., keeping abreast of current best teaching practices in their disciplines); developing supplementary material for class; developing curricula; stimulating students toward scholarly activities through academic advising; and demonstrating an exemplary Civic witness while teaching and advising.

Scholarship and/or Creative Works: Faculty members should have an earned doctorate degree or its academic equivalent or evidence of outstanding contributions in their discipline. They should demonstrate significant productive scholarly pursuits or creative activity that reflects the

University's mission or goals. Evidence of productivity may include but is not limited to: receiving awards of excellence for teaching or community service; submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

University Administration, Community, Ministry, and Professional Service:

Faculty members should make significant contributions to the University by: serving actively and effectively on school and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional and/or vocational organizations.

ASSOCIATE PROFESSOR

Professional Experience: Faculty members should have a minimum of three years of full-time teaching experience at the University level or an equivalent outstanding professional record. They should demonstrate leadership qualities by being role models to students, staff and other faculty and by participating in professional and ministerial organizations (i.e., attending meetings in an effort to keep abreast of current practices in their disciplines).

Teaching and Mentoring: Faculty members should demonstrate excellence in teaching effectiveness and advising. Evidence of this may include: consistently receiving moderate to high overall ratings by their students and by peer review; updating their course syllabi as changes in their discipline and/or increased understanding of a global perspective warrant; updating their teaching skills (i.e., keeping abreast of current best teaching practices in their disciplines); developing supplementary material for class; developing curricula; stimulating students toward scholarly activities through academic advising; and demonstrating an exemplary Civic knowledge and practice while teaching and advising.

Research, Scholarship and/or Creative Works: Faculty members should have an earned doctorate or its academic equivalent or evidence of outstanding contributions in their discipline. They should demonstrate productive scholarly pursuits or creative activity that reflects the University's mission or goals. Evidence of productivity may include but are not limited to: receiving awards of excellence for teaching or community service; submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

University Administration and Community and Professional Service: Faculty should make contributions to the University by: serving actively and effectively on school and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional and/or vocational organizations.

ASSISTANT PROFESSOR

Professional Experience: Faculty members should have potential success as a teacher. They should demonstrate growing leadership qualities by being role models to students and staff and by belonging to professional and ministerial organizations in an effort to keep abreast of current practices in their disciplines.

Teaching and Mentoring: Faculty members should demonstrate growing excellence in teaching effectiveness. Evidence of this may include: consistently receiving at least moderate overall ratings by their students and by peer reviews; updating their course syllabi as changes in their discipline and/or increased understanding of a global perspective warrant; updating their teaching skills (i.e., keeping abreast of current best teaching practices in their disciplines); developing supplementary materials for class; developing curricula; and stimulating students toward scholarly activities through academic advising.

Research, Scholarship and/or Creative Works: Faculty members should be pursuing an earned master's degree or its academic equivalent or evidence of outstanding contributions in their discipline. A terminal degree, especially a doctorate, is preferred. They should demonstrate potential for productive scholarly pursuits or creative activity that reflects the University's mission or goals. Evidence of productivity may include but are not limited to: consideration for awards of excellence for teaching or community service; submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

University Administration and Community and Professional Service: Faculty members should begin to contribute to the University by: serving actively and effectively on school and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional and/or vocational organizations.

INSTRUCTOR

Professional Experience: Faculty members should demonstrate potential for professional success.

Teaching and Mentoring: Faculty members should demonstrate a significant aptitude for teaching.

Research, Scholarship and/or Creative Works: Faculty members should have an earned master's degree and promise of scholarship in their discipline.

University Administration and Community and Professional Service: Faculty members should contribute to the University by: serving actively and effectively on school and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.

LIBRARY FACULTY

Following are the basic criteria for the various ranks. Implicit to each of the basic criteria should be evidence of an integration of Civic principles in personal behavior and professional scholarship.

LIBRARIAN

Professional Experience: Library professionals should have a minimum of six years of full-time library experience at the University or senior University level or an equivalent outstanding professional record. They should demonstrate a significant degree of leadership qualities by being role models to students and staff and by actively participating in professional and/or vocational organizations in an effort to keep abreast of current practices and to influence the way individuals in the organization think (i.e., presenting at meetings, holding office, etc.).

Professional Librarianship: Library professionals should demonstrate a significant degree of excellence in the performance of their duties. Evidence of this excellence will be consistently high overall ratings on an evaluation instrument determined by the academic dean.

Research, Scholarship and/or Creative Works: Library professionals should have an earned doctoral degree or a master's degree in library science (MLS) and a second master's degree in an approved subject field, or the MLS and evidence of library contributions of unusual merit. They should demonstrate significant productivity in scholarly or creative activity, evidence of which may include: receiving awards for excellence in library sciences; submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

University Administration and Community and Professional Service: Library professionals should significantly contribute to the University by: serving actively and effectively on library and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional and/or vocational organizations.

ASSOCIATE LIBRARIAN

Professional Experience: Library professionals should have a minimum of three years of full-time library experience at the University or seminary level or its equivalent. They should demonstrate maturity by being role models to students and staff and by participating in professional and/or vocational organizations in an effort to keep abreast of current practices in their discipline.

Professional Librarianship: Library professionals should demonstrate excellence in the performance of their duties. Evidence of this will be consistently moderate to high overall ratings on an evaluation instrument determined by the academic dean.

Research, Scholarship and/or Creative Works: Library professionals should have an earned master's degree in library science (MLS). They should demonstrate productivity in scholarly or creative activity, evidence of which may include: consideration for awards in library sciences; submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

University Administration and Community and Professional Service: Library professionals should contribute to the University by: serving actively and effectively on library and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional and/or vocational organizations.

ASSISTANT LIBRARIAN

Professional Experience: Library professionals should have two years of successful library experience at the University-level or its equivalent. Experience in a University or senior University is a plus. They should demonstrate growing maturity in their profession by being role models to students and staff and by belonging to professional organizations in an effort to keep abreast of current practices in their discipline.

Professional Librarianship: Library professionals should demonstrate growing excellence in the performance of their duties. Evidence of this

will be consistently moderate ratings on an evaluation instrument determined by the academic dean.

Research, Scholarship and/or Creative Works: Library professionals should have an earned master's degree in library science (MLS). They should demonstrate growing productivity in scholarly or creative activity, evidence of which may include: submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

University Administration and Community and Professional Service: Library professionals should increasingly contribute to the University by: serving actively and effectively on library and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.

AFFILIATE LIBRARIAN

Professional Experience: Library professionals should demonstrate potential for professional success.

Professional Librarianship: Library professionals should demonstrate increasing skill in assuming librarian responsibilities.

Scholarship and/or Creative Works: Library professionals should have an earned master's degree in library science (MLS) and promise of scholarship in their discipline.

University Administration and Community and Professional Service: Library professionals should increasingly contribute to the University by: serving actively and effectively on library and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional and/or vocational organizations.

PROMOTION

The administration, in approving this statement of promotion policy, does so in good wisdom with the intent to comply fully with it. It must, however, reserve the right to deviate from these terms if conditions beyond its control—such as abrupt declines in enrollment, drastic loss of income or conditions that result in drastic curtailment or abandonment of programs or activities—make it necessary to do so.

The purpose of promotion is to recognize excellence in teaching and associated academic pursuits with the best interests of the University in

mind. The decision to promote a faculty member is based on the merit of the individual faculty member and the long-term needs and mission of the University. Promotion shall be selectively considered for professors who are superior teachers and are considered by the University to be instructional leaders and excellent scholars, also for others who are nationally distinguished and considered excellent teachers. Those professors who have valuable skills and talents essential to the University, but who would not meet the criteria of being nationally distinguished or excellent teachers, may be still considered for multiyear regular contracts but not necessarily promotion.

PROMOTION REVIEW TIMETABLE AND PROCESS

In the case of an ordinary promotion review, the general timetable is as follows:

1. By the beginning of the semester preceding the academic year in which the faculty member is to be reviewed for promotion, the academic dean will give the faculty member guidelines for compiling his or her section of the dossier and a complete timetable for the review process.
2. By November 1, the promotion candidate submits his or her dossier to the academic dean.
3. The regular faculty of the school shall select a promotion review committee. The committee:
 - a. Examines the candidate's dossier.
 - b. Meets to discuss the candidate's qualifications and contribution in relation to the mission of the school.
 - c. Determines whether the candidate demonstrates the level of distinction and potential expected by the University.
 - d. May solicit additional evaluations from individuals outside the University who are acknowledged authorities in the field relevant to the candidate's academic specialty.
 - e. By December 15, makes a recommendation to the academic dean on whether or not to award promotion. The recommendation contains the substance of their discussions and the reasons for the recommendation.
4. By February 1, the academic dean makes a recommendation to the president regarding the award of promotion, including a summary report of his or her deliberations and the reasons for the recommendation, as well as the recommendation of the Promotion Review Committee.
5. By February 15, the president reviews the recommendations of the academic dean and the Promotion Review Committee and makes a recommendation to the president regarding the award of promotion.

6. By March 1, the president notifies the candidate of his or her recommendation. If the recommendation is positive, it is forwarded to the Board of Directors. If the recommendation is negative, the reasons must be stated in a written letter to the candidate. The candidate may request a meeting with the president to review the decision to deny promotion.
7. Generally by May 30th, Board of Directors makes a decision on the matter at their spring meeting. Their decision is final.

The candidate may withdraw his or her promotion application at any stage of the process.

OUTLINE FOR FACULTY PROMOTION DOSSIER

When applying for promotion, complete your dossier using the outline below. This outline is based on the Performance Planning, Review and Development policy, which explains the three areas of: Teaching and Mentoring, Professional Librarianship; Scholarship and/or Creative Works; and University Administration and Community, and Professional Services. Supplementary material may be included as it relates to meeting University/school-specific criteria.

1. Introduction
 - a. Current vita.
 - b. Copy of University criteria for promotion.
 - c. Copy of University/school-specific criteria for promotion.
 - d. Promotion Committee's recommendation.
 - e. Academic dean's recommendation.
2. Teaching and Mentoring, Professional Librarianship
 - a. Teaching materials.
 - b. Classroom visits from evaluators.
 - c. Student evaluations of instruction and advising
 - d. Summary of performance - courses taught, programs or courses developed, student advising, academic dean's evaluation, peer reviews, summary of course evaluations for previous two years, summary of subsequent course modifications.
 - e. Description of innovative practices or procedures related to area of responsibility.
 - f. Significant evidence that courses are presented from responsible, academic perspectives.
 - g. Summary of ongoing professional development activities, which have led to direct improvement of scholarship and teaching and other evidence of professional development.

For Librarians

- a. Collection development and management.
 - b. Teaching.
 - c. Information services.
3. Scholarship and/or Creative Works
 - a. Research and publication in the individual's discipline.
 - b. Professional participation and performance in the individual's discipline.
 - c. Education attainment and continuous study in the individual's field.
 - d. Grant to support research, preferably as project director or principal investigator.
 - e. Peer recognition exemplified by awards or other honors.
 4. University Administration and Community, and Professional Service
 - a. University administration.
 - b. Community service.
 - d. Professional service.
 - e. Consulting activities.
 - f. Commendations by colleagues and other appropriate individuals.
 5. Conclusion
 - a. A 1,000-word statement describing your philosophy and practice in establishing a unity of wisdom and learning.
 - b. Summary of Civic activities, which includes such things as frequency of group attendance, participation in staff activities, tutoring, volunteerism, and other involvement in areas demonstrating moral and societal vitality.
 - c. A description of activities or events demonstrating a significant degree of leadership including moral leadership and activities where there was substantive initiative shown.

Contract

All appointments of full-time faculty are on an annual contract, renewable at the discretion of the University. The new contract supersedes the previous contract. In some cases, appointments for a period of less than one academic year may be made as in the case of initial appointments at midyear or emergency one-semester appointments. In accordance with the University bylaws, faculty members with three or more years at Caroline may, at the University's discretion, be allowed to continue to serve without contract.

Dismissal and Termination

Any faculty member is subject to immediate suspension by the Executive Committee of the University and then eventual dismissal and termination of the University's contract obligation upon a finding of breach of the contract in accordance with due process under the Contract Termination policy.

Breach of contract means violation of professional ethics, insubordination, failure to perform reasonable assigned duties, immoral behavior contrary to biblical standards, incompetence, failure to perform at a level commensurate with the rank held as specified in the University standards or action inimical to the best interests of the University as determined by the University's governing board.

Administrative Faculty

Faculty members with administrative responsibilities are classified as faculty. Deans and executive administrators who hold faculty rank are classified as administrative faculty. In addition to their faculty status, administrative faculty shall be offered three-year contracts renewable annually. Salary and benefits packages are considered annually.

Upon initial appointment, administrative faculty who do not already hold academic rank at Caroline University may be awarded rank upon recommendation of the academic dean and approval of the president.

Administrative faculty must be considered for promotion under the same procedures as those governing promotion generally. In the evaluation process, it is appropriate that the president—if the academic dean is the candidate—take into consideration the fact that administrative faculty cannot have performed the quantity of teaching and service that would be expected of a full-time member of the teaching faculty of the school. On the other hand, it should be expected that administrative faculty would hold credentials such that if they were being appointed initially to an administrative post, the president would be willing to grant the rank to which promotion is proposed.

TERMINATION

Administrative faculty may be terminated at any time during their contract period provided the conditions of the contract are met. Dismissal from the University can only occur under the policies and procedures for dismissal of faculty members.

Administrative faculty returning to a teaching position will receive their faculty salary plus the administrative stipend they had been receiving until the end of their administrative contract period after which time they will receive their faculty salary, without the administrative stipend. No administrator has the right of continuance in any specific administrative assignment and any persons holding an administrative assignment may be reassigned to different responsibilities at any time provided the conditions of the contract are met.

DEVELOPMENT LEAVE

The need to retool and catch up with one's discipline is recognized by providing leave to the administrative faculty member who is returning to a teaching position. The leave is fully paid and may be for a period of one semester and not for more than one year. The president will determine the need for such leave and the duration.

Part-time and Adjunct faculty

Part-time faculty members are those employed to function as faculty members for a percentage of a permanent full-time faculty member load (usually not to exceed 75%).

Adjunct faculty members are employed to teach one or more specific courses. They should be available a minimum of one hour per course per week outside of class time for course-related advising. Adjuncts should receive compensation for each course contingent upon achieving the target enrollment for that course. If fewer than the targeted number of students is enrolled, compensation may be prorated on the basis of a specific amount per student credit hour, or the adjunct faculty member may choose to be relieved of his or her obligation to teach the course.

Both part-time faculty and adjunct faculty may be asked to teach courses, advise students, plan curriculum or perform other faculty-type responsibilities.

Procedure for Employment

The academic dean makes a recommendation to the president regarding the appointment and salary of the individual. The appointment category should depend heavily upon the number of graduate credit hours the individual has taken in the given field to be taught.

The president approves the appointment and authorizes the academic dean to prepare the contract and provide the faculty member with a copy of the most recent Faculty and Academic Policy Handbook. Contracts should be issued at the beginning of the contracted period and include the terms and conditions of the appointment. Any special understandings or conditions incumbent on either party should be explicitly stated. The president, academic dean and faculty member sign contracts for full-time, part-time and adjunct faculty members.

Part-time or adjunct faculty members are not eligible for promotion. However, they may be eligible for fringe benefits depending on the conditions of the contract.

PERFORMANCE PLANNING, REVIEW AND DEVELOPMENT

One of Caroline University's goals is to develop and maintain a faculty of distinction. The three-part process of performance planning, performance review and performance development ensure that end. It also provides an opportunity for faculty to receive full credit and reward for their contributions to the University and their discipline.

Performance Planning, Review and Development

The academic dean is responsible for leading the faculty performance planning, performance review or evaluation and development process. This process is conducted according to the following timeframe:

1. Sep - May - The academic dean and faculty member conduct faculty performance planning and write a Faculty Performance Plan.
2. June – The academic dean conducts ongoing faculty performance evaluation and review.
3. July - August - The academic dean and faculty member write a Faculty Development Plan.
4. August 15 - The academic dean submits the Faculty Performance and Development Plans to the president for his or her review.

Performance evaluation or annual evaluation of full-time faculty may be done annually (annual faculty evaluation). Performance evaluation for part-time faculty may be done every two years through peer review based on the discretion of the academic dean.

FACULTY PERFORMANCE PLAN

Based on the Strategic Plan and other planning documents, the academic dean establishes specific duties and responsibilities for full-time faculty members for the coming year. The academic dean, in consultation with the faculty member, also formulates unit criteria and standards to be used in the faculty review process. These criteria should be clearly communicated to the faculty and be both qualitative and quantitative.

A normal workload is presumed to be 10 work units per academic year, equitably distributed among the three basic activity areas of: 1) teaching and mentoring, professional librarianship; 2) scholarship, and/or creative works; 3) University administration and community and professional service. A maximum workload is presumed to be 12 work units per academic year.

For purposes of determining faculty load, an acceptable measure for a work unit would be equivalent to one individual teaching one three-semester hour course with an enrollment consistent with the average class sizes of that discipline.

The academic dean is responsible for determining when an overload situation exists and when overload pay should be considered. If a person exceeds the normal workload in one semester, their load should be adjusted the following semester. However, the academic dean may exercise his or her professional judgment in determining when overload

exists and when extra pay is appropriate. As a general rule, an overload occurs when a person exceeds the maximum number of work units. Adjustment as described below may trigger exceptions to the general rule. Courses taught for extra pay should not be included in workload calculations.

Workloads may vary among individuals and programs, as long as the needs of the University are being met. In determining workload, the academic dean may choose to include concise adjustments (i.e., weighted credit hours per FTE course loads) for appropriate institutional activities such as: studio and performance courses; development of new instructional methods; development of new courses; practicum courses and services; special tutorial activities; supervision of directed studies; training and supervision of teaching assistants; instructional teaming; and internship supervision.

Between April and August, the academic dean and each faculty member agree upon, write and sign a Faculty Performance Plan. The Performance Plan formalizes the proportional workload distribution, provides for goal setting and outcome planning and becomes the reference point for performance expectations for the year. During the year, the academic dean is expected to discuss progress and development. In general terms, a year comprises the academic year.

Following are guidelines for writing the Faculty Performance Plan:

1. The focus of each faculty member's workload is to be directed by the Strategic Plan.
2. The Faculty Performance Plan should take into account the workload requirements of the academic program and include workload distribution among the following three traditional activity areas for full-time teaching faculty and library faculty: Teaching and Mentoring, Professional Librarianship; Scholarship, and/or Creative Works; and University Administration and Community, Professional Service. All full-time faculty members are expected to devote time and energy in fulfilling duties in each of these three areas. It is expected that most faculty will seek to excel in at least one of these areas. Thus, workloads will not be equal across the three areas. However, none of these areas should be ignored.
3. It should be written in terms of outcomes and the measurements that will be used to evaluate performance.
4. It should show a commitment to and link between instructional quality, faculty workloads and productivity in the context of the mission of the University and the academic program.

FACULTY PERFORMANCE REVIEW

Each program must establish standard criteria for faculty performance for each rank. These criteria should be explicit, permitting fair and consistent evaluation and must be approved by the academic dean. Self-evaluation should be included among the evaluation components. This is typically done in June.

The criteria should cover three basic areas: 1) teaching and mentoring; 2) scholarship and/or creative works; and 3) University administration and community, ministry and professional service. It is expected that each performance review will include a general review of all areas as well as an in-depth evaluation of at least one of the three basic areas.

In addition—because of the unique mission of Caroline University—it is expected that faculty members will exhibit intellectual vitality through their Civic knowledge, both personally and professionally.

TEACHING AND MENTORING

The teaching process is at the heart of the University's mission. We expect all our professors to be excellent teachers. Since teaching and advising are multifaceted activities, both quality and quantity should be evaluated.

1. Teaching Materials. While the specifics may vary from discipline to discipline, all reviews must include: course content; course objectives; grading policies; course examinations; course organization; quality of student achievement; and innovative teaching methods or materials.
2. Class Review from Evaluators. Before visiting an online class, the evaluator(s) should gather the following information from the faculty member: course objectives and objectives for the day of the visit.

During the visit to a class, the evaluator(s) should assess:

- a. Structure and goals for the course: mode of presentation (e.g., lecture, discussion), visual aids, instructional technology, and utilization of class time.
- b. Presentation skills: e.g., interaction, speaking rate and intensity, use of language, and distracting mannerisms.
- c. Rapport with students: equitability, student receptiveness, respect from students.
- d. Mastery of content: e.g., adequate, current, content sequencing.
- e. Strengths and weaknesses in teaching performance.
- f. Proficiency in integrating wisdom and practice.
- g. Achievement of day's objectives.

After visiting a class, the evaluator(s) must:

- a. Meet with the faculty member to report on his or her observations.
- b. Give the faculty member an opportunity to comment on the observations and other aspects of the visit that might reasonably have impacted the instruction that day.
- c. Prepare a written report summarizing the observation in the context of the instructor's objectives, comments made at the meeting following the observation and any other relevant material.
- d. Distribute copies of his or her report to the others participating in the peer review after they have conducted their classroom visit.

Note that "visits" mean online courses by reviewing the course content, to include threaded discussions, content, recorded, forum, etc. Since Caroline University is an online university, the evaluator should look for evidence that the instructor is stimulating discussion and, therefore, constructivist learning. For example, the instructor should be visibly present in the online classroom or can review the recorded class.

3. Student Evaluations of Instruction and Advising: Student comments are to be included as part of the student evaluation submitted. At least 75% of the students in each class must complete the form in order for it to be used. Student ratings over several semesters/years are used from a range of courses. Performance in the area of advising is to be evaluated with respect to responsibilities such as demonstration of an exemplary Civic knowledge and practice, timeliness, accuracy, availability, monitoring advisee's progress, reviewing academic interests with advisee, and examining career interests with the advisee.

SCHOLARSHIP AND/OR CREATIVE WORKS

Both the quality and quantity of a faculty member's achievement should be examined but quality will be primary. Quality is defined largely in terms of the work's importance in redefining or making progress in a field or discipline, establishing relationships among disciplines, improving practitioner performance or—in terms of creativity—of the thought and methods behind it. Original achievements in conceptual frameworks, conclusions, and so on should be regarded more highly than minor varieties in familiar themes.

There are many ways to demonstrate satisfaction consistent with the expectations of the professional rank. General categories of activity in this area are identified in this section. Guidelines must outline what

types of activities are appropriate as well as the level of importance assigned to each type.

1. Publication in the faculty member's discipline

Items may include (but are not limited to): published articles and books, grant proposals and reports, monographs, musical scores, films, videos, interactive communication and other creative works. Projects may also include those that are accepted following a competitive peer review process, those that are not accepted following a competitive peer review process and those that are not submitted for competitive peer review.

Normally, projects that are accepted following a competitive peer review process should not require significant additional scrutiny from peers.

Projects that are not accepted following a competitive peer review process warrant scrutiny from the faculty member's colleagues when they are submitted by the faculty member as part of the file. For the purpose of making a decision, a project that is rejected for funding should be judged on its merits (according to criteria agreed to by the University) and not simply on the fact that it was not accepted in the competitive process. Of course, critiques from reviewers shall also be available for examination by the peer reviewers.

Projects included in the materials presented by the faculty member that have not been submitted for peer review in a competitive process must be examined by the faculty member's colleagues, using the approved criteria, and be found to make a contribution to the field in order for them to be used as evidence contributing to a positive decision. In instances where colleagues believe they do not have the expertise to evaluate a faculty member's project, arrangements should be made to have colleagues from another institution conduct a review of the project while making clear the purpose of the review.

2. Professional participation and performance in the faculty member's discipline

- a. Present papers at professional meetings.
- b. Serve as editor or referee of submitted articles/presentations.
- c. Have a creative work included in a refereed show.
- d. Serve as a referee of submitted creative work.
- e. Serve as an invited site visitor for evaluating a professional program or service.

- f. Have a public performance of a created work or an existing classical work in the field of performing arts.
- g. Serve on a regional or national committee involved directly with the discipline (e.g., serve on a committee to set professional standards is professional participation).

As with the area of publication, professional participation and performance is refereed in some cases and not in others. Involvement in such refereed activities is evidence that normally contributes to a positive decision. It is the faculty member's non-refereed involvement in this area that requires critical review (according to the approved criteria) by the individual's peers. The purpose of that review is to assure that the activity makes a worthy contribution to the individual's discipline. It is reasonable to assume that the criteria for evaluating these non-refereed activities will be similar to those that are used by referees in the faculty member's discipline.

- 3. Education attainment and continuous study in one's field
 - a. Earn professionally appropriate credits.
 - b. Earn professionally appropriate continuing education units.
 - c. Attend professional meetings.
 - d. Participate in professional improvement workshops both on and off campus.
 - e. Give a report to colleagues after being a participant in professional improvement activities both on and off campus.
 - f. Provide evidence of how the information learned has been effective in one's professional growth.
 - g. Publish in refereed journals.

UNIVERSITY ADMINISTRATION AND COMMUNITY, AND PROFESSIONAL SERVICE

- 1. University Administration

University administration covers a wide range of activities. It should be evaluated by colleagues familiar with the faculty member's performance in the given activity over a period that normally spans at least one semester.

Activities include, but are not limited to, the following:

- a. Serve on University committees. Special committee responsibilities such as serving as committee or subcommittee chair should be given added significance beyond committee membership.
- b. Participate in student recruitment activities.
- c. Conduct student study/fellowship groups and regularly attend chapel.

2. Community Service

When possible, the faculty member's performance in this area should also be evaluated by those familiar with his or her performance. This area is normally evaluated by examining the faculty member's vita. Performance is displayed in a variety of ways including speaking to community groups and applying professional expertise to community concerns.

3. Professional Service

Faculty are expected to make their professional knowledge and skills broadly available to society. They should develop skillful, knowledgeable and practical applications and extensions of their academic fields and specialties, and then use these skills to make a positive impact on society. Public service should be grounded firmly in University programs.

Professional responsibilities outside the classroom may also include involvement in a professional organization within the faculty member's discipline in ways that are not directly related to the knowledge base of the discipline. Examples include: hold a major office or participate in a professional organization, chair or serve as a member of a committee, consult, etc. In order for activities like these to be considered in a personnel review, there must be some system for documenting performance. For retention and promotion considerations, the documentation of these activities may take a variety of forms including letters of recommendation from informed colleagues or a list of accomplishments while serving in a given capacity.

FACULTY DEVELOPMENT PLAN

After the performance review, the academic dean and faculty member write a Faculty Development Plan for the next academic year, taking into account the past year's performance. The Development Plan is based on the Performance Review and is written by the academic dean and faculty member. It should list specific things the faculty member should do to improve and develop performance (i.e., attend workshops or other faculty development opportunities, be mentored by a qualified/approved faculty member)—anything that will promote and enhance the faculty members' skills and talents.

Faculty members should have proficiency in the areas noted in Appendix G (Professional Development Opportunities for Faculty). This proficiency should be considered when writing the Development Plan.

The plan should identify areas for improvement and development and should include, but not be limited to, the following:

1. Specific actions and timelines to enhance and develop the faculty member's competence and remedy any areas of weakness. (Attend professional meetings; attend instructional seminars and workshops, both on and off campus; develop self-study programs approved by the academic dean; and/or participate in any activities that will enhance his or her professional expertise and bring the faculty member to the highest level of distinction possible.)
2. Specific actions and timelines to advance the school toward the achievement of its mission.

Librarian Performance Review

Caroline University library faculty members who hold rank as assistant librarian, or associate librarian will be considered for promotion consistent with the promotion policy. This policy provides for faculty to be judged on the basis of 1) professional librarianship; 2) scholarship and/or creative works; and 3) University administration and community, ministry, and professional service. Librarianship replaces the teaching and advising criterion in the evaluation of library faculty as a more inclusive term of the unique responsibilities professional librarians have in the academic endeavor.

The performance review criteria for librarians are a modification of the criteria for faculty and it reflects the Model Statement of Criteria and Procedures for Faculty Status adopted by the Association of University and Research Libraries of the American Library Association. In accordance with these national standards, Caroline recognizes the master's degree in library science from a program accredited by the American Library Association as the terminal degree.

Caroline University Library evaluates its faculty by the following criteria. In addition, because of the unique mission of the University and library, it is expected that librarians will exhibit intellectual vitality through their Civic knowledge and practice, both personally and professionally.

PROFESSIONAL LIBRARIANSHIP

Librarianship is concerned with facilitating access to information to further University programs of instruction, research, and service. Librarians are responsible for planning, implementing, and evaluating programs for the acquisition, organization and retrieval of recorded information. In order to carry out these responsibilities, librarians must have knowledge of the structure and nature of scholarly information, of the means by which information is stored and retrieved and of the programs and priorities of Caroline University.

Excellence in librarianship is expected of each library faculty member; it is the primary criterion. Excellence in research or service alone is not an acceptable substitute for excellence in librarianship as a performance requirement. Within the assigned areas of responsibility, the librarian develops his or her unique contribution to the library and the campus. Most responsibilities fall within the categories of collection development, management, teaching, information services, bibliographic organization and control and automated systems activities. Librarians who serve in an administrative role will be evaluated on their administrative effectiveness as part of the consideration for the granting of promotion.

1. Collection Development and Management

Librarians who develop the collections decide which books, journals and other materials should be made part of the library's collections, which should not, and which should be weeded. They design effective programs of acquisitions, and they carefully plan and monitor expenditure of the acquisition budget. They demonstrate competence in establishing and maintaining organization and control of library resources. They regularly evaluate the collections to ensure that the library has materials that support and further campus programs.

2. Teaching

Teaching information literacy has become a critical part of librarianship. Both the quality and quantity of the teaching process are evaluated. All reviews include course content and objectives, course organization and materials, teaching methods, classroom visits and student evaluations.

3. Information Services

Librarians providing information services mediate between individuals with information needs and the sources, which can satisfy those needs. To do so they must understand the process of information seeking and user needs, interpret information requests, formulate appropriate search strategies and locate and evaluate information sources. They must determine when they should teach users strategies for independent information seeking or when they should directly provide information. They remain current in their knowledge of automated systems and resources and their use in supporting the principal activities and services of libraries.

SCHOLARSHIP AND/OR CREATIVE WORKS

Research in librarianship is scholarly investigation conducted to expand the knowledge base of library and information science. Areas subject to investigation include the study of library methods for the acquisition, control, retrieval and dissemination of information as well as the broader processes by which information is created, stored and communicated. Evidence of a coherent research design demonstrated by concentration on one aspect or related aspects of librarianship will be expected. Scholarly activities may include but are not limited to items on this list.

1. Publication, or acceptance for publication, of the following: articles, preferably in refereed journals; monographs or chapters in books; book reviews; and other publications (e.g., annotated bibliographies, bibliographic essays, indexes, technical reports, electronic databases, automated reference guides). Publications

that are not disseminated beyond the campus are to be evaluated as components of librarianship.

2. Professional participation and performance in the library faculty member's areas of expertise: presenting papers at professional meetings; serving as referee of submitted articles/presentations; and serving on a regional or national committee involved directly with librarianship (e.g., serving on a committee to set professional standards is professional participation).
3. Education attainment and continuous study in one's field of librarianship. Examples include the following: earning professionally appropriate credits; earning professionally appropriate continuing education units; attending professional meetings.
4. Participating in professional improvement workshops both on and off campus; giving a report to colleagues after being a participant in professional improvement activities both on and off campus; and providing evidence of how the information learned has been effective in their professional growth.
5. Grant to support research, preferably as project director or principal investigator.
6. Peer recognition exemplified by awards or other honors.

UNIVERSITY ADMINISTRATION AND COMMUNITY AND PROFESSIONAL SERVICE

Service is involvement in University, professional and community activities related to the mission and public services objectives of Caroline University, the University Library and the library profession. Quality of performance and substance of contributions must be demonstrated and verifiable.

1. University Administration
This service includes: Serve on library and University committees; conduct student fellowship groups and conduct on-campus advisory or consulting activities; and conduct on-campus speaking engagements.
2. Community Service
When possible, the library faculty member's performance in this area should apply professional expertise to some community concern such as: membership, participation, office or committees in organizations; invited presentations;

workshop or conference participation; and radio and television appearances.

3. Professional Service

Examples include: membership, participation, office or committees in relevant professional organizations; editorships; and consulting for libraries and organizations.

This policy shall not be read to abridge the requirements of a University's accrediting agency guidelines.

Regular Faculty Review and Faculty Development Procedure

1. Every five years, each regular faculty member will be evaluated for the purpose of general review, development, recognition and merit and for continuation of employment. This process will include evaluating how past individual-based and school-based performance objectives have been met, as well as how the faculty member has maintained a level of overall performance commensurate with the level and proficiency required for the rank that faculty member holds.
2. The regular faculty shall select a Review Committee.
3. The Review Committee shall conduct a review and give a written recommendation to the academic dean. The recommendation shall:
 - a. Describe the faculty member's strengths and weaknesses.
 - b. Assess the faculty member's performance over the past five years in relation to the rank(s) held.
 - c. State whether or not the faculty member performed at a level commensurate with his or her rank.
 - d. Include suggestions for improvement as appropriate.
4. The academic dean reviews the recommendation of the Review Committee and makes his or her own assessment. The academic dean meets with the faculty member to discuss the findings. Unless the faculty member is found not to have maintained a level of overall performance commensurate with the level and proficiency required for the rank that faculty member holds, the academic dean will recommend that the faculty member be given a new contract with a five-year review period. If the academic dean determines that the faculty member has not maintained a level of overall performance commensurate with the level and proficiency required for the faculty member's rank, one of the following actions will be recommended:
 - a. That the faculty member be given a new contract with a review period of no more than two years, with a faculty development plan covering the same number of years. The academic dean and the faculty member will create a proposed faculty development plan. The faculty development plan should include specific action plans and timelines consistent with plans required in the Performance Planning, Review and Development policy.
 - b. If the academic dean determines that there is not a reasonable likelihood that the faculty member could, in conjunction with a faculty development plan, achieve a level of overall performance commensurate with the level and proficiency required for the rank that faculty member

holds, the academic dean will recommend that the faculty member's employment be terminated, and that the faculty member be appointed to a terminal year.

- c. Under extenuating circumstances, as an alternative to the appointing of a faculty member to a terminal year upon termination, the academic dean may recommend that the faculty member be denied a contract.

The academic dean shall provide his or her recommendation and, if appropriate, the faculty development plan to the president for final approval. Termination of employment shall require consultation with and approval by the president.

Sabbatical Leave

Sabbatical leave is available for full-time faculty and administrators holding faculty rank. A sabbatical is for research, study, writing or other creative work contributing to the upgrading of degree status, or to the professional development and effectiveness of the recipient. Sabbaticals are not for reasons of health, rest or general travel, except as these may serve the main purpose.

A sabbatical shall not be granted primarily for the purpose of augmenting income. Ordinarily, the faculty member or administrator may not accept a salaried position while on sabbatical. However, approval of a salaried position may be granted if such an experience is expected to contribute significantly to professional growth and development.

ELIGIBILITY AND APPROVAL

Any leave of absence with pay, including a sabbatical, is considered a privilege. To be eligible for a sabbatical, a faculty member or administrator must meet the following requirements:

1. A minimum of six full years' service as a faculty member and/or administrator of Caroline University for each leave requested; however, the six years need not be consecutive.
2. If the administration requests a faculty member or administrator to postpone his sabbatical, the accrual of time toward his next leave shall follow the same schedule as if he had taken leave when eligible.
3. If a faculty member or administrator elects to postpone his sabbatical for personal reasons, the accrual of time toward his next leave shall begin with his return from the leave.
4. The faculty applicant must submit the completed Sabbatical Request Form (see Appendix A) to the academic dean by March 1 of the year preceding the academic year for which the leave is requested, stipulating how he will use the leave. The academic dean and the president approve the request.
5. The administrator submits his request to the academic dean prior to the beginning of the academic year for which the leave is requested. The request stipulates how he will use the leave and how his responsibilities will be met during his absence. The request is approved by the academic dean and the president.

COMPENSATION

Compensation for a sabbatical is not delayed salary for services already rendered, but is an investment in the future improvement of the University. A faculty member who is granted leave shall receive one of the following salary arrangements:

1. For one semester of leave, the salary will be 100% of the contractual salary.

2. For two semesters of leave, the salary will be 50% to 100% of the full contractual salary.

For a two semester faculty sabbatical, the determination of percent of salary (50% - 100%) will follow these guidelines:

1. A faculty member will receive full salary if he provides evidence in the proposal that he and the University will receive maximum benefits from the outcomes of the experience. Outcomes could include reasonable promise of receiving grants, publishing books and articles, or major presentations. The greater the benefit of these outcomes to all concerned, the greater the salary percentage.
2. The academic dean and the president must approve the salary decision.

Sabbatical compensation for administrators will be individually negotiated and paid at a level commensurate with the amount of leave.

During a sabbatical, the University and the employee shall continue their portions of payments toward insurance and retirement. Health and life insurance coverage shall remain at a level based on the full nine-month contractual salary for faculty members and the full yearly salary for administrators.

When leave is granted, it is expected that the University will be benefited; therefore, the faculty member or administrator is expected to return to the University for one regular academic year following the sabbatical. Failure to do so obligates him or her to refund the portion of the compensation received from the University while on leave, unless otherwise provided.

REPORTING

A faculty member returning from a sabbatical shall submit a full written report of his sabbatical activities to the academic dean within 30 days of his return. An administrator returning from a sabbatical shall submit a full written report of his sabbatical activities to the academic dean and the president within 30 days of his return.

The sabbatical report should include both a summary and evidence of the leave accomplishments in relation to the sabbatical application. The appropriate administrator shall review the report as part of the prescribed evaluation process. The summary report and administrative assessment shall be placed in the employee's file and shall be used as an evaluation tool for promotion and sabbatical request leaves in the future.

Salary Increases

Salary increments for faculty members are determined primarily by the individual criteria established for the evaluation of performance in teaching, scholarship and service and to maintain a competitive salary level with comparable institutions. The president determines, based upon salary remuneration formula and faculty evaluations, the salary for each faculty member within the total salary budget assigned to the University.

Releasing Faculty from Contract

The obligation to give due notice of termination of employment is reciprocal. Faculty members, as part of their responsibility to the University and their profession, should make every effort to give the administration adequate time to find a replacement if and when they desire to leave Caroline University.

Faculty contracts are to be regarded as mutually binding and the signed acceptance of such contracts by the members of the faculty is always to be done in good wisdom. This statement implies that the individual faculty member will promptly terminate any other contract negotiations, which may be in progress, and will not initiate any new negotiations for the coming year.

The University will grant a release from a signed contract only in exceptional cases, normally involving circumstances beyond the individual's control. In the case of faculty members who have signed their reappointment contract, release from contract to take another position will be considered if:

1. The offer of or the invitation to apply for another position did not come as a result of any solicitation or encouragement by the faculty member, or
2. The position in question represents an opportunity for significant professional advancement.
3. Final judgment as to whether the foregoing conditions have been met is to be made by the academic dean.

Contract Termination

DEFINITION OF DISMISSAL

Dismissal, as used in this policy, means the termination of a regular faculty member or the termination of a non-regular faculty member prior to the end of a term appointment to which that faculty member would otherwise be entitled, based on the policies of the University, but does not include the termination of faculty member due to University-wide financial exigency or extensive curtailment in or discontinuance of a program of study or department of instruction. Only the president, operating under the authority of Board of Directors, has the authority to dismiss a faculty member.

PREDISMISSAL

Normally, dismissal should only be instigated as a last resort—after all appropriate measures for reconciliation and/or correction have been attempted. When a reason arises to consider dismissal of a faculty member, the academic dean shall arrange a personal conference or conferences. The academic dean will invite the faculty member and any other appropriate individuals to discuss the reason(s) for considering the dismissal of the faculty member. At this point, the matter may be resolved by mutual consent. The University may propose the use of mediation as one means of achieving reconciliation if both parties are agreeable. Mediation will be conducted in accordance with the University's Mediation Agreement (see Appendix B.).

REASONS FOR DISMISSAL

The dismissal of a faculty member shall only be for just cause. Such cause must be related to the faculty member's performance of professional duties or responsibilities. Just cause means gross misconduct such as: violation of professional ethics, insubordination, refusal to perform reasonable assigned duties, immoral behavior contrary to biblical standards, incompetence, failure to perform at a level commensurate with the rank held as specified in the University standards or actions inimical to the best interests of the University as determined by the University governing Owner. Dismissal shall not be used to restrain faculty members in the exercise of academic freedom.

PROCEDURE

1. The academic dean will determine those cases in which proceedings to dismiss a faculty member might be appropriate.
2. The faculty member may be immediately relieved from any and all academic duties at the discretion of the academic dean when reason arises to consider dismissal of the faculty member. Such suspension of duties shall be without loss of compensation.
3. If the matter has not been resolved after the pre-dismissal conference(s) with the faculty member, the academic dean may initiate formal proceedings to dismiss the faculty member by

writing up a statement to that effect. This statement shall contain:

- a. The reason for dismissal.
 - b. The names of witnesses—if known—who will testify in support of the specific reasons stated.
 - c. The nature of the testimony likely to be presented by each of the witnesses.
4. A copy of this statement shall be given to the faculty member in person or sent by certified mail to the faculty member's address of record.
 5. The faculty member may submit to the academic dean an answer to the statement within 15 calendar days. If the faculty member fails to answer within 15 calendar days of receipt of the statement, the academic dean may recommend to the president that the faculty member be dismissed. Any such dismissal by the president shall be final.
 6. If the faculty member answers the academic dean in 15 calendar days disagreeing with the statement, and the academic dean decides to proceed with dismissal, the academic dean or the academic dean's designee shall so notify the faculty member in writing within 15 calendar days and shall have such notice given to the faculty member in person or sent by certified mail. Such notice shall inform the faculty member of the reasons for dismissal and afford him or her opportunity to be heard by the Hearing Committee.
 7. Within 15 calendar days of receipt of notification from the academic dean, the faculty member shall notify the academic dean of his or her decision to have a hearing. If the faculty member fails to respond within 15 calendar days of receipt of notification, the academic dean may recommend to the president that the faculty member be dismissed. Any such dismissal by the president shall be final.
 8. Within 30 days, if the faculty member has, in a timely manner, requested a hearing, the standing Hearing Committee shall proceed as follows:
 - a. The Hearing Committee shall consist of five (5) members. Four (4) members shall be selected from regular faculty members by the academic dean in consultation with the president at the beginning of each academic year. One member shall be selected from the President's Administrative Council who holds faculty rank. The Hearing Committee shall elect the chairperson from its membership by majority vote.
 - b. The academic dean or his or her designee shall inquire of each of the selected Hearing Committee members whether there is any reason he or she would be unable to hear the

case fairly and impartially and render a fair and impartial decision.

9. From this point, the Hearing Committee shall be in charge of all subsequent stages in the hearing process until the Hearing Committee has forwarded its report and recommendations to the president.
10. The Hearing Committee chairperson shall set a time and place for the hearing and shall notify the other committee members and the faculty member. The chairperson shall be in full charge of the hearing, which shall be conducted according to established procedures and include representation, examination and cross-examination of witnesses and timeliness of process. The hearing shall be closed. At the request of the faculty member, a stenographic record of the proceedings will be made at the expense of the University.
11. The Hearing Committee chairperson shall submit a final report that shall contain findings of fact and recommendations to the president. The final report shall be submitted to the president within 15 calendar days of the conclusion of the hearing and a copy delivered to the faculty member. Additionally, members of the committee may submit individual reports to the president and send a copy to the faculty member.
12. Upon consideration of the committee's report(s), the decision concerning dismissal shall be at the sole discretion of the institution as represented by the directors acting through the president, which decision shall be final.

Retirement

Retirement must not be considered a cessation of activity, but an opportunity to cultivate gifts and talents, which other obligations may have hindered previously. Unfortunately, in our society the world view of the aging process has given way to the acceptance of retirement as a social expectation or an economic necessity. With that acceptance, retirement becomes a forced option rather than a voluntary action, and chronological age rather than competency becomes the determining factor in retirement. Such a worldly view must not dictate the retirement policy of Caroline University. While faculty members who perform at a sub-standard level should be dismissed, an age ceiling should not be a factor.

Therefore, the University encourages faculty members to continue in their positions as long as they are able to perform their responsibilities satisfactorily. However, recognizing that certain benefits become available at age 65, the University grants the following options to faculty members upon and after reaching that age:

1. Continuance as a full-time faculty member under contract, with the continuance of the same benefits previously received.
2. Continuance in a limited role. The teaching load, salary, medical benefits and responsibilities such as student advising and committee work will be negotiable and defined in an annual contract.
3. Full retirement. Retired faculty will receive library privileges. They are invited, indeed encouraged, to continue to participate in the life of the University community.

When a faculty member determines his personal retirement plans, he should consult with the academic dean.

EMERITUS STATUS

Policy

Faculty members may be granted emeritus status by action of the president and by ratification of Board of Directors. The title “emeritus” may be conferred upon persons who have honorably served Caroline University until normal retirement age of 65 and have held faculty and/or administrative rank status for a minimum of 10 years. The title conferred shall be that of the highest position and/or rank plus the term “emeritus,” which the person held for at least 10 consecutive years. The title may be conferred while the person is employed if the person is holding a different position from the one that will reflect the emeritus designation.

Persons accepting this title are indicating their concern for and their commitment to Caroline University. Caroline University would grant the following privileges to these faculty members: library privileges;

office and laboratory facilities as space permits; secretarial service as personnel are available; participation in convocations and academic processions; and listing in the Catalog.

Procedure

1. The immediate supervisor of a faculty member approaching retirement, or the president in the case of a member of the President's Administrative Council, is responsible for reviewing the individual for possible emeritus status and making a recommendation.
2. The supervisor makes a written recommendation to the next higher level of supervision and shall submit it concurrently to the academic dean and the chief financial officer. Recommendations shall include rationale that explains the expected benefits to the University of granting emeritus status.
3. The chief financial officer shall forward his comments and recommendation for approval/disapproval to the academic dean.
4. The academic dean shall forward his comments and recommendation, together with those from the chief financial officer, to the president for approval/disapproval.
5. The president shall submit recommended approvals to Board of Directors for ratification.
6. Upon ratification by Board of Directors, the chief financial officer shall notify the individual in writing that emeritus status has been conferred by the University and shall notify the individual of the privileges associated with emeritus status.

FACULTY OPERATIONS

Office of the Academic Dean

Caroline University's goal is to equip faculty with the knowledge, skills and wisdom integration perspectives necessary to train leaders who will influence their world from a Civic belief system. Faculty development and curriculum design/development are two of the primary functions of the Office of the Academic Dean. These functions are described below.

FACULTY DEVELOPMENT

Effective faculty development promotes academic achievement as well as wisdom-related goals. An in-depth review of pertinent literature identified specific characteristics of well-planned faculty development programs, which the Dean plan incorporates. These elements include: Opportunities for instructional and personal development aligned with the organization's mission and purpose (e.g., quality instruction to train leaders, integrating wisdom perspectives into course content).

Necessary institutional supports and incentives for improvement.

Faculty involvement in planning and assessing programs.

Institutional support to encourage instructional collaboration.

An array of activities linked to stages of faculty careers.

Based on the above information, the Dean conducts the following activities:

Faculty Workshops and Other Training Opportunities: The Office of the Academic Dean offers a full array of support services tailored to the needs of faculty members. These include distance education and technology-oriented training sessions to assist instructional staff in developing necessary skills for use in face-to-face and online courses.

New Full-time Faculty:

Orientation - Under the direction of the academic dean, Caroline provides an orientation program for all new full-time faculty members. This program offers a daylong introduction to the various support departments, library resources and some hands-on experience with Caroline University's e-mail and Internet resources.

Mentoring Resources - A new faculty member may team with a mentor (certified by the Master Instructor Program) to complete a series of interviews and observations centered on the application of key skills, reflect on personal teaching styles and collaboration to improve instructional expertise. Training sessions in the collaborative coaching model will be offered prior to beginning the process, and participant assessments of the total orientation experience will complete the yearlong program.

Online Faculty Development Resources - All faculty will be introduced to and encouraged to take advantage of the University's online training module for faculty development theories and resources. Each new faculty member is also encouraged to participate in the faculty training sessions developed by the school.

Adjuncts and Teaching Assistants (TAs): The academic dean is responsible for providing appropriate orientation and training opportunities for all adjuncts and teaching assistants employed by the University. Adjuncts and TAs may participate in the development activities offered by the Office of the Academic Dean.

CURRICULUM DEVELOPMENT/DESIGN

The academic dean devotes time to curriculum development and design in an effort to meet the University's objective to have an improved average faculty instructional quality. The dean's curriculum development and design services include the following activities:

Faculty Consultations: The dean meets regularly with faculty and instructional team members to review course design and assist with curriculum development.

Course Review Process: The dean manages a review process for the effective design and delivery of all distance education courses.

OFFICE HOURS

The primary objective of Caroline University is to teach students. Therefore, each faculty member shall make it his or her highest priority to be available to students for instructional, counseling and related purposes. Each faculty member, whether full or part-time, shall maintain sufficient online office hours to provide ample opportunity for contact with students. A minimum of six hours per week shall be required for full-time faculty, except as approved by the academic dean. The academic dean shall review and approve faculty member office hours each term. For part-time and adjunct faculty members, the office hours may be conducted by phone, e-mail, or by mutual agreement.

CONSULTING AND EXTERNAL WORK

Caroline University encourages faculty to be involved in extra (outside of university) projects. This enhances the reputation of the University, promotes good public relations, contributes to professional development and provides a service to external publics.

Any faculty doing consulting or other external work for remuneration must complete the Consulting or External Work Request Form (see Appendix C) and obtain the academic dean's approval. The external work should not exceed an average of more than one day a week nor more than 15 days per semester during the academic year. Should a faculty member have a need to exceed the number of days allowed, it will be necessary to take any additional time as an unpaid leave of absence unless otherwise approved by the academic dean.

The academic dean will maintain a log of consulting, external work approvals and will review these with the president periodically to ensure consistency of application throughout the University.

Consulting or external work should not interfere with a faculty member's teaching schedule or other University responsibilities, which are the primary role of a professor. It is important that outside consulting/work activities should not place an unusual burden or expectation on other staff. Consulting also should not hinder or replace a faculty's responsibility to produce scholarship. No financial or secretarial support is provided for these outside activities unless the academic dean determines there is a legitimate reason for the University to cover such support because of unusual benefit to the University.

CURRICULUM DEVELOPMENT

The president is responsible to Board of Directors for the curricular affairs of the University. At the president's request, the academic dean may represent the University in curricular matters that come before Board of Directors or its Academic Affairs Committee.

The academic dean and faculty shall formulate curricular policy and develop, implement, review and revise the University's curriculum. Normally, this process takes place within a formalized committee structure with the academic dean chairing a faculty curriculum committee. This committee should have the primary responsibility for recommending to the president curricular policy, planning, evaluation and major changes.

As a general rule, curricular changes will not be implemented without the approval of the academic dean and the president. Examples of curricular changes include creation and deletion of emphasis areas, policies or changes that go beyond the University minimum or substantial revisions in curriculum.

All curriculum changes will be fully documented and will be submitted to the president by the academic dean. At a minimum, the documentation will include a full description of the change rationale and implementation process, which will include a plan for notification of students and a timetable. Changes will be effective at the beginning of the next academic year. All changes made in preparation for a new catalog publication year must be made prior to the time of the final catalog submission date. No further revisions will be permitted past that date for the ensuing year.

CURRICULA REVIEW

The curricula shall be congruent with the mission of the University as stated in the mission statements. The faculty curriculum committee shall conduct regular, ongoing evaluation of their curricula in preparation for publishing the next Catalog or an addendum to the

Catalog. The faculty curriculum committee shall coordinate their work with the president's strategic plan in order to show evidence of planning and use of evaluations to improve educational results-student outcomes, stated goals and objectives. The reason for course changes should be documented. Courses that remain in the Catalog, but are offered less frequently than annually, should be so designated in the Catalog.

By December 1 of every odd-numbered year (e.g., 2019, 2021), the academic dean shall submit a curricula effectiveness report to the president.

The report should include data and information (including faculty and student evaluation of courses and programs) necessary to assess the curricula in relation to University standards: University mission, goals and objectives; University mission, goals and objectives; student outcomes; and support by financial and instructional resources.

The academic dean shall submit the reports to the Academic Council. The Academic Council shall review the reports to determine if the policies, courses, and programs meet the University curricula standards.

DEGREE PROGRAM ADDITIONS

All proposals for new programs should follow the Outline for Proposals for New Programs. Upon recommendation, the Academic Council shall review all proposed new degree programs, as well as existing programs undergoing major modification. The proposal should include planning and evaluation procedures.

Upon recommendation of the Academic Council, the president shall submit new degree program proposals to Board of Directors for approval. After Owner approval, the academic dean and faculty, in consultation with the president, shall develop curricular policies and courses for the degree program and submit them to Academic Council for approval prior to implementation.

Note that the addition of a degree program will typically constitute a major substantive change, and should be reviewed and approved by the school's accrediting bodies (if any) and by the State (e.g., California's Bureau for Private Postsecondary and Vocational Education).

DEGREE PROGRAM DELETIONS

The University may not delete any degree program that has been approved by Board of Directors without prior approval by the Academic Council. The Academic Council must approve proposals for deletion no later than January 15 of the calendar year before the academic year in which the program is no longer offered. Steps shall be

taken to enable students who previously have been enrolled in a discontinued degree program to complete that program and to be awarded an appropriate degree. Note that the deletion of a degree program will typically constitute a major substantive change, and should be reviewed and approved by the school's accrediting bodies (if any) and by the State (e.g., California's Bureau for Private Postsecondary Education- BPPE).

DEGREE PROGRAM CHANGES

Minor changes to degree programs, including course additions, changes in course content or deletions, shall be approved by the faculty curriculum committee and the academic dean. If cross-listed with other programs in the University, the respective faculty teaching such courses should review such course changes.

All course changes should then be submitted to the academic dean, who then may submit them to the faculty curriculum committee, which will review for course duplication and/or conflicts. Upon the committee's approval, changes will be communicated to the Registrar's Office and the change initiated. If there is course duplication or conflict, the faculty curriculum committee should notify the academic dean for resolution of the matter.

Requests for changes in courses must be submitted and approved two weeks prior to the time when course schedules for fall are due, of the year they are to become effective.

COURSE ADDITIONS

The University may offer a course not listed in the current Catalog by submitting a description of the course in writing to the Registrar's Office as part of the semester course schedule. If approved by the academic dean, the new course shall be offered as a seminar or special topic course. If the new course is to be offered for more than one semester it may be added as a permanent course listing in the next published Catalog and will be assigned a regular course number.

LANGUAGE OF EDUCATION

Faculty members desiring to offer courses in different language must adhere to the following procedures and receive final approval from the academic dean and president.

1. Confer with the academic dean as to the expected course/program competencies and the method of evaluation that to be used to measure such competencies. The dean must approve the faculty member's proposal as being consistent with University standards, standards of the accrediting bodies, standards of the state

authority (e.g., California's BPPE), and the appropriate contextual content.

2. Upon the dean's approval, the course/program must be offered at least once in the cultural context so that the reliability of the competencies and method of evaluation may be confirmed, as well as the fidelity of the course content and translation. This confirmation would be submitted in writing to the faculty member and the faculty curriculum committee.

3. Sufficient quality control language specialists must be engaged for each language to ensure that the programs are delivered and understood at a comparable level.

4. Programs offered in a foreign language will be evaluated in the same manner as other course and must maintain comparability with courses offered at Caroline University.

5. The academic dean will conduct program evaluation of programs that are offered in different language on an annual basis.

CONCENTRATED COURSE

All courses offered in a concentrated format must be structured to ensure that competencies and outcomes are comparable with full-time programs. The academic dean will assist faculty members in the design for such programs and in determining the comparability and effectiveness of such programs. Curriculum evaluation should adhere to timelines described in the curriculum review section of this policy.

GRIEVANCE

This policy supplements the administrative and academic procedures of Caroline University and provides a grievance procedure that ensures a just and reasonable process and fair treatment for faculty members. It is expected that the grievance procedure will only be initiated if a dispute cannot be resolved through the normal process of reasoned discussion consistent with the principles of Scripture.

We are guided by the civic principle that reconciliation be sought at the lowest possible level of conflict, involving the fewest number of people.

As used in this policy, a grievance is any material dispute between a faculty member and an administrator that cannot be resolved by the parties. This policy may not be used to grieve any action—such as termination, sexual harassment or other action—covered by another policy containing a due process procedure.

MEDIATION

The opportunity for mediation shall be available at any stage of this process in lieu of any further proceedings herein. There shall be two

mediators, both experienced and competent in mediation, selected from persons employed by Caroline University.

The mediators shall not charge for their services. The mediation procedure shall be governed by the code of ethics and standard of practice of the Society for Professionals in Dispute Resolution (SPIDR). Legal counsel shall not be admitted to any of the mediation meetings that occur as part of this process of grievance resolution.

If both parties elect mediation, then mediation will proceed for up to a period of 30 days. If agreement is reached within that time, then the hearing process is stayed. If agreement is not reached then the hearing process is resumed.

PROCEDURE

When a faculty member has a grievance that is not covered in another policy regarding a decision that he or she believes adversely affects his or her academic career at Caroline University, the faculty member should arrange a meeting with the individual(s) responsible for the decision. At that meeting, the faculty member should bring a written Statement of Grievance, which includes:

1. A description of events leading to the action, which the faculty member is grieving.
2. A description of the grievance.
3. The grounds upon which the faculty member is grieving the action and any applicable policies or procedures, if any.
4. A statement of the remedy sought by the faculty member.
5. Other supporting documents.

The administrator must respond in writing to the faculty member within 21 calendar days. If the matter is not satisfied, then the faculty member may appeal to the academic dean, submitting the original Statement of Grievance, supporting documents, if any, and the administrator's written response. The academic dean shall review the appeal within 15 calendar days. If the academic dean determines that the appeal warrants review, it will be referred to the standing Hearing Committee. If the administrator named in the grievance is the academic dean, the faculty member may appeal to the President, who will follow this same procedure.

REVIEW BY STANDING HEARING COMMITTEE

The academic dean shall arrange for the standing Hearing Committee to hold a hearing on the faculty member's grievance within 30 days of its receipt by the academic dean. The Hearing Committee shall proceed as follows:

1. The Hearing Committee shall consist of five members and two alternates. At the beginning of each academic year, the academic dean shall select, in consultation with the president, four members from the regular faculty and one member from the President's administrative council who holds faculty rank. The Hearing Committee shall elect the chairperson from its membership by majority vote.
2. The academic dean or his or her designee shall inquire of each of the selected Hearing Committee members whether there is any reason he or she would be unable to hear the case fairly and impartially and render a fair and impartial decision. If any member of the committee cannot serve, then an alternate shall be appointed to serve.
3. If the chairperson cannot impartially serve on a particular hearing, then an alternate should be appointed and the group shall elect a chairperson for the particular hearing.

From this point, the Hearing Committee shall be in charge of all subsequent stages in the hearing process until the Hearing Committee has forwarded its report and recommendations to the president.

The Hearing Committee chairperson shall set a time and place for the hearing and shall notify the other committee members and the faculty member. The chairperson shall be in full charge of the hearing, which shall be conducted according to procedures as established and may include representation. The hearing shall be closed to all except the persons who have the advance approval of the academic dean.

The Hearing Committee chairperson shall conduct the hearing and prepare a final report that shall contain findings of fact and recommendations to the president of the University. The final report shall be submitted to the president within 21 calendar days of the conclusion of the hearing and a copy delivered to the faculty member. Additionally, members of the committee may submit individual reports to the president and send a copy to the faculty member. Upon consideration of the committee's report(s), the decision concerning the grievance shall be at the sole discretion of the institution as represented by the directors acting through the president, whose decision shall be final.

SYLLABI

There shall be on file in the office of the academic dean, a syllabus of each course taught for each time the course is taught. The syllabi shall follow the format established by the University and shall reflect the format guidelines which may from time to time be issued by the faculty curriculum committee.

The syllabi shall include but not be limited to:
Brief course description.

Course purposes and competencies.
Course procedures (a summary statement of the means of accomplishing course objectives).
Method of evaluating student performance indicating weights of the various required course activities and the grading scale/criteria for grading.
The required texts.
Any recommended texts.
A current bibliography listing works relevant to the course subject.
A schedule of course activities and readings with required dates for completion of papers, exercises, reports, examinations, and other activities
A statement of policy regarding academic honesty.
An indication of the method by which instruction in the course will be evaluated.
A statement of policy regarding incomplete grades.
A statement of penalties for late assignments.
A description of how the Christian faith and Bible will be incorporated into the course.
Professor's office hours, location, e-mail address, and phone number, as applicable.

Syllabi shall be developed in acceptable format and submitted to the academic dean's office on or before the first day of registration for the semester in which the course is offered. A course syllabus shall be provided to each student on or before the first scheduled meeting of the class. The syllabus should not be altered after the first class period. If a professor wishes to alter it, he or she should consult the academic dean and obtain his approval.

STUDENT ADMISSION AND REGISTRATION

The academic dean is responsible for ensuring that all faculty and staff involved with admissions are informed of our admissions policy and position, understand it and agree to abide by it. This policy is provided in the Academic Catalog, and is incorporated into this Handbook by reference. The admissions process for international students includes several additional steps compared to the admission of U.S. students; a document describing this process is available in the Registrar's office.

ENROLLMENT STATUS CLASSIFICATION

REGULAR (DEGREE-SEEKING) STUDENTS

Applicants who intend to obtain a degree from Caroline University are defined as regular students. All regular students are eligible for all forms of financial aid, unless otherwise specified below, and contingent upon successfully meeting other eligibility criteria of the individual financial aid programs. Upon acceptance, some students may be

subclassified as provisional or conditional, if they have not met all admission requirements.

PROVISIONAL

If the admissions committee believes that the applicant has the potential for success in the degree program to which admission is sought, they may accept the applicant into the degree program on a provisional basis. Students accepted on a provisional basis may be considered for need-based assistance grants and student employment, but will not be considered for scholarships until the provisional designation is removed. The student on provisional enrollment basis must meet the following requirements to no longer be classified as provisional.

Degree Programs: Students accepted on a provisional enrollment basis in all degree programs are limited to a maximum of 12 credits the first semester of enrollment. Each program may establish specific course requirements for the provisional students' first term of enrollment. After completing a minimum of nine credits with a 2.00 or better grade point average (3.00 for graduate students) and meeting the course requirements set by the school, the provisional designation will be removed. Students entering Caroline University on a provisional basis, who do not achieve the required minimum grade point average for the first term of enrollment are subject to immediate dismissal. All provisions of the Academic Probation and Dismissal policy will then apply.

CONDITIONAL

Applicants who have submitted all application material except test results, an official transcript or a letter of reference may be admitted on a conditional enrollment status. Those on conditional status have one semester to submit all of the required admissions material. The student will not be eligible to register for a second term until the school removes the conditional designation. Any request for an exception to this registration block must be submitted to the academic dean through an academic petition.

FULL TIME CLASSIFICATION

To be classified as full time for enrollment certification purposes, a graduate student must satisfy one of the following conditions:
Be enrolled for a minimum of nine (9) to twelve (12) credit hours per regular academic semester or four (4) credit hours during the summer session(s). This definition will be used for enrollment reporting purposes.

Be enrolled for at least one credit hour in the last semester of enrollment necessary for completing the degree.

If program design does not allow for at least nine credit hours per session, full time classification will be considered the maximum number of credit hours offered per session in that program.

INDEPENDENT STUDY

An independent study is a learning experience that allows a student to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time and resources permit. An independent study may be chosen for one of the following reasons:

1. The subject matter or academic activity is not included in regular course offerings and is pertinent to student's degree interests.
2. The subject matter or academic activity is significantly beyond the scope of scheduled course offerings.

An independent study shall constitute a contract between student and teacher and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the study shall be equivalent to that expected in the classroom.

An independent study course shall be subject to the same academic policies as a regular course except that incomplete work shall be subject to the In Progress (IP) grade policy. The value of the independent study shall vary from one to four semester hours. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements.

1. The student and advisor shall assess the need for an independent study by reviewing the student's academic goals, the content of regular course offerings and the student's progress toward degree requirements.
2. The student shall complete an Individual Study form and obtain the approval signatures of the advisor and the independent study director.
3. The student shall submit the approved Individual Study form to the school registration representative and register for the independent study during the registration period for the term in which the student intends to begin the study.
4. The school shall distribute a copy of the Individual Study form to the academic dean, advisor, independent study director and the student.
5. The student and director shall make periodic contact during the course of study with a system of mutual accountability established.

6. The study director shall perform the final evaluation and shall assign a final letter grade.

INTERNSHIP

An internship provides an opportunity for a student to apply their learning to actual work situations in the student's major academic area of concentration. It shall be a new and educationally rewarding experience for the student rather than a repeat of previous work experience.

The internship shall be supervised by a faculty director and by a professional practitioner in the student's field of concentration. A student may receive compensation for an internship subject to approval by his advisor and academic dean. Internship credit shall be variable with 90 hours of experience generally equaling one semester credit. Grading policies for the internship shall be established by the academic dean. An internship is normally pursued near the completion of a student's degree program. To be eligible to register for an internship, a student shall have completed one-third of the total number of hours required in his or her degree program. Each school may establish other guidelines for the pursuit of internship credit.

1. The academic dean's office shall provide the student with a suggested internship agreement format and detailed directions for obtaining an internship agreement contract.
2. The student shall, in cooperation with his advisor and internship director, obtain an internship agreement.
3. The student shall then complete an Individual Study form and obtain the approval signature of the faculty internship director.
4. The student shall submit the approved Individual Study form to the school registration representative and register for the internship during the registration period for the term in which the student intends to begin the internship.
5. The school shall distribute a copy of the approved form to the advisor, faculty internship director and student.
6. The faculty internship director shall determine the form and frequency of student contact and reporting during the internship.
7. The student shall request a formal performance evaluation letter from his professional supervisor to be sent to his faculty internship director.

The faculty internship director shall perform the final evaluation and shall assign a final grade.

PRACTICUM

A practicum is a field-based project that provides an opportunity for a student to gain practical experience in a particular field of study. Approval for a practicum shall only be given if there is evidence of significant learning opportunities related to the student's major area of

study. A practicum shall constitute a contract between student and teacher and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the practicum shall be equivalent to that expected in the classroom.

Practicum credit shall be variable with 90 hours of experience equal to one semester credit. Grading policies for the practicum shall be established by the academic dean. Each department/division may establish limits to the total number of practicum credits that may be applied toward degree requirements. To be eligible to register for a practicum, a student shall have completed 12 credit hours (8 for graduate students), shall have a 2.00 cumulative GPA (3.00 for graduate students) and shall have obtained approval from the faculty practicum director.

1. The student and advisor shall assess the need for the practicum by reviewing the student's progress toward degree requirements and determine how the practicum will meet the student's educational goals.
2. The student shall complete an Individual Study form and obtain the approval signatures of the faculty practicum director.
3. The student shall submit the approved Individual Study form to the registration representative and register for the practicum during the registration period for the term in which the student intends to begin the study.
4. The school shall distribute a copy of the approved Individual Study form to the academic dean, the advisor, the practicum director and the student.
5. The student and faculty director shall make periodic contact during the course of study with a system of mutual accountability established.
6. The faculty practicum director shall perform the final evaluation and shall assign a final grade.

STUDENT OPERATIONS

Academic Integrity

The Caroline University community of teachers and scholars affirms that upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students. Conduct that violates academic integrity includes:

1. Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding or deceiving. Examples of dishonesty include: copying from the examination paper of another, allowing one's own examination paper to be copied, reading without the instructor's consent a copy of the examination prior to the date it is given, giving or receiving unauthorized aid on a take-home examination; use of unauthorized aids; submitting the same work product in more than one course without the express permission of the instructor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.
2. Plagiarism. This is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral.

Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Catalog and the Student Handbook.

Academic Probation and dismissal

Students who do not maintain adequate progress toward graduation may be placed on academic probation, academic alert, or dismissed, in accordance with the policies stated in the Academic Catalog.

Advising

The Registrar's Office assigns an advisor to students to help them plan degree programs and to give career and personal guidance during their undergraduate program. It is the students' responsibility to meet the requirements of the degree as established by the faculty, administration, and as defined in the student's approved degree program.

Advisors assist students during the registration process and throughout the year. Advising students shall be regarded as a central and integral part of the instructional responsibility of faculty members. To the degree possible, advisors shall be matched with the areas of the student's specific interests.

PROCEDURES

1. At the time of formal admission, the University informs new students in writing of the name of their assigned advisor and enters the advisor assignment in each student's record.
2. At the beginning of each academic term, the University provides each professor a list of all advisees who are enrolled for that term.
3. Students are responsible for taking the initiative to obtain advisement.
4. Faculty or students may request a change of advisors through the academic dean's office. The academic dean approves all advisor changes.
5. Advisors approve the schedule and course load of all advisees for each academic term and meet with advisees each term as appropriate.
6. Students obtain their advisor's written approval on the Add/Drop Request form to drop or add a course during the authorized add/drop period. Courses may be dropped after the authorized date only for unusual reasons and with the academic dean's approval.
7. Students need the approval of their advisor and academic dean on the Individual Study form for the following academic experiences: practicum; independent study; internship; and tutorial.
8. Students may request a printout of their approved degree program from the Registrar. Changes to the approved degree programs require approval on an Academic Petition form, which is available in the academic dean's office.
9. Students voluntarily withdrawing from the University during a term must complete a Withdrawal form and get approval from the appropriate advisor and the academic dean.

Class Attendance

Class attendance is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments and class participation. Regular attendance at classes is expected. Faculty members evaluate each student's record of attendance in arriving at a final grade. For more information on class attendance requirements, see the Academic Catalog.

Degree Program Audit

In order to graduate, students must complete all the degree requirements published in the catalog for the degree program in which they are enrolled. Requirements will be maintained by the Registrar's Office. Students may obtain information concerning their progress from the Registrar.

Financial Holds on Academic Records

The Business Office will place a financial hold on the academic records of present and former students who have an outstanding account with the University. Such individuals will not be allowed to register for classes nor will any academic documentation or information (i.e., grades, transcripts, and diplomas) be released to them until the Business Office receives payment. Once the account is settled, the Business Office will notify the Registrar's Office that the financial hold has been removed. The Registrar's Office will then release any requested academic documentation or information to the individual. For more details on financial holds, see the Academic Catalog.

Grading System

To remain in good academic standing a graduate student must maintain a 3.00 grade point average. The Academic Catalog contains the Caroline University grading scale.

The instructor determines all grades. The basis for evaluation and grade calculation shall be published in the course syllabus available at the first formal class meeting or online before the first class participation date. Formative grade assessment may utilize systems different than the required system for final grading, as long as the system allows for equitable conversion.

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of hours attempted exclusive of P/NP, Audit and courses in which an Incomplete or In Progress is assigned. Grades of F, WP, WF or Audit may not be used to meet minimum hour requirements. Professional development courses such as an internship and a practicum will be graded on a P/NP basis.

WITHDRAWAL FROM COURSE GRADES

A grade of WP or WF is given to a student who withdraws from a course after the authorized add/drop period up to the end of the semester registered. The designation WF is counted as an F in the computation of the GPA; the designation of WP is not counted in the computation of the GPA. Any student who seeks to complete a course to which a WP or WF grade has been posted must register in a subsequent term and pay the full current tuition for the course.

INCOMPLETE GRADES

An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student's part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following semester. If all work is not submitted by the end of the following semester, a grade of F will be posted automatically and counted in the computation of the GPA.

IN PROGRESS GRADES

In progress grades are given when work is not completed by the end of the semester for the following academic work: independent studies, internships, and practicum. An IP is also an appropriate grade for courses in which the completion of course requirements for all students extends beyond the semester in which the course is offered. An IP may be continued for a maximum of two semesters. If the requirements for removal of the IP grade are not completed by the end

of these two semesters, an NP grade will be assigned. Any student desiring reinstatement to the course after an NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.

Graduation Requirements

Caroline University graduates those students who are in good standing upon the satisfactory completion of all degree requirements. Note: To graduate is to be granted an academic degree or diploma.

Students are subject to the degree requirements listed in the catalog for the year during which the student first enrolls. A student may petition the academic dean to use a subsequent catalog.

For more details on graduation requirements, see the current Academic Catalog.

Student Appeals

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects his or her academic career. Details of the appeals process are given in the Academic Catalog.

Course Evaluations

Course evaluations offer students a means to provide input for assessing and improving course design and teaching performance. Students assess their instructors in: course competencies; content and instructional methodology; faculty mentoring; and biblical perspectives and advisement.

Course evaluations for each course taught are a part of the school's systematic evaluation of instructional performance. Individual instructors may use other instruments to gain additional information.

The results of the course evaluations are not made public. They are available to the instructor, the academic dean and those involved in personnel decisions. They may also be made available to evaluators for accreditation and approval purposes.

1. Course evaluations are collected by the academic dean's designee and delivered to the academic dean's office during or immediately following the last class of the semester in which the course is offered or after the last exam.
2. After grades have been submitted, the evaluations are made available to the instructor.
3. The instructor reviews the evaluations and provides a written response on how he or she intends to modify or improve the course based on the ratings received. The instructor will also have an opportunity to comment on the rating received. These comments are taken into account by the persons or groups responsible for making or advising on personnel decisions.
4. The instructor returns the evaluations, a written response and written plans for revising the syllabus, if appropriate, to the academic dean.
5. The academic dean retains the evaluation information for three years.
6. Summaries of the information from course evaluations may be used for statistical purposes as long as the information does not reveal the identity of the faculty member.

Student Discipline

Policies on student discipline are given in the Student Handbook, which is incorporated into this Handbook by reference.

Student Evaluation

Each faculty member, in consultation with the academic dean, determines the evaluation policies governing student performance necessary to complete his or her course. The method for evaluating student performance in each course is stated in the syllabus. Degree completion requirements are stated in the catalog.

1. All examinations are taken at the time announced by the instructor. If students miss any examination, it is their responsibility to make arrangements with the instructor to take a make-up examination.
2. Alternatives such as a written paper or creative project may be adopted in lieu of final examinations at the discretion of the individual instructor.
3. Faculty submit term grades by the date set by the Registrar's Office so that grades can be sent to students in a timely manner.

Student Grievances

The student grievance policy is given in the Student Handbook, which is incorporated into this Handbook by reference.

Student Records Confidentiality

Access to student records is controlled by Federal law and regulations. Details of the students' rights to access and confidentiality are given in the Academic Catalog.

Transcripts

TRANSCRIPT INFORMATION

The Registrar's Office maintains a permanent, complete record of each student's educational progress. Printed transcripts include the following information:

1. Name and address of the institution.
2. Name and ID number of student.
3. Previous undergraduate and graduate degree(s) and name of institution granting each degree.
4. Caroline University school in which student is enrolled.
5. Major area of concentration.
6. Dates of attendance.
7. Course identification and credit hours.
8. Grades and grade points.
9. Statement of transfer credits where applicable.
10. Statement of academic probation and dismissal where applicable.
11. Identification of degree and date granted.
12. Identification of calendar system.
13. Explanation of grading system.
14. Applicable accreditations.
15. Transcripts of degree programs conducted and assessed in a language other than English will include the following statement: "Degree requirements completed in the _____ language."

Authentication of transcripts includes the University's official seal, the date of release and the signature and title of the certifying officer. Transcripts issued directly to the student are conspicuously marked "Issued to Student."

All requests for transcripts must be made in writing to the Registrar's Office. Transcript copies are subject to a handling fee. Transcripts will not be released for current or former students who have not paid their financial debts to the University (i.e., bursar hold or library hold). Three copies of a transcript will be issued to students without charge upon the completion of graduation requirements.

TRANSCRIPT SECURITY

Caroline University faculty and administration protect the confidentiality of each student's academic record. Only those Caroline University officials with authority to act in the students' academic interest are allowed access to student academic records. All official and unofficial copies of the permanent transcript are provided by the Registrar's Office, although faculty members may print unofficial copies for advising purposes. These copies should be kept in a limited access area in the academic dean's/advisor's office. All other offices are prohibited from reproducing copies.

Transfer Credits

The policies and procedures used for awarding transfer credits are given in the Academic Catalog, which is incorporated into this Handbook by reference.

Archives

The University Archives serve as a repository of official records and other University related materials. The Archives are housed in the University Office and directed by the Registrar under the supervision of the academic dean.

The University administration, including deans and department heads, aid in identification and collection of the official University records that should be retained and preserved in the Archives and shall follow the procedure outlined below:

1. Collect and preserve historical and current publications and reports of the University.
2. Assess space needs for retention and preservation of University records.
3. Use a classification system most suitable to the access of University archival materials.
4. Establish guidelines for University staff maintaining files to determine the length of record retention, and those to be either destroyed, transferred to intermediate storage or to the archives.
5. Provide preservation, conservation and repair of records when necessary to ensure their longevity and future use.
6. Publicize the collection and provide reference service to University students and staff, as well as other researchers.
7. Develop communication with other Civic archival collections.

Commencement Participation of Staff

All exempt employees are eligible to participate in the commencement procession. However, exempt employees other than full-time members of the teaching faculty and senior administration staff may choose not to participate in the procession. If exempt employees wish to participate, it is their responsibility to notify the Registrar's Office of their desire to do so.

The official commencement procession includes the following: president, other administrators, full-time teaching and professional library faculty, adjunct faculty and full-time exempt employees choosing to participate. The president determines the procession for the platform.

Copyright

Caroline University affirms that its educational mission includes the encouragement of its faculty, administrators and other employees, as well as its students, to originate and to publish scholarly and creative works in a variety of media of expression. The University copyright policy is designed to promote such scholarly and creative work by affording opportunities and assurances to the individual scholar or artist to secure appropriate rights to such work and at the same time to secure to the University appropriate rights to a work, the creation of which has received substantial University support.

DEFINITIONS

For the purpose of this policy, terminology is defined as follows:

1. "Author" means the originator of any Work. The term may be used in singular form, although several co-originators exist.
2. "Coursework" means Work originated by a Student Author to fulfill workshop, seminar, course or graduation requirements at the University.
3. "Employee" means any staff member, administrator, faculty member, graduate assistant or any and all other employees receiving a salary or other compensation from the University, whether full-time or part-time. Anyone on a leave of absence who is not drawing compensation during such time is not an Employee for purposes of this policy during such leave of absence. A consultant, or other person under contract to perform a designated service for the University, shall be deemed an Employee for the purposes of this policy during the performance of such designated service as to any Work arising out of the performance of such designated service, unless his contract for services provides otherwise.
4. "Faculty" means any member of the faculty as defined by Article 8 of the Bylaws of the University.
5. "Student" means any individual currently enrolled, or completing workshop, seminar, course or other graduation requirements at the University.
6. "Student Employee" means any student who voluntarily, with or without compensation, provides any service or makes any contribution to any Work supported by University Funds or University Facilities whether or not such Work is Coursework.
7. "University Facilities" means its laboratories, supplies, equipment and other physical facilities; audiovisual recording, reproduction and playback facilities; computer equipment, whether owned or leased, including computer software; graduate assistant and employee time, including secretarial or clerical work. University Facilities does not include use of the Caroline University Library or its resources generally available to the academic community without charge. In addition, University Facilities does not include Employee use of assigned offices and office furnishings and

equipment or Student use of computer labs for Coursework.

Photocopying equipment is also not included provided that all costs to the University are reimbursed to actual expense.

8. "University Funds" means those funds, regardless of the source, that are administered as part of the regular University budget and under the control, responsibility and authority of the University.
9. "Work" means any original work of authorship fixed in a tangible medium of expression including, but not limited to: literary works, such as books, journals, articles, manuals, study guides, advertisements, lectures, syllabi, handouts, seminar materials, computer programs; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic and sculptural works; motion pictures and other audiovisual works; and sound recordings.
10. "Work Made for Hire" means a Work prepared by an Employee or Student Employee within the scope of employment. Any Work produced by Faculty pursuant to his regular teaching assignments under his annual employment contract, or pursuant to the University's expectations for research and writing for promotion and tenure or in response to a professional development plan or by use of University Facilities or University Funds within the regular budget for such facilities or funds shall be deemed not to be within the scope of employment.

DETERMINATION OF OWNERSHIP

Employees

An Employee Author of a Work is free to claim the copyright in such a Work; publish it; register the copyright and receive the resultant royalties if the Work was not produced as Work Made for Hire.

Students

A Student Author of a Work is free to claim the copyright in such Work, publish it, register the copyright, and receive the resulting royalties if:

1. The Work was not Coursework, was produced on his own volition and on his own time without utilizing University Funds or Facilities; or
2. The Work was Coursework unless the Coursework was a Work Made for Hire.

University

The copyright in Work Made for Hire shall be the property of the University. The Author of the Work places the proper copyright notice on all copies and phone records of the Work showing the copyright to be in the name of Caroline University.

If the Work produced is a Work Made For Hire within the definition of Work Made for Hire, the copyright may be the property of the Employee or Student Employee if a written agreement between the appropriate dean or other supervisor and the Author specifically provides for such copyright ownership status. Such an agreement may be appropriate when utilization of University Funds or of University Facilities is not significantly beyond the regular University budget, e.g., provision of additional graduate research or secretarial support.

Other

Work financed in whole or in part with funds from an outside sponsor shall be governed by the sponsorship agreement provisions covering copyrights. The University reserves the right to make and/or approve such agreements with sponsors and to include therein such provisions regarding the ownership and disposition of rights to the Works as it deems to be in the interest of the University. In the absence of agreement provisions covering copyrights, the copyright in sponsored Works shall be treated as Employee or Student-owned unless the Work is a Work Made for Hire.

If the Work produced is Work Made For Hire within the definition of Work Made for Hire, the copyright may be the property of the Employee or Student Employee if a written agreement between the appropriate dean or other supervisor and the Author specifically provides for such copyright ownership status. Such an agreement may be appropriate when utilization of University Funds or of University Facilities is not significantly beyond the regular University budget, e.g., provision of additional graduate research or secretarial support.

DETERMINATION OF EQUITIES

Employee/Student-Owned Works

In those cases where an Employee or Student has full ownership of the rights in the Work, the University may use the Work only if the University and the Employee or Student agree to such use by a separate written agreement, except, in the case of Coursework, the Author is deemed to have given the University permission to utilize it without payment of royalties provided such use is limited to presentations for University instruction, curriculum planning, student recruitment, University advancement or other like University functions.

University-Owned Works

In cases where the University owns the copyright to a Work:

1. The Author may obtain from the University, at his expense, one copy of the Work for his personal use; provided, however, that no such copy shall be made available to the Author until the Author has obtained and submitted in writing to the University

for its retention all releases, clearances and waivers which the University may believe necessary for release from liability with respect to the Work.

2. If the University determines not to commercially develop the Work, the University may allow the Student or Employee Author to do so. Under these circumstances the Author and the University enter into a separate written contract detailing the terms of their agreement.

COPYRIGHT POLICY ADMINISTRATION

This policy is intended to cover the normal Author-University relationships. The academic dean may appoint a University copyright committee to review the operation of this policy or recommend the resolution of unusual copyright problems. The academic dean may grant deviations from this policy to provide an equitable resolution of any copyright-related question.

This policy is promulgated and is to be interpreted under the provisions of, and in conformity with, the copyright laws of the United States, specifically Title 17 USC, sections 101 through 810 (Academic Council, Approved February 1990).

Course and Classroom Scheduling

The academic dean determines the courses to be offered in each academic term and makes the necessary teaching assignments for each course. In accordance with the procedures of the Registrar's Office, the dean recommends to the Registrar's Office the appropriate time and place for each course. Once the course schedule is submitted to the Registrar's Office, any changes in teaching assignments, courses offered, and time offered must be authorized by the academic dean. Any changes in class assignment, including class times, must be authorized by the Registrar's Office. Changes made after the first week of classes should be avoided.

Degree Programs

Degree programs offered by Caroline University must be approved by the University's Board of Directors. The programs are listed and described in the Academic Catalog.

Honorary Degrees

Caroline University confers honorary degrees for the purpose of recognizing selected individuals whose life and work have exemplified, in outstanding fashion, the values and ideals that the community espouses. Recognition of outstanding scholars, authors, artists and leaders—regionally, national and international—should be primarily considered.

QUALITIES OF THE NOMINEE

1. The nominee should have achieved some distinction that can command widespread admiration. Most nominations go to individuals who have achieved extraordinary levels of success and visibility, and through these accomplishments have contributed to the wisdom.
2. The candidate's life and qualities should exemplify the spiritual and intellectual goals of the institution.
3. The candidate should be clearly outstanding, distinguished and recognized by the discipline and University community for accomplishments and service in the public good. Formal academic achievement is a desired, but not a necessary qualification.
4. The accomplishments for which an individual is awarded an honorary degree may be in any of several dimensions, but they should exemplify one or more of the University's values.

POLICY

1. Candidates should be nominated by the president, a member of Board of Directors or a faculty member. Students and those outside the University community may suggest candidates to a faculty member. Honorary degrees should not be considered for a current faculty member, current student, an employee of the University or any person on compensated service in the University.
2. Candidates nominated by the president or a member of Board of Directors will be automatically considered by Board of Directors for final decision.
3. A candidate nominated by someone other than the president or a member of Board of Directors should be evaluated by the Academic Council. The Council will make a recommendation to the president. The president will evaluate the candidate and offer a recommendation to Board of Directors.
4. The nominator should provide supporting documentation to the Academic Council, who will evaluate the candidate and offer a recommendation to the president, who will then determine whether to submit the recommendation to Board of Directors for final approval.
5. Ordinarily, no more than one honorary degree should be granted in any one academic year.

6. The honorary degree to be awarded any candidate will be entitled the Doctor of Arts, Doctor of Science, Doctor of Laws, Doctor of Divinity, Doctor of Humane Letters or Doctor of Humanities. The University will follow the guidelines established by the Bureau for Private Postsecondary Education (BPPE) with respect to the names of honorary degrees.

PROCEDURE

1. Nominations can be submitted at any time during the year and should be sent to the chairperson of the Academic Policies Committee of the faculty. Ordinarily, all names should be submitted to the chairperson one month prior to the fall meeting of Board of Directors for degrees that are to be awarded at the subsequent spring graduation.
2. The nominator should submit the following supporting documentation:
 - a. A letter of nomination from the president, a Owner of Directors member or a member of the faculty. This letter should address those specific contributions that distinguish the candidate as an individual worthy of an honorary degree.
 - b. Curriculum vitae, including the candidate's educational background, a list of publications or creative efforts, a list of positions held, honors received.
 - c. A short (one-page maximum) narrative that includes an abbreviated version of the material requested in a. and b. above, which will be submitted to the faculty for review.
 - d. Two letters of recommendation or support from within the University from senior professors, distinguished scholars and/or administrators, who have knowledge of the individual or who have reviewed the candidate's record and have determined if the candidate's achievements are consistent with the University mission and are worthy of consideration for an honorary doctorate.
 - e. Two letters of recommendation from distinguished scholars, artists or leaders from outside the University who can speak to the significance of the candidate's work or contribution.
 - f. Any other materials that the nominator would like to bring to the attention of the faculty.

Note: It is important for all involved that strict confidentiality be observed at each step to avoid embarrassment until the entire process is completed and the nominee has formally agreed to accept the honor.

3. The Academic Policies Committee of the faculty will then conduct a formal evaluation of the documentation and submit findings to the president who will determine whether to make a recommendation to Board of Directors.

4. Upon approval of Board of Directors, the nominee becomes an official candidate for an honorary degree. After approval, the president will contact the candidate to offer the honorary doctorate.
5. If the candidate accepts, the doctorate will be conferred, in person, at the time of commencement ceremony, or in a rare instance, at another special occasion, within two years following approval by the directors. No honorary degrees will be awarded *in absentia*.

Internet/Web Publishing and Access

Caroline University owns and maintains a Web server to publish the Caroline University website—www.carolineuniversity.org. The server/network administrator maintains the Web server and upgrades the server, meeting normal demands for drive space and system performance.

Faculty members who need to publish large amounts of files (for example, multimedia files) must negotiate drive space in advance with the server administrator.

UNIVERSITY WEBMASTER, WEB SUPERVISORS AND WEB PUBLISHERS

This policy clarifies the role of the University Webmaster, department Web supervisors and Web publishers. The policy is designed to ensure that all Caroline University Web pages are generated with consistent style, quality and proper HTML coding.

1. The term Webmaster is only used in the job title of the University Webmaster. The University Webmaster designs and maintains the University Web site. He or she assists and trains all department Web publishers in maintaining their Web sites.
2. From time to time, the University may assign the role of Web supervisor and Web publisher to an existing staff member, faculty member or a student hired specifically for that purpose. The Web supervisor and Web publisher might be the same person. A student may not be a Web supervisor.
3. The Web supervisor is responsible for the overall content of his or her unit's Web site. He or she oversees the work of the Web publisher and ensures that the Web publisher attends all offered Web training. Web supervisors meet each semester with the University Webmaster.
4. The Web publishers develop, update and upload Web pages. Web publishers must attend the once-a-semester Web training sessions with the Webmaster on dates to be announced. These workshops teach various Web authoring and graphic design software, present the Caroline University look and style, answer questions and provide networking with other Web publishers.
5. All unit Web sites need to reflect the approved University design and layout (template). The approval process includes the University Webmaster, Web supervisors and Web publishers. The University Webmaster works with the Director of Communication regarding the overall design of the template. All Web sites should reflect graphics and fonts developed by the Director of Communication in brochures and other types of printed advertisements.

STUDENTS, STAFF, AND FACULTY HOME PAGES

All members of the Caroline University community may publish and maintain their own personal Web pages. The University is not responsible for the content and claims made on home pages. In addition, the University reserves the right to revoke the privilege of home page publishing to anyone. This would occur only when a person publishes content that would be considered offensive and contrary to the nature and vision of Caroline University. Technical assistance relating to personal home pages is generally not available from the University Webmaster.

Sexual Harassment

POLICY

It is Caroline University's policy to provide students and employees with an environment for learning and working that is free of sexual harassment whether by members of the same sex or opposite sex.

University administrators and supervisors are responsible for assuring that effective measures are taken to implement this policy's procedures.

It is a violation of this policy for any member of the University community to seek gain, advancement or consideration in return for sexual favors, or to make an intentionally false accusation of sexual harassment. It is a violation of this policy for any member of the University to engage in verbal or physical sexual harassment.

Any person who feels offended by the behavior of any other person in the Caroline University community is encouraged to resolve the problem informally before filing a complaint according to the enforcement procedures below.

Any person who has been accused of sexual harassment pursuant to the terms of this policy, who retaliates against his or her accuser in any manner, shall be charged with violating this policy. Any member of this University community who is found in violation of this policy will be subject to appropriate sanctions, which may include discharge, expulsion or probation.

DEFINITIONS

"Work," for the purposes of this policy, means employment-related activities carried out by University employees and University-sponsored activities carried out by volunteers.

"Member of the University community," means student or employee, or an alumnus or volunteer involved in any University-sponsored activity.

"Sexual harassment" is defined as unwelcomed and unsolicited conduct of a sexual nature, physical or verbal, by a member of the University community of the opposite sex or same sex.

PROCEDURE

1. Any member of the University community who believes that he or she has experienced sexual harassment as defined in this policy should immediately notify his or her immediate supervisor, dean or department head, the Dean of Students or the director of human resources.
2. Complaints of sexual harassment must be filed with the Dean of Students or the director of human resources within 180 days from the date the alleged harassment occurred. The complainant

- shall explain, in writing, the nature of the harassment and indicate what remedy he or she seeks.
3. The dean/director shall forward a copy of the complaint and a copy of this policy to the accused member of the University community and the appropriate supervisor/administrator advising them that an investigation of charges will be conducted.
 4. If the supervisor/administrator is involved in the charge, the Dean of Students/director of human resources should choose another appropriate supervisor/administrator.
 5. The supervisor/administrator, working with the dean/director, shall promptly and confidentially investigate the complaint. In determining whether the alleged conduct constitutes sexual harassment, the supervisor/administrator will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual conduct, the context in which the conduct occurred and the history of the relationship between the parties.
 6. During the investigation, the individual accused of sexual harassment must be given an opportunity to respond, either orally or in writing, to the complaint.
 7. After the investigation of the complaint, the supervisor/administrator may propose mediation in order to secure a written agreement that satisfies all parties to the complaint. (See Mediation Agreement in Appendix B.) A resolution by agreement of the parties may include the imposition of a sanction upon the accused individual, which the accused individual agrees to accept as a sanction.
 8. If such an agreement is reached, a copy of the agreement shall be provided to each of the parties involved and the Dean of Students or director of human resources.
 9. If, within 30 days of the supervisor/administrator's receipt of a complaint, the complaint is not resolved, the Dean of Students or director of human resources shall notify the parties, in writing, that the matter cannot be resolved and shall advise the complainant of his or her right to proceed with the charge.
 10. If the complainant desires to proceed with the charge, the record of the complaint shall be provided to a committee appointed by the academic dean in consultation with the director of human resources. The committee will be composed of two deans and three representatives from the University community of faculty, staff or students, depending on the individuals involved.
 11. The committee shall hear testimony and evidence from both parties and shall make a finding regarding the truthfulness of the charge(s).
 - a. If the charge is proven true, the committee shall make a recommendation regarding sanctions, if appropriate. The imposition of sanctions shall occur in accordance with applicable University disciplinary and sanction procedures.

- The sanctions that may be imposed by the committee shall include, but not be limited to: censure/reprimand, demotion, suspension without pay or recommendation for termination.
- b. If the charge is proven false, all references to the charge shall be expunged from the accused's records.
 - c. If the charge is found to be false and malicious, the matter should be referred to the academic dean for further action.
12. The final decision rests with the president acting on behalf of Board of Directors.

Guest Speakers

POLICY

Caroline University is a private University that values the sharing of knowledge, the search for truth and the social intellectual development of students. Free inquiry and free expression are essential to learning. An atmosphere in which one can ask questions and evaluate divergent points of view is promoted. The University is committed to an open expression of views that challenge us to more effectively fulfill our Civic responsibilities in society.

The University reserves the right to authorize to only guest speakers who, in some way, will contribute to the mission and vision of the University, and who agree in advance to conduct themselves in a manner consistent with traditional Civic values. This includes avoiding profane language, potentially slanderous statements, advocacy of violent change or overthrow of the government.

PROCEDURE

1. Any University-recognized group may invite and sponsor speakers to appear before its group with the approval of the advisor. Recognized student organizations are not authorized to present programs to all-University audiences unless they receive specific approval from the Dean of Students. Exceptions to this policy must be approved by the Dean of Students.
2. The Dean of Students may prescribe conditions for the conduct of a speaker if there is reason to believe that such person or persons may behave in a manner inconsistent with the mission and personal code of conducts of the Caroline University.
3. An event open to an all-University audience shall generally be defined as one that is promoted as being open to persons who are not members of the sponsoring organizations.
4. The Dean of Students should be contacted if there are questions about the advisability of inviting a speaker to class.
5. The arrangements for a speaker, the conduct of the speaker and the appropriateness of the activity are the concern of both the inviting group and the University. The privilege to invite speakers carries with it important responsibilities to ensure that the proper objectives of the University are not compromised.
6. The University reserves the right to cancel any event it deems likely to cause an interruption in the University's orderly activities. The president or his duly authorized representative may order an event to be terminated on grounds that it constitutes a disruptive activity. Any member of the faculty or staff or any student who resists such an order shall be subject to disciplinary action.
7. A recognized student organization that sponsors a guest speaker may not use the Caroline University name or logo nor may they infer directly or indirectly that it is a University sponsored event without the approval of the Dean of Students.

Approval of a guest speaker to speak does not necessarily imply approval or sponsorship of their views by the University or by the organization inviting them.

Student Records Retention

The Student Records Committee governs the retention and disposal of all student records in order to be certain that the information collected, stored, and disseminated is consistent with fair information practices. This policy provides guidelines for the retention and disposal of student records and to ensure the physical security of those records.

STUDENT RECORDS COMMITTEE

1. The Student Records Committee is a standing committee whose members include the Admissions Officer, Registrar, Business Administrator, Dean of Students, Academic Dean, and Librarian. The Registrar serves as chairman of the committee.

2. Duties include:

For various departments: oversee the initial records inventory; review and update records inventory forms annually; and determine the academic, administrative, fiscal, legal, and historical/research value of each student record;

Ensure that records and documents deemed by the committee to have value are adequately protected and maintained;

Assist the archivist in the development of retention standards for records, which have archival value. Develop a records management program for all vital records;

Publish a retention and disposal schedule that is in compliance with local, state, and federal laws. Before publication and implementation of this schedule, legal review and official institutional sanction should be secured;

Designate a member or members of the committee to monitor legislative impact on record retention and record keeping practices. When legislation is identified that impacts the retention and disposal of records, this person will review the Caroline University retention policy for impact and make policy change recommendations to the committee;"
Inform the institutional community of fair information practices;

Oversee the training of institutional personnel responsible for the storage, maintenance and disposal of records; and

Insist that all offices within the institution adhere to the published record retention and disposal schedule; assist offices within the institution in improving their records control systems.

RECORDS SECURITY PROCEDURE

Confidential records must be stored to prevent unauthorized persons from gaining access.

Confidentiality of confidential records should be maintained until the records are destroyed.

If the University ceases to operate or approval to operate in California is revoked, arrangements have been made with to administer the transcript records of Caroline University.

RETENTION SCHEDULE

The following is a list of documents with the retention period for file hard copies. Student records will be scheduled for review once per year, between May and August, per the following retention schedules.

Note: Any student record included in an open audit must be retained until all questions are resolved.

**Schedule A:
Admissions Data/Documents for Applicants Who Do Not Enter**

Name of Admissions Data/Documents for Applicants	No. of years after application term
Application progress report	3
Acceptance letters	3
Application for Admission	3
Readmission forms	3
Correspondence, relevant	3
Professor’s Reference(s)	3
Friend References	3
Personal statement(s)	3
Letters of recommendation	3
Personal statement(s)	3
Transcripts–high school	3
Transcripts–other Universities	3
Advanced placement records	3
Code of Ethics/Philosophy of Community statement	3
University Readiness Assessment	3
Military document	3
Recruitment materials	3
Statement of Financial Responsibility (shows evidence of adequate financial resources)	3
Financial certification forms	3
Copy of passport/visa	3

Statement of Educational Cost (show estimate of total school year costs)	3
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**Schedule B:
Admissions Data/Documents for Applicants Who Enroll, but do not Complete a Semester**

Name of Admissions Data/Documents for Applicants	No. of years after application term
Application progress report	Permanent
Application for Admission	Permanent
Readmission forms	Permanent
Acceptance letters	Permanent
Correspondence, relevant	Permanent
Pastor's Reference(s)	Until termination by the student or permanent
Friend References	Until termination by the student or permanent
Personal statement(s)	Until termination
Transcripts – high school(s)	Permanent
Transcripts - other University	Permanent
Advanced placement records	Permanent
Letters of recommendation	Permanent
Code of Ethics/Philosophy of Community statement	Until termination
University Readiness Assessment	Permanent
Military document	5
Student Handbook review statement	5
Emergency notification information	5
Student information sheet	5
Recruitment materials	5

Schedule C: Registration and Academic Process Records

Academic records (e.g. including narrative evaluations, competency assessments, grade reports)	Permanent
Change of grade forms (update documents)	Permanent
Transcript/class list with grades	Permanent
Name change authorization	Permanent
Photo	Permanent

Hold or encumbrance authorizations	Until release
Academic action authorizations (e.g., dismissal)	5 yrs after graduation or date of last attendance
Advance placement or other placement tests records/scores	5 yrs after graduation or date of last attendance
Applications for admission or readmission	5 yrs after graduation or date of last attendance
Correspondence, Relevant	5 yrs after graduation or date of last attendance
Curriculum change authorization/academic petition	5 yrs after graduation or date of last attendance
Degree audit records	5 yrs after graduation or date of last attendance
Fee assessment forms	5 yrs after graduation or date of last attendance
Grade report	5 yrs after graduation or date of last attendance
Health/physical readiness report	5 yrs after graduation or date of last attendance
Military documents	5 yrs after graduation or date of last attendance
Payment contracts	5 yrs after graduation or date of last attendance
Transfer credit evaluations	5 yrs after graduation or date of last attendance
Student ministry semester report	5 yrs after graduation or date of last attendance
Scholarship/award letters	5 yrs after graduation or date of last attendance
Notice of academic probations, dismissal	5 yrs after graduation or date of last attendance
Tuition and fee charge	5 yrs after graduation or date of last attendance
Withdrawal authorization	5 yrs after graduation or date of last attendance
Personal data information forms, most recent	5 year after graduation or date of last attendance
Registration forms, most recent	5 year after graduation or date of last attendance
Enrollment verifications	5 year after graduation or date of last attendance
Graduation authorization/application for graduation	5 year after graduation
Transcript request	5 year after submitted
Audit authorization	5 yrs after date submitted or date of last attendance

Change of course (add/drop)	1 yr after date submitted or date of last attendance
Class schedule (student)	1 yr after graduation or date of last attendance
Disciplinary action documents	After graduation or 5 yrs after date of last attendance, if student did not graduate (Filed in separate folder from academic record)
FERPA documents	See Family Education Rights and Privacy Act Data/Documentation retentions schedule
Financial aid document	See Federal Aid Record Retention schedule

Schedule D: Certification Data/Documents

Financial aid assistance records	See Federal Student Financial Aid (SFA) Record Retentions Requirements
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Schedule E: Publications, Statistical Data/Documents and Institutional Reports

Catalog	Permanent
Course Syllabi	Permanent
Commencement programs	Permanent
Graduation list	Permanent
Degree statistics	Permanent
Enrollment statistics	Permanent
Grade statistics	Permanent
Race/ethnicity statistics (student body, faculty, and administrative staff)	Permanent
Yearbook	Permanent
Schedules of classes	10 years
Recruitment brochures/materials	5 years

Schedule F: Family Education Rights and Privacy Act Data/Documents

Request for formal hearings	Permanent
Hearing panel's written decisions	Permanent

Request and disclosure of personally identifiable information	Permanent
Student statements on content of records regarding hearing panel decisions	Permanent
Written decisions of hearing panels	Permanent
Student's written consent for record disclosure	Until termination by the student or permanent
Waivers for rights of access	Until termination by the student or permanent
Student request for nondisclosure of directory information	Until termination

Schedule G: Federal Student Financial Aid (SFA) Record Retention Requirements

<u>1. SFA Program Records</u>	
Program Participation Agreement	3 years from award year
Accrediting and licensing agency review, approval and reports	3 years from award year
State agency reports	3 years from award year
Audit and review reports	3 years from award year
Self-evaluation reports	3 years from award year
Other records pertaining to financial responsibility and standards of administrative capability	3 years from award year
<u>2. SFA Fiscal Records</u>	
Records of SFA program transactions	3 years from award year
Bank statements for accounts containing SFA funds	3 years from award year
Records of students accounts	3 years from award year
Ledgers identifying SFA transactions	3 years from award year
Federal work-study payroll records	3 years from award year
Records supporting data on required reports, such as:	
• SFA program reconciliation reports	3 years from award year
• Audit reports and school responses	3 years from award year
• Pell grant statements of accounts	3 years from award year
• Accrediting and licensing agency reports	3 years from award year
<u>3. SFA Recipient Records</u>	

The Student Aid Report (SAR) or Institutional Student Information Record (ISIR)	3 years from award year
Application data submitted to the Department of Education or lender by the school on behalf of the student	3 years from award year
Documentation of student's eligibility	3 years from award year
Financial aid history for transfer students	3 years from award year
Documentation of student's program of study and course enrolled in	3 years from award year
Data used to verify applicant's data	3 years from award year
Documentation related to receipt of aid, such as: amount of grant, loan, FWS award; and calculations used to determine aid amounts	3 years from award year
Date and amount of disbursements	3 years from award year
Documentation of initial or exit loan counseling	3 years from award year
Reports and forms used for participation in the SFA program	3 years from award year
Documentation supporting the school's calculation of its completion/graduation or transfer-out rate	3 years from award year
4. Requirements for Specific Aid	
Campus-based aid (Perkins loan, SEOG, and Federal Work Study)	3 years from award year
Pell Grant	3 years from award year
Fiscal Operation Reports (FISAP)	3 years from award year
Perkins repayment records	3 years from award year
Perkins original promissory notes	Until loan is satisfied or documents are need to enforce obligation
FFEL and Direct Loans:	
• Borrower's eligibility records	3 years from award year
• All other records/reports	3 years from award year

Textbook Ordering

Distance education policy and procedure

Faculty members select required and recommended textbooks for courses for which they are responsible. They determine the number of required textbooks based on the needs of the course and what is a reasonable financial burden for the students.

DEFINITION

For the purposes of this policy, distance education is defined as a formal educational process that uses one or more of the technologies listed to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, if used in a course in conjunction with any of the technologies listed above.

The following guidelines shall apply to new distance education courses or programs, as well as to existing courses or programs in which the method of delivery has changed significantly from that approved in the original curriculum proposal leading to that course or degree. Any faculty group offering distance education programs is expected to meet Bureau for Private Postsecondary Education (BPPE) and TRACS requirements and be guided by policy established by the University.

PRINCIPLES

The following basic principles have been articulated:

1. While the University ensures academic freedom and wishes to encourage innovation in instruction, the faculty also has a collective responsibility to ensure the academic quality and integrity of the University's courses, programs, and degrees. This responsibility extends to those courses and programs offered through Distance Education.

2. Faculty and students have a right to know the modes of delivery and technological requirements of each course, program, and degree offered by the University. Students shall have access to this information before enrolling in a course or program.
3. Distance education programs and courses shall be consistent with the educational mission of the University.
4. Courses which are offered as Distance Education shall provide the opportunity for substantial, personal, and timely interactions between faculty and students.
5. Students in the Distance Education program shall have adequate access to library and student services.
6. The University shall provide appropriate support services to faculty who teach Distance Education courses.
7. Distance Education program in the University is an optional mode of instruction. Nothing in this policy shall imply that Distance Education is a preferred or required mode of instruction in the school curriculum

IMPLEMENTATION

1. Curriculum and Instruction
 - 1) In the curricular review process, distance education programs shall demonstrate that they provide the opportunity for substantial, personal, and timely interactions between faculty and enrolled students.
 - 2) The director of the distance education program assumes responsibility for and exercises oversight over the program, ensuring both the rigor of the courses and the quality of instruction. This includes:
 - i. The selection and evaluation of formally approved adjunct and/or part-time faculty.
 - ii. Ensuring that the technology used suits the nature and objectives of the Distance Education program.
 - iii. Ensuring the currency of materials, courses, and program.

- iv. Ensuring the integrity of student work and the credibility of the degrees and credits the University awards. It is the responsibility of the director to ensure that reasonable safeguards are in place to prevent academic dishonesty.
 - 3) Ownership of materials, faculty compensation, and copyright issues shall be agreed upon by the instructor and the University prior to the initial offering of a course.
 - 4) No individual, program, or department shall agree in a contract with any private or public entity to deliver distance education courses or programs on behalf of the University without prior approval from the university.
 2. Evaluation and Assessment
 - 1) Faculty Committee shall review all Distance Education courses, even if the curriculum is largely derived from existing campus-based courses and shall continue to ensure that the educational program offered through distance education is appropriate for delivery through distance education methods (CCR71715(d)(1)).
 - 2) The method of delivery for new courses shall become part of each curriculum proposal, to be reviewed under the normal curricular process.
 - 3) Any significant change in the method of delivery for existing courses or programs shall be submitted as a course change proposal, to be reviewed by the director of the distance education.
 - 4) The academic review process by the committee shall be used to evaluate the educational effectiveness of Distance Education courses (including assessments of student-based learning outcomes, student retention, and student satisfaction), and when appropriate, determine comparability to campus-based programs. This process shall also be used to assure the conformity of Distance Education courses to prevailing quality standards in the field of distance education.

- 5) A review and approval of all distance education courses, including those initially approved by the director of Distance Education, shall begin immediately and conclude within two years of the implementation of this policy. This review shall follow the normal process specified in the policy file.
 - 6) The University shall maintain clear standards for satisfactory academic progress. (5CCR71715(d)(5))
 - 7) The University shall ensure the completion of student evaluation of learning outcomes by duly qualified faculty, which are appropriate for use with the distance education methods used, and evaluated by duly qualified faculty (5CCR71715(d)(6))
3. Facilities and Finances

The program administrators shall provide evidence in the curricular proposal that:

- 1) The University standards are followed in setting course-loads per instructor and/or academic unit.
- 2) The program possesses or has access to the equipment and technical expertise required to deliver distance education courses and programs.
- 3) Any distance education program has received resource approval prior to commencing operation.

ACADEMIC GUIDELINE

1. Calendar and Course Credits
 - 1) Distance Education Courses will be offered according to the general University academic calendar. Courses are offered on a semester calendar, however, if appropriate, shorter cycles are permitted with the permission of the Distance Education office.
 - 2) Final examinations will be scheduled according to the designated examination period for the semester or cycle, unless otherwise approved by the Distance Education office.

- 3) Academic Credit will be awarded by designated course units on the basis of course content, course competence, extent of student time on task and instructor-student contact.
- 4) As with any transfer coursework, academic credit may be transferred from a distance education course offered by other colleges or universities that are accredited by recognized agencies.

2. Course Integrity

- 1) Distance Education courses will comply with all related the University policies, including but not limited to:
 - a. Academic integrity
 - b. Code of Ethics
 - c. Student Code of Conduct
 - d. Disciplinary Policy
 - e. Policy on Discrimination and Harassment
- 2) Courses will reflect good practices relating to:
 - a. Well-articulated learning goals and expectations.
 - b. Course procedures (e.g. communication, assignment submission)
 - c. Student assessment
 - d. Program and Course assessment
 - e. University Disciplinary Policy
 - f. University Policy on Discrimination and Harassment
 - g. The inclusion of well-articulated learning goals, course expectations and requirements, and methods of communication with instructor, on the course syllabus.

3. Transcripts

Student transcript for Distance Education courses will be handled as traditional face-to-face course. Transcripts will not reflect the modality of courses.

4. The Family Education Rights and Privacy Act (FERPA)

References to personal traits such as race, ethnicity, disabilities, age, and gender may be made public in accordance with the FERPA regulations.

5. Instructor's Responsibility

Instructors in Distance Education program have responsibility for the quality of all program curricula. Ultimately, it is the instructor who is responsible for ensuring the integrity of the Distance Education offerings.

6. Student Performance Assessment

In specific cases student work may be utilized to serve a larger assessment such as for accreditation purposes. Such assessments will vary by the University and instructors should confer with designated officer whether his/her course is subject to such assessment.

FACULTY SUPPORT

The program administrators shall ensure that:

1. The University shall employ a sufficient number of faculty to assure that (A) the institution's response to, or evaluation of, each student lesson is returned to the student within 10 days after the lesson is received by the institution; and (B) the institution's response to, or evaluation of, each student project or dissertation is returned to the student within the time disclosed in the catalog.(5CCR71715(d)(7))
2. The University shall maintain a record of the dates on which lessons, projects, and dissertations were received and responses were returned to each student. (5CCR71715(d)(8))
3. The University shall ensure that the materials and programs are current, well organized, designed by faculty competent in distance education technique and delivered using readily available, reliable technology. (5CCR71715(d)(3))

4. The University standards are followed in assigning course loads to instructors and awarding incentives to instructors teaching courses in distance education programs.
5. The Distance Education office possesses or has access to equipment, software, technical/design/production expertise, training, and technical/administrative support for effective and proficient delivery of distance education courses and programs, including potential changes in the technology or course structure.
6. The University ensures its long-range planning, budgeting, and policy development processes reflect the staffing, equipment, facilities, and other resources essential for the viability and effectiveness of distance education courses and programs.

STUDENT SUPPORT

1. Library and Learning Resource

The program administrators shall ensure that:

- 1) Students have adequate access to and support in the use of appropriate library resources;
- 2) Students have access to laboratories, facilities, and equipment appropriate to the courses.
- 3) Students are provided with an adequate means for developing the necessary knowledge, skills, and abilities to use effectively any technology required for distance education courses.
- 4) Students are provided with necessary technical support, during evenings and weekends as well as "regular" operating hours, to resolve hardware and software problems encountered while enrolled in distance education courses.

2. Student Services

The program administrators shall ensure that:

- 1) Students are provided with accurate and timely information about the University, its distance education courses and programs, costs, and related policies and requirements.
- 2) Students are provided with an adequate means for developing the necessary knowledge, skills, and abilities to use effectively any technology required for distance education courses.
- 3) Students are provided with necessary technical support, during evenings and weekends as well as "regular" operating hours, to resolve hardware and software problems encountered while enrolled in distance education courses.
- 4) Students are provided with adequate access to the range of student services including enrollment/registration, academic advising, tutoring, career counseling and placement, personal counseling, and disability services.
- 5) Students are provided with an adequate means for resolving student complaints and grievances.
- 6) Students are provided with meaningful interaction with faculty who are qualified to teach using distance education methods.
(5CCR71715(d)(4))

TECHNOLOGY SUPPORT

1. The University assess each student, prior to admission, in order to determine whether each student has the skills and competencies to succeed in a distance education environment (5CCR71715(d)(2))
2. The University shall provide adequate support services for the instructor and students participating in Distance Education courses, including necessary equipment, personnel and training.
3. The University designates the Distance Education office for technology support regarding the Distance Education program.
4. The Distance Education office handles administrative systems, equipment maintenance and general user support.

5. The Distance Education office also handles faculty support including instructional application and pedagogical issues involving technology.
6. The Distance Education office shall provide guidance and manuals for student training for the program.
7. Personal technology support is provided via telephone or email.

INTELLECTUAL PROPERTY RIGHTS

Ownership of materials, instructor compensation, and copyright issues shall be agreed upon by the instructor and the University prior to the initial offering of a Distance Education course. Unless otherwise agreed by the University and the instructor and specified in writing, the University claims the intellectual property rights on the educational contents and materials in the course so that the University can use the intellectual property and its future potential for the University.

Appendix A—Sabbatical Request Form

This form should be completed by faculty when requesting a sabbatical and should accompany the dean's letter of recommendation to the academic dean.

Name: _____ University/School: _____

Address (local): _____

Telephone: _____

Address while on leave (if applicable): _____

Telephone: _____

Date employed by Caroline University:

Years employed at Caroline University when sabbatical commences: _____

Duration of sabbatical (one or two semesters): Which semester(s) _____

Sabbatical to commence on _____ (first day of semester) and terminate on _____ (last day of semester).

Is salary or compensation other than from Caroline University to be received? Yes _____
No _____

If yes, amount expected: _____

Please explain _____

Purpose of sabbatical: Research _____, Study _____, Writing _____, Other _____

What is the specific nature of the work or activity of this leave and the topic of study/work?

What are the specific expected results of your sabbatical and how will they benefit you and advance the mission of the school and the University?

THE ACADEMIC DEAN COMPLETES THE FOLLOWING SECTION

How will this faculty member's responsibilities (e.g., teaching, advising, and committee work) be handled while he or she is on sabbatical and have you made plans for this in your budget?

How specifically will this sabbatical contribute to the faculty member's performance and the school's mission in terms of scholarship, teaching or service?

Appendix B—Mediation Agreement

Sample

This is an agreement between _____ and _____ (hereafter referred to as the parties) and Caroline University represented by _____ (hereafter referred to as the mediator). The parties have entered into mediation with the mediator with the intention of reaching a consensual settlement of their concerns regarding issues related to _____

_____. Mediation sessions are private. Representatives of the parties and other persons may attend only with the permission of the parties and with the consent of the mediator. The provisions of this agreement are as follows:

1. The mediator is a neutral facilitator who will assist the parties to reach their own settlement. The mediator will not make decisions about “right” or “wrong” or tell the parties what to do.
2. The mediator does not offer legal advice nor provide legal counsel. Each party is advised to seek her/his own counsel in order to be properly counseled about her/his legal interests, rights and obligations.
3. It is understood that in order for mediation to work, open and honest communications are essential. Accordingly, all written and oral communications, negotiations and statements made in the course of mediation will be treated as privileged settlement discussions and are absolutely confidential. Therefore:
 - a. The mediator will not reveal anything discussed in mediation without the permission of both parties or unless required to do so by law. It is understood that the mediator is not required to maintain confidentiality if either party is in danger of bodily harm or there are allegations of child abuse.
 - b. The parties agree that they will not at any time before, during or after mediation call the mediator as witness or attempt to subpoena any documents produced in this process, in any legal or administrative proceeding concerning this dispute. To the extent that they may have a right to call the mediator or anyone as witness, that right is hereby waived. The parties also agree that anything said or any admission made in the course of the mediation is not admissible in evidence and disclosure of any such evidence shall not be compelled in any civil action in which, pursuant to law, testimony can be compelled to be given. Also, unless the document otherwise provides, no document prepared for the purpose of, or in the course of, or pursuant to, the mediation, or copy thereof, is admissible in evidence, and disclosure of any such document shall not be compelled, in any civil action in which, pursuant to law, testimony can be compelled to be given.
 - c. The parties agree not to subpoena or demand the production of any records, notes, work product or the like of the mediator in any legal or administrative proceeding concerning this dispute. To the extent that they may have a right to demand these documents, that right is hereby waived.
 - d. If, at a later time, either party decides to subpoena the mediator, the mediator may move to quash the subpoena.
 - e. Should any complaint against the mediator arise as a result of this mediation, confidentiality is waived with respect to that information necessary to present and defend against such a complaint.
 - f. If any party causes a subpoena to be issued violating the terms of paragraph 3a - 3e, the responsible party shall pay the mediator’s reasonable attorneys’ fees and costs incurred to resist the subpoena and enforce the privacy terms of this agreement.
 - g. The exception to the above is that this agreement to mediate and any written agreement made and signed by the parties as a result of mediation may be used in any relevant proceeding, unless the parties make a written agreement not to do so.

4. It is understood that full disclosure of all relevant and pertinent information is essential to the mediation process. Accordingly, there will be a complete and honest disclosure by each of the parties to the other and the mediator of all-relevant information and documents. This includes providing each other and the mediator with all information and documentation that usually would be available through the discovery process in a legal proceeding. If either party fails to make such full disclosure, then the agreement reached in mediation may be set aside.
5. While both parties intend to continue with mediation until a settlement agreement is reached, it is understood that either or both parties may withdraw from mediation at any time. It is agreed that if one of both of the parties decide to withdraw from mediation, best efforts will be made to discuss this decision in the presence of both parties and the mediator.
6. If the mediator determines that it is not possible to resolve the issues through mediation, the process can be terminated once this has been conveyed to the parties and confirmed in writing.
7. The fact and substance of any settlement of agreement reached in this mediation is not confidential unless the parties make such confidentiality a part of the settlement.
8. The mediator and Caroline University, including its employees, and officers, shall not be liable to the parties for any act or omission relating to the mediation.
9. If the parties reach an agreement, the mediator will prepare a memorandum recording their understanding, which may then be submitted to the parties' personal attorneys for incorporation into a formal agreement.
10. Any fees for these mediation services shall be discussed prior to any costs being incurred and shall be paid in advance of each session.

I have read, understand and agree to each of the provisions of the agreement.

(Party, date)

(Party, date)

For Caroline University

By: _____
(Mediator, date)

Appendix C—Consulting or External Work Request and Approval Form

Instructions: Faculty members desiring to undertake any consulting or external work must complete this form and obtain approval from their dean. After approval has been given, the original form will be filed in the Dean's Office, a copy made for the faculty member and a copy sent to the Academic Affairs Office.

Faculty Name: _____ Date: _____

Describe the requested consulting or external work.

Describe the frequency and duration of the activity from a weekly, semesterly and yearly perspective.

What is the potential impact on teaching, scholarship and other professional activities?

What is the potential benefit of this activity to the University and to your professional development?

Do you anticipate the need for secretarial or financial support from the University? If so, please describe.

Approved _____ Denied _____

Approved _____ with the attached modifications or restrictions.

Dean

Appendix D—Human Subjects Review Owner Proposal Approval Form

Code # _____ 1st Review _____ or Annual Review _____

1. Principal Investigator _____ Date _____
Telephone _____ Campus Location _____

2. Title of Project _____

3. Reason for Exemption (if applicable) _____

Principal Investigator _____

(Signature) _____ (Date) _____

4. Decision of School or University Review
Owner _____

Academic Dean _____ Date _____
(Signature)

Appendix E—Faculty Performance Planning, Review and Development Guide

Faculty Member	Date	Academic Dean	Date
----------------	------	---------------	------

This document is designed to guide the academic dean and faculty in writing the Faculty Performance and Development Plan. It is divided into three parts, which comprise the performance planning, review and development process. For further instruction on this process, see the policy on Faculty Performance Planning, Review and Development found in the Faculty and Academic Policy Handbook.

Part I: Performance Planning

The academic dean and faculty member prepare and agree upon a performance plan containing clear objectives and performance expectations in the three areas of: teaching and mentoring or professional librarianship; research, scholarship and/or creative works; and University administration, and community, ministry, and professional service. The plan is used as the basis for expectations of performance and attainment as appropriate.

One work unit is equivalent to one individual teaching one three-credit hour on-campus course with an enrollment consistent with the average class size of that discipline. The normal workload is presumed to be ten work units per academic year equitably distributed among the three basic areas. A maximum workload is considered to be 12 work units per year.

Summarize below, in work units and in narrative form, your workload for the academic year for each of the three areas of faculty workload:

- Teaching and Mentoring or Professional Librarianship _____
- Scholarship and/or Creative Works _____
- University Administration and Community, Ministry, and Professional Service _____
- Total =====

Please add additional sheets as necessary.

Contribution to Teaching and Mentoring or Professional Librarianship (Objectives and Specific Expectations)

Contribution to Scholarship and/or Creative Works

Contribution to University Administration and Community, Ministry and Professional Service

Faculty Member	Date	Academic Dean	Date
----------------	------	---------------	------

Part II: Performance Review

This part is intended to be used in the review of the faculty member’s performance during the academic year. It should correspond to the objectives and expectations in each area as outlined in Part I: Performance Planning.

Contribution to Teaching and Mentoring or Professional Librarianship (Objectives and Specific Expectations)
Contribution to Scholarship and/or Creative Works
Contribution to University Administration and Community, Ministry, and Professional Service

Faculty	Date	Academic Dean	Date
---------	------	---------------	------

For the academic dean to answer:

Is the performance of this individual commensurate with the level of performance and proficiency required for the rank that the faculty member holds in terms of scholarship, service and teaching?
Yes No

If the individual is not already a full professor, is he or she developing an exemplary or potentially exemplary record that would likely place him or her under consideration for promotion? Yes No

If the faculty member continues at his or her present level of performance, is it likely that he or she would be under consideration for another contract this coming year? Yes No

If you answered no to any of these questions, include in the Faculty Development Plan appropriate recommendations and a plan of action, along with specific timelines.

Academic Dean	Date
---------------	------

Part III: Performance Development

This part is the faculty member's development plan. This plan should identify areas for improvement and development of the individual faculty member, taking into account the review from the last year as articulated in the review section.

Contribution to Teaching and Mentoring or Professional Librarianship (Objectives and Specific Expectations)
Contribution to Scholarship and/or Creative Works
Contribution to University Administration and Community, Ministry, and Professional Service

Faculty Member	Date	Academic Dean	Date
----------------	------	---------------	------

Appendix F—Guide for Writing the Faculty Performance Plan and Performance Review and Development Plan

Introduction

The faculty performance planning, review and development policy is an integrated process to facilitate improvement in the three areas of teaching, scholarship and service, which comprise the heart of the academic process. The policy requires each faculty member, as part of the performance review process, to develop a: 1) Performance Plan, 2) Performance Review and 3) Development Plan. This guide is designed to help the academic dean and faculty prepare these documents.

Faculty Performance Plan

At the beginning of the contract year, the faculty member, in conjunction with the academic dean, writes a Performance Plan. It should consider the faculty member's role, as well as the needs of the school. It should include the faculty load, goals and objectives for the coming year in the following three areas:

1. Teaching and Mentoring or Professional Librarianship
2. Scholarship and/or Creative Works
3. University Administration and Community, Ministry, and Professional Service

A faculty performance plan template is included (see attached sample) that provides a more systematic structure for this plan. The Performance Plan should be specific and measurable.

Faculty Performance Review

The Performance Review is written at the end of the contract year. Its purpose is to review the faculty member's performance of the past year in the three areas mentioned above and then to create a Development Plan based on the academic dean's review of that performance.

1. Faculty members write a self-assessment of their performance based on the Performance Plan that was written at the beginning of the contract year. Demonstrate how goals, objectives and workload expectations were met. Attach supporting evidence.
2. Faculty member submits the self-assessment to the academic dean for review.
3. The academic dean writes an assessment of the faculty member's performance. The assessment must include answers to the following questions:
 - a. Is the performance of the faculty member in the area of scholarship commensurate with the level of performance and proficiency required for the rank that the faculty member holds?
 - b. Is the performance of the faculty member in the area of service commensurate with the level of performance and proficiency required for the rank that the faculty member holds?
 - c. Is the performance of the faculty member in the area of teaching commensurate with the level of performance and proficiency required for the rank that the faculty member holds?
 - d. If the individual is not already a full professor, is he or she developing an exemplary or potentially exemplary record that would likely place him or her under consideration for promotion?

- e. If this faculty member continues at his or her present level or performance, is it likely that he or she would be under consideration for another contract this coming year?
- f. If the academic dean has answered no to any of these questions, include appropriate recommendations, a plan of action and specific timelines in the Faculty Development Plan.

The academic dean’s assessment should include the following wording at the end of the assessment to provide for signatures and comments:

Faculty Member	Date	Academic Dean	Date
----------------	------	---------------	------

Faculty Member Comments:

- 4. The academic dean and faculty member discuss the faculty member’s self-assessment in conjunction with the academic dean’s assessment. The academic dean and faculty member sign the academic dean’s assessment. Signing the assessment does not necessarily constitute agreement—only that it has been reviewed by the faculty member. The faculty member is free to comment on the academic dean’s assessment.

Appendix G—Professional Development Opportunities for Faculty³

1. Gain Master Instructor certification.
2. Develop a professional portfolio.
3. Serve as an instructional coach for a full-time or part-time faculty member:
 - Mentor a new/adjunct faculty member.
 - Provide consultation for instructional difficulties through the Office of the Academic Dean.
4. Conduct research and present findings at a professional conference.
5. Prepare and conduct an on-campus faculty development seminar.
6. Explore some facet of instructional technology that can be used in an on-campus or online course.
 - Develop an online component for an existing course.
 - Plan and implement media enhancements to an existing course.
 - Learn to use an instructional software application; implement it in a teaching situation; evaluate its effectiveness.
7. Evaluate effectiveness of instructional strategies through the Office of the Academic Dean:
 - Consult with the dean regarding strategies for effective instruction.
 - Request peer observation through the Teaching Excellence Program, a component of the Master Instructor Program.
 - Request videotape consultation of class session by the Dean or a person designated by him or her.
 - Complete a collaborative coaching cycle for instructional improvement.
 - Conduct a student analysis/poll to evaluate specific instructional strategies.
 - Review current literature on effective instructional techniques; choose several to implement in-teaching situations; evaluate their effectiveness.
 - Participate in on-campus faculty development workshops.
 - Consult with the Academic Dean regarding effective online instruction techniques.
 - Review student achievement data; identify potential areas for improvement; develop an instructional plan to address student achievement issues; conduct evaluation of plan.
 - Research various methods to assess student learning; incorporate two or three new methods into an existing course; evaluate effectiveness.

³ For more information on any professional development opportunities, please contact the Academic Dean.

Appendix H—Faculty Performance Plan Template

(Faculty Name & Rank)

(Academic Year)

Teaching Load						
<i>Semester</i>	<i>Course Name/Activity</i>	<i>Course #</i>	<i># Credits</i>	<i># Students</i>	<i>New Prep</i>	<i>Unit</i>
FA/WI/SP/SU					Yes/No	
FA/WI/SP/SU					Yes/No	
FA/WI/SP/SU					Yes/No	
<i>Semester</i>	<i>Directed Studies-Student Name</i>	<i>Course #</i>	<i># Credits</i>			<i>Units</i>
FA/WI/SP/SU						
FA/WI/SP/SU						
FA/WI/SP/SU						
Total Teaching Units.....						

Mentoring New Faculty/Adjuncts/Teaching Assistants				
<i>Semester</i>	<i>Name of Faculty/Adjunct Name</i>	<i>Hrs/Month</i>	<i>Comments</i>	<i>Units</i>
FA/WI/SP/SU				
FA/WI/SP/SU				
FA/WI/SP/SU				
<i>Semester</i>	<i>Other</i>			<i>Units</i>
FA/WI/SP/SU				
FA/WI/SP/SU				
FA/WI/SP/SU				
Total Mentoring Units.....				

Scholarship/Creative Works						
<i>Date Submitted</i>	<i>Publishing-Title</i>	<i>Book/Chapters/Article</i>	<i>Submitted To</i>	<i>Date Published</i>	<i>In-Progress</i>	<i>Units</i>
					Yes/No	
					Yes/No	
					Yes/No	
<i>Date Due</i>	<i>Grant Proposals-Title of Project</i>	<i>Submitted To</i>	<i>Outcome Goal</i>	<i>Date Completed</i>	<i>In-Progress</i>	<i>Units</i>
					Yes/No	
					Yes/No	
<i>Date Due</i>	<i>Research-Title of Project</i>	<i>Brief Description</i>	<i>Outcome Goal</i>	<i>Date Completed</i>	<i>In-Progress</i>	<i>Units</i>
					Yes/No	
					Yes/No	
<i>Date</i>	<i>Presentations-Title</i>	<i>Presented Where</i>	<i>Local/State/National</i>	<i>Juried</i>	<i>In-Progress</i>	<i>Units</i>
				Yes/No	Yes/No	
				Yes/No	Yes/No	
<i>Date</i>	<i>Other</i>	<i>Presented Where</i>	<i>Local/State/National</i>	<i>Juried</i>	<i>In-Progress</i>	<i>Units</i>
				Yes/No	Yes/No	
				Yes/No	Yes/No	

Total Scholarship/Creative Works
Units.....

University Administration/Community/Ministry/Professional Service				
<i>Semester</i>	<i>University Committees-Name</i>	<i>Position</i>	<i>Hours Per Month</i>	<i>Units</i>
FA/WI/SP/SU		Member/Chair		
FA/WI/SP/SU		Member/Chair		
FA/WI/SP/SU		Member/Chair		
	<i>School Committees</i>		<i>Hours Per Month</i>	<i>Units</i>
FA/WI/SP/SU		Member/Chair		
FA/WI/SP/SU		Member/Chair		
FA/WI/SP/SU		Member/Chair		
	<i>Professional Memberships–Organization Name</i>		<i>Hours Per Month</i>	<i>Units</i>
FA/WI/SP/SU		Member/Chair		
FA/WI/SP/SU		Member/Chair		
FA/WI/SP/SU		Member/Chair		
<i>Date</i>	<i>Professional Seminars Attended</i>	<i>Part of Which Conference</i>		<i>Units</i>
<i>Date</i>	<i>Other Faculty Development</i>	<i>Part of Which Conference/Activity/Outreach</i>		<i>Units</i>
Total Service Units.....				
Total Faculty Load Units.....				

(Faculty Member’s Name)

Date

(Academic Dean’s Name)

Date

Appendix I—Outline for Proposals for New Programs

Executive Summary

Write a brief, one- to two-page program description that answers the following questions: What are the distinctive characteristics of the program? What aspects of the program will be particularly attractive to students? What delivery systems will be used? What will be the end result of the program?

Strategic Plan Compatibility

1. How does this program further the mission of the University?
2. How does the University Strategic Plan justify pursuit of the proposed program?
3. Is there anything in the Strategic Plan that will be a barrier to the program in terms of start-up or implementation?
4. What specific results are you hoping to achieve with this program and in what period of time?
5. What kinds of program outcomes will be used to measure success of the program?
6. What opportunity does the proposed program provide for building strategic alliances? If you plan to enter into any alliances describe them in detail.

Market Analysis

1. Who is the target market? How have you validated the need? Profile the learners in terms of demographics, psychographics, socio-economic characteristics and geographical locations.
2. What are realistic enrollment projections for the next three years? How did you arrive at this projection? What formula or marketing expertise did you use?
3. What trends are discernible in the market? Is it growing? At what rate?
4. Is the learner market relatively stable? Will it be viable 5, 10, 15 years from now?
5. What kinds of jobs will be available to our graduates?
6. Where (geographic location, target market, positioning with respect to competition) should we focus our efforts during the initial start-up?
7. Is there an attractive price (tuition) to value relationship?
8. Who is the competition? What schools are already established in this market and already are delivering a comparable program? How successful have they been?
9. What other institutions are or will likely be competing in this market?
10. Do we have the necessary capabilities to compete in this market?

11. What are the key strategies that will keep us competitive in this market and what are the key factors, which determine success in this type of program?
12. Present a brief layout of a marketing plan that will achieve your enrollment projections and include such information as price, promotion activities, and timelines.
13. How will this new program affect the enrollment in other programs, which we already offer?
14. Is there any other reasonable way to meet the market need without starting a completely new and separate program?
15. Are there specific characteristics of this new program, which would improve our current program offerings?

Internal Analysis and Assessment

1. Program Management and Staffing
 - a. Identify the key individuals upon whom the success of this program depends, including the responsible executive (chief executive officer of the program), the chief operating person and any professional people (faculty members, to include librarians) and technical staff (e.g., computer experts).
 - b. What are the critical tasks these people will accomplish?
 - c. What specific credentials and/or track record will they require for employment?
 - d. If these individuals currently work in your unit, how will their new assignment affect the work they are currently accomplishing?
 - e. If the key individuals do not work in our school, how will you find them and employ them?
 - f. Has the academic dean been involved in helping craft positions, determine salaries and meet all employment requirements?
 - g. Provide an organizational chart that shows structure of people supporting the new program or functions.
2. Physical Resources

What physical resources (e.g., offices, classrooms, library materials, and computers) does the program require for start-up and in each of the following three to five years?
3. Support Services
 - a. What support services (e.g., instructional design, marketing advice, graphic design, computer services, administrative services, student services) will you need to launch and successfully run the program?

- b. Attach an impact statement from each support division that will be affected detailing what they will need in order to support the program or project in terms of such resources as staff, facilities, and equipment.

4. Finances and Timeline

- a. Prepare a line item budget for the first three years of the program's operation. Include all incremental revenues and expenditures associated with the program, whether it occurs within your unit or in a support department. Include details and annotations showing what people or fractions of a person's time are allocated to the program. Clearly state assumptions in the financial projection footnotes.
- b. Prepare a cash flow projection for the next three years.
- c. Provide a timeline with milestones, indicating any further study, program launch and program growth. Indicate major decision points and the criteria for making the decision.
- d. How will you measure the success of the program at various points on your timeline?
- e. If the program does not meet its goals, what will you do?

Appendix J—Required Documents for Faculty

CAROLINE UNIVERSITY
FACULTY PERFORMANCE EVALUATION

Please fill out completely

Name of Faculty Member: _____	Degree: _____
School: _____	Program/Center: _____

INSTRUCTIONS:

This form is intended to be used as follows:

- (1) The Faculty Member is requested to complete appropriate sections and then forward the form to the Chair. In addition to this form Faculty Members are encouraged to submit material which will be helpful in an adequate consideration of their performance. Inasmuch as this is not a formal *Curriculum Vitae*, the Faculty Member should include her/his updated *curriculum vita* listing supporting data for that year.
- (2) The Faculty Member and the Chair shall complete appropriate sections of the form, and thereafter a conference shall be scheduled with the Faculty Member, at which time the completed form will be discussed. The Faculty Member's signature signifies that he/she has met with the chair and seen the Chair's comments and recommendations, but not necessarily that he/she agrees with all of them.
- (3) The Faculty Member must have the opportunity to review the Chair's comments and respond before the form is finalized and forwarded to Dean of Academics for comment. The completed form becomes part of the Faculty Member's official file.
- (4) The Faculty Member shall receive a copy of the form after the review by Dean of Academics.

"Comments may include" are suggestions only. Those completing the form should feel free to specify other activities or factors considered significant. Particular emphasis should be given to elements unique to an individual department and how these elements relate to the criteria for performance in that department.

The Annual Faculty Assessment process is designed to:

- provide self-assessment of annual performance by each Faculty Member.
- ensure assessment of Faculty Member's annual performance by Chair and/or Dean of Academics.
- define faculty expectations for the coming year.
- provide an opportunity to discuss faculty career development, including mentor/mentee relationships
- encourage communication of Chair and/or Dean of Academics with the Faculty Member.

1. TEACHING

To Be Completed by Faculty Member

Performance: Teaching Load, Mentoring New Faculty/Adjuncts/TAs/Students Group

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year

To Be Completed by Chair

Chair's Comment:

Rating with respect to departmental/school expectations:

_____ Satisfactory _____ Needs Improvement _____ Unsatisfactory

2. SCHOLARLY ACTIVITY/GRANTS (include ONLY those occurring in the past calendar year)

To Be Completed by Faculty Member

Performance: Scholarship, Creative Works

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

To Be Completed by Chair

Chair's Comment:

Rating with respect to departmental/school expectations:

_____ Satisfactory _____ Needs Improvement _____ Unsatisfactory

3. UNIVERSITY ADMINISTRATION/PROFESSIONAL/SPIRITUAL/COMMUNITY/ SERVICE

To Be Completed by Faculty Member

Performance: University Administration/Professional/Spiritual/Community/Service

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

To Be Completed by Chair

Chair's Comment

Rating with respect to departmental/school expectations:

_____ Satisfactory _____ Needs Improvement _____ Unsatisfactory

4. OVERALL ASSESSMENT Integrated assessment of faculty performance.

To Be Completed by Chair

	Satisfactory	Needs Improvement	Unsatisfactory
○ Teaching Ability	_____	_____	_____
○ Commitment to Educational Program	_____	_____	_____
○ Professional Knowledge (in Major)	_____	_____	_____
○ Professionalism	_____	_____	_____
○ Scholarly Activities	_____	_____	_____
○ Mentoring Services	_____	_____	_____
○ Committee Work	_____	_____	_____
○ Community Involvement	_____	_____	_____
○ Spiritual/Church Commitment	_____	_____	_____

Chair's Summary:

Rating with respect to departmental/school expectations:

_____ Satisfactory _____ Needs Improvement _____ Unsatisfactory

- Assessments with “Needs Improvement” in one area should be addressed by the chair half-way through the calendar year and again in the next annual review.
- Assessments of “Needs Improvement” Overall or “Unsatisfactory” in one area will result in follow-up to the Office of Dean of Academics by providing evidence that a written plan for improvement is in place.
- An Overall Assessment of “Unsatisfactory” initiates an intervention process.

Signatures

DATE _____ FACULTY MEMBER _____
 My signature signifies that I have discussed with my Chair his/her comments and recommendations. This does not mean that I agree with all of them.

DATE _____ CHAIR _____

Faculty Member's Response

_____ I have discussed with my Chair his/her comments and recommendations. I disagree substantially with the overall assessment and wish to receive explicit feedback from the Office of Dean of Academics. **Faculty member is required to attach detailed signed letter of explanation.**

DATE _____ FACULTY MEMBER'S SIGNATURE _____

Dean of Academics Comment:

DATE _____ Dean of Academics _____

Caroline University Community Commitment

At the beginning of term of employment, faculty members are required to read the Faculty Handbook and sign the Caroline University Community Commitment. This Commitment is binding upon faculty members as long as they are hired by the university, even during times when school is not in session.

Please read the Faculty Handbook carefully, and feel free to ask clarifying questions of appropriate faculty and staff members. Once you have read the Faculty Handbook, please sign the Community Commitment below, and hand this signed page to the Registrar. This Commitment will be kept on record in your file.

Please keep your copy of the current Faculty Handbook. You will find it a useful resource throughout the year.

Community Commitment

I, (please print your name here) _____, have read and understand all that is set forth within the current Caroline University Faculty Handbook. I commit myself to uphold in spirit and practice all the university community codes, faith statements, standards and policies as stated herein. I understand that this Commitment is binding upon me as long as I am hired as a faculty by the university, even during times when school is not in session.

Signature of Faculty

Date

Caroline University Statement of Sexual Harassment

Caroline University's policy prohibits sexual harassment against any student, faculty, and staff member. Sexual favor should not be required, nor should be used explicitly as a condition of an individual's employment or advancement. Sexual conduct, or conduct with sexual overtones which unreasonably interferes with an individual's work performance, or which creates an intimidating, hostile, or offensive working environment is sexual harassment in a form of discrimination, and a violation of Title VII of the Federal Civil Rights Acts of 1964, Title IX of the 1972 Education Amendments. Such behavior has the potential of threatening an individual's economic livelihood, career advancement, psychological and spiritual well-being, and the very fabric of our community's life together.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. Nonverbal harassment may include suggestive or insulting whistling, gestures, or leering. Sexual harassment, if proven to be true, is cause for dismissal from employment at Caroline University.

I have read this statement and I certify that I will abide by its provisions.

_____/_____/_____, _____,

Date

Printed Name

Signature

CAROLINE UNIVERSITY
Mission Statement, Statement of Faith, ILOs Agreement

Mission Statement:

The mission of Caroline University is to educate students to be global leaders to serve communities and the world..

Faith Statement:

We believe that the Scripture of the Old and New Testament are the inspired, the only infallible, and authoritative word of God.

We believe that there is one God, creator of heaven and earth, eternally existent in three persons – Father, Son, and Holy Spirit.

We believe that God has revealed Himself and His Truth in the created order, in the Scriptures, and supremely in Jesus Christ.

We believe that God has created humanity in His image and likeness, but the disobedience of Adam, all humankind was alienated from God and lost.

We believe that Jesus Christ is the messiah, the Son of God, born of the Virgin Mary, who died on the cross, was physically resurrected from the dead, ascended into heaven, and will one day return in His glory to reign upon the earth.

We believe that the Lord Jesus Christ died for our sins, according to the Scriptures; whoever believes in him shall not perish but have everlasting life.

We believe that the Holy Spirit indwells and gives life to believers, enables them to understand the Scriptures, empowers them for godly living and equips them for service and witness.

We believe that the Church is the body of Christ and that the people of God are called to community, worship, discipleship, mission, and education.

Institutional Objectives:

To achieve mission, Caroline University has developed following institutional objectives.

1. The University is committed to offering programs that train students to demonstrate critical thinking and problem-solving skills in any given subject.
2. The University creates an atmosphere in which students can have meaningful interaction with faculty through lectures, presentations, forums and research; whereby students can demonstrate knowledge and skills in their chosen field.
3. The University offers courses that are essential to students for effective communication and the performance of presentations, whether in written or oral format.
4. The University seeks to equip students to demonstrate their professional knowledge in their chosen discipline.
5. The University continues to educate students to exercise a lifestyle of service based on learned biblical values.

Institutional Learning Outcomes:

Caroline University has five institutional learning outcomes that had been developed by the multiple stakeholders. These learning outcomes describe the characteristics that we hope and expect our students to exhibit by the time they finish their degree at Caroline University. Theses learning objectives are stated in measurable terms and approved and periodically reviewed by the institution's board:

1. *Critical Thinking and Problem-Solving Skills* – Students will demonstrate critical thinking and problem-solving skills in their field
2. *Professional Knowledge* - Demonstrate advanced knowledge and skills in their chosen field.
3. *Excellent Communication* - Perform effective communication in oral, written, and research setting
4. *Biblical Knowledge* - Demonstrate knowledge of the Bible and understanding of Christian doctrine.
5. *Service* - Apply a lifestyle of service and leadership

Name of Faculty Member _____

Signature: _____ Date: ____/____/____

Caroline University Statement of Academic Freedom

Caroline University is committed to the academic freedom. Academic freedom functions within Caroline University's mission statement. Academic freedom statement applies to every constituent of the university. Faculty members, as well as students, are free to hold and express opinions about material offered in their courses, and this right must not be impinged on by threats, force, or other intimidation; however, Students have the right to disagree with the conduct or content of courses and to seek change, but such freedom does not include the right to disrupt orderly classroom activities or to avoid fulfillment of the expectations of the course; however, Academic freedom for faculty members must include a means for seeking the censure or dismissal of students guilty of disruption, destruction, or unethical behavior.

Academic freedom for faculty members includes the right to judge and grade the academic performance of students. Academic freedom includes the right of students to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in cases of cheating or plagiarism. Students have the right to the instruction promised them in official university publications. It is not inappropriate for faculty and students, both in and out of classes, to meet and share their views on a wide spectrum of intellectual and social issues. It is proper for students to seek, and faculty to choose, professionally responsible ways to relate subject matter of courses to those social crises that arise temporarily and unpredictably.

Academic freedom includes the right of both faculty and students to seek censure of faculty members by complaint, petition, or seeking discipline for incompetence or unprofessional behavior. Students in all academic disciplines have a right to receive effective presentations of a broad spectrum of philosophies relative to those disciplines. This does not mean that each faculty member must give equal weight to all theories appropriate to his/her discipline, even though objectivity is ordinarily assumed to characterize scholarly pursuits; rather a spectrum of philosophies or theories should characterize the total offerings within a field.

Academic freedom for all members of the academic community demands that channels of administrative communication be open in both directions, and that they be used regularly and effectively. The responsibilities in academic affairs placed upon deans, department chairs, and faculty members should be clearly spelled out and should be respected in the operation of the university. The placing of responsibility should be accompanied by the delegation of the authority necessary to discharge it.

I have read this statement and I certify that I will abide by its provisions. _____

Signature: _____ Date: ____/____/____

Printed Name: _____

DISTRIBUTION:

Student Student File Faculty Faculty File