



WAKE FOREST
UNIVERSITY

Faculty Handbook

Reynolda Campus | Revised August–September 2023



INTRODUCTION

The *Reynolda Campus Faculty Handbook* is intended to be used by all persons who hold an academic appointment, whether tenured, tenure track or non-tenure track, or full or part-time, to one of the faculties on the Reynolda Campus of Wake Forest University. It is a compilation of basic University policies and procedures of interest and concern to members of the faculty and administration.

The handbook provides convenient access to information compiled from a variety of sources. It is intended to be informational rather than contractual in nature. Much of the material contained in the handbook consists of extracts from official University documents, such as policy resolutions of the Board of Trustees or rules adopted by one of the faculties of the Reynolda Campus. Accordingly, the handbook is not to be construed as modifying rights or obligations defined in official University documents, and users of the handbook should consult the appropriate official document, in its entirety, for specific guidance.

Any policy of general application to all schools or faculties, such as the Substance Abuse Policy or the Policy on Conflict of Interest, which contains procedures for handling matters arising under that policy will be applied even if other policies of a procedural nature may be applicable, except in the case of the removal of a faculty member, with or without tenured status. Any ambiguities raised by the application of multiple policies will be resolved by the President of Wake Forest University.

Policies contained in the handbook are subject to change. The University's Board of Trustees will from time to time adopt policies (including, but not limited to those described above) of general application relating to the employment and conditions of employment of members of the faculty, and may also authorize the faculties, the administration or both, to adopt such policies. Those policies may be changed from time to time in accordance with the needs of the University, and the right to make such changes is reserved to the university. Appropriate policies will be developed in consultation with the Faculty Senate regarding the process for revision of certain policies contained in the handbook. Those procedures will be subject to approval of the Board of Trustees or the President, as required. Policies that pertain to a single academic unit only will be subject to review by the Office of the Provost.

SUMMARY OF CHANGES (August 2023)

- **Chapter 2, Structure of the University, Administrative Officers.** The list of Reynolda Cabinet members was updated to include the Senior Advisor for Planning and Partnerships and the Deans' Council listing was updated.
- **Chapter 7, The Undergraduate College, Appendix A, Bylaws Sec. E, Committee on Publications.** The bylaws were amended by vote of the faculty on 12 Dec 2022 to remove the Committee on Publications.
- **Chapter 7, The Undergraduate College, Appendix A, Bylaws Sec. I, Academic Divisions of the College.** The department listing was updated to reflect the division of the former Department of Mathematics and Statistics into the Department of Mathematics and the Department of Statistical Sciences.
- **Chapter 8, Graduate School of Arts and Sciences.** Editorial changes were made to simplify the description of the organization of the Graduate School of Arts and Sciences and other policies. Further updates are anticipated in the coming year.

- **Chapter 9, School of Law, Sabbatical Leave Policy.** The policy was updated to clarify the frequency of potential sabbaticals, the dates on which applications must be received, and the expectation that faculty will return following a sabbatical leave.
- **Chapter 9, School of Law, Appointments of Faculty and Staff Who Teach Students.** This section was rewritten by the law faculty to clarify search processes and related meeting and voting procedure. The rewritten section also adds definitions of faculty categories.
- **Chapter 10, School of Business, Standing Committees.** The Business School committee list was updated to replace the *MBA & MA Certification Committee* and the *MSA Admission and Continuation Committee* with a new *WFUSB Graduate Programs Certification Committee*.
- **Chapter 12, Z. Smith Reynolds Library.** Section 7.2 was clarified to specify the documents required to be submitted to Peer Review Committee for continuing appointment and promotion in the same year. Section 11.1 was updated to eliminate the separate PTO schedules and to refer librarian faculty to existing Human Resources policies governing PTO and family and medical leave.
- **Chapter 14, School of Professional Studies.** The title of the Assistant Dean of Faculty and Accreditation was changed to Assistant Dean of Faculty and Administration at each occurrence. Descriptions of school committees were reordered and updated to include the Inclusive Excellence Committee.
- **Chapter 15, Miscellaneous Policies, Services and Amenities, Faculty Drive Area Homes.** Language suggesting that Wake Forest provides financing for faculty and staff residing in the Faculty Drive community was removed; the program is not available for new borrowers following a review of federal laws governing institutions that provide loans. This change does not affect faculty and staff with existing mortgages.

SUMMARY OF CHANGES (September 2023)

- **Chapter 12, Z. Smith Reynolds Library.** Section 4.5 was edited to conform to the contract length standards in Chapter 2. Section 7.1 was updated to clarify that conform renewal timelines across faculty tracks.

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CHAPTER ONE

HISTORY AND GUIDING PRINCIPLES

History of Wake Forest University

Wake Forest Institute was founded in 1834 by the Baptist State Convention of North Carolina. The school opened its doors on February 3 with Samuel Wait as principal. Classes were first held in a farmhouse on the Calvin Jones plantation in Wake County, North Carolina, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest as Wake Forest College, Wake Forest is one of the oldest institutions of higher learning in the state. The School of Law was established in 1894, followed by a two-year medical school in 1902. Wake Forest was exclusively a college for men until World War II, when women were admitted for the first time.

In 1941 the medical school moved to Winston-Salem to become affiliated with North Carolina Baptist Hospital and was renamed the Bowman Gray School of Medicine. In 1946, the trustees of Wake Forest and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the College to Winston-Salem. The late Charles and Mary Reynolds Babcock donated much of the R. J. Reynolds family estate as the site for the campus and building funds were received from many sources. From 1952 to 1956, the first fourteen buildings were constructed in Georgian style on the new campus. The move to Winston-Salem took place in the summer of 1956; the original, or “old” campus, is now home to Southeastern Baptist Theological Seminary.

Following the move, Wake Forest grew considerably in enrollment, programs, and stature and became a university in 1967. The School of Business Administration, first established in 1948, was named the Charles H. Babcock School of Business Administration in 1969 and admitted its first graduate students in 1971. In 1972, the school enrolled only graduate students and the name was changed to the Charles H. Babcock Graduate School of Management; departments of business and accountancy and economics were established in the College. In 1980, the Department of Business and Accountancy was reconstituted as the School of Business and Accountancy; the name was changed to the Wayne Calloway School of Business and Accountancy in 1995. On July 1, 2009, the Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University School of Business.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Bowman Gray campuses. In 1997, the medical school was renamed the Wake Forest University School of Medicine; its campus is now known as the Bowman Gray Campus. The School of Divinity was established in 1999.

Wake Forest honors its Baptist heritage in word and deed. The University will fulfill the opportunities for service arising out of that heritage. Governance is by an independent Board of Trustees; there are advisory boards of visitors for the College and each professional school. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible for Wake Forest University Baptist Medical Center, which includes the hospital and the medical school.

The College, School of Business, School of Law, Graduate School, and School of Divinity are located at the Reynolda Campus and Wake Downtown in Winston-Salem and at the Wake Forest University Charlotte Center in Charlotte, NC.

Statement of Mission and Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist heritage. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of seven constituent parts: Wake Forest College, the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, the School of Business, the School of Divinity, and the School of Professional Studies. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and utilizing knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask “why,” that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University’s larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. Funded to a large extent from private sources of support, Wake Forest is determined to chart its own course in the pursuit of its goals. As a coeducational institution it seeks to ‘educate together’ persons of both sexes and from a wide range of backgrounds — racial, ethnic, religious, geographical, socio-economic, and cultural. Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in over-all size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian.

As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots.

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and lay people for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist stress upon an uncoerced conscience in matters of religious belief has been translated into a concern for academic freedom. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

Teacher-Scholar Ideal

Teaching and scholarship are synergistic aspects of a single vocation. Accordingly, Wake Forest University endorses the Teacher-Scholar ideal and is committed to providing the environment in which this ideal may be realized for both faculty and students. “Teacher-scholars” are faculty passionately committed to teaching and actively engaged in advancing their fields of specialty. Realization of the ideal requires that faculty have appropriate teaching loads and resources, and that the full range of their professional endeavors be recognized and supported. As teacher-scholars, faculty are expected to encourage the development of imaginative thinking, creativity, and knowledge; promote philosophical inquiry; foster aesthetic and ethical judgment; and apply and use knowledge in the service of humanity.

Pro Humanitate

The heart of Wake Forest’s mission is rooted in its motto, “Pro Humanitate,” service to humanity.

Diversity (Excerpted from <http://www.wfu.edu/provost/diversity/>)

Wake Forest embraces the value of each individual and rejects any form of bigotry, discrimination, and hatred directed against members of our institution. We seek to cultivate an environment which fosters the inclusion and engagement of everyone, regardless of individual differences. As a liberal arts institution, our purpose is to facilitate academic diversity by maintaining an atmosphere in which mutual respect and intellectual pluralism flourish. Moreover, understanding the importance of including different perspectives and experiences is a vital component of our motto “Pro Humanitate.”

CHAPTER TWO

STRUCTURE OF THE UNIVERSITY

GOVERNING AND CONSULTATIVE COUNCILS

Board of Trustees

Wake Forest University is governed by the Board of Trustees. The Board provides leadership and initiative in the continuing process of shaping the goals of the university and ensuring that it meets those goals. Committees of the Board include the Academic, Administration, Athletics, Audit and Compliance, Bylaws, Compensation, Executive, Finance, Advancement and Communications, Health Affairs, and Investment Committees. The Board of Trustees appoints the President of the University, who serves at the pleasure of the Board. A list of the current members of the Board of Trustees and Life Trustees can be found at <http://www.wfu.edu/administration/trustees/>.

Reynolda Cabinet

The Reynolda Cabinet advises the President of Wake Forest University on matters of concern to the Reynolda Campus. The Cabinet is headed by the President and is composed of the Provost, Vice Presidents who report to the President, Chief of Staff and Senior Advisor to the President, the Athletic Director, and the Reynolda Campus Deans.

Council of Deans

The Council of Deans advises the Provost on academic matters concerning the Reynolda Campus. The Council is headed by, and reports to, the Provost. It is composed of the deans from the academic units of the Reynolda Campus.

The Board of Visitors

The Board of Visitors serves as an advisory body to the Dean and senior administrators of each school of the university. A single Board of Visitors advises the College and Graduate School; each other school has its own Board of Visitors.

Wake Forest Faculty Senate

The Faculty Senate consists of ex-officio representatives from the administration, elected representatives from the Faculties, and an ex-officio representative from the Staff Advisory Council. The Senate has the power, unless otherwise directed by the Board of Trustees, to participate in long-range planning for the University, to consider other matters pertaining to the general welfare of the University, to advise on the appointment of senior administrative officers, and to recommend through the President to the Board of Trustees persons to receive honorary degrees.

Composition and governance of the Senate is as defined in its bylaws, which can be found at <http://facultysenate.wfu.edu/bylaws/>

ADMINISTRATIVE OFFICERS

President

The President of the University is elected by the Board of Trustees and serves at the pleasure of the Board. The President is the chief executive officer of the University and is responsible for the overall direction of its various affairs. The President is responsible for the appointment of the administrative team of officers who oversee the specific academic and administrative functions of the University. The President articulates the mission and vision of the University, both internally and externally.

Together with the senior administrative team, the President is responsible for providing the vision and leadership necessary to ensure the continued enhancement of the University, assembling the leadership, securing the necessary resources, balancing competing interests, and setting priorities. Through both formal and informal means, the President is available to faculty, staff and students to sustain and further open communication and strong working relationships.

The President reports regularly to the Board of Trustees regarding University matters. The President meets regularly with the senior administrative officers (the “Reynolda Cabinet”), and other groups, including the Faculty Senate. The President exercises important responsibilities with regard to Wake Forest University Health Sciences, a subsidiary organization of the University, as well as with affiliated organizations including Wake Forest University Baptist Medical Center and Reynolda House Museum of American Art.

The President represents the University, especially its vision and strategic priorities, to a wide range of external constituencies, including alumni, parents, and a variety of local, regional and national organizations, associations and other groups for the purpose of securing and nurturing understanding of and support for the mission and vision of the University.

Provost

The Provost is appointed by the President to serve as the chief academic officer of the University. Responsible for the University’s non-medical academic programs, the Provost coordinates the work of the Deans of the several academic units on the Reynolda Campus.

The Provost proposes to and receives from the various faculties recommendations for new educational programs and changes in existing programs and approves these programs for action by the Board of Trustees. S/he serves as chair of the University-wide Strategic Planning Committee. The Provost submits to the Board for its approval the names of faculty who have been recommended for tenure. S/he is a member of each of the faculties and an ex-officio member of each committee of the faculties and administration concerned with academic matters.

The Provost cooperates with and advises members of the Office of University Advancement, providing them with information relating to the academic affairs of the University. S/he also represents the University before foundations and other prospective supporters of the University’s academic programs, and s/he regularly appears at alumni meetings.

The Provost oversees the key academic and student affairs administrators on the Reynolda campus, including: the Vice President for Campus Life, the Vice President for Personal and Career Development, the Vice President for Enrollment, the Dean of Wake Forest College and the Graduate

School of Arts & Sciences, the Dean of the School of Business, the Dean of the School of Law, the Dean of the Divinity School, the Dean of the Z. Smith Reynolds Library, and the associate and vice provosts. The Provost reports directly to the President and serves as a member of the Reynolda Cabinet.

Chief Executive Officer of Atrium Health Wake Forest Baptist and Executive Vice President for Health Affairs of Wake Forest University

The Chief Executive Officer of Wake Forest University Baptist Medical Center also serves as the CEO of Wake Forest University Health Sciences, and in Wake Forest University holds the office of Executive Vice President for Health Affairs and has primary responsibility and authority for management of the academic and executive affairs of Wake Forest University Health Sciences including the Wake Forest University School of Medicine. The Dean of the School of Medicine reports to the Chief Executive Officer.

Executive Vice President and Chief Financial Officer

The Executive Vice President and Chief Financial Officer has overall responsibility and authority for administering all of the financial and administrative affairs of the University and its affiliates, serves as the President's chief advisor on all financial and business matters, leads the development of the University's financial strategy and policies, and is a senior member of the Reynolda Cabinet. Reporting directly to the President, the Senior Vice President for Finance & Administration and Chief Financial Officer oversees the University's operating capital budget, in addition to administrative operations, including human resources, facilities and campus services, and the University's real estate and business operations (including University Stores and hospitality services).

The Executive Vice President and Chief Financial Officer advises the President, Provost and Board of Trustees on financial and other planning strategies to fulfill the vision and goals of the University.

Vice President for University Advancement

The Vice President for University Advancement, who is appointed by the President, is responsible for organizing, leading and overseeing all the development, alumni relations, and communications functions of the University. It is the role of University Advancement to manage the strategic positioning of the University to attract philanthropic support and goodwill for all components of the Reynolda Campus. These include the annual, capital, and deferred giving programs for Wake Forest College, the School of Business, the Graduate School of Arts and Sciences, the School of Law, and the Divinity School and all other departments and units of the University. Additionally, the Vice President is responsible for the public presentation of the University through the Wake Forest Magazine, University website (www.wfu.edu), University Events and all relevant institutional marketing and promotions. It is the responsibility of the Vice President to make decisions on the appropriate release of information about Wake Forest's alumni and donors and to protect and maintain the records of alumni and parent donors. The Vice President

for University Advancement reports directly to the President and serves as a member of the Reynolda Cabinet.

Vice President and General Counsel

The Senior Vice President and General Counsel oversees the work of the Legal Department. The Legal Department provides internal legal advice and support for Wake Forest University, Wake Forest University Health Sciences and a number of affiliated organizations. The Senior Vice President and General Counsel reports to the President and serves as a member of the Reynolda Cabinet.

The Senior Vice President and General Counsel also serves as Secretary of the Board of Trustees of Wake Forest University and Secretary of the Board of Directors of Wake Forest University Health Sciences as well as other affiliates. The Secretary of the Board of Trustees serves as Secretary of the University.

Vice President for Campus Life

The Vice President for Campus Life provides strategic and operational leadership to a division that broadly supports the wellbeing, health and safety of students, faculty and staff. The Vice President also leads crisis management for the university and plays a leading role in creating a rich, diverse and inspiring campus environment. Offices that report to the Vice President include the Office of the Dean of Students, Student Conduct, Student Engagement, University Union, Residence Life and Housing, Deacon OneCard Office, University Counseling Center, Learning Assistance Center and Disability Services, Student Health Service, Campus Recreation, University Police, Chaplain's Office, Wellbeing and Campus Life Finance and Operations. Professionals in these offices are devoted to assuring that students take advantage of their time at Wake Forest in ways that explore their full potential for growth and learning within a nurturing environment that promotes meaningful connections with our community and allows students to consider and realize their future aspirations. These professionals serve as teachers, advisors, coaches, counselors, physicians, and mentors in a variety of settings.

The Vice President for Campus Life reports directly to the President and serves as a member of the President's Cabinet.

Vice President for Personal and Career Development

The Vice President for Personal and Career Development oversees management and funding of the Office of Personal and Career Development which provides resources, programs and services for the undergraduate college. The Vice President also serves as a strategic advisor to the career offices of the graduate school of business, law, medicine and divinity. Areas of responsibility include career education and counseling, employer development, mentoring, leadership and professional development, innovation, creativity and entrepreneurship, and the Family Business Center. Professionals in the Office for Personal and Career Development work closely with students, employers, faculty, parents and alumni to enable the creation of a unique college-to-career community to support the personal and career development of all students and alumni. The Vice

President for Personal and Career Development reports directly to the Provost, with a dotted line to the President, and serves as a member of the Reynolda Cabinet.

Senior Advisor for Planning and Partnerships, President's Office

The Senior Advisor for Planning and Partnerships, President's Office, reports to the President and works with university leaders to identify organizational effectiveness opportunities, build short- and long-term strategic plans, and provide comprehensive and effective strategies for the best utilization of resources and effort. The Senior Advisor to the President is a senior administrator and serves as a member of the Reynolda Cabinet.

Chief of Staff, President's Office

The Chief of Staff, President's Office, reports directly to the President and works closely with the President on a wide variety of administrative and executive duties, special projects, and initiatives involving the President's office and its priorities. These include serving as a primary liaison between the President and the various Vice Presidents; coordinating and serving as a catalyst for high-priority projects and initiatives; handling questions, concerns, issues and requests on the President's behalf; serving as an adviser to the President; coordinating communications and preparing special correspondence; and serving as a liaison to a variety of internal and external constituencies. The Chief of Staff to the President is a senior administrator and serves as a member of the Reynolda Cabinet.

Administrative Organization

Reporting relationships and detailed organizational information can be found in the organizational hyperlinks on the following page.

Academic Units

Wake Forest University consists of seven separate academic units: the College, the School of Law, the School of Medicine, the School of Business, the Graduate School of Arts and Sciences, the School of Divinity, and the Z. Smith Reynolds Library. The College, School of Law, School of Business, Divinity School, and Z. Smith Reynolds Library are located on the Reynolda Campus. The School of Medicine is located on the Bowman Gray Campus as part of Wake Forest Baptist Medical Center including its affiliate, North Carolina Baptist Hospital. The Graduate School of Arts and Sciences spans both campuses.

Academic Deans

Each of the academic units of Wake Forest University is headed by an academic Dean. The Deans of the Reynolda Campus academic units are appointed by the President and serve in the capacity of Dean at the pleasure of the President. The Dean of the Wake Forest University School of Medicine is appointed by the Chief Executive Officer of Wake Forest University Health Sciences, with the concurrence of the President of Wake Forest University. The work of the Reynolda Campus Deans is coordinated by the Provost, and they meet regularly with the Provost during the academic

year. The Dean of the Graduate School of Arts and Sciences reports jointly to the Provost and to the Dean of Wake Forest School of Medicine.

The Deans are responsible for the general direction and management of their academic units. They administer the policies of their respective faculties and of the Board of Trustees with respect to their academic units. They represent their academic units to external constituencies and engage in developmental activities designed to promote the welfare of their faculty and students.

The Dean is the chair of the faculty of his or her academic unit and presides at meetings of the faculty. S/he takes an active part in the recruitment and evaluation of faculty members and seeks to create and maintain an atmosphere conducive to the academic work of the academic unit.

Administrative Organization

[Office of the President](#)

[Office of the Provost](#)

[WFU Leadership](#)

ACADEMIC DEPARTMENTS AND INTERDISCIPLINARY PROGRAMS

Academic Departments

A department of the College or Graduate School of Arts and Sciences consists of those members of the Faculty or any School regularly appointed to give instruction in one of the recognized divisions of study and instruction.

Department chairs are appointed by the President of the University on the recommendation of the Dean of the school and the Provost for a term not to exceed four years beginning July 1. The department chair represents his or her department before the Dean of the school, making recommendation as to appointments, promotions, budget, and related matters. In the event of a vacancy in the office of chair of a department, the President of the University may appoint an acting chair to serve until a regular appointment is made. Department chairs receive a reduction in teaching load and/or a salary supplement, as determined by the Dean of the school and the Provost. Academic departments are listed in the Bulletin of the Undergraduate College. Please refer to the Bulletin for a current list of minors, interdisciplinary minors, and programs in foreign area studies.

Interdisciplinary Programs

An interdisciplinary program is an academic unit within the University whose organizational structure includes a Director and possibly administrative support staff but whose faculty is usually drawn from various academic departments within the University. Program directors are appointed by the President of the University on the recommendation of the Dean of the academic unit and the Provost, for a term not to exceed four academic years, but may be reappointed without limit.

FACULTY

The University will take into consideration, without obligation to conform with, AAUP guidelines when establishing policies regarding faculty appointment, rank and term.

Full-time Faculty Ranks and Terms Tenured and Tenure Track

Instructor

Tenure-track faculty members who have not yet been awarded a terminal degree will be appointed as instructor until receipt of that degree. The term of appointment to the rank of instructor is for one or two academic years.

On the recommendation of the department or school concerned and the University administration, an instructor may be reappointed, but, in general, the total period of service in the rank of Instructor will not exceed three years and will be included as part of the probationary period towards tenure.

Assistant Professor

Appointment or promotion to the rank of Assistant Professor is for a term of one, two or three academic years. An assistant professor may be reappointed for additional terms of one, two, or three academic years. If tenure has been granted, reappointment is without term; otherwise, the total period of service in the rank of assistant professor will not exceed seven academic years except as specifically described in the section on the Probationary Period.

Associate Professor

Appointment or promotion to the rank of associate professor is for a term of up to three academic years. An associate professor may be reappointed for additional terms of up to three academic years. If tenure has been granted, reappointment is without term.

Professor

Appointment or promotion to the rank of professor is for a term of one, two or three academic years. A professor may be reappointed for additional terms of one, two or three academic years. If tenure has been granted, reappointment is without term.

Non-Tenure Track Faculty Ranks and Terms

Assistant Librarian

The initial term of appointment for newly hired assistant librarians will be one year. After the initial appointment, assistant librarians may be reappointed for a fixed term of three years. Reappointment will generally not exceed two three-year terms.

Associate Librarian

The initial term of appointment for newly hired associate librarians will be two years. After the initial appointment, associate librarians may be reappointed for a fixed term of five years, without limit.

Librarian

The initial term of appointment for newly hired librarians will be two years. After the initial appointment, librarians may be reappointed for a fixed term of seven years, without limit.

Senior Librarian

The initial term of appointment for newly hired senior librarians will be two years. After the initial appointment, senior librarians may be reappointed for a fixed term of seven years, without limit.

Clinical Professors, Lecturers, Professors of the Practice, and Teaching Professors are fulltime career teaching professionals. They are understood to have non-visiting, non-temporary status. They are

accorded all the rights and opportunities of faculty in the tenure tracks, with two exceptions: they may not vote on hiring or retention of tenure track faculty, and they are not eligible for paid Reynolds Research Leaves.

Probationary Term

Career paths for all career teaching professionals at Wake Forest (Clinical Professor, Teaching Professors, Professors of the Practice, Lecturers) will begin with a probationary term that will be a maximum of two years in length, irrespective of rank.

Promotions

Time in rank does not guarantee promotion for career teaching professionals. Candidates for promotion must be reviewed and recommended according to departmental or school criteria.

Clinical Professor

The title of clinical professor is used for academically qualified faculty members whose predominant responsibilities are in clinical teaching. Appointment may be for a fixed term of up to five years, and reappointment may be without limit. Clinical professors may be awarded tenure only in the position within the clinical program in which they have taught and shall hold such tenure so long as the clinical program is not terminated or materially modified.

Lecturer

Lecturers' special qualifications and experience are different from those achieved through traditional graduate and professional study.

The title Lecturer typically designates an individual at the beginning of his/her teaching career, with fewer than three years of college-level or above teaching experience. After successful completion of a probationary term at Wake Forest, appointments are for a maximum of three years and are renewable.

The title Senior Lecturer is reserved for an individual with three years or more of teaching experience with excellence at Wake Forest or another institution of higher education, who has met the criteria for promotion to Senior Lecturer at Wake Forest. These criteria include outstanding performance in teaching and service. After successful completion of a probationary term at Wake Forest, appointments are for a maximum of five years and are renewable.

Professor of the Practice

Professors of the Practice will typically hold at least a master's degree and also have gained substantial practical experience in a professional domain that is relevant to their area of teaching.

The title Assistant Professor of the Practice typically designates a professionally qualified individual at the beginning of his/her teaching career, with five-ten years of relevant, substantial

practical experience in the field in which s/he is teaching. After successful completion of a probationary term at Wake Forest, appointments are for two years and are renewable.

The title Associate Professor of the Practice typically designates a professionally qualified individual with eleven-fifteen years of relevant, substantial practical experience in the field in which s/he is teaching. After successful completion of a probationary term at Wake Forest, appointments are for a maximum of five years and are renewable.

(Full) Professor of the Practice typically designates a professionally qualified individual with greater than fifteen years relevant, substantial practical experience in the field in which s/he is teaching and/or who has achieved an executive-level position in that field. After successful completion of a probationary term at Wake Forest, appointments are for a maximum of seven years and are renewable.

Teaching Professor

Teaching Professors hold a terminal degree in a field relevant to their teaching.

The title Assistant Teaching Professor typically designates an academically qualified individual at the beginning of his/her teaching career, with fewer than six years of college-level or above teaching experience. After successful completion of a probationary term at Wake Forest, appointments are for two years and are renewable.

The title Associate Teaching Professor typically designates an academically qualified individual with six-ten years of college-level or above teaching experience with excellence at Wake Forest or another institution of higher education, who has met the criteria for promotion to Associate Teaching Professor at Wake Forest. These criteria include outstanding performance in teaching and service. After successful completion of a probationary term at Wake Forest, appointments are for a maximum of five years and are renewable.

(Full) Teaching Professor typically designates an academically qualified individual with more than ten years of college-level or above teaching experience with excellence at Wake Forest or another institution of higher education, who has met the criteria for promotion to Full Teaching Professor at Wake Forest. These criteria include sustained and exemplary performance in teaching and service. After successful completion of a probationary term at Wake Forest, appointments are for a maximum of seven years and are renewable.

Ranks with Prefix Qualifiers

Visiting

Assistant professor, associate professor, or professor, and assistant librarian, associate librarian, librarian, and senior librarian, may be assigned the prefix-qualifier “Visiting.” “Visiting” indicates an appointment of an individual who is principally employed by the University and is for one academic year, and reappointment may be made for a total of not more than three years.

Adjunct

Any faculty rank designation or title may be assigned the prefix-qualifier “Adjunct.” “Adjunct” indicates an appointment of an individual whose principal employment is outside the University, but whose contributions to the academic programs of the University are so substantial as to merit special recognition. “Adjunct” appointment is for one academic year, and reappointment may be made without limit. Any faculty designation may be appointed with the prefix qualifier “Adjunct.”

Affiliate In

Faculty members who conduct activities in an academic unit, department or program outside their primary appointment may be granted the title of “Affiliate In” to recognize the faculty member’s activity outside his or her primary appointment. However, they may be tenured only in the primary school or department, unless the Board of Trustees specifically provides otherwise.

Part-time

Any faculty rank designation or title may be assigned the prefix-qualifier “Part-time.” “Part-time” indicates an appointment of an individual for less than full-time workload. Any faculty rank designation may be appointed with the prefix qualifier “Part-time.” “Part-time” appointment is for one academic year which may be renewed without limit.

As noted above, faculty hired in the non-permanent part-time ranks, including adjunct, can be appointed for up to one academic year, though most are appointed on a per course basis. Their appointment is solely to teach students in specific course content, normatively one course. Since teaching is their essential function, these faculty are primarily evaluated by means of student course evaluations reviewed by the department chair in the respective academic department in which they teach. It is also the case that department chairs are aware of the quality of their instruction as communicated orally by students and other faculty in the department. This aggregate knowledge is used by department chairs to determine if an individual adjunct/part-time faculty is qualified and instructionally effective to be re-hired.

Other

Emeritus or Emerita

Upon a faculty member’s retirement, the designation “emeritus” or “emerita” may be awarded by the University and added to the retired faculty member’s title in recognition of distinguished service to the University.

Named Professorship

A faculty member may hold a named professorship. Named professorships are appointed through special procedures established by the President and carry the title prescribed.

Non-Faculty

Research Professors

Holders of the rank of Research Assistant Professor, Research Associate Professor, or Research Professor are not members of the faculty but are associated with the University through its programs of research. They may have a staff position or be supported through grants. They may apply for grants, but they are not eligible for tenure and do not have voting rights in the departments within which they carry out their research. The title of research assistant professor is generally used for more junior individuals, and the title of research associate professor is generally used for more senior individuals. On occasion, and as appropriate, they may teach a class through arrangements by the department chair and dean. Promotion from one level of this rank to another, upon recommendation from the department chair to the higher administration, is based on achievement and experience.

CHAPTER THREE

PERSONNEL POLICIES FOR REYNOLDA CAMPUS FACULTY

Recruitment of Tenured and Tenure-track Faculty

The University endeavors to make known, in an effective manner, to all interested persons the availability of a position on the faculty. To this end, notices describing the position and giving other pertinent information are placed with the appropriate professional organizations and publications, and with specialized placement agencies. Recruitment for tenured and tenure-track faculty should be through national/international searches with the intent of hiring an outstanding and diverse faculty.

The pertinent academic unit or department considers the applications received from qualified candidates, selects those whose written credentials most nearly coincide with the criteria, and, in cooperation with the administration, invites for interviews the candidate or candidates who seem most highly qualified.

Candidates invited to the campus are interviewed by at least the tenured faculty of the academic unit or department, and usually by the entire faculty of the department or unit. The dean of the academic unit, and, when appropriate, the Dean of the Graduate School, should also interview all candidates. The Provost or Provost's designate should interview all tenure-track and tenured candidates. Candidate interviews with students are strongly encouraged, as are scholarly presentations and/or the teaching of a class.

Faculty candidates with a hire date after January 1, 2016 will be subject to a background check as described in the University's Recruitment and Selection Policy prior to beginning work (<http://hr.wfu.edu/files/2016/03/Recruitment-and-Selection.pdf>).

Appointment of Tenured and Tenure-track Faculty

All tenured and tenure-track appointments must be authorized by the Dean, following discussion with the Department/Area Chair, as appropriate, and the candidate.

When the Dean has set the salary and other terms of an initial offer, a letter offering a faculty appointment is sent to the candidate by the Dean or Department/Area Chair, as appropriate. Once the offer has been accepted, the candidate will provide to the Dean an official transcript from the institution that conferred his or her highest degree, a copy of his or her vita, and other information as requested. Following receipt of the documents and other information, the Dean or Department/Area Chair will notify the Provost of the hire.

Initial tenured and tenure-track appointments and reappointments are in accordance with University policies and procedures as specified in the section on Employment of Members of the Faculty of Wake Forest University as set forth below.

Probationary Period

The total period of full-time teaching service at Wake Forest prior to the acquisition of tenure, the probationary period, shall not exceed seven years, except as specifically described below.

Tenure-track faculty who have completed one to three years of previous full-time teaching experience at Wake Forest or other comparable institutions will normally be credited with that service, minus one year. Persons with more than three years of teaching experience will normally receive two years of credit toward the probationary period. However, at the time of hiring, a new faculty member may, with the agreement of the Dean and Provost, request to have more of his/her prior service counted. There also may be circumstances where prior service, or some portion of it, will not count toward the probationary period at Wake Forest — e.g., service that occurs before the attainment of the Ph.D., service at a community college or other institution very dissimilar to Wake Forest, or where there has been a long break between the prior teaching experience and the commencement of service at Wake Forest. The number of years of previous teaching experience that will be credited toward the probationary period at Wake Forest will be stated in writing at the time of initial appointment.

Scholarly leaves of absence for one or two semesters will normally count as part of the probationary period. When an individual is on scholarly leave for a total of three or more semesters, a one-year extension of the probationary period will be granted.

An extension of the probationary period will be granted for other leaves including disability leaves and family and medical care leaves. The length of the postponement of tenure review for family or medical leave will be based on the total number of semesters the individual is on such leave: one or two semesters will constitute grounds for a one-year postponement, while three semesters or more will constitute grounds for a two-year postponement.

Upon notification of the Dean, postponements of tenure review for documented reasons as described above will be automatically granted unless the faculty member requests in writing to the Dean and the Provost that there be no delay, and the request is submitted prior to March 1 of the year in which the tenure review was originally scheduled. Except in the most unusual cases, the postponement of tenure review as a result of any combination of leaves will not exceed two years.

Recruitment of Non-tenure track Faculty

Recruitment of non-tenure track faculty is implemented by the Dean or Department/Area Chair, as appropriate, in accordance with the procedures of the academic unit or department. Candidates are normally interviewed by the Dean or his/her designate but not by other levels of academic administration with the exception of library faculty, who are interviewed by the Provost's designate. Faculty candidates with a hire date after January 1, 2016 will be subject to a background check as described in the University's Recruitment and Selection Policy prior to beginning work (<http://hr.wfu.edu/files/2016/03/Recruitment-and-Selection.pdf>).

Appointment of Non-tenure track Faculty

All non-tenure track appointments must be authorized by the Dean, following discussion with the Department/Area chair, as appropriate, and the candidate. When the Dean has set the salary and other terms of an initial offer, a letter offering a faculty appointment is sent to the candidate by the Dean or Department/Area chair, as appropriate. Once the offer has been accepted, the candidate will provide to the Dean an official transcript from the institution that conferred his or her highest degree, a copy of his or her vita, and other information as requested. Following receipt of the documents and other information, the Dean or Department/Area Chair will notify the Provost of the

hire. An official letter of appointment will be sent to the candidate, with copies to the Department/Area Chair, as appropriate, payroll, and human resources.

Non-tenure track faculty may receive reappointment from the Dean after discussion with the Department/Area Chair, as appropriate, and the faculty member. Letters of reappointment specifying salary and other terms are sent to the faculty member by the Dean with copies to the Department/Area chair, as appropriate.

EMPLOYMENT OF MEMBERS OF THE FACULTY OF WAKE FOREST UNIVERSITY (as set forth in the Policy Resolutions in Implementation of the Bylaws of Wake Forest University Appendix I)

The following are the conditions under which members of the faculty of the University are employed:

Term of Appointment

Non-tenured members of the faculty will be appointed for specific terms in accordance with the policies of the University. A faculty member will serve in a given rank until it is modified pursuant to the promotion policies of the University. There is no right to reappointment at the expiration of a specified term, but successive appointments may be made in accordance with University policy.

Tenure

The University maintains a faculty tenure policy of general application. Tenure is granted only by action of the Board of Trustees.

Duties of Members of the Faculty

The duties of members of the faculty include: teaching assigned classes; academic research and publication of the results and other professional activities; public service; necessary administrative work; counseling of students; and participation in activities associated with faculty status, all in accordance with rules and regulations adopted by the University from time to time. Faculty members are expected to expend their best efforts in the discharge of these duties. Full-time faculty members may engage in outside work, including consulting, only with approval granted under University policies. The University is the beneficiary and owner of work produced by members of its faculty in their faculty capacities and will maintain policies, including patent and other such policies, designed to encourage and enhance research, development, and utilization of the fruits of University work. (<https://policy.wfu.edu/reynolda-campus-intellectual-property-policy/>)

The assignment of duties to faculty members, including teaching assignments and assignments of administrative duties (such as section and department chairs) are made and terminated in accordance with the University's needs and policies. No right to such an appointment or task, or its continuance, belongs to any particular member of the faculty.

Compensation

Compensation will include the salary specified in the faculty member's document of employment (as that may be modified from time to time) and fringe benefits which the University may make available to its employees in accordance with a program approved by the Board of Trustees and the University's administration.

Policies and Procedures of General Application

The University's Board of Trustees will from time to time adopt policies (including, but not limited to those described above) of general application relating to the employment and conditions of employment of members of the faculty, and may also authorize the faculties, the administration or both, to adopt such policies. Those policies may be changed from time to time in accordance with the needs of the University, and the right to make such changes is reserved to the University.

Supplemental Provisions

In addition to the foregoing, the University may, at the time of or subsequent to the employment of a member of the faculty, enter into specific agreements with regard to terms and conditions of employment not inconsistent with these and other policies of the University.

Tenure

Promotion and tenure are a public recognition of achievement and service by a faculty member, as evaluated by the procedures and criteria set forth by each academic unit.

The grant of tenure provides an appointment without term in the rank in which the faculty member is tenured or to which the faculty member is subsequently promoted. A tenured appointment may be terminated only for adequate cause, except in the case of extraordinary financial exigencies. The purpose of tenure is to ensure academic freedom in research and in the classroom.

Recommendations as to tenure will be made (a) in Wake Forest College by the Chair of the Department, after consultation with all tenured faculty members in the department, and with the advice of the College Tenure and Promotion Committee to the Dean of the College, and (b) in the School of Business, the School of Law, and the School of Divinity by the Dean, after consultations with tenured faculty members in the school. The Dean will submit his or her recommendation to the Provost who, in turn, will submit his or her recommendations to the President.

Tenure is granted only by action of the Board of Trustees. Similarly, tenure may only be terminated by action of the Board of Trustees. Additional tenure policies and procedures for each academic unit are contained in the respective chapters of the faculty handbook.

Academic Freedom

The teacher is entitled to full freedom in research and in the publication of the results, subject to the performance of other academic duties, but research for pecuniary return shall be based upon a written understanding with the University.

The teacher is entitled to freedom in the classroom in discussing the relevant subject, but the teacher should be careful not to introduce into teaching controversial matter which has no relation to the subject.

The teacher in Wake Forest University is a citizen, a member of a learned profession, and a representative of an educational institution. When a teacher speaks or writes as a citizen, the teacher will be free from censorship or discipline by the University, but the teacher's special position in the community imposes special obligations. As a person of learning and as an educational representative, a teacher should remember that the public may judge the profession and the University by the teacher's utterances. Hence the teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that the teacher is not a spokesman for the University.

Non-reappointment

Tenure-track and non-tenure track faculty members have no right to reappointment at the expiration of a specified term. The University seeks to conform to the following standards for notifying tenure-track faculty members that they are not to be reappointed: (Failure to give notice does not extend the term of an appointment.)

- Not later than March 1 of the first academic year of service at the University if the appointment expires at the end of that year; or, if appointment of less than two years terminates during an academic year, at least three months in advance of its termination;
- Not later than December 15 of the second academic year of service at the University, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination; and
- At least twelve months before the expiration of an appointment after two or more years of regular full-time service on the faculty.
- Notwithstanding the foregoing, if a faculty member is considered for tenure and notified that tenure will not be granted, notification that tenure is not awarded will serve as notice that the subsequent academic year is a terminal year.

(Section 2.1.3.5 of the Policy Resolutions in Implementation of the Bylaws of Wake Forest University)

Unless otherwise notified in writing by the Dean, non-tenure- track faculty members will not be reappointed beyond the expiration of the term of their appointment. Notice of nonreappointment may be given without cause. Thus nonreappointment is altogether different from suspension and removal, which are treated in the following section.

Suspension and Removal

Faculty Suspension

The President of the University may summarily suspend, pending the submission of charges, any faculty member when serious violation of the law or immoral conduct is admitted or proved before a competent court of law.

Faculty Removal

Tenured Faculty

The appointment of a tenured member of the faculty may be terminated by the Board of Trustees in accordance with the procedures set forth below (taken from Appendix III to the Policy Resolutions in Implementation of the Bylaws of Wake Forest University).

Non-tenured Faculty

The procedure for the removal of other full-time faculty members prior to the expiration of a term of appointment will be as near as reasonably possible the same as that Procedure for the Dismissal of Tenured Faculty Members (Appendix III of the Policy Resolutions in Implementation of the Bylaws of Wake Forest University), as listed below, except that the hearing will be conducted by the President of the University, the requirement that the dismissal be for cause is inapplicable, and the decision of the President is final without review by the Board of Trustees.

PROCEDURE FOR THE DISMISSAL OF TENURED FACULTY MEMBERS PREAMBLE

Academic freedom is essential and fundamental to the life and work of the University. It is expressly reaffirmed in Appendix A of the University Bylaws. Consonant with the principles of academic freedom, a tenured member of the faculty may be dismissed only for cause, established in accordance with University procedures. The corollary of that status is the personal and professional obligation of a tenured member of the faculty to maintain professional competence and performance and responsible membership in the University community.

While the Board of Trustees makes the final decision to grant or remove tenured status, the Faculty has special expertise and interest in questions of professional competence and academic freedom. Therefore, recommendations by the faculty are of special significance in any decisions concerning tenure.

Both the University and the faculty acknowledge their obligation to uphold the standards of academic excellence and responsibility. In order to protect academic freedom, while at the same time serving the interests of the University as a community, the following procedures will be used to determine whether to recommend to the Board of Trustees that adequate cause for removal exists.

PROCEDURE

1. Committee on Academic Freedom and Responsibility
 - a. Committee Composition and Selection

The Committee on Academic Freedom and Responsibility is a standing committee of the Faculty Senate whose members may serve as members of panels for proceedings for the dismissal of a tenured faculty member. The Committee is composed of twelve tenured faculty members of the rank of full professor, including two members elected by each school of the University. Committee members need not be members of the Faculty Senate. The Executive Committee of the Faculty Senate selects a chairman of the Committee.

b. Term

Each Committee member serves a two-year term and until a successor is elected. Members may serve successive terms. At the initial election, each School will elect a member for a two-year term and a member for a one-year term.

c. Annual Report

The Committee will provide an annual report to the Faculty Senate and the President of the University in sufficient detail to inform them of the nature and outcome of the Committee's work while preserving confidential information.

2. Confidentiality

To protect the interests of the faculty member and the University, all information pertaining to tenure removal proceedings will be confidential. In the event of a breach of confidentiality, either party has the right of fair response.

3. Initiation of Proceedings

- a. A proceeding that may lead to dismissal of a tenured faculty member may be initiated by the Provost or, for the Wake Forest University School of Medicine, the Executive Vice President for Health Affairs. The Provost or the Executive Vice President for Health Affairs must conduct an inquiry into the issues raised before initiating proceedings.
- b. If the Provost or Executive Vice President for Health Affairs determines that proceedings are to be pursued, they will forward a reasonably specific written statement of the reasons for consideration of dismissal to the faculty member and will make a written request to the Executive Committee of the Faculty Senate to proceed with the appointment of a hearing panel. The Executive Committee will be informed of the identity and school of the person involved. A copy of the statement of reasons will be furnished to the hearing panel.
- c. The Board of Trustees may itself initiate a proceeding to dismiss a tenured faculty member. The Secretary of the Board will prepare the written statement. The procedure will then be as in other cases, unless the Board directs that the matter be heard from the beginning before its own committee, established as provided in section 9.
- d. For the purpose of the proceeding the "parties" are the University and the affected faculty member.

4. Hearing Panel

a. Hearing Panel

The Executive Committee of the Faculty Senate will select a hearing panel from the Committee on Academic Freedom and Responsibility for each proceeding. The panel will be composed of five persons, two of whom will be from the same School of the University as the faculty member whose tenure is in question. The Executive Committee will appoint a panel Chair.

b. Challenges to the Composition of the Hearing Panel

A member of the panel may be removed by the Executive Committee for bias or conflict of interest at the request of the faculty member or the University representative, or on the panel member's own initiative. In addition, a party may remove a maximum of two proposed panel members before the proceedings are begun.

c. Replacement of Panel Members

A panel member who is removed will be replaced by another member of the Committee on Academic Freedom and Responsibility. The Executive Committee may appoint replacement panel members from tenured faculty outside the Committee on Academic Freedom and Responsibility if its membership has been exhausted or as necessary to comply with subdivision 4. a. The decision of the Executive Committee concerning composition of the panel is final.

5. Preliminary Meeting

a. Within 30 days from the receipt of the charges, the panel will, unless otherwise agreed by the parties, hold a preliminary meeting with the parties in order to:

1. Simplify the issues.
2. Effect stipulations of facts.
3. Provide for the exchange of documents or other information.
4. Achieve such other appropriate objectives as will make the hearing fair, effective and expeditious

b. At the preliminary meeting, copies of any documents which the parties intend to present at the hearing will be provided to the panel and the opposing party. The panel may accept other documents before the hearing if the parties are given a reasonable opportunity to review them.

The panel will set a date for the hearing, which should be no later than 30 days after the preliminary meeting.

6. Panel Procedures

- a. Panel proceedings and deliberations will be closed. Unless otherwise agreed, the proceedings will be recorded in a manner approved by the panel.
- b. The faculty member and a representative of the University (other than counsel) may be present and may have counsel present during the proceedings, but only the panel may be present during deliberations.
- c. The proceedings will be conducted in an informal manner by the chair of the panel. The chair and panel member will ask questions as necessary of the persons presenting information. The faculty member and the representative of the University may ask questions. With the consent of the Chair, counsel for the faculty member and for the University may also ask questions.
- d. The panel is not bound by legal rules of evidence or procedure. To ensure a fair and expeditious hearing of the facts, the panel Chair will rule as needed on the nature and extent of questions. In addition to the documents accepted before the hearing, the panel may accept documents at the hearing if the parties are given a reasonable opportunity to review them.

7. Report of the Panel

- a. The panel will, no later than two weeks following the hearing, prepare a report to be forwarded to the President of the University and the faculty member.
- b. The report:
 - 1. Will summarize the documentary and oral evidence.
 - 2. Will state the facts as found by the panel and comment on any areas of uncertainty.
 - 3. Will state whether the claim involves a question of professional competence.
 - 4. Will state whether the claim involves a question of academic freedom.
 - 5. May include a recommendation of appropriate action.

8. President's Recommendation

- a. The President may confer as appropriate with members of the academic administration and the faculty member.
- b. The President will forward the panel's report to the Board of Trustees, with a recommendation of appropriate action. The faculty member may also forward to the Board of Trustees a written statement concerning the charges and the panel's report.

9. Proceedings by the Board of Trustees

- a. Upon receipt of the panel's report and the President's recommendation, the Chair of the Board of Trustees will forward the report to a special committee of not less than three trustees appointed by the Chair to consider the matter.

- b. The special committee may request and may receive other materials or information, to which the faculty member and the University's representative may respond. The special committee will base its decision on the panel's report, the recommendation of the President and any additional information the special committee has requested, unless the special committee finds it necessary to hold a hearing and receive other information. If a hearing is held, the committee will follow the procedures set out in section 6.
- c. The decision of the special committee is final. The action of the special committee will be communicated to the faculty member and the President of the University by the Chair of the Board of Trustees or the Chair's designee.

Faculty Grievance Procedure

This grievance procedure is established to encourage the internal resolution of disputes in a collegial manner. That result can be achieved only if all members of the University community accord the Grievance Committee full cooperation and assistance.

The Grievance Committee shall be composed of ten regular members from the University Faculty who shall come from the separate Faculties of the University (College, Business, Law, Medicine, Divinity, Graduate and Library) with four of the members coming from the School of Medicine. Regular and alternate members shall have the ranks of at least Associate Professor or Associate Librarian. Each Faculty shall elect, by ballot, a member to represent it, (except in the case of the School of Medicine, which shall elect four members), as well as one alternate member to serve when its regular member is disqualified or is otherwise unable to hear a particular case.

In cases where a grievance is filed by a Reynolda campus faculty member, the hearing panel shall be composed of seven members of the Grievance Committee, one from each of the Faculties of the University (the "Reynolda Campus Hearing Panel"). The Chair of the Committee shall choose the member of the hearing panel from the School of Medicine faculty.

In cases where a grievance is filed by a School of Medicine faculty member, the hearing panel shall be composed of the four members of the Grievance Committee who came from the School of Medicine and three members from other Faculties of the University chosen by the Chair of the Committee (the "School of Medicine Hearing Panel"). In cases where a sufficient number of members from Faculties of the University other than the School of Medicine are unavailable to hear a grievance filed by a School of Medicine faculty member, the Dean of the School of Medicine may appoint additional members from the School of Medicine faculty to the School of Medicine hearing Panel in order to expedite the matter.

The regular and alternate members shall be full-time employees and none shall be a departmental chair or administrative unit head.

The ten regular members from the Faculties other than the School of Medicine shall serve for staggered three-year terms, with two being elected each year, except that every third year three members will be elected. The four faculty members from the School of Medicine shall serve for staggered three-year terms, with one being elected each year, except that every third year two members will be elected.

In cases where a grievance is filed by a Reynolda campus faculty member, where both the regular member from a Faculty and the alternate are disqualified from hearing a particular case, the remaining members of the Reynolda Campus Hearing Panel in consultation with the President of the

Faculty Senate, shall appoint a replacement from that Faculty for that hearing. The regular members of the Reynolda Campus Hearing Panel will decide all questions of disqualification for cases filed by a Reynolda Campus faculty member.

In cases where a grievance is filed by a School of Medicine faculty member, where both a regular member and the alternate are disqualified from hearing a particular case, the remaining members of the School of Medicine Hearing Panel, in consultation with the Faculty Representative Council Executive Committee, shall appoint a replacement from the School of Medicine faculty for that hearing. The regular members of the School of Medicine hearing Panel will decide all questions of disqualification for cases filed by a School of Medicine faculty member.

A member of the Committee should not participate in the consideration of a grievance when that Committee member's impartiality may be affected by bias, friendship, previous knowledge of the facts, or other cause.

One of the two regular members with the longest service on the Committee (including periods of official leave) shall be chosen by the Committee to act as its Chair for a period of one year, except that no person shall act as Chair more than once during a period of five consecutive years. In cases where a grievance is filed by a School of Medicine faculty member and the Chair of the Committee is not a Medical School faculty member, the School of medicine member with the longest service on the Committee shall act as the chair of the School of Medicine Hearing Panel. Where two or more School of Medicine faculty members are tied for the longest service, the faculty members from the School of Medicine shall select an acting chair of the hearing panel from those tied for longest service.

Any faculty member of the University who believes that he or she has been aggrieved by the University or its representatives may, except as provided otherwise by the Trustees, initiate a grievance proceeding. A grievance proceeding may relate to action taken with regard to a member of the faculty concerning: (a) Promotion, tenure or position; (b) Compensation; or (c) Other conditions of employment.

To be grievable, the action of which a complaint is made must be based upon wrongful conduct. Wrongful conduct includes any decision by the University or its representatives which is not in accordance with the rules, regulations or other standards of the University, or of an applicable school or department.

A grievant must assert that a grievable action, based upon wrongful conduct, has occurred. On failure to make such an assertion the matter shall be dismissed. The mere assertion that an action is wrongful is insufficient. The grievant must also make a brief factual statement alleging the nature of the wrongful conduct and the agent or agents of the University responsible. The Committee shall not proceed with the investigation and consideration of the claim in the absence of an adequate factual statement. The Committee shall consult with the grievant as appropriate in order to assure that a grievance is not dismissed because of a technical inadequacy or misstatement. If the statement (as corrected) does not describe conduct which, if true, would form a sufficient basis for finding wrongful conduct, the Committee shall dismiss the complaint.

If the alleged wrongful conduct involves the exercise of judgment or discretion, the Committee shall not substitute its judgment or discretion for that of any person, committee or group charged with the exercise of that judgment or discretion. The function of the Committee shall be to determine only whether or not that judgment or discretion was exercised in accordance with applicable standards.

A grievance must be filed, in writing, with the chair of the Committee, who will distribute copies as follows: (a) The members of the Committee, (b) The President of the University, or his or her designee, (c) The University's legal counsel, (d) Persons named in the grievance, and to supervisory levels as necessary. The chair will consult with the University's legal counsel as to the appropriateness of distribution. (e) In cases where a grievance is filed by a School of Medicine faculty member, to the Dean of the School of Medicine, or his or her designee.

In order to resolve the grievance informally to the satisfaction of all parties concerned, the Committee may instruct the Chair, or a designee, to conduct discussions between, and/or interviews with, the grievant and those persons whose actions and/or decisions brought on the grievance.

If the grievance is resolved by this process, the chair of the Committee will report the results to the Committee, the parties, the Faculty Senate, and, as appropriate, other parties notified of the grievance.

If the grievant is not satisfied with the progress or outcome of the informal process described previously, he or she may request the Committee to proceed with a hearing of the case. However, a decision to proceed shall rest entirely with the Committee. If the Committee decides that there is not a sufficient basis to proceed and decides to dismiss the case, it will notify the parties concerned, giving reasons. The Committee must have consulted with the grievant before dismissing the grievance.

Before the formal hearing, the Chair of the Committee shall meet with the parties concerned to discuss and establish the procedures which the Committee deems appropriate to make the hearing fair, effective and expeditious.

The hearing shall be open only to persons directly involved and to witnesses while they are giving testimony. In addition, any person directly involved may have an advisor of his or her choice present at the hearing.

The hearing will be conducted in an informal manner. Only the Chair and other members of the Committee will be permitted to ask questions of persons presenting information. However, with the consent of the Chair, a person directly involved also may ask questions of persons presenting information.

The Committee is not bound by legal rules of evidence or procedure. It may consider any matter which is pertinent to the issues involved.

In reaching its decision, the Committee will not consider or review any document or other material unless all parties to the grievance are given a reasonable opportunity to review the document or material and respond to it. All findings and recommendations will be based solely on the information presented to the Committee during the course of the grievance proceedings.

A person may withdraw a grievance at any time prior to a final decision.

Upon completion of its consideration of the matter the Committee will prepare a report containing:

- a. A brief summary of the nature of the grievance.
- b. A statement of the findings of the Committee.
- c. A recommendation of any remedial action it believes appropriate to resolve the dispute.
A member of the Committee who disagrees with the action of the Committee may append to the Committee's report a statement of that disagreement.
- d. The Committee will consult with the University's counsel with regard to the contents of the report before its release.

- e. The report will be furnished to the grievant and to those persons who have been notified of the filing of the grievance, unless the Committee determines that the circumstances justify limiting its distribution. If that occurs, the Committee may furnish limited explanations or reports.
- f. If the Committee finds that the grievance is well founded and recommends remedial action, the Chair of the Committee will bring the report to the attention of the person or persons acting at the lowest supervisory or decision making level at which the recommended remedial action can be taken, who will respond to the Committee and the grievant. It is not inappropriate for the Committee to consult formally or informally, through its Chair or otherwise, at that level prior to the completion of its report.

If the grievant is not satisfied with the response, the grievant may review the matter with the next supervisory or decision making level until the matter is satisfactorily resolved or it reaches the President of the University (or his or her designee), whose determination is final. The Chair of the Committee will be informed of the response at each level and will advise the Committee of the results.

Each step of the procedure should be taken as promptly as the circumstances permit. The Chair may set times, of reasonably short duration under the circumstances, for action to be taken. If a response is not made by that time, the matter may be carried forward to the next level.

The University's Board of Trustees and the President may provide for further appeal to the Trustees for relief in certain cases. To the extent that such relief may be provided for, it is considered part of the grievance procedures process for confidentiality, jurisdiction and other purposes.

In order to promote the objective of providing a means for the internal resolution of disputes in a collegial fashion, a person using this procedure agrees that if there are any subsequent legal proceedings, the deliberations, records or other work product of the Grievance Committee may not be discovered or used.

Each year the Committee will report to the Faculty Senate and, as relevant, the Faculty Representative Council of the School of Medicine on its work. The report will be in sufficient detail to inform the Faculty Senate of the nature of the Committee's work and the extent of the success or failure of the Committee's efforts. The report will be written so that it preserves confidences, identities and any privileged information. A copy of the report will be furnished to the President of the University.

(Appendix II of the Policy Resolutions in Implementation of the Bylaws of Wake Forest University)

Retirement

Retirement policies and procedures can be accessed at <https://prod.wp.cdn.aws.wfu.edu/sites/82/2019/05/Retirement.pdf>.

Salary and Benefits

Starting salaries for faculty at the University vary to some extent according to the rank to which the appointee is entitled and according to the salaries being offered similarly qualified candidates in a given field across the country. Subsequent salary changes for individual faculty members are approved by the Provost, and based on recommendations from each Dean. Recommendations from each Dean are based on annual evaluations of each faculty member. Faculty

salaries are based on an academic year of approximately nine months, but are ordinarily disbursed in twelve monthly payments at the end of the month. An exception to this is the Library faculty, who are salaried for twelve months. Benefits are as specified by the Department of Human Resources (<https://hr.wfu.edu/benefits/>).

Absences and Leaves of Absence

Faculty members are expected to be available, as necessary, during term time (the weeks of class and reading and examination periods) to properly perform their duties as specified in the section on Employment of Members of the Faculty of Wake Forest University above. Faculty who need to be absent during term time such that their absence will interfere with the proper performance of their duties should discuss such absences well in advance with their Dean or Department/Area Chair, as appropriate, the need for the absence and possible arrangements to fulfill the faculty member's duties. Following discussion, the faculty member should write the Dean or Department/Area Chair, as appropriate, explaining the circumstances and requesting approval of the proposed absence.

Leaves of absence are longer term periods of absence from the University and are administered in accordance with all applicable laws and the policies and procedures established at (<https://hr.wfu.edu/quick-links/policies/>). Leaves of absence may be granted with or without pay. Faculty may from time to time request and receive permission to take a leave of absence without pay to, for example, carry on scholarly work elsewhere, assume a visiting teaching appointment at another institution, enter private practice or consult, and when personal circumstances warrant. Additional details relevant to leaves of absence without pay can be found at (<https://prod.wp.cdn.aws.wfu.edu/sites/82/2017/05/2.19-Leave-Without-Pay.pdf>). Library faculty follow parental leave guidelines for Wake Forest University staff.

Faculty wishing to take a leave of absence, with or without pay, must discuss the proposed leave well in advance with his or her Dean and Department/Area Chair. Following discussion, the faculty member should send a letter to the Dean and Department/Area Chair, explaining the circumstances and requesting approval for the leave of absence.

Leaves of absence, with or without pay, do not ordinarily interrupt the continuity of employment for purposes of tenure or promotion except in cases of parental and adoptive leave.

Research Leave

Each academic unit of the University has its own policies on pre- and post-tenure research leaves. The Deans' offices' web pages should be consulted for the most current information available on research leaves.

Consulting, Additional Teaching, and Outside Activities

Responsibility of the Faculty Member

A full-time faculty member owes his or her primary professional loyalty and support to the University. The faculty member's time and efforts should be devoted primarily to teaching and preparing for teaching, counseling with students, pursuing research and other scholarly work in his

or her field, serving on University committees, performing necessary administrative duties, and fulfilling such other responsibilities as are expected in the school or department. Any activities outside regular full-time employment must be scheduled so as not to cause absence from class, faculty or committee meetings, or affect adversely a faculty member's availability to students and colleagues on a reasonable basis or their responsibilities for personal, scholarly and professional development.

Additional Teaching of Regular Classes within the University or at Another Educational Institution

A full-time faculty member generally may not during the regular academic year undertake additional teaching for additional compensation either at the University or in another college or university.

A faculty member may be asked to teach a course elsewhere on a non-recurring basis. If the University decides that it is in the interest of the faculty member and the University to perform this community service, the faculty member will be authorized to teach the course after receipt of permission from his or her department chair or other administrative unit head within the faculty member's school, and the Dean of the faculty member's school in accordance with administrative procedures approved by the Provost. The University will require that compensation from the other institution be at least commensurate with rank and salary at the University.

Additional Assignments for Compensation within the University

On occasion, a faculty member may be entitled to compensation in addition to his or her normal base pay when the faculty member takes on an assignment for which he or she is specifically qualified and which advances the mission of the University, but which falls outside the expectations associated with the faculty member's current job duties. The President, or his or her designee, may establish procedures for the implementation of this policy.

Opportunities for Additional Compensation Outside the University

A faculty member may occasionally be asked to teach a course for business or industry or in some comparable non-academic setting, or he or she may be invited to serve as a "consultant" outside the University. Any assignment of this kind should be of a nature as to improve the faculty member's effectiveness as a teacher or contribute to his or her professional growth or in some other way serve the interests of the University or of the community. Before completing arrangements for such an assignment, the faculty member should inform his or her department chair (or, when appropriate, his or her Dean).

Employment Outside the University during the Summer Months

A faculty member whose appointment is for the nine-month academic year (or whose appointment is for the full calendar year but whose assigned duties are for nine months only) and

who is not on duty for one or both of the summer terms is free to work outside the University on either a part-time or a full-time basis.

Reports on Additional Employment within and Outside the University

A faculty member will inform his or her department chair (or, when appropriate, Dean) before accepting additional employment within or outside the University during the academic year. The chair or Dean will make periodic reports, no less often than annually, to the Provost on the nature and scope of all additional employment, whether inside or outside the University, of each faculty member during the academic year, with estimates of how many hours or days per week or month were spent by each member in such activities.

Personnel Records

Personnel records for current and former faculty are maintained in accordance with the Policies and Procedures as specified in (<http://hr.wfu.edu/files/2016/03/Personnel-Records.pdf>).

Workers' Compensation Administration

Worker's compensation is administered in accordance with the policies and procedures as specified in Section VI of the Human Resources Policy and Procedures Manual (<http://hr.wfu.edu/faculty-staff/leaves-and-absences/workers-compensation/>)

CHAPTER FOUR

PROFESSIONAL STANDARDS FOR FACULTY MEMBERS

Professional Conduct

Faculty are expected to conduct themselves in a manner consistent with generally accepted standards of conduct and behavior for the profession. Some of these standards are articulated in specific University policies and some are not. Violations of standards of conduct and behavior not otherwise addressed in other University policies will be handled by the Dean of the academic unit in accordance with University policies and procedures.

Research Misconduct

Research is an essential part of the academic mission. The maintenance of public trust requires adherence to the ethical principles that govern research, and the University is responsible for ensuring that this public trust is not violated.

Misconduct in science is defined as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the academic community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Scientific misconduct may include but is not limited to:

- Falsification of data, ranging from blatant fabrication to selective reporting with the intent to falsify findings;
- Intentional misrepresentation, including all intentional attempts to mislead others in the scientific or public community regarding the research;
- Plagiarism, which is defined as the representation of another's work as one's own, including the intentional omission of acknowledgments of the contributions of colleagues to the research;
- Unauthorized use of privileged information.

The process by which possible misconduct by faculty and others conducting research will be investigated and resolved can be found at

<https://prod.wp.cdn.aws.wfu.edu/sites/193/2018/11/Misconduct.pdf>

Discrimination

The University prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national, origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status.

The following persons have been designated to handle inquiries regarding the University's non-discrimination policies:

Title IX Coordinator
Section 504/ADA Coordinator
titleixcoordinator@wfu.edu
Reynolda Hall, Room 307
336-758-7258

Assistant Vice President, Human Resources
AskHR@wfu.edu
2958 Reynolda Road
336-758-4700

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination, visit the [Office of Civil Rights website](#) for the address and phone number of the U.S. Department of Education office that serves your area, or call 1-800-421-3481.

Sexual Harassment & Assault

Wake Forest University policies and procedures related to sexual harassment, sexual assault, and other types of sexual misconduct are stated in the Sex and Gender Discrimination and Harassment Policy and Title IX Sexual Harassment and Non-Title IX Sexual Misconduct Grievance Procedures. Both Title IX (federal law) and University policy prohibit sexual misconduct against employees as well as students. Employees are also protected from discrimination on the basis of gender under Title VII and related University policies.

Employees may report incidents directly to the Title IX Office by emailing titleixcoordinator@wfu.edu or by filling out the electronic form [here](#).

Copyright Policy

The Copyright Policy of Wake Forest University is intended to encourage research and teaching by rewarding the authors of intellectual works, assisting them in implementing their ideas, and by providing a system for the encouragement of scholarship and creative activity; serve the public interest by providing means through which intellectual works may be made available to the public; and protect the rights of the University, its faculty, its staff, and its students with regard to intellectual works developed at the University. The copyright policy may be found at <https://is.wfu.edu/copyright-policy/>.

Copyright Infringement

As more fully set forth in the University's Policy on the Use of Copyrighted Material, in selecting printed materials for classroom use, faculty members of Wake Forest University should be mindful that their freedom of choice is circumscribed by two considerations, one legal and the other

ethical. The federal Copyright Revision Act of 1976 imposes restrictions on the rights of teachers, scholars, and libraries in making use of copyrighted works. As a result, an instructor's freedom to photocopy copyrighted materials for classroom use without permission of the author is sharply limited and must conform to the standard of "fair use," which is defined in federally-issued guidelines (<https://zsr.wfu.edu/2010/copyright-and-academics/>)

Wake Forest University licenses the use of computer software from a variety of companies. The University does not own that software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it. Unauthorized duplication or use of software violates the U.S. Copyright Law and exposes the individuals involved and the University to possible civil and criminal liability. The policy on the [ethical use of computers](#) can be found here.

Nepotism

Wake Forest University places certain restrictions on employment of members of a single family in the same department or office of the University. These restrictions focus on an individual's capacity to function as judge or advocate in specific situations involving members of his or her immediate family. Faculty members may neither initiate nor participate in institutional decisions involving a direct benefit (initial appointment, evaluation, promotion, tenure, salary, leave of absence, etc.) to members of their immediate families. For the purpose of this section, immediate family members are spouse, domestic or live-in partner, child, sibling, parent, grandparent, grandchild, uncle, aunt, niece, nephew, and the corresponding in-law relatives, as well as others who have close personal connections outside of family relationships. Faculty (and Staff) must report the relationship via the Workplace Relationship Disclosure Form within 30 days of the hire date of the faculty or staff member's relative or within 30 days of the establishment of the familial relationship. To see the complete policy, click [here](#).

Consensual Relationships Policy

Wake Forest University has a [Consensual Relationships Policy](#) to outline limits on consensual romantic or sexual relationships between faculty, staff and students at Wake Forest. Consensual romantic or sexual relationships are prohibited between a student and an employee, as are efforts by employees to initiate these relationships.

Accommodations for pre-existing consensual romantic or sexual relationships between a faculty or staff member and a student may be permissible and will be considered on a case-by-case basis. In such circumstances, the disclosure process described in the policy must be followed.

Conflicts of Interest

It is the policy of Wake Forest University that conflicts of interest involving University functions be regularly identified and managed through appropriate procedures. A Conflict of Interest means a situation in which one's financial or other personal interest (or that of one's family member) impairs or has the appearance of impairing his or her unbiased judgment in the discharge of his or her responsibilities to the University. Wake Forest has adopted a Conflicts of Interest Policy for general application to all members of the University community, including officers, members of the Board of Trustees, administration, faculty, and staff. The policy requires periodic disclosure of

present or potential conflicts of interest and can be found at <https://prod.wp.cdn.aws.wfu.edu/sites/115/2018/02/Conflicts-Interest-Policy-Reynolda-Campus.pdf>.

Privacy of Student Information

In accordance with the federal Family Educational Rights and Privacy Act of 1974 (“FERPA”), it is the policy of Wake Forest University that all “education records” are private, confidential documents. Generally, information from them is not to be disclosed (except to authorized University personnel with a work-related need to have the information and for internal use) to any person, organization, or agency without the consent of the individual to whom they pertain or another authorized person. This policy applies to all such records, wherever they may be maintained. Specific questions about the requirements of FERPA should be addressed to the University’s Legal Department.

As an extension of the general policy set forth above, faculty members are expected to treat with discretion any information concerning a student’s academic standing or performance, as well as any information about a student’s political, religious, or social opinions and beliefs as revealed in classroom discussion, in course essays, conferences or in other contexts of the educational process. This policy is in no way intended to discourage faculty members from making professional judgments of students’ academic capacities or performance in response to reasonable requests, but to safeguard the individual’s right to privacy and to protect the student-teacher relationship. Items designated by the University as “directory information” may be released without a student’s consent unless the student has placed a restriction on the release of his/her information. More information about FERPA, including what information constitutes “direction information”, can be found at <https://registrar.wfu.edu/academic-records/privacy/>.

Use of the University Name

When a faculty member speaks or acts as a private person, s/he should avoid creating the impression that s/he speaks or acts on behalf of Wake Forest University. It is inappropriate to promote one’s personal views, unrelated to status in the University, by proclaiming purely personal opinions in the University’s name. When faculty members send communications to the public press on subjects lying outside their particular field, they are expected not to use the name of the University. Therefore, faculty members should use stationery bearing the University’s letterhead only for University-related correspondence. “Wake Forest University” is a protected trade name. Except with written consent of the Vice President and General Counsel, no one connected with the University may enter into any agreement with any firm or enterprise whereby the name “Wake Forest University” is used in advertising, publicity, etc. A faculty or staff member engaged in outside activities or employment either during the academic year or the summer months may not, without the express written approval of the Provost or the President, use the name of the University in advertising or publicity in such a way as to imply that s/he has sanction or support from the University for these activities or this employment.

Campus Disruption

Free speech and peaceable assembly are basic requirements of the University as a center for free inquiry and the search for knowledge and insight. These rights involve a concurrent obligation on the part of all members of the University to maintain on the campus an atmosphere conducive to scholarly pursuits and to respect the rights of all individuals. It is a violation of University policy for a member of the faculty, staff, or student body to prevent the orderly conduct of a University function or activity, such as lectures, meetings, interviews, ceremonies, and public events, or to block the legitimate activities of any person on the campus or in any University building or facility. Activities which exceed these guidelines, if persisted in after due warning, will subject the participants to disciplinary and, if need be, legal action. The University cannot be content merely to tolerate inquiry and discussion; it has an obligation to protect them.

Whistle-blower/non-retaliation Policy

Wake Forest University encourages all faculty, staff, students, and volunteers, acting in good faith, to report suspected or actual wrongful conduct. The University is committed to protecting individuals from interference with making a protected disclosure and from retaliation for having made a protected disclosure or for having refused an order to engage or participate in wrongful conduct. The University's Whistle-blower/Non-retaliation Policy can be found at <https://prod.wp.cdn.aws.wfu.edu/sites/82/2017/12/Whistleblower-Non-Retaliation.pdf>.

CHAPTER FIVE

UNIVERSITY COMMITTEES

ADMINISTRATIVE COMMITTEES

The Capital Projects Advisory Committee

a. Membership:

- (1) Rotating members shall include faculty, staff and students. Faculty and staff shall have a three-year term of service; students shall have a two-year term of service.
- (2) Faculty members shall include five members from the College, one member each from the Law School, Divinity School, School of Business, and the Z. Smith Reynolds Library.
- (3) The Staff Advisory Council shall provide two members.
- (4) Two members shall come from the undergraduate student body.
- (5) Standing positions shall be the Executive Vice President (chair), Provost's Office (or designee), Dean of Wake Forest College (or designee), Vice President of Advancement (or designee), Associate Vice President, Facilities & Campus Services, Director of Athletics (or designee).

b. Powers and Duties:

The Capital Projects Advisory Committee shall advise on:

- (1) Changes to the WFU Reynolda Campus *Master Plan* and *Landscaping Plan*
- (2) Siting and exterior design of facilities to ensure consistency with the *Master Plan* and architectural standards of the campus
- (3) Major landscaping projects, to include proposals related to roads, parking lots, plazas, signage standards, and other hard scape features
- (4) Periodic review of existing infrastructure status and conditions
- (5) Proposals to add monuments, public art or memorials as permanent additions to campus lands in coordination with the WFU Arts Advisory Committee
- (6) Such other matters as the Executive Vice President refers to it

The CPAC will also review and recommend changes to the Campus *Master Plan* every five years. In addition, the committee will receive updates on current capital projects.

The Global Campus Collaborative Council

a. Membership:

Representatives on the Global Campus Collaborative Council are appointed by their respective deans (and in the case of Campus Life, by the VP). It is composed of

representatives who are international “champions” within their academic unit or division. Each will serve for a three-year term subject to renewal.

b. Powers and Duties:

- (1) To assist the Associate Provost for Global Affairs in planning and evaluating global initiatives that span academic units
- (2) To identify ways to make collegiate university experience more global in character and to stimulate student interest in international education
- (3) To identify opportunities spanning academic units for international academic program development, coordination, planning, development, and enhancement
- (4) To develop program guidelines for new international programs and processes across academic units (in coordination with the Study Abroad Committee)
- (5) To establish an inventory of global programs/opportunities for students and faculty across academic units
- (6) To formulate strategies for faculty development and globalization (including fund-raising) across academic units, and serve as a panel to review and advise the awarding of foreign grants for faculty and international programs whenever those become available
- (7) To identify opportunities to solicit and involve external constituents in the development and support of global initiatives that span academic initiatives
- (8) To recommend new or revised policies as appropriate in any area of the University to strengthen the global character of the University

The Information Technology Executive Committee

The Information Technology Executive Committee (ITEC) guides and advises senior-level IT decision-making at the University. In collaboration with the CIO, ITEC recommends IT priorities, policies and strategies to the Provost and Executive Vice President (EVP). While primarily an advisory committee to the EVP and Provost, the decision rights of the ITEC include:

- (1) Approving the recommendation of significant new IT strategies or projects to the Provost and EVP
- (2) Approving IT policies and standards prior to their review by the Provost and EVP
- (3) Prioritizing the use of any resources delegated to the Committee by the Provost and EVP
- (4) Approving the structure and formation of IT governance committees

a. Membership:

- (1) Voting: The chair and membership of ITEC are appointed by the Provost and Executive Vice President. The University CIO and IS planning staff support the Chair in the development of meeting agendas, analyses to frame committee discussions and decisions, and communication to the Provost and EVP. Membership of ITEC will likely include representatives from the College, Library and Professional Schools, major academic support units, and leaders from administrative support divisions. The chairs of the IT Partners’ Council (ITPC) and the Committee on Information Technology (CIT) will serve as standing members of the ITEC.

- (2) Non-voting: The EVP, Provost and CIO will be ex-officio members of the ITEC and will attend its meetings to obtain direct input on decisions.

b. Powers and Duties:

- (1) Monitor and modify the IT strategic plan
- (2) With CIT and ITPC, solicit and prioritize project proposals through an annual planning cycle for new innovations or uses of educational, research, or administrative technology
- (3) Recommend new project proposals or revisions to existing priorities outside of the annual planning cycle as needed
- (4) Monitor the execution of strategic initiatives and recommend necessary changes to achieve successful outcomes
- (5) Evaluate, recommend and support implementation of significant changes to IT policies, structures, and processes including significant changes to service levels and substantial changes in responsibilities of IT units
- (6) Work in conjunction with IS to sustain the required capacity, reliability, security, and recoverability of the University's technology infrastructure
- (7) With CIT and ITPC, approve the formation, charters and membership of initiative teams and communities of interest.

The Professional Development Center Advisory Board

a. Membership:

Members are appointed by the Office of the Provost. The Director of the Professional Development Center serves as an ad hoc member.

b. Powers and Duties:

- (1) To provide faculty, staff, and the broader Winston-Salem community with professional, personal, and civic enrichment opportunities through education focused on leadership, interpersonal skills, academic and administrative software, general technical skills, and a myriad of special interest topics
- (2) To centralize, identify, and support diverse professional development needs
- (3) To determine voids in current professional development opportunities
- (4) To discuss opportunities to increase collaboration across campus and with the surrounding community

Retirement Plan Committee

a. Membership:

The Retirement Plan Committee members serve at the appointment of the Board of Trustees, including the Executive Vice President, the Associate Vice President for Finance and Controller, Chief Human Resources Officer, up to three faculty representatives, and a staff representative.

b. Powers and Duties:

The primary purpose of the Retirement Plan Committee is to oversee the investment portfolio and service providers to the Plan. The Retirement Plan Committee also has

general responsibility and oversight for the administration and compliance of the Plan. The Retirement Plan Committee serves as fiduciary under the Employee Retirement Security Income Act of 1974 (ERISA).

University Finance Advisory Committee

a. Membership:

The Executive Vice President and the Provost (co-chairs), five members of the Faculty Senate (the President, President Ex Officio, Chair of the Resources Committee, a Representative of the College and Graduate School, and a representative of the library and professional schools), two staff Members from the Staff Advisory Council, and two students from the Student Government Association (the President and the Treasurer)

b. Powers and Duties:

- (1) To provide informed advice about the development of budget proposals and priorities to the Advisory Committee co-chairs, the Executive Vice President, and the Provost
- (2) To convey information to members of the University about financial realities and budget priorities and to receive feedback from the larger University about financial parameters and the budget process

University Space Allocation Committee

a. Membership:

The USAC will be chaired by the Assistant Provost for Budget and Planning and shall consist of 8 members, including the chair: a representative from the Dean of the College, the Assistant Vice President for Facilities and Campus Services, the Executive Director of Real Estate, the Assistant Provost and University Registrar, a representative from the Budget Office, the Director for Campus Life Budget & Planning, and a faculty member appointed by the Provost.

b. Powers and Duties:

The USAC is charged with the responsibility of reviewing all requests for the long-term assignment (one year or longer) of physical space that is located outside a school or division's current footprint in all University facilities on the Reynolda Campus, University Corporate Center, and all WFU property except the School of Medicine and Health Sciences. This includes reassignment of space from one unit to another and major changes in use of space (for example, changing a meeting space or classroom space to offices). Requests for routine re-allocations of existing space, such as reassignment of offices within the same department/center, assignment of space for special events, or dividing of offices for increased usage that does not involve major changes in the use of space will not be reviewed by the Committee.

Online Education Executive Committee – Membership, Powers and Duties

Overview:

The Online Education Executive Committee (OEEC) guides and advises senior-level decision-making related to online and distance education programs across the University. In collaboration with the Vice Provost and Director of Online Education, OEEC recommends online education priorities, policies and strategies to the Provost and Dean's Council.

a. Membership:

Members are appointed by the Provost and representation includes individuals from the schools and major academic support units whose work is essential to online and distance education. The Office of Online Education and its Director support the chair in developing meeting agendas, providing resources to frame committee discussions and decisions, and communicating to other essential stakeholders.

b. Powers and Duties

- (1) Make recommendations to the Provost on significant online education strategies or projects to inform the university's strategic planning process;
- (2) Make recommendations to the Provost on which services related to online education should be centralized;
- (3) Inform the strategic vision for online programs across schools;
- (4) In collaboration with experts across the university, review and create policies associated with procuring long contracts with external partners to maximize benefit to the University;
- (5) Advise the Provost in approval regarding the structure and formation of any central [online education governance committees](#); and
- (6) Prioritize the use of university resources to best align with the institution's broader goals related to online education and the academic mission.

University Priorities Committee – Membership, Powers and Duties

The University Priorities Committee (UPC) is an advisory and cooperative body of faculty, staff, and administrators charged with ensuring the university's annual and long-term budgets reflect University priorities. The UPC enables faculty and staff review of key spending decisions by the University. The chair may call votes as necessary to determine and communicate the UPC's views to University administration.

a. Membership:

Voting membership includes: the Faculty Chair, appointed by the President on the recommendation of the Faculty Senate Executive Committee; Faculty Senate President (ex officio); 7 faculty representatives appointed by the Provost on the recommendation of the Faculty Senate Executive Committee from the College (2), Business, Law, Divinity, ZSR Library, and one at-large; Staff Advisory Council President (ex officio); 2 staff

representatives appointed by the Executive Vice President on the recommendation of the Staff Advisory Committee; and Student Government Treasurer (ex officio).

Non-voting member consists of: Provost (ex officio); Vice President/Finance (ex officio); Assistant Provost – Budget (ex officio); Executive Vice President (ex officio); Vice President/Strategy and Operations (ex officio); two (2) members of Deans' Council to be appointed by the Provost.

All appointed members serve renewable three-year terms; these terms will be staggered, with initial terms adjusted by the Faculty Senate Executive Committee.

b. Powers and Duties

- (1) Review University's annual and long-term budgets to ensure budgets reflect University priorities;
- (2) Identify areas of interest among faculty and staff that merit discussion within the charge of the UPC;
- (3) Conduct 6-8 meetings each year with senior administrators on timely topics related to priorities, budget and finance; convene ad hoc meetings as necessary; meetings to be convened by Provost and Executive Vice President in consultation with faculty chair;
- (4) Make recommendations concerning the University's budget, financial status, and financial policies;
- (5) President of the Faculty Senate shall report to the Senate on the activities of the UPC at the end of each academic year.

FACULTY COMMITTEES

The Committee on Academic Freedom and Responsibility

a. Membership:

The Committee is composed of twelve tenured faculty members of the rank of full Professor, including two members elected by each School of the University. Committee members need not be members of the Faculty Senate. Each committee member serves a two-year term and until a successor is elected.

b. Powers and Duties:

The Committee on Academic Freedom and Responsibility is a standing committee of the Faculty Senate whose members may serve as members of panels for proceedings for the dismissal of a tenured faculty member. The Committee will provide an annual report to the Faculty Senate and the President of the University in sufficient detail to inform them of the nature of the outcome of the Committee's work while preserving confidential information.

The Committee on Information Technology

The Committee on Information Technology (CIT) is a committee of faculty, staff, and administration that reports to the Provost and the Information Technology Executive Committee (ITEC) on academic issues relating to information technology at Wake Forest. While primarily an advisory committee, the CIT may be delegated responsibility by ITEC, the Provost and the Executive Vice President to make or approve decisions to fund particular initiatives or to prioritize the use of discretionary funds designated for investment in academic technology.

a. Membership:

- (1) Faculty members of the CIT will be elected by their academic units. Five members from the College (not necessarily one from each division), one member from each professional school and the Library should have faculty representation on CIT and an effort should be made to provide a membership that is also diverse by discipline. Ideal representation will include a mix of faculty with an interest in research computing, teaching and learning drawn from the humanities, social sciences, life and physical sciences, and professional school programs. Faculty will serve staggered, multiyear terms to provide continuity and may be re-elected.
- (2) Staff on the Committee will be appointed by the Provost and include representation from the Teaching and Learning Collaborative, IS, and representatives from the IT teams of the professional schools and the ITGs. The chairs of the Learning Management System Initiative Team, REPCOM (Initiative Team for Research Computing), and Learning Spaces Initiative Team are ex-officio members of the Committee.
- (3) The members of the Committee will select the chair and vice-chair. IS should provide a staff liaison to the Committee to facilitate its work and support the formulation of analyses, agendas and recommendations.

b. Powers and Duties:

- (1) Recommend annual investment priorities to ITEC to further the effective use of research technologies including high performance computing, research networks, collaboration tools, data capture, transport analysis, storage and archiving, research application development, and research computing support services
- (2) Recommend annual investment priorities to further the effective use of instructional technologies and learning spaces in support of in-person and online learning environments, including classroom design, learning management systems, and other broadly used academic technologies. Identify data analytics that can be used to enhance the educational experience of students and faculty
- (3) Sponsor a bi-annual series of faculty demonstrations of uses of educational and research technologies
- (4) Monitor and recommend strategies to sustain the technology in classroom and non-classroom based learning spaces
- (5) Request and review the results of analyses of outcomes associated with particular learning technologies (as needed) and sponsor reviews or particular learning technology strategies at the request of ITEC, the University CIO, or the Faculty Senate

- (6) Advise IS on changes to policies, technologies or services that impact teaching, learning and research
- (7) Collaborate with IS, the Teaching and Learning Collaborative, College, Library, and Professional Schools' IT support teams on opportunities to improve their collaboration efforts to support promising applications of learning or research technologies
- (8) Coordinate the work of Communities of Interest and Initiative Teams that focus on narrow issues or services related to research and educational technologies, including recommending the formation or discontinuance of Initiative Teams or Communities of Interest to ITEC, providing input to charters and membership, and receiving periodic briefings and recommendations. At its formation, CIT will coordinate the work of Initiative Teams focused on Classroom and Learning Spaces, the Learning Management System, and High Performance Computing (REPCOM).

The Committee on Library Planning

a. Membership:

- (1) Non-voting: The Provost of the University, the Dean of the Graduate School, one undergraduate student, and one graduate student.
- (2) Voting: One representative from each division of the College, the Dean of Wake Forest College or the Dean's designate, one faculty representative from the School of Business and one from the School of Divinity if these schools choose to participate, the Dean of the Z. Smith Reynolds Library or the Dean's designate, one undergraduate student, and one graduate student. The full committee will elect a chairperson.

b. Powers and Duties:

- (1) To advise on long-range planning and to identify and promote that type of library best suited to meet the teaching and research needs of Wake Forest
- (2) To act as an advisory body to the Dean of the Library in areas of library collection, services and policies
- (3) To act as the channel for faculty concerns related to library operations

The Committee on Online Education Coordination and Compliance

The Purposes of the committee are to ensure that all online programs and courses offered by Wake Forest are of consistent high quality and rigor; to take advantage of economies of scale where desirable; and to protect the university from risk.

a. Membership:

- (1) Every academic unit with online or blended education programs will send a representative to the Committee.
- (2) A representative from the Provost's Office will chair the committee and name additional members from among the units that support online education, including: Legal, Registrar, Financial Aid, Institutional Research, ADA Compliance, Information Services, Director of Digital Learning, Online Programs Coordinator, Library.

The Online Programs Coordinator will provide administrative support to the committee.

b. Powers and Duties:

- (1) Act as the source of consolidated information about all Wake Forest online and blended course activity and plans
- (2) Collect accurate data about online education activities at Wake Forest
- (3) Ensure that the University is authorized to operate its online programs in all states where it has students, including maintaining SARA membership and submitting required annual reporting
- (4) Ensure compliance with the Americans with Disabilities Act and related statutes
- (5) Ensure institutional compliance with Title IV funding requirements
- (6) Ensure institutional compliance with SACSCOC and any additional relevant laws and statutes
- (7) Identify, coordinate, and manage any agreed-upon shared services, such as 24/7 Help Desk contracts, closed captioning services, video production services etc.

The Committee on the Center for the Advancement of Teaching

a. Membership:

- (1) Non-Voting: The Executive Director of the Center for the Advancement of Teaching or designate; any student representatives appointed to the committee.
- (2) Voting: One elected faculty representative from each division of the College and one faculty representative from the Office of the Dean of the College, Z. Smith Reynolds Library, the Graduate School, and the Schools of Business, Divinity, Law, and Medicine. The full committee will elect a chairperson.

b. Powers and Duties:

- (1) To advise the Provost's Office on the selection of an Executive Director for the Advancement of Teaching. The Executive Director reports to the Associate Provost for Academic Initiatives/Vice Provost.
- (2) To advise and assist the Executive Director of the Center for the Advancement of Teaching in developing policies, programming, and activities related to the CAT mission that will serve to strengthen and advance teaching and learning at Wake Forest.

The Deans Council

a. Membership:

The Provost and Deans of the academic units of the Reynolda campus.

b. Powers and Duties:

The Deans' Council supports the mission of the university through leadership in formulating and achieving its academic vision. It harnesses the unique synergies of the collegiate university to promote cross-school collaboration. The Deans' Council has three roles: 1) to identify, prioritize, and implement cross-disciplinary initiatives, drawing on the unique opportunities of a collegiate university; 2) to explore new educational models for

the 21st century that ensure the value of higher education in the future; and 3) to support the Provost by serving as a conversation partner on major university initiatives.

The Grievance Committee

See Chapter Three for the Faculty Grievance Policy.

The Institutional Review Board

a. Membership:

Wake Forest University has established its [IRB membership criteria](#) in accordance with the compositional requirements of 45CFR§46.107. Members are appointed by the Associate Provost for Research.

IRB members:

- (1) maintain an understanding of the ethical principles of human subject research, federal regulations, applicable state laws and institutional policies and procedures for the protection of human subjects
- (2) maintain current CITI human subjects research and IRB member certification
- (3) prepare for and attend all scheduled IRB meetings (monthly during the academic year)
- (4) serve as primary reviewers for full board and expedited applications. Primary reviewers are responsible for ensuring that assigned applications undergo a substantive and meaningful review. In addition, primary reviewers for full board applications lead the discussion at the convened meeting.

b. Powers and Duties:

To fulfill its responsibility to protect the rights and welfare of human subjects in research, the University authorizes the IRB to review, approve, require modifications in, or disapprove all research involving human subjects conducted under the auspices of the University (45CFR§46.109). This includes investigating, reviewing and determining all issues of serious or continuing noncompliance with 45CFR§46 or IRB policy, including conduct of human subjects research without IRB approval. The responsibilities of the IRB endure regardless of the IRB's geographical location relative to the research.

The Research Advisory Council

a. Membership:

Constituted by the Provost's Office, the RAC is composed of faculty representatives from the various academic divisions of the College and representatives from the library, graduate and professional schools. At least one junior faculty member serves as a member of the RAC.

b. Powers and Duties

- (1) To advocate for improved university infrastructure in support of research

- (2) To facilitate communication between and among faculty and administrative offices on matters of importance to research
- (3) To advise administrative offices and faculty on matters of importance to research
- (4) To support the activities of the Associate Provost for Research
- (5) To come to faculty opinions regarding issues of importance to research
- (6) To provide a forum for faculty who are actively and productively committed to research
- (7) To review internal funding proposals as requested by the Provost's Office

CHAPTER SIX

RESEARCH AND SPONSORED ACTIVITIES

External Funds

Wake Forest University encourages faculty to seek external funding in support of research and other scholarly activities, including creative work. The University recognizes that faculty must be actively engaged in scholarship and related endeavors in order to maintain a currency and vitality in their profession and to provide the best possible instruction for their students.

To facilitate faculty efforts in seeking external support, the University offers service through the Office of Research and Sponsored Programs, Financial Services, and the Office of University Advancement. Wake Forest has established a number of policies guiding the application process and the subsequent management of funded activities.

Faculty seeking external support should first contact the Office of Research and Sponsored Programs at <http://www.research.wfu.edu/rsp/>. Faculty whose needs may be better met by the Office of Corporate and Foundation Relations, which coordinates gifts and donations, are referred there. The offices work closely to maximize funding potential and to insure that University interests in certain sponsor relationships are not compromised. Faculty are encouraged to consult the office of Research and Sponsored Programs for further assistance and clarification.

Intellectual Property Policy

The University is the beneficiary and owner of work produced by members of its faculty in their faculty capacities and maintains policies, including patent and other such policies, designed to encourage and enhance research, development, and utilization of the fruits of University work.

The Intellectual Property Policy of Wake Forest University is intended to encourage research and the development of ideas and inventions by rewarding the developers of inventions, assisting them in implementing their ideas, and by providing a system for the encouragement of research. It serves the public interest by providing means through which inventions and discoveries which arise in the course of the University's research may be made available to the public through established channels of commerce. It protects the interests of the university and its employees and students with regard to inventions developed at the University. The Wake Forest University Intellectual Property policy can be found at <https://policy.wfu.edu/reynolda-campus-intellectual-property-policy/>.

Overhead Policy

All of the overhead generated from grants is returned to the academic unit for distribution. Funds returned as overhead reimbursement will be distributed as 10 percent to the investigator (for discretionary spending upon research and teaching materials), 40 percent to the department, 25 percent to the central matching fund which is administered by the Office of Research and Sponsored Programs, 10 percent to the ZSR Library and 15 percent to the Office of Research and Sponsored Programs. Funds coming to a School, College or academic department should be used for supporting academic research needs.

Hazardous Materials

The Department of Environmental, Health and Safety (EHS) is responsible, through the Vice President for Finance and Administration, for assuring safe environment for students, faculty and staff at the University. By reviewing and interpreting applicable federal, state and local regulations, it serves as a resource to the University regarding pertinent issues and practices. The Department is responsible for oversight of chemical, biological, radiation, laboratory, industrial and construction safety. Educational sessions, training, and materials are provided to faculty, staff and students to aid understanding of roles and responsibilities in maintaining University compliance. The Department also provides electronic access to Safety Data Sheets and chemical inventories, removal and disposal of hazardous wastes, and plans and procedures to ensure a safe working and living environment. Detailed information can be found at the EHS website, <http://ehs.wfu.edu/>.

Human Research Protections

Safeguarding the rights and welfare of human subjects in research is a general institutional policy delegated by the President through the Associate Provost for Research. The University authorizes the Institutional Review Board (IRB) to protect all human subjects involved in research studies brought before it for review, regardless of the research sponsor, in accordance with its written policies, procedures, and guidance. All research projects conducted at Wake Forest that involve human subjects must receive IRB approval before research can begin. Links to the federal regulations on the use of human subjects in research, Wake Forest University policies and procedures, and information about our online application (eIRB) can be found at <http://www.research.wfu.edu/rsp/irb/>.

Policy on Animal Care and Use

Wake Forest University (WFU) is committed to the ethical principles and regulatory requirements for the use of animals and has established the WFU Animal Care and Use Program to provide University-wide oversight responsibilities regarding adequacy of facilities, animal husbandry, health care and appropriate use of animals in educational programs and research. For all activities using live vertebrate animals, regardless of sponsorship, Wake Forest complies with the principles and regulatory requirements for the use of live, vertebrate animals used in research and teaching by the United States Department of Agriculture (USDA) and the Office of Laboratory Animal Welfare (OLAW), it maintains full accreditation by the Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC). Reynolda Campus faculty conducting research involving animals must submit a protocol to the School of Medicine Animal Care and Use Committee (ACUC). A link to the School of Medicine's Animal Welfare Office can be found at <https://ctsi.wakehealth.edu/animal-welfare-program-iacuc>.

Occupational Health Program

Personnel of Wake Forest University who have any direct contact with vertebrate animals and/or their tissues or excrement, or any potential aerosolized exposure to tuberculosis through exposure to nonhuman primates are required to participate in the Occupational Health Program. Those employees required to enroll in the Occupational Health Program must report to the Medical

Center Employee Health Services as a part of the pre-placement orientation. In addition, personnel listed on an Animal Care and Use Committee Protocol are required to enroll before the protocol can be approved. Additional information and resources on working with live animals can be found at the Wake Forest University School of Medicine Office of Research web site, <http://www.wakehealth.edu/or/> or by telephone, 336-716-4548.

Research Advisory Council

The purpose of the Research Advisory Council (RAC) is to advise the Provost and the Associate Provost for Research on research issues and the research climate on the Reynolda Campus. It is appointed by the Provost upon the recommendation of the Associate Provost for Research. RAC is composed of faculty members from the various academic units, and includes at least one junior faculty member. The primary responsibilities of RAC are to advocate for improved university infrastructure in support of research; facilitate communication between and among faculty and administrative offices on matters of importance to research; advise administrative offices and faculty on matters of importance to research; support the activities of the Associate Provost for Research; solicit faculty ideas regarding issues of importance to research; provide a forum for faculty who are actively and productively committed to research; and review internal funding proposals as requested by the Provost's office.

Summer Salary

Faculty on nine-month salaries who teach during the summer months are compensated for their effort according to standardized rates developed by their Dean. Faculty compensated for effort under the terms of externally supported grants or contracts may be compensated as allowed by the sponsor. When faculty teach and also participate in funded activities, the combination from both sources may not exceed 3/9ths of their academic year salary. This policy also extends to other salaried activities during the summer, if payment for these activities is managed under the University's payroll system. During the academic year, faculty who participate in externally funded activities may not receive combined salary in excess of their academic year contract from all sources. In compliance with federal guidelines, it is expected that no faculty member will certify effort in all activities, including research and teaching, of more than 100 percent total during the academic year, whether or not compensation is provided by an external sponsor.

Faculty Development Funds

Wake Forest supports faculty development through:

1. The Publication and Research Fund, administered by the Dean of the College, the Dean of the Graduate School and the Graduate Council, intended primarily for the preparation and publication of manuscripts based upon completed research. If sufficient funds are available, this fund also provides limited support for the conduct of research.
2. The Pilot Research Grants (CPG), administered by the Office of Research and Sponsored Programs. These grants provide "seed money" to enable Reynolda faculty members to subsequently attract external support for specific research projects.

3. The Collaborative Pilot Grants (CPG), administered by the Office of Research and Sponsored Programs, intended to stimulate pilot research projects between the Reynolda faculty and faculty from other institutions (including the School of Medicine). Its goal is to assist faculty research and to generate extramural funding for both institutions.
4. The Archie Fund, administered by the Dean of Wake Forest College. This fund supports research and professional development of arts and humanities faculty.

Applications and further information may be obtained from the Provost's website
<http://provost.wfu.edu/current-faculty/faculty-resources/grants-and-funding>.

CHAPTER SEVEN

THE UNDERGRADUATE COLLEGE

Mission

Wake Forest College stands at the heart of Wake Forest University. It was the first school founded within the University and continues today with the largest enrollment. The College values and maintains the liberal arts tradition within the context of an internationally recognized research university. The College embraces the teacher-scholar ideal, valuing exceptional teaching; a commitment to outstanding and innovative research, discovery, performance, and creative work; and personal academic engagement between students and faculty both in and out of the classroom.

The College honors the ideals of liberal learning and inclusive excellence, which encourage habits of mind that ask “why;” that evaluate evidence; that are open to new ideas; that attempt to understand and appreciate the perspectives of others; that accept complexity and grapple with it; that admit error; and that pursue truth. The College embraces the benefits of cultural diversity and pluralism in all their forms and is committed to cultivating inclusive learning communities, even when such work is challenging. To fulfill the ideals of liberal education, Wake Forest students, staff and faculty must bring with them differences to be shared and explored.

Liberal education also entails commitment to teaching the modes of learning in the basic disciplines of human knowledge; advancing the frontiers of knowledge through in-depth and interdisciplinary study and research; transmitting cultural heritages; developing critical appreciation of moral, ethical, aesthetic, and religious values; and using knowledge in the service of humanity. The College believes in the development of the whole person and is committed to sustaining an environment where beliefs, assumptions, and ideas are examined thoughtfully and critically in a climate of academic freedom. The College promotes a vibrant scholarly community and integrates academics into a broad-based program of intellectual engagement with community service and extracurricular activities.

While Wake Forest College has attained a national reputation and constituency, it takes seriously its commitment to serve the community and region wherein it resides. While firmly rooted in Winston-Salem and North Carolina, it endeavors to expand its awareness and extend its influence by emphasizing international study and understanding. The College strives to be a dynamic and diverse learning community, valuing knowledge, experience, and service for the benefit of humanity, thus preparing students to be active and informed members of the world in which they live.

Governance

The Undergraduate College is governed under a constitution. The Constitution and Bylaws are to be found in Chapter 7 Appendix A.

The Constitution gives the faculty, gathered in regularly constituted meetings, the following powers: (a) to prescribe requirements for admission to Wake Forest College; (b) to establish the core requirements for Wake Forest College; (c) to establish policies and requirements for grades, assignments of credits for courses, and absences; (d) to award fellowships, scholarships, prizes, student loans, and other forms of student aid; (e) to offer guidance on student publications; (f) to be responsible, in partnership with the administration, for the orderly behavior and governance of students; (g) to prescribe rules for the regulation of intercollegiate and intramural athletics and other undergraduate student

activities and organizations; (h) to establish the academic calendar of Wake Forest College; (i) to concern itself with matters affecting the social, academic, and cultural activities of undergraduate students in Wake Forest University and with their general welfare; and (j) to concern itself with the general aims of the College and of the University and advise other divisions and agencies of the University on such matters.

Under the Constitution of Wake Forest College, each member of the faculty has the right to present matters to the faculty through the agenda of meetings of the faculty. The Dean is the chair of the faculty meetings.

The powers and duties of the College committees of the faculty are enumerated in Chapter 7 Appendix A. The committees of the College shall be executive, advisory, special, or ad hoc. An executive committee is one that has the power and authority to act on behalf of the faculty. When these committees act on behalf of the faculty, they will report their decisions to the faculty. An advisory committee is a standing committee that does not have the authority to act on behalf of the faculty. Advisory committees shall make recommendations to be brought to the full faculty for a vote. Special committees are standing committees that address a particular aspect of College oversight and make recommendations to the Dean. Ad hoc committees are appointed for a specific task and make recommendations to the Dean.

ORGANIZATIONAL STRUCTURE

Academic Dean

Like the other academic units of Wake Forest University, Wake Forest College is led by an academic Dean. The Dean of Wake Forest College is appointed by the President and serves at the pleasure of the President. The Dean is responsible for the general direction and management of the College. The Dean administers the policies of the College faculty and of the Board of Trustees with respect to the College. The Dean represents the College to external constituencies and engages in developmental activities designed to promote the welfare of the College faculty and students. The Dean is the chair of the faculty, and presides at meetings of the faculty. The Dean takes an active part in the recruitment and evaluation of faculty members and seeks to create and maintain an atmosphere conducive to the mission and academic work of the school.

Academic Departments and Programs

A department or program of the College consists of those faculty members regularly appointed to give instruction in one of the recognized areas of study within the College. Department Chairs are appointed by the President of the University on the recommendation of the Dean of the College and the Provost for a term not to exceed four years and typically beginning July 1; successive and non-concurrent terms, also not to exceed four years, are permitted following the same appointment process. Program Directors are appointed by the President of the University on the recommendation of the Dean of the College and the Provost for a term not to exceed three years and typically beginning July 1; successive and non-concurrent terms, also not to exceed three years, are permitted following the same appointment process. The Department Chair or Program Director typically will be at the rank of professor and represents their department or program before the Dean of the College, making recommendations as to appointments, promotions, budget, and related matters within their respective department or program.

Department Chairs receive a reduction in teaching load and a salary supplement as determined by the Dean and the Provost. Program Directors receive a salary supplement as determined by the Dean and the Provost, and may receive a reduction in teaching load when deemed appropriate by the Dean and the Provost based on enrollment.

From time to time, the Dean may need to appoint a tenured faculty member as the Chair or Program Director of a department or program outside that faculty member's regular appointment. In this case, the faculty member will retain a full vote in the department to which they are primarily assigned but will have no vote in a department to which they are temporarily assigned as Chair.

Please consult the College website [<https://college.wfu.edu/>] for a full listing of all departments and programs in the College including the current names of the Department Chairs and Program Directors.

Faculty Evaluation

The criteria by which faculty members are evaluated in Wake Forest College are not fixed and immutable but are subject to revision from time to time in keeping with changes in the nature and goals of the College, of the Graduate School (many members of the College faculty also serve on the Graduate faculty), and of the University as a whole. Active, consistent, and extensive presence on campus is fundamental to our mission which embraces the teacher-scholar ideal.

a) Evaluation of Tenure Track Faculty

The relative emphasis placed on the overall criteria for evaluating tenure track faculty members varies depending on rank and title, according to the disciplinary nature and needs of the particular academic department or program to which the faculty member is appointed, and according to the immediate purpose for which the evaluation is undertaken.

The criteria currently in effect are (1) Excellent teaching and mentoring demonstrated by commitment to and achievement of outstanding classroom instruction and by engagement with students that fosters their intellectual development, inclusive learning, and academic success; (2) Professional achievement and growth, as measured by a high quality body of research, scholarship and/or creative work, keeping abreast of developments in one's discipline, earning the respect of one's professional colleagues regionally, nationally, and in some cases, internationally; and (3) Service, which can be defined as contributions to the welfare of the Department, College, University community, and one's professional organizations. This includes, primarily, but not exclusively, upper and lower division advising of students, serving on Departmental, College, or University committees, participation in faculty governance and academic policy-making, advising and guiding student organizations, engaging in activities beyond teaching and professional endeavors that enhance the intellectual and inclusive climate of the institution; and, secondarily, contributions to the extra-University community, particularly in ways that leverage the professional expertise of the faculty member.

Departments and programs shall not permit achievement in research, scholarship, or creative work and/or service to offset poor or marginal teaching.

In conjunction with all the above criteria, and apart from them, the College considers as extremely important the tenure track faculty member's ethical integrity, professional conduct, and demonstrated observance of the stated purposes and principles of the College and University.

b) Evaluation of Teaching Professionals

Teaching professionals (assistant/associate/full teaching professors and professors of the practice) are evaluated on their teaching and service contributions. The teaching criterion is of utmost importance in the evaluation, and is the same as for tenure-track faculty, that is, excellent teaching and mentoring demonstrated by commitment to and achievement of outstanding classroom instruction and by engagement with students that fosters their intellectual development, inclusive learning, and academic success. Service is defined as contributions to the welfare of the Department, College, University community, and one's professional organizations. This includes primarily but not exclusively, upper and lower division advising of students, serving on departmental, College, or University committees, participation in faculty governance and academic policy-making, advising and guiding student organizations, engaging in activities beyond teaching and professional endeavors that tend to enhance the intellectual and inclusive climate of the institution; and, secondarily, contributions to the University community, particularly in ways that leverage the professional expertise of the faculty member. Teaching professionals have no obligation to the University to engage in research, scholarly, or creative work and are not normally evaluated on such, but are expected to engage in pedagogical professional development opportunities.

Departments and programs shall not permit achievement in service to offset poor or marginal teaching.

In conjunction with all the above criteria, and apart from them, the College considers as extremely important the teaching professional's ethical integrity, professional conduct, and demonstrated observance of the stated purposes and principles of the College and University.

c) Variations in Distribution of Effort

Within the College, the norm for distribution of effort for tenure-track faculty is 40% teaching, 40% scholarship, and 20% service, while for teaching professionals it is 80% teaching and 20% service.

d) Variation by Purpose of the Evaluation for Tenure-Track Faculty

The criteria as described above applies to the annual evaluation of faculty members. When a candidate is being considered for tenure, the department/program and administration attempt to assess the person's promise as a teacher and scholar as well as their actual achievements.

The criterion of professional achievement, sustained over time, figures prominently in the evaluation of tenured faculty members seeking promotion to full professor. Once faculty members have established themselves as excellent teacher-scholars, the principal field for their further career development is often that of sustained nationally (and possibly internationally) recognized scholarship and creative work, and their increasing contributions to the College frequently most visible in this respect.

e) COVID-19 Policies

The COVID-19 pandemic prompted the College to institute a number of policies during AY2019-2020 and AY2020-2021 designed to mitigate the disruption caused to the professional development of the faculty of the College. These policies included:

- i. A one year tenure-clock extension for all Assistant Professors including those hired on or before July 1, 2020.
- ii. A requirement to include the College COVID-19 Statement for External Reviewers to inform all external reviewers of tenure and promotion dossiers the steps that were implemented by the institution to mitigate the impact of the pandemic on the faculty member's career. The statement also asks the external reviewer not to consider time to tenure in their evaluation of the candidate.

TENURE AND PROMOTION

In addition to the evaluation of tenure-track faculty described above, the following guidelines apply for tenure and promotion.

Faculty within the department who vote on the recommendation for tenure and promotion must be at a higher rank than the candidate. That is, for tenure and promotion from assistant to associate professor, only tenured associate and full professors may vote and for promotion from associate to full professor, only tenured full professors may vote. This also applies to the review committee convened in the case where a department or program may not have the minimum of three required committee members at the appropriate rank.

Tenure and Promotion Guidelines

Each academic department and program (when that program has tenure-track faculty) constructs a written document that outlines the department's or program's criteria for tenure and/or promotion of tenure-track faculty. These documents are based on the standards of their discipline and/or subject and Wake Forest's teacher-scholar ideal, the review processes established by the College, and departmental procedures that govern tenure and promotion. The document(s) are on file in the Office of the Dean of the College and Provost and are shared with tenure-track faculty by the department as they are hired. Any changes to this document must be sent to the Dean's Office for review and approval.

Outside evaluations of a candidate's scholarship are required in making tenure and/or promotion recommendations for tenure-track faculty. The Department Chair or Program Director (or their agent) will compile a list of potential evaluators, including those submitted by the candidate, who are familiar with the candidate's area of research. A minimum of three (3) outside evaluator letters is required. The majority of those letters (2/3 if there are only 3 letters) must be from people not recommended by the candidate. If more than three letters are solicited, the majority must still be from evaluators not recommended by the candidate. The candidate has the right to provide the chair/director with the name(s) of evaluators or reviewers who they feel may be biased against the candidate or their research. The list of potential evaluators may not include the candidate's Ph.D. mentor, co-authors, collaborators, personal friends, departmental colleagues, university colleagues, or anyone who is deemed to have a vested interest in the outcome of the tenure/promotion process of the candidate (standard conflict of interest acknowledgement). Letters from external reviewers should be requested no later than August-September to allow sufficient time for the evaluators to submit their letters by the end of the fall semester. Evaluators must also be provided with a summary of the department's or program's tenure and/or promotion processes/procedures, including departmental/program and university expectations for tenure and/or promotion as well as the College's COVID-19 Statement for External Reviewers. Outside evaluators will be assured that the University will maintain the confidentiality of their evaluations to the extent allowed by law.

Each department's or program's recommendations for tenure and/or promotion are forwarded to the Office of the Dean of the College. The tenure and/or promotion recommendation form must be signed by each department/program or committee member. The signature indicates each person's participation in the review of the dossier, discussion of the candidate's qualifications for tenure and/or promotion and participation in the vote, and that the departmental or program vote transmitted is correct. In cases where a minority of the department faculty disagree with the department or program recommendation as submitted by the department chair or program director, the dissenting group(s) will have an opportunity to provide an opposing signed statement to accompany the evaluation. This document must be submitted with the candidate's dossier.

The Committee on Tenure and Promotion is advisory to the Dean and evaluates whether tenure and/or promotion decisions were made in proper adherence with the guidelines laid out in the departmental tenure and promotion policy and evaluates candidates for tenure and/or promotion in light of the departmental/program, College, and University expectations for tenure and/or promotion. The committee provides their recommendation to the Dean of the College in the form of a formal vote and written summary of the committee's evaluation. To the extent that the Committee on Tenure and Promotion finds any discrepancy in the department or program adherence to their guidelines, the Dean of the College has the discretion to determine how to address any such discrepancy.

Based on the dossier, the external letters, and the recommendations of the department/program and the Committee on Tenure and Promotion, the Dean sends a recommendation to the Provost, and the Provost sends a recommendation to the President. Ultimately, the Board of Trustees awards tenure and/or promotion based upon the recommendation of the President.

Promotion

Assistant Professors are considered for promotion at the same time they are considered for tenure, usually in the sixth year. Promotion from Associate to Full Professor is reserved for those who have established a record since promotion to associate professor that demonstrates a sustained, high level of distinction in their field through scholarly contributions, excellence in teaching, and active engagement in service, after no fewer than five but typically six or more years. In addition, it is expected that the candidate's record of scholarship, teaching, and service provides confidence that they will continue to contribute in all these areas at a level of excellence in a pattern of sustained development and substantial growth in achievement and productivity. Time served in rank is not alone a sufficient basis for promotion.

An external reviewer who served on the review of the candidate's dossier for tenure and promotion from Assistant to Associate Professor may not serve as an external reviewer of the candidate's dossier for promotion from Associate Professor to Full Professor. Denial of promotion to Full Professor does not, in itself, prevent an Associate Professor from reapplying for promotion to Full Professor at a later date.

In rare cases, faculty may be hired at a rank higher than Assistant Professor, in which case the procedure and timeline for tenure and/or promotion may be modified accordingly.

PROMOTION OF TEACHING PROFESSIONALS

In addition to the evaluation of teaching professional faculty described above, the following guidelines apply for promotion.

Faculty within the department who vote on the recommendation for promotion from assistant to associate teaching professor or professor of the practice will be only tenured associate and full professors and associate and full teaching professors and professors of the practice. In the case of promotion from associate to full teaching professor or professor of the practice only tenured associate and full professors and full teaching professors and professors of the practice will vote. This also applies to the review committee convened in the case where a department or program may not have the minimum of three required committee members at the appropriate rank.

Each academic department and program has a written document that outlines the department's criteria for promotion of teaching professionals (assistant/associate/full teaching professors and professors of the practice), which are consistent with College policies, the review processes established by the College, and departmental/program procedures that govern promotion of teaching professionals. Each department/program's document is on file in the Office of the Dean of the College and is shared with teaching professional faculty by the department or program as they are hired. Any changes to the promotion document must be sent to the Dean's Office for review and approval.

Each department/program's recommendations for promotion are forwarded to the Office of the Dean of the College. The promotion recommendation form must be signed by each department, program or committee member. The signature indicates each person's participation in the discussion of the candidate's qualifications for promotion and participation in the vote, and that the vote transmitted is correct. In cases where a minority of the department or program faculty disagree with the department or program recommendation as submitted by the chair or program director, the dissenting group(s) will have an opportunity to provide an opposing signed statement to accompany the evaluation. This document must be submitted with the candidate's dossier.

The Committee on Teaching Professionals Promotion is advisory to the Dean and evaluates whether promotion decisions were made in proper adherence with the guidelines laid out in the departmental or program promotion policy and evaluates candidates for promotion in light of appropriate departmental/program College, and University expectations for promotion. The committee provides their recommendation to the Dean in the form of a formal vote and written summary of the committee's discussion. Based on the review of the dossier and the recommendations of the department or program and the Committee on Teaching Professionals Promotion, the Dean makes the determination on promotion of the faculty member. To the extent that the Committee on Teaching Professionals Promotion finds any discrepancy in the department or program adherence to their guidelines, the Dean of the College has the discretion to determine how to address any such discrepancy.

ADDITIONAL INFORMATION FOR FACULTY

Faculty are obligated to abide by the policies and procedures articulated in the Academic Bulletin in addition to the Faculty Handbook.

Assessment

The College conducts regular assessments of student achievement for internal evaluation of academic program needs and required external reporting. College faculty are expected to participate in assessment of learning outcomes for any programs in which courses they teach contribute credit hours, which may include the Core Curriculum, major/minor programs, Interdisciplinary programs, and Graduate degree programs.

The Honor Code

Wake Forest University upholds the ideals of honor and integrity. Through the Honor Code students pledge to be trustworthy in all manners regarding the academic integrity of the institution. The Honor Code prohibits cheating, deception, stealing, plagiarism, dishonesty, and contempt, in the academic context. These standards for academic honor are applicable to the student in every academic pursuit, whether on campus or off. Any act committed while engaged in an academic endeavor that violates these standards becomes subject for review by the judicial system.

Faculty members are encouraged and expected to confront any violations of the Honor Code. For more details, consult the College judicial system webpages.

The Honor System

The undergraduate judicial system is administered jointly by the Office of the Dean of the College, the Office of the Dean of Students, and the Judicial Council. The Honor and Ethics Council is the central deliberative body in the judicial system. It is responsible for adjudicating all honor and conduct cases that are not heard administratively. Cases heard by the Honor and Ethics Council (HEC) include matters of academic cheating, plagiarism, stealing, and lying. Although the faculty and administration are jointly empowered to regulate student affairs, authority in judicial matters has been delegated to the Judicial Council, and thence to the HEC, both of which comprise faculty, staff, and students. In such delegation, the faculty and administration do not abdicate responsibility for the good character and behavior of students. Members of the faculty have an obvious interest in students' honorable and honest conduct in their academic work.

The proper functioning of the honor system is based upon the assumption that most students are innately honest and that, given fair and reasonable circumstances for performing the work assigned to them, they will do this work honorably. Yet, in cases where this has not occurred, experience indicates that if the honor system is to operate effectively, it is the obligation of the instructor to cooperate fully and wholeheartedly with advisers to and members of the HEC.

Each instructor is bound by their own conscience and sense of rightness to conduct classes and relationships with students in the ways that seem to be the most fitting and proper. The instructor may justifiably feel that the conduct of the honor system should be left entirely to the student, or the instructor may feel an obligation to the students and to the code to oversee the examination so as to eliminate the suspicion of cheating.

If the instructor thinks the evidence warrants it, they may turn in the name of a student suspected of cheating, plagiarism, stealing, or lying to the Judicial Liaison who may forward it to the HEC via the Office of the Dean of the College. The judicial system then investigates the case and a decision is made whether the evidence is sufficient for a hearing. If the evidence is sufficient, the student is heard before a panel of students, faculty, and administrators in what may be either an open or a closed hearing, and the instructor is asked to testify. An instructor may also be asked to testify in an investigation or hearing in an action not initiated by them.

Admission, Suspension, and Expulsion of Students

The Board of Trustees has delegated to the faculty and administration the authority to admit, suspend, and expel students and to the President the authority under certain circumstances to suspend a student temporarily.

Faculty and administration have delegated their joint authority to admit students to the admissions office, which acts in accordance with existing policies and such policy changes as may be made jointly by the faculty and the administration. Authority to readmit former students to Wake Forest College is vested in the Committee on Academic Affairs, which also has authority to suspend or expel students for reasons of academic irresponsibility or failure to meet minimal academic standards. Faculty should consult the Academic Bulletin which provides more detail on the role of the Committee on Academic Affairs in these matters of academic irresponsibility and minimal academic standards. Similar authority in the School of Business is vested in the Certification Committee.

The President or the President's designee is empowered to suspend temporarily, for a maximum of two weeks, any student who, in his or her judgment, is involved in action that threatens damage to property of the University or interferes with proper procedures at the University, with classes or with an officer of the University in the performance of his or her duty, or who refuses to obey an officer of the University acting in his or her official capacity in directing the student to desist from those actions which hinder the proper operation of the University.

Student Complaints

Situations may arise in which a student believes that they have not received fair treatment by a representative of the University or has a complaint about the performance, action or inaction of the staff or faculty affecting a student. Students are encouraged to seek assistance from their faculty advisers or another member of the faculty or the Office of Academic Advising in evaluating the nature of their complaints or deciding on an appropriate course of action.

A complaint should be directed first and as soon as possible to the person or persons whose actions or inactions have given rise to the problem – not later than three months after the event. For complaints in the academic setting, the student should talk personally with the instructor. Should the student and instructor be unable to resolve the conflict, the student then may turn to the chair of the involved department for assistance. The chair will meet with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. Finally, a student may contact the Office of Academic Advising to submit an appeal to the Committee on Academic Affairs, which will study the matter, work with the parties, and reach a final resolution.

Students having complaints outside the academic setting, and who have been unable to resolve the matter with the individual directly involved, should process the complaint in a timely manner through the administrative channels of the appropriate unit. Students uncertain about the proper channels are encouraged to seek advice from faculty advisers, deans' offices, or the Office of the Dean of Student Services. Complaints which rise to the level of a grievance (as determined by the earlier steps in the process) may be heard as a final appeal before a committee chaired by an appropriate person chosen by the Provost, which will include a representative of the faculty and a member of the student body. The grievance must be filed in writing. Grievances not deemed frivolous by the committee will be heard. The student may be assisted during the hearing by a member of the University community.

The complaint/grievance process is meant to answer and resolve issues arising between individual students and the University and its various offices from practices and procedures affecting that relationship. In many cases, there are mechanisms already in place for the reporting and resolution of specialized complaints (harassment and discrimination, for instance), and these should be fully utilized where appropriate. Violation of student conduct rules or the honor system should be addressed through the judicial process specifically designed for that purpose.

FACULTY-STUDENT ENGAGEMENT

Advising Individual Students

The advising of students by faculty is a hallmark of the Wake Forest student experience and the teacher-scholar model. It is part of the service expectations of a faculty member. All full-time faculty members (including tenure track, teaching professors, and professors of the practice) are expected to participate in advising unless they are on leave or leading a study away program in a particular semester.

(a) Advising in the Lower Division

The Associate Dean for Academic Advising in consultation with Department Chairs recruits members of the faculty to serve as advisers to new students each year. Lower division advisers are assigned by the Office of Academic Advising, and advisees are assigned an adviser at the beginning of each new student's first year. Lower division faculty advisers advise undergraduate students during the years before students declare a major, which typically happens in the spring term of the sophomore year.

Departments assign faculty the responsibility of lower-division advising (vs. major advising) differently. Assignments are at the Chair's discretion, as long as the department meets its assessed share of college advising needs.

The primary duty of the adviser is to assist students in selecting courses that enable them to meet basic and divisional requirements and to explore our liberal arts offerings, as well as to educate students about how to keep track of their progress toward graduation (e.g., using DegreeWorks). A less tangible but important function of the adviser is to provide general support for the students, not only in their academic programs but also in matters relating to their general well-being. It is not expected that advisers be professional counselors, a function for which they may not be trained and are not sanctioned by the university to undertake. It is expected that faculty advisers have a genuine interest in each advisee and sufficient knowledge to refer students to student support services and the Office of Academic Advising when more extensive attention may be needed. An important aspect of advising is the expression of sincere interest and concern in such a way that advisees will think of the adviser as the person to whom to turn when in need of support or help.

The adviser has an essential role in the orientation program for new students (defined as first-year and new transfer students). During orientation, advisers meet with advisees both as a group and individually and are available during registration to help in the selection of courses. Advisers host a dinner and discussion for their entering student advisees, during or shortly after the orientation period.

New lower-division advisers are required to participate in a training workshop, and continuing advisers are encouraged to participate in ongoing workshops that provide important, updated information about effective advising. Each lower division adviser must be well versed in the basic and divisional academic requirements that all students must meet; and because some academic departments or pre-

professional tracks require that prospective majors begin work in that area during the first year, advisers must also be generally familiar with requirements for majors or pre-professional tracks, or where to find this information. Information will be provided to advisers to help with their task by the Associate Dean for Academic Advising and staff in the Office of the Dean of the College.

(b) Advising in the Upper Division

Typically in the spring of the sophomore year and prior to registration for the following fall semester, students elect a department(s) in which to conduct their major study. Exceptions to this general procedure may occur if the course of study of the student is out of phase with the usual calendar. When students declare a major, an upper division adviser (“major adviser”) is assigned and thereafter the student is advised by the major adviser. As the primary academic adviser, the major adviser is responsible for oversight and guidance regarding the completion of major requirements as well as other remaining requirements for graduation (e.g., core, minor). Major advisers must be particularly vigilant about informing advisees of matters regarding the completion of or deletion of incomplete minors (including those outside their departments), which can impact eligibility for graduation. Detailed information on requirements for majors and minors can be found in the Bulletin.

Undergraduate Research and Creative Activities

The Undergraduate Research and Creative Activities Center (URECA) supports mentored undergraduate scholarship. Undergraduate research has been a longtime cornerstone of the College’s commitment to academic excellence. The URECA Center fosters and facilitates collaboration between undergraduates and faculty and provides venues for presenting undergraduate scholarly activities. For more information see <https://ureca.wfu.edu/>.

Global Programs and Studies - Study Away

Wake Forest has made a priority of global study and understanding for undergraduates. It is administered by the Provost Office of Global Affairs which oversees the Center for Global Programs and Studies (GPS), the Center for Research on Abroad and International Student Engagement (RAISE), and the Wake Forest University residential and academic centers around the world. It partners with the College to provide the Wake Washington Program and the Wake West Program, both semester Study Away programs. Faculty across the College have the opportunity to lead semester, summer, and break study abroad and study away opportunities. Global Affairs also works across the Collegiate University to support all academic units in achieving their goals towards advancing global mindsets which includes grants for international research, funds to host international conferences and scholars, and international opportunities for faculty development and provides critical support for international students. For more information see <https://global.wfu.edu/>

Participation in Student Activities

Wake Forest feels that each member of the faculty is part of a community that goes beyond the purely academic. Although the main function of the faculty is to teach its students and generate knowledge, a faculty member who also takes an interest in the social, athletic, and organizational life of

the students enhances the atmosphere of community on the campus. Wake Forest therefore encourages its faculty where appropriate to participate in areas of student life not restricted to the classroom. In doing so, a member of the faculty should present an example worthy of emulation and should not engage in activities which might bring dishonor on themselves or the institution.

Advising Student Organizations

The existence and operation of each undergraduate student organization must be legitimized by action of the faculty and administration. Although such action does not necessarily imply endorsement or approval by the faculty of the purposes and aims of the organization, it does permit that organization to use the facilities on the campus on a fair and equitable basis. Each charter of such organizations provides for an adviser from the faculty to oversee the operation of the organization. The adviser may from time to time report to the faculty on the activities of the organization when such reports are in order.

These organizations are generally athletic, social, political, or professional. All constitutions and bylaws of student organizations must be approved by the Committee on Student Life.

College and University Student Support Services

The Scholars Office supports all merit-based Wake Forest Scholars. It also houses the Magnolia Scholarship Program. The Scholars Office provides supplemental support, outreach, and resources to all first-generation students on campus through the First in the Forest Advisor. This office empowers all Wake Forest Scholars by providing support services and facilitating meaningful mentorships for students. For more information see <https://scholars.wfu.edu/>

In addition to offering internal scholarship resources, the Scholars Office also provides encouragement, guidance, and application assistance for all students pursuing prestigious competitive scholarships and fellowships (including scholarships like the Rhodes, Marshall, Fulbright, Goldwater, Cambridge, etc.). More information can be found on the Scholars Office homepage <https://scholars.wfu.edu/>.

The Office of Academic Advising provides a Pre-Law program to assist students and alumni who are interested in exploring the possibility of attending law school and of embarking on a legal career and preparing for applying to law school. It also provides a Pre-Health Program to assist students who are interested in exploring a variety of health professions, each of which plays a vital role in meeting health care needs and preparing for a career in any of the health fields.

The Office of Personal and Career Development assists students in their career development, teaches them job skills, and acts as a clearinghouse for both internship and full-time job opportunities. Resources available to students include on-campus recruiting, referral programs, career advisement, job search correspondence review, mock interviews, and development of job search strategies. An alumni network and career resource center are also available. Further information can be found at the Office of Personal and Career Development home page <https://opcd.wfu.edu/>.

The University Counseling Center offers short-term individual and group counseling to students to help with a variety of issues including adjustment to college life, relationship or family issues, sexuality, gender identity, depression, eating disorders, etc. Assistance is also provided for managing stress, learning coping skills or relaxation, and choosing a major and/or career. Services are confidential and available at no charge to enrolled students. The Counseling Center staff members are available for

mental health crises after hours in cooperation with the Student Health Service. For further information, consult the University Counseling Center home page <https://www.wfu.edu/ucc/>.

The Center for Learning, Access, and Student Success (CLASS) provides support services and a peer tutoring program to all Wake Forest students, including specific services for students with documented disabilities. Academic counseling provides individualized support focused on familiarizing the student with study, time management and organizational strategies that enable successful learning at the college level. Students with documented disabilities are offered support services and assistance with academic accommodation requests. Consult the CLASS home page <https://class.wfu.edu/> for more information.

As part of fulfilling its mission and achieving its goals, Wake Forest University seeks to encourage students, faculty and staff to “explore the spiritual dimensions to human existence in ways that prompt examination of self and perceptions of the world.” The religious and spiritual components of the University’s programming are intended to encourage the pursuit of meaning through spiritual reflection and free inquiry, enabling a wide circle of inclusion and identifications, advancing mutual understanding and respect among differing traditions. The Office of the Chaplain believes that each religious tradition is an equally valued part of the Wake Forest community – and that this diversity contributes to a vital learning community. The Office also believe that through work of educating the whole person, the Office is recapturing Wake Forest’s historical understanding of a liberal arts education as a spiritual journey as well as an intellectual one. The Office of the Chaplain serves as liaison between campus ministers, religious advisers, and their sponsoring agencies on the one hand and the University on the other, taking care to keep the campus ministers, religious advisers, and their agencies informed of University policies and procedures, aspirations and concerns. The role of the Chaplain is to make sure that religious activities are carried out in accordance with the expectations and standards set forth in the Code of Conduct for Religious Groups at Wake Forest. More information can be found at the home page of the Chaplain’s Office <https://chaplain.wfu.edu>.

Student-Athlete Services is an academic support program provided to assist student-athletes. Some of the services offered in conjunction with the university resources include: tutorial support, study coaching, monitored study hall, time management/organizational skills, assistance with balancing academic and athletic demands, as well as first year programs to help student-athletes transition from high school to college. In addition, Student-Athlete Services provides faculty with information about authorized class days missed for competitions and ensures that student-athletes are following all Wake Forest University, Atlantic Coast Conference and NCAA rules and regulations. Additional information can be found at the Office of Student Athlete Services webpage <https://godeacs.com/sports/2018/8/2/student-athlete-services.aspx?id=3891>

In addition the Office of Wellbeing offers an extensive wellbeing initiative that helps students practice self-care, maintain physical health, find the right life, manage academic stress, develop positive habits, and feel socially connected. More information can be found at the home page of the Office of Wellbeing at <https://thrive.wfu.edu/>

The Office of Diversity and Inclusion supports the University’s mission of creating a more diverse learning community. It offers compelling and representative programming that influences and enhances equitable policies, and elevates and informs inclusive practices to promote a campus community whose members can feel supported and valued in their academic, social, and professional endeavors. The Intercultural Center, the Women’s Center and the LGBTQ+ Center also provide critical student support. More information about the Office of Diversity and Inclusion and these programs can be found at <https://diversity.wfu.edu/>

CHAPTER SEVEN, APPENDIX A

ORGANIZATION OF THE FACULTY OF WAKE FOREST COLLEGE:

CONSTITUTION AND BYLAWS AND STATUTES

CONSTITUTION

A. PREAMBLE

The Faculty of Wake Forest College (“the College”), in order to organize itself for the conduct of its business and to carry out the duties delegated to it by the Board of Trustees of Wake Forest University (“the University”), establishes this Constitution.

B. MEMBERSHIP

1. Regular Membership: The regular membership of the Faculty shall include all persons designated by the Board of Trustees as members of the Faculty of the College. In addition, the Faculty, by a two-thirds vote of its entire regular membership may specify officers in the Administration of the College as regular members of the Faculty.
2. Special Membership: The special membership of the Faculty shall consist of all persons so appointed by the President of the University. Special members may also be elected by a two-thirds vote of the regular membership of the Faculty upon recommendation by the officers of the Faculty. A special member shall enjoy all the privileges under this Constitution of regular members, except that he or she shall not be empowered to vote in meetings of the Faculty, nor be an officer of the Faculty, nor serve as a voting member of a committee of the Faculty.

Voting members of the faculty will include all tenured and tenure-track faculty members and all assistant, associate, and full teaching professors and professors of the practice.

Note: Section 2.1.3.2 of The Policy Resolutions in Implementation of the Bylaws of Wake Forest University as adopted by the Board of Trustees indicate that the regular full-time tenure track ranks are: Instructor, Assistant Professor, Associate Professor, and Professor. Non-tenure track ranks are: Lecturer, Senior Lecturer, Assistant Teaching Professor, Associate Teaching Professor, (Full) Teaching Professor, Assistant Professor of the Practice, Associate Professor of the Practice, and Professor of the Practice.

C. OFFICERS

1. Enumeration: The officers of the Faculty shall be the Chair, the Vice Chair, the Secretary, and the Parliamentarian.
2. Election:

- a. The Dean of Wake Forest College shall be Chair of the Faculty.
- b. The Vice Chair, Secretary, and Parliamentarian shall be elected to serve for a period of three years each. The time of the election of these officers shall be staggered so that no more than one is elected each year in a regular election.
- c. The Faculty shall provide through appropriate legislation the manner in which the first elections of officers are to take place and which vacancies are to be filled.
- d. An elected officer may serve successive terms.

3. Duties:

- a. The Chair shall preside at meetings of the Faculty and be the Chief Executive Officer of the Faculty. The Chair shall be responsible for the quick and orderly execution of decisions of the Faculty. The Chair shall at her/his discretion call special meetings of the Faculty. He or she shall be responsible for the preparation of the agenda of every meeting of the Faculty.
- b. The Vice Chair shall preside at meetings of the Faculty and perform other appropriate duties of the Chair in the absence or disability of the Chair or at his or her request. The Vice Chair will work with the Office of the Dean of the College to ensure that faculty approved changes to the Bylaws of the College are updated in the Faculty Handbook in a timely fashion.
- c. The Secretary shall keep a complete and faithful Journal of proceedings of the Faculty meetings. He or she shall take precautions to ensure the security and confidentiality of this Journal in order that it not be open to persons other than members of the Faculty, except on a two-thirds vote of the regular members present and voting. The Secretary shall maintain the Journal open for inspection by all members of the Faculty at all times.
- d. The Parliamentarian shall rule on the orderly procedure of meetings of the Faculty. In the event of a disagreement of any member with the judgment of the Parliamentarian, that member may ask the officers of the Faculty to act as a committee to rule on the disputed interpretation. The majority decision of this committee is final.
- e. The officers of the Faculty shall act as a committee to decide what matters considered at meetings of the Faculty may be made public, in the absence of specific instructions by the Faculty.

D. POWERS AND DUTIES OF THE FACULTY

- 1. The Faculty of Wake Forest College shall:

- a. Prescribe requirements for admission to Wake Forest College.
- b. Establish the curriculum for Wake Forest College.
- c. Be responsible for the conduct of work in its courses, including grades, assignment of credits, and absences.
- d. Prescribe conditions for graduation and the nature of the degrees to be conferred by Wake Forest College.
- e. Award fellowships, scholarships, prizes, student loans, and other forms of student aid.
- f. Regulate student publications.
- g. Be responsible with the administration for the orderly behavior and governance of students.
- h. Prescribe rules for the regulation of intercollegiate and intramural athletics and other undergraduate student activities and organizations.
- i. Establish the academic calendar of Wake Forest College.
- j. Concern itself with matters affecting the social, academic, and cultural activities of undergraduate students in Wake Forest University and with their general welfare.
- k. Concern itself with the general aims of the College and of the University and advise other divisions and agencies of the University on such matters.

E. RIGHTS OF MEMBERS OF THE FACULTY

- 1. Each regular member of the Faculty shall enjoy the same privileges under this Constitution as do all other regular members of the Faculty.
- 2. Each regular member of the Faculty shall have the right to present matters to the Faculty through the agenda of meetings of the Faculty.

F. MEETINGS AND PROCEDURES

- 1. The Faculty shall meet at regular intervals during the academic year, or at the call of the President of the University, the Chair, the Faculty Senate, or one-fifth of the members of the Faculty.
- 2. Regular attendance at meetings of the Faculty is an obligation of each member of the Faculty who is not on leave.
- 3. The meetings shall be governed by an agenda, and no matter may be considered which does not appear on the agenda, except that proposals not appearing thereon may be considered by a two-thirds vote of the regular membership present.

4. A quorum for the purpose of conducting business shall consist of one-fourth of the total active regular membership of the Faculty. (The active regular membership shall consist of all regular members who are carrying out the functions of their position on the Reynolda Campus during the semester or term in which the meeting is held.)
5. Except as otherwise provided in this Constitution or by actions of two-thirds of the regular membership of the Faculty, Robert's Rules of Order shall govern meetings of the Faculty.
6. The Chair shall rule on the method by which a vote of the regular membership of the Faculty is to be taken, except if any regular member of the faculty present calls for a secret ballot.

G. COMMITTEES

1. The Faculty may establish committees to which it may delegate powers and duties assigned to it in this Constitution.
2. The actions of committees, in the execution of their prescribed duties, shall be binding on the Faculty only on the approval of more than fifty percent of the regular membership of the committee, except that such action may always be altered by the Faculty in a meeting.
3. The regular membership of committees shall consist of regular members of the Faculty and those others for whom provision is made in the Bylaws.
4. Each committee shall be responsible for its own organization, including the election of a Chair and a Secretary if not otherwise provided for in the Bylaws. The Chair of the committee is responsible for calling meetings and following the statutes that govern the committee (See STATUTES at end of Appendix). It shall be the duty of the Secretary to record all matters brought before the committee and any action taken thereon. These records shall be open for inspection by the Faculty at all times.
5. Each committee shall submit to the Faculty a statement concerning the general policies of the committee and shall report to the Faculty at least annually on a schedule set by the Secretary of the Faculty on the principal deliberations and actions of the committee.

H. IMPLEMENTATION AND AMENDMENT

1. The Faculty shall have the power to implement the provisions of this Constitution through appropriate Bylaws, Statutes, and Resolutions, which shall become effective upon a vote in excess of fifty percent of the regular membership present at the meeting in which the action is considered, but provision may always be made requiring a greater minimum percentage.
2. This Constitution shall be amended upon a vote of two-thirds of the regular membership

of the Faculty.

BYLAWS OF WAKE FOREST COLLEGE

A. MEMBERSHIP

1. All persons who are regular members of the Faculty by virtue of an administrative office held under the Bylaws as of January 1, 1975, shall continue to be regular members of the Faculty for as long as they hold that particular office or until removed by a two-thirds vote of the regular membership of the Faculty.
2. When a vacancy occurs in any administrative office specified in Section A-1 of these Bylaws, the regular membership of the Faculty shall determine by a two-thirds vote if that office shall continue to bestow regular membership in the Faculty, unless provision is otherwise made by the Board of Trustees.

B. ENUMERATION OF COMMITTEES

Committees shall be classified as executive, advisory, special, ad hoc, or temporary.

1. The executive committees shall be the:

- Committee on Academic Affairs
- Committee on Admissions
- Committee on Scholarships and Student Aid
- Committee on Curriculum
- Committee on Liberal Arts Core Curriculum

2. The advisory committees shall be the:

- Committee on Academic Planning
- Committee on Athletics
- Committee on Nominations
- Committee on First-Year Seminars
- Committee on Study Away
- Committee on Advising
- Committee on Tenure and Promotion
- Committee on Online Education
- Committee on the Faculty

3. The special committees shall be the:

- Committee on Undergraduate Orientation
- Committee on Open Curriculum and Interdisciplinary Majors

4. Other committees on which the Faculty of the College enjoy representation shall be the:

Judicial Council
Committee on Student Life
Capital Projects Advisory Committee
Committee on Academic Freedom and Responsibility
Grievance Committee
Committee on Information Technology
Global Campus Collaborative Council
Institutional Review Board
Committee on Library Planning
Professional Development Center Advisory Board
Research Advisory Council
Committee on the Center for the Advancement of Teaching
University Finance Advisory Committee
University Space Allocation Committee

C. EXECUTIVE COMMITTEES

1. The Committee on Academic Affairs

a. Membership:

- (1) Non-Voting: The Dean of Students, The Registrar or the Registrar's designate, the Assistant Dean for Academic Advising, the Associate Athletic Director, and one undergraduate student.
- (2) Voting: The Dean of Wake Forest College or the Dean's designate, the Dean of the School of Business or the Dean's designate, seven elected members of the Faculty of Wake Forest College, and one student of Wake Forest College. The Dean of Wake Forest College or the Dean's designate shall function as the permanent Secretary of the Committee. Faculty on this committee will serve staggered three year terms.

b. Powers and Duties:

- (1) To concern itself with all academic matters dealing with individuals and with the interpretation and enforcement of the academic rules and regulations of the Faculty as they apply to individual situations; to consider all academic matters that may be brought to its attention, but not otherwise provided for in the Constitution, Bylaws, or Statutes of the Faculty; and at its discretion to act on these matters unless otherwise provided for, or to make recommendations to the Faculty.

- (2) To oversee the academic progress of undergraduate students in the College and to take action in cases in which it deems this progress to be unsatisfactory. This action may include placing the student on academic probation, the conditions of which are to be established by the Committee. This action may also be suspension from the College.
- (3) To hear petitions from students who wish to alter or be excused from academic obligations or established regulations and practices. In instances in which a requirement for graduation is to be waived, the Committee shall submit the petition to the Faculty for action. In all other instances, the Committee shall act for the Faculty.
- (4) To act upon the application of a student for readmission to the College. In readmitting a student, the Committee may designate the Bulletin under which that student is to be graduated, except that no Bulletin more than six years old shall be used. The Committee may impose conditions of academic probation upon the student upon readmission. If the record of the student includes misconduct or misbehavior, the appropriate judicial body shall be invited to submit its recommendation regarding readmission and conditions of probation.
- (5) To submit to the Faculty for approval the academic calendar for each year.
- (6) To submit to the Faculty for approval policies and regulations regarding the scheduling of classes and final examinations.
- (7) To approve the schedule of classes and final examinations for each semester and term in accordance with guidelines established by the Faculty.

2. The Committee on Admissions

a. Membership:

- (1) Non-voting: The Vice President for Enrollment, who shall be the Secretary and Executive Officer of the Committee, and one undergraduate student.
- (2) Voting: The Dean of Wake Forest College or the Dean's designate, six elected members of the Faculty, and one undergraduate student. Faculty on this committee will serve staggered three year terms.

b. Powers and Duties:

- (1) To submit to the Faculty for its approval all policies establishing or changing standards for admissions to the College, including changes in policy statements appearing in the Bulletin.

- (2) To maintain on the Joint Committee on Admissions representation by three of its elected Faculty members; and to serve as the agent of the Faculty in proposing to the Joint Committee on Admissions changes in admission policies.
- (3) To consult with the Office of Admissions as the Office determines the administrative procedures necessary for the admission of students.
- (4) To keep itself informed throughout the academic year of the state of admissions of students, especially those who have not fulfilled the established minimum requirements for admission.
- (5) To report in writing to the Faculty at the beginning of each academic year on the categories and numbers within categories of students admitted and rejected for that year.

3. The Committee on Scholarships and Student Aid

a. Membership:

- (1) Non-voting: One undergraduate student.
- (2) Voting: The Dean of Wake Forest College or the Dean's designate, the Director of Financial Aid, the Athletic Director or the Athletic Director's designate, six elected members of the Faculty, and one undergraduate student. Faculty on this committee will serve staggered three-year terms.

b. Powers and Duties:

- (1) To submit to the Faculty for its approval all policies, rules, and regulations, or proposed changes therein, concerning the awarding of scholarships and financial aid to undergraduate students.
- (2) To make awards and renewals of all scholarships, concessions, student loans, grants-in-aid (including athletic grants-in-aid), and other forms of student aid.
- (3) To withdraw a scholarship or any other form of financial aid in circumstances in which the Committee feels that the recipient has violated the trust placed in him or her or the terms of the agreement through which financial aid was granted, except that no athletic grant-in-aid may be withdrawn in a manner contrary to the rules of the intercollegiate organization to which Wake Forest University belongs.

4. The Committee on Curriculum

a. Membership:

Voting: The Provost or the Provost's designate, the Dean of Wake Forest College or the Dean's designate, the Dean of the School of Business or the Dean's designate, the Registrar or the Registrar's designate, and the Chair of each department of the College. The Dean of Wake Forest College will appoint two members from the ranks of the coordinators of the interdisciplinary programs and minors who will serve five-year terms.

b. Powers and Duties:

- (1) To make recommendations to the Faculty of Wake Forest College regarding academic requirements for graduation in the College.
- (2) Upon a three-fourths vote of its membership, to approve all courses and changes in courses offered by the College. The Committee shall publish in an agenda of a regular meeting of the Faculty at least once each year a list of additions and deletions of courses, and no course may be offered for credit until after such publication. Any member of the Faculty may move to request that the Faculty reconsider the addition or deletion of any course so listed.

5. The Committee on the Liberal Arts Core Curriculum

a. Membership:

- (1) Non-Voting: The Registrar or the Registrar's designate, the Dean of the Business School or the Dean's designate, and one undergraduate student.
- (2) Voting: The Provost or the Provost's designate, the Dean of Wake Forest College or the Dean's designate, the Dean of the Z. Smith Reynolds Library or the Dean's designate, one undergraduate student, and ten elected members of the Faculty of Wake Forest College (two from each of the five academic divisions of the College). Faculty on this committee will serve staggered four-year terms.

b. Power and Duties:

- (1) In an advisory capacity and in consultation with the Committee on Academic Planning where appropriate, to recommend to the Faculty for its approval all policies or proposed changes concerning the undergraduate Core curricular requirements for graduation from Wake Forest University. The Core curriculum is the program of general education that includes basic and divisional requirements taken by all undergraduate students for the completion of a bachelor's degree.
- (2) To create and modify as needed the student learning outcomes for the Core curriculum and its requirements, in consultation with specific departments and other committees with purview over Core requirements. To review assessment data collected from Core

curriculum courses and make recommendations for changes to improve student achievement of learning outcomes.

- (3) In an executive capacity, to approve existing courses as satisfying one or more Core curricular requirements, when those requirements are not the purview of specific departments or committees. The Committee may convene subcommittees and consult experts in the appropriate study areas to establish criteria for such approval decisions.
- (4) To undertake a quinquennial review of the structure and content of the Core curriculum, and when deemed necessary, lead the process of curriculum reform in collaboration with the Committee on Academic Planning and others as appropriate.
- (5) To provide an annual report to the Faculty and Dean of the College on the activities of the Committee, including a list of courses approved for requirements, the institutional capacity for satisfying Core requirements and assessment metrics.

D. ADVISORY COMMITTEES

1. The Committee on Academic Planning

a. Membership:

- (1) Non-voting: The Provost or the Provost's designate, the Registrar or Registrar's designate, and one undergraduate student.
- (2) Voting: The Dean of Wake Forest College or the Dean's designate, the Dean of the Z. Smith Reynolds Library or the Dean's designate, one undergraduate student, and six elected members of the Faculty, including one from each of the five academic divisions of the College. Faculty on this committee will serve staggered four year terms.

b. Powers and Duties:

- (1) To serve as the principal agency of the Faculty in planning academic policies and programs of the College.
 - (a) In cooperation with the appropriate officers of the administration, to establish and recommend to the Faculty for approval long-range academic goals and priorities for the College.
 - (b) To study specific proposals and programs for achieving the academic goals of the College and to make recommendations concerning them to the Faculty.

- (2) To serve as liaison between the Faculty and planning organizations in other divisions of the University, where matters affecting the academic affairs of the College may be involved.
- (3) To work in conjunction with the Committee on Library Planning in matters concerning long-range planning for library development.
- (4) To act as a channel for a yearly report to the Faculty from the Provost.

2. The Committee on Athletics

a. Membership:

- (1) Non-Voting: The Director of Athletics, a member of the Faculty Senate (Chair of Senate Athletic Committee or designate).
- (2) Voting: A member of the President's Cabinet (designated by the President), the Dean of Wake Forest College or the Dean's designate, the Faculty Athletic representative to the Atlantic Coast Conference, six elected members of the Faculty (1 per College division and 1 from the Business School), and two undergraduate students, one determined by Student Government Association and the other determined by the Student-Athlete Advisory Committee

b. Powers and Duties:

- (1) To review and make recommendations regarding the academic experience of student-athletes.
- (2) To facilitate communication of information and ideas between the Faculty and the Office of the Director of Athletics in matters concerning the intercollegiate athletic program of the University.
- (3) To advise and consult with the Committee on Admissions, the Committee on Scholarships and Student Aid, the Committee on Academic Affairs, and any other appropriate Committee of the College in matters pertaining to students participating in intercollegiate athletics.
- (4) To gather and assess information on academic performance of student-athletes.

- (5) To provide yearly reports to the Faculty from the Committee and from the Director of Athletics.

The terms of service for members of the Faculty on the Committee on Athletics shall be for three years and shall be staggered so that the number of vacancies, which normally occur each year, shall be one-third of the total Faculty membership of the committee. The committee chair (elected by the Committee on Athletics) shall serve in that role for two consecutive years and provide faculty representation at meetings of the Athletics Committee of the Board of Trustees.

3. The Committee on Nominations

a. Membership:

Voting: Seven elected members of the Faculty. Faculty on this committee will serve staggered three-year terms.

b. Powers and Duties:

- (1) In collaboration with the Office of the Dean of the College, to maintain a file on each regular member of the faculty in which is indicated all the committees on which this member serves and has served, including ad hoc as well as standing committees of the Faculty, and his or her tenure of service on the committees.
- (2) To make nominations for vacancies on standing committees, for the officers of the Faculty, and for the collegiate members of the Faculty Senate.
- (3) To supervise the election of members of the Faculty to positions on standing committees and to positions as officers and as members of the Faculty Senate.
- (4) To aid the Chair in tallying votes during meetings of the Faculty.
- (5) To review periodically each standing committee and make recommendations to the Faculty regarding its continuation and about any additional changes.

4. The Committee on First-Year Seminars

a. Membership:

Voting: The Dean of Wake Forest College or the Dean's designate and six elected Faculty members, including one from each of the five academic divisions of the College and one from the School of Business. Faculty on this committee will serve staggered three-year terms.

b. Powers and Duties:

- (1) To solicit proposed courses from Faculty, departments, and programs and to determine their appropriateness as first-year seminars.
- (2) At least once a year to report to the Faculty a list of the courses deemed appropriate for first-year seminars.
- (3) To consult whenever needed with administrators such as the Provost, the Dean of the School of Business, and the Registrar.
- (4) To develop and implement means of systematic evaluation of the program of first-year seminars, including appraisals by Faculty teaching in the program and measurements of student performance and student satisfaction, and to report to the Faculty on the same.
- (5) To consider proposed policy changes relating to the first-year seminar program, and bring recommendations to the Faculty about significant changes.

5. The Committee on Study Away

a. Membership:

- (1) Non-voting: Three study away staff members from the Center for Global Programs and Studies (to be appointed by the Assistant Dean for Global Away), the Registrar or the Registrar's designate, the Coordinator of the International Studies minor, and other resource persons whom the Committee may invite on an ad hoc basis.
- (2) Voting: The Assistant Dean for Global Away, the Dean of Wake Forest College or the Dean's designate, and six elected Faculty members, one from each of the five academic divisions of the College and one from the School of Business. Faculty on this committee will serve staggered three-year terms.

b. Powers and Duties

- (1) To advise the Center for Global Programs and Studies on program policies and academic issues associated with study away.
- (2) To oversee and assess the academic and administrative quality of study away programs.
- (3) To grant final approval of Wake Forest short-term and summer study away programs consisting of courses that have been pre-approved by the respective department.
- (4) To grant final approval of affiliate (non-WFU) semester and short-term study

away programs. Individual courses are approved by the respective department(s).

- (5) To endorse Wake Forest semester or year-long study away programs consisting of multiple courses across departments and to submit such programs to the full faculty for final approval.

6. The Committee on Advising

a. Membership:

- (1) Voting: The Dean of Wake Forest College or the Dean's designate, who should be the same representative as the designate to the Committee on Undergraduate Orientation; the Co-Chair of the Student Advising Leadership Council; five elected members of the Faculty, including one from each of the five academic divisions of the College; the Dean of the School of Business or the Dean's designate.

A majority of the voting members shall be members of the Faculty. Faculty on this committee will serve staggered four-year terms.

- (2) Non-voting: The Assistant Dean for Academic Advising; the incoming Co-Chair of the Student Advising Leadership Council; an Academic Counselor from the Office of Academic Advising; the Dean of the Z. Smith Reynolds Library or the Dean's designate; the Senior Associate Athletic Director for Student-Athlete Services or their designate; the Director for Magnolia Scholars and First-Generation Students or their designate; the Director of International Students and Scholars or their designate; the Director of Learning Assistance Center or their designate.

The full committee will elect a chairperson, who must be a member of the faculty. The Chair may invite others to serve for a defined period if needed as non-voting members (i.e., The Office of Diversity and Inclusion, The Office of Personal and Career Development, Global Programs and Studies). At least once per semester, the Committee will meet jointly with the Committee on Undergraduate Orientation.

b. Powers and Duties

- (1) To provide faculty leadership and oversight to the lower division advising administrative structure.
- (2) To establish, review, and refine policies associated with lower-division and major advising. Attention to policies for advising special groups, such as transfer students, international students, student-athletes, first-year study away, etc.

- (3) To consult with the Associate Dean for Academic Advising on advising and academic planning issues.

7. Committee on Tenure and Promotion

a. Membership:

Voting: Ten members, drawn from the full professors of the College. This includes five elected by the Faculty and five appointed by the Dean of Wake Forest College. The elected members will represent each of the five academic divisions of the College and the appointed members will represent each of the five academic divisions of the College. Members will serve staggered two-year terms.

b. Powers and Duties:

- (1) To evaluate that, in each case, tenure and/or promotion decisions have been made with proper adherence to the guidelines laid out in the departmental tenure and promotion policy.
- (2) To evaluate candidates for tenure and/or promotion in light of appropriate departmental, College, and University guidelines, and to relay this evaluation to the Dean of Wake Forest College in the form of a formal vote and written discussion summary. All deliberations of the Committee will be strictly confidential and will be available only to the Dean and his/her designate.

8. Committee on Online Education

a. Membership:

- (1) Non-voting: Director of Online Education, Executive Director of the Center for the Advancement of Teaching or designate.
- (2) Voting: The Dean of Wake Forest College or the Dean's designate, the Dean of the Z. Smith Reynolds Library or the Dean's designate, one undergraduate student, and six elected members of the Faculty, including one from each of the five academic divisions of the College. Faculty on this committee will serve staggered three-year terms.

b. Powers and Duties:

- (1) Formulation of criteria for the offering of online and hybrid courses, to be reported to and agreed upon by the Faculty of the College before use.
- (2) Evaluation of the adequacy and appropriateness of a blended/fully online delivery mode in any course proposing to deploy it. Formulation of recommendations on

specific courses to be brought to the Faculty for approval.

- (3) Provision of advice to Faculty interested in developing blended/fully online courses on best practices and available campus resources.
- (4) Provision of advice to the Faculty and the Dean of Wake Forest College on relevant legal and ethical matters.
- (5) Monitoring of SACSCOC requirements for online courses, to ensure compliance.
- (6) Drafting of relevant materials for adviser training.
- (7) General oversight of the state and appropriateness of online education in the College.

9. Committee on the Faculty

a. Membership:

- (1) Voting: One elected member from each division and two at-large (one of whom must be a permanent non-tenure track faculty member). Faculty on this committee will serve staggered three-year terms.

b. Powers and Duties:

- (1) Consider matters that affect the professional development and well-being of the faculty of the College and advise the Dean or other officers of the College or University in these matters.
- (2) Gather current and past information regarding the college faculty's compensation and compare the salary and benefits with the group of peer institutions identified by the Faculty Senate in 2019.
- (3) Present faculty concerns about general compensation programs (salary and fringe benefits) and work life (including workload, status, rights and responsibilities) to the administration and seek resolution when necessary.
- (4) Review the annual projected budget for the College with the administration.

E. SPECIAL COMMITTEES

1. The Committee on Undergraduate Orientation

a. Membership:

- (1) Voting: The Dean of Wake Forest College or the Dean's designate, who should be the same representative as the designate to the Committee on Advising; the Associate Director of Orientation & Lower Division Programming; two voting designates for Vice President of Campus Life (Dean of Residence Life and Housing and Dean of Students); the Dean of the Z. Smith Reynolds Library or the Dean's designate, two appointed members of the College Faculty; the Co-chair of Student Advising Leadership Council; one returning Resident Adviser; and one pre-Orientation peer leader.

Faculty on this committee will serve staggered three-year terms.

- (2) Non-voting: The Associate Dean of Students for Student Engagement; The Dean of Admissions or their designate; a representative each from the Student-Athlete Counseling Office, from Information Systems, from the Office of Diversity and Inclusion, and from International Students and Scholar Services; the incoming Co-Chair of the Student Advising Leadership Council; one Academic Counselor from the Office of Academic Advising; one new Resident Adviser; one representative from the Resident Student Association; one representative from Student Government; and one student representative from Student Union.

Chair may invite others to serve for a defined period of time if needed as non-voting members. The full committee will elect a chairperson, who can be faculty or non-faculty voting member. At least once per semester, the committee will meet jointly with the Committee on Advising.

b. Powers and Duties:

- (1) To provide leadership and oversight to the orientation administrative structure.
- (2) To establish, conduct, and assess new student orientation programs, including summer onboarding, pre-orientation programs, New Deac Week, and extended orientation programs throughout the first year.
- (3) To attend to programming, experiences, and transition to college for special groups, such as transfer students, international students, student-athletes, first-year study away, identity groups, etc.
- (4) To consult with the Associate Dean for Academic Advising on issues of first-year transition and orientation.
- (5) To consult with Residence Life and Housing and the Office of Academic Advising on the training of student leaders as it pertains to the orientation program.

2. The Committee on Open Curriculum and Interdisciplinary Majors

a. Membership:

Voting: The Dean of Wake Forest College or the Dean's designate, the Coordinator of the Open Curriculum and Interdisciplinary Majors Program and members of the Faculty, representing all five academic divisions of the College, who are appointed as Open Curriculum and Interdisciplinary Majors advisers.

b. Powers and Duties:

- (1) To select students for the program and approve or reject proposed interdisciplinary majors
- (2) To advise and counsel students actively in designing an approved course of study.
- (3) To review and evaluate regularly the progress of students in the program.
- (4) To propose to the Faculty policies for the program, and to develop procedures for the effective administration of the Faculty's policies.
- (5) To make periodic reports of the Faculty.

F. RULES OF MEMBERSHIP ON COMMITTEES

1. Terms of Service

- a. The terms of service for members of the Faculty on the following committees shall be for three years: The Committees on Academic Affairs, Admissions, Athletics, Scholarships and Student Aid, Nominations, Undergraduate Orientation, Student Life, First-Year Seminars, Information Technology, the Center for the Advancement of Teaching, Study Away, and Online Education. The terms shall be staggered so that the number of vacancies which normally occur each year shall be one-third of the total Faculty membership of the committee.
- b. The terms of service for members of the Faculty on the following committees of the College shall be for four years: The Committees on Academic Planning, Advising, Open Curriculum, Liberal Arts Core Curriculum and Interdisciplinary Majors, and Library Planning. The terms shall be staggered so that the number of vacancies which normally occur each year shall be one-fourth of the total Faculty membership of the committee.

- c. The terms of service for members of the Faculty on the Committee on Tenure and Promotion shall be for two years and shall be staggered so that the number of vacancies which normally occur each year shall be one-half of the total Faculty membership of the committee.
- e. The terms of service for students serving on committees shall be two years. During the first year of his or her service the student shall be a non-voting member of the committee and shall rise to voting status during the second year.

2. Election of Members from the Faculty

- a. The Committee on Nominations shall submit for election by the Faculty no later than the meeting in May the names of its nominees for those vacancies which shall normally arise in the following academic year. The Committee shall submit two nominees for each vacancy. Additional nominations may be made from the floor.
- b. Members of committees elected in the May meeting, or earlier, shall assume office at the beginning of the following fall semester.
- c. In the event a vacancy occurs in the elected membership of a committee because of the retirement, resignation, death or permanent disability of a member, the Committee on Nominations shall, with deliberate speed, submit to the Faculty the names of two nominees for election to the vacated position. Additional nominations may be made from the floor. The person elected shall serve until the term normally expires.
- d. In the event a vacancy occurs in the elected membership of a committee because a member receives a leave of absence, the Chair of that committee shall, at his or her discretion, notify the Committee on Nominations of the need for the election of a replacement. The person elected shall serve until the end of the regular member's leave of absence.

3. Appointment of Members from the Faculty

- a. The Committee on Nominations shall submit for appointment by the President no later than March 31, the names of its nominees for those vacancies which normally shall arise in the following year. It is the responsibility of the Committee on Nominations and the Office of the Dean of the College to vet and select the nominees for approval by the President.
- b. Members of committees appointed by the President shall assume office at the commencement of the following fall semester.
- c. In the event a vacancy occurs in the appointed membership of a committee because of the retirement, resignation, death or permanent disability of a member, the Committee

on Nominations shall, with deliberate speed, submit to the President the names of the nominees for appointment to the vacated position. The person appointed shall serve until the term normally expires.

- d. In the event a vacancy occurs in the appointed membership of a committee because a member receives a leave of absence, the Chair of that committee shall, *at her/his discretion*, notify the Committee on Nominations of the need for the appointment of a replacement. The person appointed shall serve until the end of the regular member's leave of absence.

4. Departmental Selection of Members from the Faculty

- a. Faculty members shall be selected, either elected or appointed, by each academic department.
- b. Members of committees selected by academic departments shall assume office at the commencement of the following fall semester.
- c. In the event a vacancy occurs in the selected membership of a committee, the affected academic department shall, with deliberate speed, select a representative of the department. The person selected shall serve until the term normally expires.

5. Appointment of Members from the Student Body

- a. The Office of the Dean of the College will work with Student Government to appoint student representatives to serve on Faculty committees. This list shall be presented for appointment by the President no later than May 1. The President shall reserve the right to reject the nominees submitted to him or her, and to request other names from the Student Government.
- b. Students appointed to committees shall assume office at the commencement of the following fall semester.
- c. In the event a vacancy occurs in the appointed student membership of a committee, the Student Government shall, with deliberate speed, submit to the President the names of two nominees for the vacated position. The President shall reserve the right to reject the nominees and to request other names from the Student Government. The student appointed shall assume office immediately and serve until the term normally expires.

6. Duties of Students on Committees

- a. Except as otherwise restricted, the powers and duties of students on committees shall be the same as those of the members of the Faculty.

- b. Students on the Committee for Scholarships and Student Aid shall not participate in any discussions involving the financial affairs of prospective or other students, or of their families, and they shall not have access to such confidential information.
- c. When circumstances warrant, the Faculty members of a committee, voting in caucus, may choose to deny to the student membership of the committee confidential information about a student or a prospective student, or about a student's family.

G. ELECTION OF OFFICERS OF THE FACULTY

- 1. The Committee on Nominations shall present for election by the Faculty no later than its meeting in May the names of two nominees to fill that vacancy which normally shall arise in the following academic year for the office of Vice Chair, Secretary, or Parliamentarian.
- 2. The Committee shall have ascertained that the persons nominated are ready and willing to fulfill the obligations of the office.
- 3. Additional nominations may be made from the floor.
- 4. In the event a vacancy occurs in the office of Vice Chair, Secretary, or Parliamentarian, the Committee on Nominations shall, with deliberate speed, present for election by the Faculty the names of two nominees to fill that vacancy. Nominations may be made from the floor. The person elected shall serve until the term normally expires.

H. ELECTION OF COLLEGIATE MEMBERS OF THE FACULTY SENATE

- 1. The Faculty of Wake Forest College shall elect fifteen of its members as representatives to the Faculty Senate. Terms of service shall be four years. Four members shall be elected annually, except in each fourth year only three members shall be elected.
- 2. The Committee on Nominations shall submit for election by the Faculty of Wake Forest College no later than the meeting in May the names of its nominees for those vacancies in the collegiate membership of the Faculty Senate which normally arise in the following academic year. The Committee shall submit two nominees for each vacancy. Additional nominations may be made from the floor.

I. ACADEMIC DIVISIONS OF THE COLLEGE

- 1. The first academic division shall consist of the departments of Counseling, History, Military Science, Philosophy, Department for the Study of Religions, and Women's, Gender and Sexuality Studies.

2. The second academic division shall consist of the departments of Classical Languages, East Asian Languages and Cultures, English, French Studies, German and Russian, and Spanish and Italian.
3. The third academic division shall consist of the departments of Art, Music, and Theatre and Dance.
4. The fourth academic division shall consist of the departments of Anthropology, Communication, Economics, Education, Politics and International Affairs, Psychology, and Sociology.
5. The fifth academic division shall consist of the departments of Biology, Chemistry, Computer Science, Engineering, Health and Exercise Science, Mathematics, Statistical Sciences, and Physics.

J. PROCEDURES FOR AMENDING THE CONSTITUTION AND THE BYLAWS

Any motion for the amendment of the Constitution or Bylaws shall be presented in writing to each member of the Faculty at least ten days prior to a regular meeting of the Faculty and shall contain the exact language of the amendment. Motions to amend the principal motion shall be in order at this meeting and shall carry by a majority vote of the regular members present. The principal motion as amended shall then be placed on the agenda of the next regular meeting of the Faculty, at which time it may be discussed and shall be voted upon, but no further amendments shall be in order.

STATUTES

A. ON COMMITTEES

1. Each committee shall elect a Chair from its Faculty membership unless the Bylaws specifically provide otherwise.
2. Unless otherwise stated in the Bylaws, each committee shall elect a Secretary, who shall be responsible for keeping minutes of meetings and submitting reports from the committee to the Archivist.
3. The election of officers of committees shall be held in May of each year. The elected officers shall assume their duties at the beginning of the following fall semester.
4. Any committee of the College may form a subcommittee, at least one of whose members must be a member of the parent committee. Subcommittees shall be subject to the control of and report only to the parent committee.

5. No member of the Faculty may be appointed or elected to serve simultaneously on more than one executive, one advisory and two special committees.
6. A quorum for conducting the business of a committee shall consist of half the voting members of the committee, provided that half the elected or appointed members from the Faculty are present.
7. The Dean of Wake Forest College shall be empowered to appoint persons to fill temporary absences in the membership of a committee. He or she shall take this action especially if the work of the committee is hindered by the failure to achieve a quorum. If the absent member is a member of the Faculty, the Dean of Wake Forest College shall make the appointment from the Faculty, choosing if possible one who has recently served on the committee in question. If the absent member is a member of the student body or Administration, the Dean of Wake Forest College shall make the appointment from the appropriate group.
8. Each committee shall meet at least once during the first 45 days of the academic year, at which time the policies and general procedures of the committee shall be reviewed by the Chair for new and returning members. Each committee of the College shall meet at least once each semester.
9. Each committee shall report to the Faculty in writing at least once each year on the principal deliberations and actions of the committee. These reports are to be published in the agenda of a regular meeting of the Faculty and are subject to questions from the floor.
10. Each executive and advisory committee shall maintain a written description of the policies and procedures under which it operates.
11. Ex officio committee members may designate a substitute to represent them.

B. ON APPOINTMENTS

1. The Faculty Representative to the Atlantic Coast Conference shall be appointed by the President from the full-time teaching members of the Faculty, to serve at her or his pleasure.
2. The Chair of the Advisers in the Lower Division shall be appointed by the Dean of Wake Forest College, to serve at her or his pleasure.
3. The Coordinator of the Honors Program shall be appointed by the Dean of Wake Forest College from the full-time teaching members of the Faculty, to serve at her or his pleasure.

C. ON MEETINGS OF THE FACULTY

1. Unless otherwise provided for by the Faculty, the Faculty shall meet regularly once each month during the academic year, from September through May.
2. In order that an item be placed on the agenda of a regular meeting of the Faculty, the item must be submitted to the Office of the Dean of the College not later than two weeks before the scheduled regular meeting.
3. The agenda of a regular meeting of the Faculty shall be distributed to the Faculty no later than one week before the meeting.
4. The agenda of a called meeting of the Faculty shall be distributed to the Faculty no later than forty-eight hours before the meeting.

D. ELECTRONIC MEETINGS

1. At the discretion of a majority of the officers of the Faculty a conventional meeting may be replaced with an electronic meeting.
2. The online meeting platform (henceforward “Platform”) shall be accessible to all members of the Faculty and shall allow all members to see who is present, to see and hear the Chair, to hear and identify anyone speaking, to vote by indicating their agreement or disagreement with any question that is called, and to ascertain the outcome of any vote that occurs.
3. All members of the Faculty shall be notified and given access to the Platform with sufficient time to participate. The meeting shall be open to participants at least ten minutes before the official start time of the meeting. Participants shall identify themselves upon entry to the meeting, and participants who leave the meeting shall disconnect.
4. The Chair may, at the Chair’s discretion, invite additional participants who would not normally be able to attend to facilitate the use of the Platform. The Chair may also designate officers or other members of the Faculty to assist them with the meeting as they see fit.
5. The Chair may cause or direct the disconnection or muting of a member’s connection if it is causing undue interference with the meeting. The Chair’s decision to do so, which is subject to an undebatable appeal that can be made by any member of the Faculty, shall be announced during the meeting and recorded in the minutes.
6. The presence of a quorum shall be determined by the Secretary at the start of the meeting based on the list of current attendees, and, if requested by any member, shall be verified before the start of any vote. Internet or software difficulties encountered by individuals preventing them from participating shall not invalidate the meeting, unless said difficulties are so widespread as to result

in the absence of a quorum.

7. Participants other than the Chair shall mute themselves while in the meeting unless called on by the Chair or making a privileged motion. When the time is appropriate for non-privileged motions, the Chair or the Chair's designee shall lower all electronic hands, and those seeking recognition may then raise their hands. Members of the Faculty wishing to make privileged motions may unmute themselves and interrupt.
8. All business shall be distributed to the Faculty in advance of the meeting, including the full text of any main motions to be considered. If any significant modifications of these motions occur, the Secretary or the Secretary's designee shall present the full text of the motion available to the Faculty by electronic means during the meeting. If any new main motions are introduced by the usual two-thirds majority required in sec. E paragraph 3 of the Constitution, the mover shall provide the full text to the Secretary.
9. The Chair shall rule on the method by which a vote of the regular membership of the Faculty is to be taken, except if any regular member of the faculty present calls for a secret ballot. The Chair shall announce the outcome of any vote. Business may also be conducted by unanimous consent.
10. If a secret ballot is required, it may be done immediately using the Platform, provided the Platform allows for anonymous voting, a filter to make sure only qualified participants may vote, and a means to prevent anyone from casting more than one vote. If the Platform does not allow for such a vote, other electronic means shall be used for the vote, possibly delaying the vote until after the meeting has adjourned.

E. ON AD HOC OR TEMPORARY COMMITTEES

1. Should an urgent matter arise requiring the immediate action of the Faculty at a time when the Faculty is not easily assembled (as, for example, during vacation periods), the Dean of Wake Forest College shall call together in meeting such elected Faculty members of the executive committees and the departmental chairs as can be reasonably assembled. These persons shall constitute the Executive Committee, meeting in extraordinary session, and shall appear on the agenda of the next regular meeting of the Faculty.
2. The collegiate members of the Faculty Senate shall constitute a committee which may assume duties other than those associated with its representative function in the Senate. These duties may be assigned by either the Administration or the Faculty, but the committee of Collegiate Senators may always elect not to assume such duties.
3. All ad hoc or temporary committees shall be guided by Section A of these Statutes. The tenure of each ad hoc or temporary committee shall be three years. The Faculty may re-establish the Committee at the end of this period.

CHAPTER EIGHT

GRADUATE SCHOOL OF ARTS AND SCIENCES

On November 3, 2022, President Susan R. Wentz and Provost Michele Gillespie announced a strategic change to appoint one individual as both Dean of the College and Dean of the Graduate School of Arts and Sciences. On March 16, 2023, it was announced that Jackie Krasas, Ph.D. would begin her appointment in this new role on July 1, 2023. For this edition of the Handbook, we have made only necessary adjustments to correct inaccuracies. Additional details regarding policies and processes will be proposed for inclusion in future iterations of the Handbook under the leadership of Dean Krasas.

The Graduate School of Arts and Sciences comprises a single entity, serving the whole of the University. Programs in the Graduate School span the full range of liberal arts and sciences, and the biomedical sciences. The hallmark of the Graduate School is world class research, teaching and service fueled by an interdisciplinary, collaborative approach. We are distinctive insofar as our programs are housed within a combined liberal arts and medical school environment.

Almost all faculty members of the Graduate School are appointed to a primary academic department, which designates their distinct teaching, research, service, and tenure requirements. Appointment to the Graduate Faculty, however, is not made simultaneously with one's primary academic appointment, but is completed through a separate process described below.

The Graduate School offers Master of Arts, Master of Fine Arts, Master of Science, and Doctor of Philosophy degrees; dual degrees in conjunction with other schools of the university; and certificates. For a complete listing of the graduate programs, refer to the most recent edition of the [Graduate School of Arts and Sciences Bulletin](#).

MISSION

The faculty of the Graduate School, operating within the framework of the principles of Wake Forest University, is dedicated to research, scholarship, and teaching in a community committed to expanding the frontiers of knowledge and educating students who will become independent, intellectual leaders in their fields. The faculty strives to instill in the Wake Forest graduate students a sense of professionalism, which includes the ethical behavior inherent in their professional role, as well as respect for their colleagues, their field, and for society as a whole. The faculty wants students to be critical, independent thinkers and good citizens who are motivated to apply their scholastic efforts to enlighten and improve the well-being of society. Our strong graduate programs provide invaluable support for faculty research, are central for faculty recruitment and retention, are a key means for meeting our educational missions, and provide a vital link for connecting the various departments and academic units of the University.

GOVERNANCE

Bylaws of the Graduate School

Bylaws for the Graduate School describe its major policies and procedures and are listed at: https://prod.wp.cdn.aws.wfu.edu/sites/275/2019/01/GS_Bylaws.pdf.

Graduate Faculty Meetings

As required by the Graduate School Bylaws, Graduate Faculty meetings are held twice a year, in November and April. At the November meeting, the Dean of the Graduate School presents the roster of current Graduate Faculty members. The Graduate Faculty as a whole votes on course changes, policy issues, and program proposals. Only continuing members of the Graduate Faculty are eligible to vote. The minutes for Graduate Faculty meetings are posted at our website (<https://graduate.wfu.edu/graduate-council-faculty-meetings/>)

ORGANIZATIONAL STRUCTURE

The Graduate School of Arts and Sciences is administered by the Dean, supported by Associate Deans and staff.

Graduate programs are administered by program directors who have primary responsibility for student recruitment, retention and graduation, and the day-to-day conduct of their graduate programs. Duties and procedures for program directors are described more fully in the Program Director's Handbook: https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/10/Graduate_Program_Directors_Handbook-RV21.pdf.

Graduate Faculty Membership

The Graduate Faculty consists of persons who engage in graduate or professional teaching, productive scholarship, and directing graduate-level research. Graduate Faculty membership is not required to teach a course that provides graduate credit, but it is required to serve on a student's thesis or dissertation committee.

Persons may serve as either continuing or temporary members of the Graduate Faculty. Continuing status is intended for faculty who wish to have an ongoing, active role in graduate programs whereas temporary status is appropriate for faculty who serve on an occasional thesis or dissertation committee. All graduate faculty members are required to have the appropriate terminal degree. Applications for continuing graduate faculty status are reviewed and approved by the Wake Forest University Graduate Council and Wake Forest University Graduate School Dean. Continuing membership is subject to review every five years to determine whether a faculty person still qualifies for membership as demonstrated by their publication, teaching, or graduate-program service records. Temporary graduate faculty status may be granted when a faculty member is asked to provide specific activities related to student research, education or service such as membership on a student's thesis or dissertation committee. Temporary graduate faculty status only remains in effect for the

duration of the student's degree program. Further explanation of graduate faculty status and the application procedures can be found at <https://prod.wp.cdn.aws.wfu.edu/sites/275/2019/02/Graduate-Faculty-Nomination-Form-2-18-19.pdf>.

Graduate Council

The Graduate Council consists of an elected body of 12 graduate faculty members, drawn equally from the Reynolda and the Bowman Gray campuses of Wake Forest University. *Ex officio* members are the Provost, the Dean of the Medical School, the Dean of the Graduate School, the Associate Deans of the Graduate School, and the two Co-Chairs of the Graduate Student Association. The elected members of the Graduate Council serve terms of three (3) years each, with the terms of two (2) of the members from each campus expiring annually. No elected member may serve more than two (2) consecutive terms. The Graduate Council has the following powers, responsibilities, and duties:

1. To be responsible for advising on policies concerning assistantships, fellowships, scholarships and awards.
2. To assist the Dean of the Graduate School in planning.
3. To recommend to the Board of Trustees, through the Provost or the CEO of Wake Forest University Health Sciences, persons for election to the Graduate Faculty and to evaluate persons for continued membership on the Graduate Faculty.
4. To be responsible, jointly with the administration, for action on matters of conduct affecting students in the Graduate School.
5. To recommend to the President, through the Graduate Faculty, the addition or removal of programs from participation in the Graduate School.
6. To nominate persons to be elected by the Faculty to fill vacancies on the Council, the Faculty Senate, the University Grievance Committee, the Graduate Student Grievance Committee, and other such bodies as needed.
7. To establish committees and delegate to them such responsibilities as it sees fit.
8. To consider any other matter this may be referred to it by the Faculty, the President of the University, or Dean of the Graduate School.

In order to fulfill these responsibilities, the Graduate Council has three standing committees: the Curriculum Committee, the Credentials Committee, and the Policy Committee. The Council meets monthly during the fall and spring semesters of each academic year. The minutes of past Graduate Council meetings, meeting schedules as well as other materials are available on-line at <https://graduate.wfu.edu/graduate-council-faculty-meetings/>.

ADDITIONAL POLICIES

Graduate Bulletin

The Graduate Bulletin is a written document that includes the Graduate School's mission statement, its history, policies and procedures as well as the current members of the Graduate Council and the Graduate Faculty. Importantly, it contains sections on each graduate program and

courses, which are updated annually. This resource is available online at:
<https://graduate.wfu.edu/graduate-bulletin-archive/>.

Student Handbooks

Student Handbooks for each graduate program are developed and maintained by each Graduate Program Director and the respective departments. These handbooks address topics such as the program's course requirements, a calendar of program deadlines, a typical sequence of courses and activities across the program, a description of the courses and lab rotations, how to choose an adviser, expected standards of performance, journal clubs or seminar series, special skills requirements, the thesis or dissertation process, and licensure requirements if appropriate. In addition, there may be sections on administrative details such as obtaining keys, career advice, professional standards, publishing policies, and student life.

Also of special importance is the general Student Handbook for all WFU students. This document contains the rights and responsibilities of graduate students, description of grievance procedures, and other materials relevant to graduate study and graduation. Other information of interest to students regarding student ethics, professional development, graduation requirements, and study organizations, is available on the student section of the Graduate School website at:
<https://graduate.wfu.edu/reynolda-campus-homepage/>.

Graduate School Representation on the Faculty Senate

The Graduate School has two (2) elected Faculty Senate representatives. The senators serve overlapping four-year terms. Only graduate faculty members may vote for Graduate School representatives to the Senate.

CHAPTER NINE

THE SCHOOL OF LAW

MISSION

The Wake Forest University School of Law strives for the personal and professional development of our students through legal education on a human scale. Commensurate with this core goal is the requirement to prepare our students to live and work in a changing world that is influenced by transnational developments and globalization. We, therefore, have a responsibility to engage in a scholarly dialogue that helps the faculty provide students with a foundation of legal knowledge and skill upon which they can build lives of service within the legal profession. All courses emphasize legal analysis and critical thinking and encourage students to consider the social and economic settings in which legal principles and rules operate and the ways in which lawyers use those principles and rules in practice. Embedded in legal instruction is the instillation of a respect for the rule of law, a devotion to the ideal of public service, and a commitment to basic professional values: honesty, diligence, competence, intelligence, and civility. Teaching and scholarly objectives are synergistic with the goal to strengthen connections between the law school and the legal community, our local community, the rest of the university, the broader scholarly community, and the world.

GOVERNANCE

Authority and Responsibilities of the Dean

The Dean is the chief executive officer of the School of Law, and shall be responsible to the President for its administration and coordination. He is the representative of the school's faculty for the execution of the school's educational policy. Whenever the recommendations and coordinating and administrative responsibilities of the Dean, in the judgment of the president, have a direct impact on or a relationship with or impinge upon University-wide policies, practices and budgetary considerations as they pertain to the broad area of academic affairs, the Dean shall consult with and coordinate his/her activities with the University Provost. It is the general responsibility and authority of the Dean to administer the educational program of the School of Law. Specifically but not by limitation this authority includes the power to:

1. Design, promulgate, and recommend procedures for law school;
2. Exercise or provide governance to the University;
3. Appoint all faculty committees and committee chairs;
4. Independently review and recommend faculty for appointments, status changes, and salaries consistent with law school and University policies and procedures;
5. Work with the admissions committee, make and apply law school admissions policy in admissions decisions;
6. Exercise exclusive authority to schedule classes, assign and reassign courses, and appoint administrative personnel;
7. Exercise any other authority not specifically allocated to the faculty;

8. Perform such other functions as may come within the province of its duties and responsibilities as defined by the Bylaws and policies of the University.

Authority and Responsibilities of the Faculty

It is the general responsibility of the Dean and faculty of the law school to formulate, develop, maintain and from time to time appropriately review the institutional policies of the law school, and make recommendations to the Provost and President regarding matters related thereto.

The faculty of the law school determines the academic requirements for any earned degree awarded under its authority and which is not specifically assigned to the jurisdiction of another formally organized school or branch of Wake Forest University; and, subject to the approval of the President and the Board of Trustees, determines the earned degrees to be offered by the law school. With respect to the degrees authorized in the preceding section, the faculty of the law school:

1. Certifies the names of those students who have fulfilled the academic requirements for the degrees;
2. Determines the academic prerequisites for admission of students to courses and to candidacy for degrees;
3. Determines the policy to be followed in the evaluation of credits transferred from other institutions;
4. Determines academic standards for continuation in residence, for academic classification, and for participation in extracurricular activities;
5. Determines the system of grading, and the policy regarding examinations;
6. Determines the regulations governing attendance of students in classes and regulations governing conduct of those enrolled in the law school.

Authority and Responsibilities of the Dean and Faculty

The Dean and faculty of the law school shall have authority to:

1. Award general academic honors to students and recommend the award of scholarships and prizes;
2. Advise and make recommendations to the president concerning employment, retention, promotion and granting of tenure to faculty members according to the evaluations, policies and procedures of the law school and the University;
3. Recommend to the President, through appropriate channels, candidates for honorary degrees;
4. Exercise exclusive control, consistent with University policy, of the selection of all visiting speakers or lecturers who may appear under the auspices of sponsorship of the Law School;
5. Plan and implement changes in the curriculum.

Faculty Voting Privileges While on Leave

In all matters coming before the faculty for a vote, a faculty member on leave of absence is not eligible to vote. S/he also is not eligible for faculty committee membership during the period of his or her leave.

ORGANIZATIONAL STRUCTURE

Academic Administration

The primary responsibility for the overall direction and administration of the School of Law is that of the Dean. S/he is appointed by and serves at the pleasure of the President. S/he reports to the Provost and meets regularly with the Provost, the Associate Provosts, and the other academic Deans on the Reynolda Campus. S/he is also a member of the Council of Deans, the Executive Council, and the Wake Forest Faculty Senate.

The Dean shares his or her responsibilities with the Executive Associate Dean, Academic Affairs, the Associate Dean, Administrative and Student Services, the Associate Dean, Research and Development, the Associate Dean for Library and Information Services, and the Assistant Dean, International Graduate Program. The Executive Associate Dean, Academic Affairs is responsible for the internal administration of the academic programs of the law school. Reporting to him or her are the registrar, the director of the clinical program, the managing attorney of the clinic for the elderly, and the lead faculty secretary.

The Associate Dean, Administrative and Student Services, is responsible for admissions, career services, public relations, alumni, development, and continuing education, student organizations and all aspects of student life within the law school.. Reporting to him or her are the director of admissions and financial aid, the director of career services, the director of public and professional relations, and the director of continuing legal education.

The Associate Dean of Research and Public Engagement is responsible for the enhancing opportunities for scholarly activities, including support for internal faculty, inviting and hosting external speakers, etc.

The Associate Dean for Library and Information Services is responsible for the library and information services. The professional librarians and library staff and the director of educational technology report to him or her.

The Associate Dean of International Affairs, is responsible for overseeing international programs, including the Masters of Law Program in American Law, the Scientiae Juridicae Doctor Program, and Wake Forest University's residential study abroad programs.

The Associate Dean of Graduate Programs is responsible for overseeing the law school's existing joint and concurrent degree programs, including the JD/MBA, MS-Sus/JD, and the MSL Degree program. The Dean of Graduate Programs will also advise the Dean's Cabinet regarding the development of new joint and concurrent degree programs and changes that may impact existing programs.

The Associate Dean for Innovation and Entrepreneurship is responsible for overseeing the development of courses and programs that the law school might offer in conjunction with the work of the Medical School, Graduate School and College in the Wake Forest Innovation Quarter. The responsibilities also include exploring and recommending other new programs and degrees.

Committees of the Faculty

The faculty of the law school carries out many of its functions through the work of committees. New committee assignments are made each year by the Dean. Following is a list of standing committees of the faculty

Academic Rules and Discipline Committee	Faculty Evaluation Committee
Admissions and Scholarships Committee	Faculty Rank and Tenure Committee
Academic Engagement Program Advisory Committee	
Career Services Advisory Committee	Information Resources and Services Committee
Clerkship Committee	LL.M., S.J.D., and International Programs Committee
Clinic Advisory Committee	MSL Advisory Committee
Curriculum Committee	Online Programs Committee
Dean's Advisory Committee	Strategic Planning Committee
Faculty Appointments Committee	Student Advising Committee

In addition, committees are occasionally appointed to serve special purposes, such as the University Distinguished Chair Search Committee and the Faculty Committee for Endowed Professorships.

Members of the faculty regularly serve either individually or in groups as advisers or sponsors of student activities. These include the Law Review Advisory Committee, the

Moot Court Advisory Committee, the “Conversation with ...” Series Committee, BLSA advisers, Trial Court Competition advisers, Inns of Court advisers, the Intellectual Property Law Journal adviser, and the Joint Degree Program adviser. The law faculty also is represented on the Faculty Senate, the University Grievance Committee, and various other University committees.

APPOINTMENTS OF FACULTY AND STAFF WHO TEACH STUDENTS

Diversity, Equity, and Inclusion

Wake Forest University School of Law is committed to the goal of having a diverse faculty and staff. We embrace diversity in its broadest sense, including, but not limited to, diversity of age, ability/disability, ethnicity, gender, gender identity, language of origin, nationality, race, religion, sexual orientation, socioeconomic standing, and intellectual or ideological viewpoint. The law school particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of faculty and staff from historically excluded populations who are currently underrepresented. We seek to cultivate an environment which fosters the engagement and inclusion of everyone regardless of individual differences.

Tenure Track Faculty Appointments

The Faculty Appointments Committee (FAC) will screen, interview, and evaluate candidates for tenure track faculty appointments and appointments of faculty who have achieved tenure at another law school. Tenure track appointments are those appointments of candidates eligible for tenure, including both entry-level candidates and candidates who have experience in a tenure track (or

equivalent) position in another law school but who have not yet achieved tenure. For each tenure track or lateral faculty opening, the FAC shall conduct a national search and nominate at least three qualified candidates for recommendation to the whole faculty, unless it demonstrates to the faculty's satisfaction that it cannot recommend three suitable candidates.

All faculty and staff engaged in teaching (other than adjunct faculty) will have the opportunity to interview the qualified candidates. After this opportunity, the Dean will call a meeting of the faculty to discuss candidates who will join the faculty in a tenure track position or as a tenured professor. The dean will invite to the meeting all faculty and staff engaged in teaching (other than adjunct faculty). While faculty and staff engaged in teaching (other than tenured and tenure track faculty) may choose to participate in interviewing and discussing candidates, this is an option and not a responsibility of their positions.

At the meeting, the committee chair of the FAC will report on each candidate's background credentials, previous employment record, written and oral references, the FAC's views on the candidates, evaluation by students meeting the candidates, and summaries of any other interviews or information gathered by the committee. All persons at the meeting will be given an opportunity to discuss the candidates.

All tenure track and tenured faculty (of any category) who attend the meeting are eligible to vote on proposed candidates. Voting by proxy is also allowed if (1) a faculty member has attended the faculty meeting and participated in most of the discussion on the issue and (2) a faculty member has good cause to leave. In that case, the faculty member may leave her proxy with the person in charge of the meeting. The proxy is not a general proxy. If the person in charge of the meeting thinks the matter under discussion has changed in a significant way since the giving of the proxy, the proxy does not count in the vote.

Eligible faculty will vote anonymously initially on whether a candidate is acceptable/unacceptable and then eligible faculty will vote anonymously on a preferred ordering among acceptable candidates. The Chair of the Faculty Appointments Committee will announce the results of each vote at the meeting.

If the faculty approves more than one candidate for the position, the Dean will use the Dean's judgment to select the candidate to whom to make an offer. In exercising this judgment, however, the Dean should give substantial weight to any faculty consensus as reflected in the strength of both the approval and the preference votes on the respective candidates – the stronger the consensus, the greater the weight. Faculty members should ordinarily be appointed with the strong support of the faculty. Informed by the faculty discussion and vote, the Dean may also choose not to extend an offer to an approved candidate who does not have strong support from the faculty and ask the Faculty Appointments Committee to bring in additional candidates for the position or conduct a new search.

The Dean shall decide upon the appropriate academic rank and salary level of the recommended appointment, considering the faculty member's previous rank and tenure at another law school and whether the faculty member's service at another law school was not tenure track or tenured. If the Dean wishes. If the Dean wishes for the appointment to carry tenure or advance standing toward tenure because of the candidate's prior tenure track or similar service at another law school, the tenured faculty (of any category) must approve that decision by a majority affirmative vote. Except as set forth in the immediately prior sentence, there can be no early promotion or the award of tenure, according to Rule 1a and 1b of the General Process for promotion and tenure.

Professors of Practice

The Faculty Appointments Committee (FAC) will screen, interview, and evaluate candidates for Professor of Practice. The committee should evaluate potential Professors of Practice for experience in a specific subject matter area and / or their familiarity with a subject matter practice area. Professors of Practice should have a reasonable length of experience in legal practice. For each faculty opening, the FAC shall conduct a national search and nominate at least three qualified candidates for recommendation to the whole faculty, unless it demonstrates to the faculty's satisfaction that it cannot recommend three suitable candidates.

All faculty and staff engaged in teaching (other than adjunct faculty) will have the opportunity to interview the qualified candidates. After this opportunity, the Dean will call a meeting of the faculty to discuss candidates who will join the faculty as a Professor of Practice. The Dean will invite to the meeting all faculty and staff engaged in teaching (other than adjunct faculty). While faculty and staff engaged in teaching (other than tenured and tenure track faculty) may choose to participate in interviewing and discussing candidates, this is an option and not a responsibility of their positions.

At the meeting, the committee chair of the FAC will report on each candidate's background credentials, previous employment record, written and oral references, the FAC's views on the candidates, evaluation by students meeting the candidates, and summaries of any other interviews or information gathered by the committee. All persons at the meeting will be given an opportunity to discuss the candidates.

All tenure track and tenured faculty (of any category) and Professors of Practice who elect to attend the meeting are eligible to vote on a proposed candidate. Eligible faculty will vote anonymously initially on whether a candidate is acceptable/unacceptable, and then eligible faculty will vote anonymously on a preferred ordering among acceptable candidates. Voting by proxy is also allowed if (1) a faculty member has attended the faculty meeting and participated in most of the discussion on the issue and (2) a faculty member has good cause to leave. In that case, the faculty member may leave her proxy with the person in charge of the meeting. The proxy is not a general proxy. If the person in charge of the meeting thinks the matter under discussion has changed in a significant way since the giving of the proxy, the proxy does not count in the vote. The Chair of the Faculty Appointments Committee will announce the results of each vote at the meeting.

If the faculty approves more than one candidate for the position, the Dean will use the Dean's judgment to select the candidate to whom to make an offer. In exercising this judgment, however, the Dean should give substantial weight to any faculty consensus as reflected in the strength of both the approval and the preference votes on the respective candidates – the stronger the consensus, the greater the weight. Professors of Practice should ordinarily be appointed with the strong support of the faculty. Informed by the faculty discussion and vote, the Dean may also choose not to extend an offer to an approved candidate who does not have strong support from the faculty and ask the Faculty Appointments Committee to bring in additional candidates for the position or conduct a new search.

Visiting Professors

Visiting Professors are faculty at another institution who are appointed for a semester or a single academic year, and they may be full time or part-time. When the Dean has identified a potential visitor, the Dean shall consult with the Faculty Appointments Committee concerning the candidate's

teaching qualifications and other credentials before making an offer to the candidate, and the Committee shall make a recommendation to the Dean after taking a vote of the committee members.

Visiting Assistant Professor

The Law School may hire one or more Visiting Assistant Professors of Law (VAP) to cover curricular needs and offer the VAP an opportunity to have experience in law school teaching, scholarship, and service. The Faculty Appointments Committee (FAC) will screen, interview, and evaluate candidates for a VAP position. The FAC shall conduct a national search and nominate at least three qualified candidates for recommendation to the whole faculty, unless it demonstrates to the faculty's satisfaction that it cannot recommend three suitable candidates.

All faculty and staff engaged in teaching (other than adjunct faculty) will have the opportunity to interview the qualified candidates. The FAC will invite those who have interviewed the candidates to submit their recommendations who the Dean should hire by email the Chair of the Committee, and the Committee will make a recommendation to the Dean considering the faculty's response. Once hired, a VAP is entitled to receive the same formal teaching and scholarship mentoring resources that are provided to newly hired tenure track faculty.

Teaching Professors

Teaching Professors are appointed to fulfill teaching needs, and they may be full time or part-time. When the Dean has identified a potential Teaching Professor, the Dean shall consult with the Faculty Appointments Committee concerning the candidate's teaching qualifications and other credentials before making an offer to the candidate, and the Committee shall make a recommendation to the Dean after taking a vote of the committee members.

Adjunct Faculty

Adjunct faculty are appointed to teach students in a specific course or courses. An adjunct appointment could be for a semester or an entire academic year. Since teaching is an adjunct professor's essential function, these faculty are primarily evaluated by means of student course evaluations reviewed by the Associate Dean for Academic Affairs who will be aware of the quality of their instruction as communicated by students and other faculty in the law school. This aggregate knowledge is used by the Associate Dean for Academic Affairs to determine whether an individual adjunct/part time instructor is qualified, effective, and should be re-hired, usually on a per course basis.

Reference Librarians

After a potential Reference Librarian who will have teaching responsibilities is identified, the Associate Dean for the Library shall consult with the Faculty Appointments Committee concerning the candidate's teaching qualifications and other credentials before making an offer to the candidate, and the Committee shall make a recommendation to the Associate Dean after taking a vote of the committee members.

PROMOTION AND TENURE DECISIONS

The promotion process at the Wake Forest School of Law is intended to develop a mutually beneficial and supportive long-term relationship between the tenured and tenure track faculty and the law school. The process is therefore focused on the promotion of teacher-scholars who are and will make a significant and lasting contribution to their disciplines, who are fully committed to teaching as part of their professional identity and responsibility; and who have and will continue to be of service to the law school, the university, and local and broader communities, bearing in mind the Wake Forest motto, *pro humanitate*.

The award of tenure at the Wake Forest School of Law supports the 1940 Statement of Principles on Academic Freedom and Tenure, AAUP & AACU: “Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.” The award of tenure is therefore intended to ensure law school faculty members are free to conduct research and to publish the results of the research, consistent with adequate performance of their other academic duties and compliance with law school policies.

GENERAL PROCESS FOR PROMOTION AND TENURE DECISIONS

1. Promotion and Tenure.

- a. Faculty hired as tenure track faculty will be eligible for promotion to
 - i. Associate Professor after three years on the faculty; and
 - ii. Professor with tenure after six years on the faculty.
- b. A tenure track faculty member is not eligible for promotion earlier than the previous timetable.
- c. While a tenure track faculty member must normally achieve tenure within seven years of being hired, the Dean can extend this deadline as provided for by University policy.

2. Faculty Evaluation Committee.

- a. The Dean each year will appoint a Faculty Evaluation Committee (Committee) consisting of up to five tenured members of the faculty.
- b. The Committee will create an electronic database of the materials related to its review and include all of the written materials relevant to the Committee’s review and evaluation.

3. Notice of evaluation.

- a. The Dean will initiate faculty promotion and tenure decisions for faculty candidates by notifying the
 - i. Faculty candidate that she or he is eligible for promotion to Associate Professor or for promotion to Professor.
 - ii. Faculty Evaluation Committee and asking the Committee to conduct a comprehensive review of a candidate’s teaching, service, and scholarship according to these procedures.

4. Faculty Candidate.

- a. Within a reasonable time, the candidate will submit to the Committee chair in response to the Dean's notice letter:
 - i. Full vita.
 - ii. Copies of all research projects and publications that the candidate wishes to have considered for peer review, and copies of any other projects and publications requested by the Committee, including a letter of acceptance if a publication or project is available only in manuscript and has been accepted for publication but is not yet in print.
 - iii. An indication, where possible, of the candidate's contribution to an article or other research project when the article or project is coauthored.
 - iv. A description of the candidate's service and copies of any letters, memoranda, etc. that document public service that the candidate would like the Committee to consider.
 - v. A statement about the teaching methods used in each course taught during the pre-tenure period, including any innovations in teaching, along with a copy of any special materials prepared for a course that the candidate wishes to submit.
 - vi. For candidates for promotion to Professor, a research agenda for the post-tenure period and a statement of general scholarship goals and objectives for the future.
 - vii. One or more videos of a class from each of the most recent spring courses that the candidate has taught.
 1. For this purpose, the Dean annually will notify each tenure track faculty member of the obligation to arrange for a video to be taken of a spring class.
 2. The Dean will arrange for the videos to be kept and maintained by the school.
- b. The candidate may submit any additional materials to the Committee chair that the candidate would like the Committee to consider prior to the completion of the Committee's evaluation.

5. Evaluation of Scholarship.

a. Peer Review

- i. The Committee will obtain external reviews of a representative sample of the scholarship of the candidate that was produced during the time the candidate has been a faculty member at the law school and, as appropriate, external reviews of scholarship published before the candidate joined the faculty. For purposes of promotion to full Professor and tenure, the Committee will include in its representative sample at least two of the pieces of scholarship that the candidate asked to be submitted for peer review.
- ii. For the purpose of identifying potential reviewers, the Committee may consult with the candidate, other faculty, or outside experts in the field in which the candidate has published or plans to publish. In compiling the list, the Committee should seek a balanced pool of reviewers with appropriate expertise.
- iii. After identifying the pool of potential reviewers, the Committee will provide the candidate with the list. If the candidate feels that any potential reviewer may be biased or otherwise inappropriate, the candidate may provide a written statement

- of these concerns to the Committee.
 - iv. After taking into account any objections of the candidate, the Committee will arrange for external reviewers. Ordinarily, the Committee will obtain at least two reviewers for each of the pieces of scholarship submitted for peer review. If the Committee is unable to identify an external reviewer for an article within a reasonable time, it may seek a peer reviewer chosen from the faculty. The Committee may exercise its discretion as to whether to obtain separate reviewers for each piece of scholarship or reviews of multiple pieces from a single reviewer.
 - v. External reviewers will be informed that the candidate has a right under these procedures to see their evaluations.
- b. Committee evaluation
 - i. On the basis of the peer reviews and its own evaluation of all of the candidate's research projects and publications, the Faculty Evaluation Committee will evaluate the candidate's scholarship according to the appropriate substantive criteria for promotion to Associate Professor or to Professor discussed below for doctrinal, legal writing, and clinical faculty.
 - ii. For this purpose, the Committee will consider all scholarship by the candidate, whether or not such scholarship has been produced while the candidate is on a tenure track at the law school.
 - iii. The Committee may call upon other faculty members to assist in its review of the candidate's scholarship submissions as appropriate.
 - iv. The Committee will prepare a report that determines whether the candidate has met the applicable substantive criteria and the reasons why the candidate has or has not done so.
- c. Coauthored Scholarship
 - i. The standards for promotion should be applied in a way that encourages and values collaborative work, interdisciplinary or otherwise.
 - ii. Where a candidate has written discrete sections of a co-authored work, or the Committee is able to make an individualized assessment of the candidate's relative contribution, taking into account the views of the candidate, and where appropriate, of the other co-authors, it may be possible to assess those contributions in isolation.
 - iii. Where the contributions have been merged into an inseparable whole, the publication should be assessed as a whole using the criteria for evaluation of scholarship for doctrinal, legal writing, or clinical faculty as appropriate.
- d. Candidate's opportunity for comment
 - i. If the Committee's evaluation of the candidate's scholarship is that the candidate has failed to meet the applicable substantive criteria, the Committee will notify the candidate, give him or her a copy of the Committee's evaluation, and give the candidate access to the peer reviews.
 - ii. The candidate will have the opportunity to rebut the evaluation in writing or by meeting with the Committee.
- e. Final Report.

- i. At the completion of its review process, the Committee will place a copy of its final report on scholarship in the electronic database it has created.

6. Evaluation of Teaching

a. Committee classroom visit.

- i. The Committee will arrange for faculty members annually to sit in on one of fall or spring classes of a pre-tenure faculty member for the purpose of evaluating the candidate's teaching prior to the time at which the person is promoted to Professor with tenure. To the extent feasible the Committee will arrange for every faculty member who is eligible to vote on tenure and promotion of a candidate to have first observed the pre-tenure faculty member's teaching.
- ii. In addition, members of the Faculty Evaluation Committee will sit in on one of the candidate's fall classes for the purpose of evaluating the candidate's teaching prior to the Committee's evaluation of the candidate's teaching for
 1. Promotion to Associate Professor; and
 2. Promotion to Professor with tenure.
- iii. Although a personal visit is preferred, a faculty member may evaluate classroom teaching by looking at a videotape of one of the candidate's classes if a mutually convenient time for a classroom visit cannot be arranged.
- iv. The candidate will share with the faculty member in advance of the class any assignments or special materials that the candidate expects to use in class during the time frame of a classroom visit.
- v. At the request of the candidate, the chair of the Committee may inform the candidate's students that the evaluation is being conducted in accordance with standard promotion procedures and that students should not assume that there is a problem.
- vi. Faculty members will complete a written evaluation of their assessment of teaching by untenured faculty and make the assessments available to the Promotion and Tenure Committee and to the person being reviewed.
- vii. The Committee will encourage faculty members to
 1. Provide constructive criticism as well as positive comments in their written evaluation; and
 2. Meet with the candidate to discuss his or her teaching.

b. Student Evaluations

- i. At the time that a faculty member is a candidate for promotion and/or tenure, each Committee member will read the faculty member's teaching evaluations made available to the Committee by the Dean's office.
- ii. If a candidate has had teaching experience in addition to being a tenure track teacher at the law school, the Committee, if possible, will consider student evaluations of those experiences in determining the quality of the candidate's progression in teaching.

c. Criteria for Promotion

- i. A candidate for promotion to
 1. Associate Professor must make a clear demonstration of his or her competence in teaching and the potential for excellence in teaching.

2. Professor with tenure must make a clear demonstration of excellence in teaching, taking into account:
 - a. Development and implementation of a coherent plan for a course and for classes;
 - b. Successful communication of the content of a course to students, including critical and thoughtful discussion and analysis;
 - c. Creation of a respectful and encouraging environment for learning and inquiry in the classroom;
 - d. Use of appropriate methods of evaluation and grading;
 - e. Successful academic and professional counseling of students outside of the classroom; and
 - f. Productive interaction with colleagues concerning collaborative teaching or coordination of teaching, if applicable.
 - g. The candidate's progression in teaching in terms of the previous factors.
- ii. In evaluating a candidate, the Committee will normally give the greatest weight to faculty evaluation of the candidate's teaching. The Committee should also consider student evaluations and may consider circumstances such as teaching load, class size, subject matter, methodologies, and preparation of teaching materials.
- d. Opportunity for Comment
 - i. If the Committee's evaluation of the candidate's teaching is that the candidate has failed to meet the relevant substantive criteria, the Committee will notify the candidate and give him or her a copy of the Committee's evaluation.
 - ii. The candidate will have the opportunity to rebut the evaluation in writing or by meeting with the Committee.
- e. Final Report.
 - i. At the completion of its review process, the Committee will place a copy of its final report on teaching in the electronic database it has created.
- f. Dean's evaluation of teaching.
 - i. The Dean will evaluate the candidate's teaching separately from the Committee.
 - ii. The Dean's evaluation can include a classroom visit or viewing one or more videotapes of the candidates' teaching.
 - iii. At the request of the candidate, if the Dean visits a class, the Dean may inform the candidate's students that the evaluation is being conducted in accordance with standard promotion procedures and that students should not assume that there is a problem.

7. Evaluation of Service.

- a. Criteria for Promotion
 - i. A candidate for promotion to
 1. Associate Professor must make a contribution to service.
 2. Professor with tenure must make a substantial service contribution.

- ii. Service to the law school, university, community, state, nation, or international community can be undertaken in many forms and ways. The candidate makes a contribution to service, among other activities, by
 - 1. Extra uncompensated teaching, attendance at faculty meetings, work on a law school task force, and participation in law school committee work;
 - 2. Participation in university committees, task forces, or serving the university in some other way;
 - 3. Being active in
 - a. Community related functions such as civic organizations, religious communities, advocacy groups, or other community- based services-related activities;
 - b. State and national bar related functions such as CLE, Committee work, and serving as an officer or Committee chair, or other bar-related service;
 - c. State or nationally related functions such as reform commissions, legislative testimony, advocacy groups, or other service to the state and nation;
 - d. International organizations such as the United Nations, civil society organizations, and similar contributions;
 - e. Undertaking legally related writing projects, such as a brief or comments to a government agency, that do not qualify as “scholarship” under the definitions of scholarship indicated below for doctrinal, legal writing, and clinical faculty; or
 - f. Other pro bono activities.
- iii. The Committee may make an independent investigation of the candidate’s record of service as it deems appropriate.
- iv. If the candidate submits references for public service in the vita, these references may be contacted.
- v. In the case of a candidate being evaluated for promotion to Professor, the Committee will evaluate all of the candidate’s public service at the law school including any service while the candidate was not on a tenure track.
- b. Candidate Opportunity for Comment
 - i. If the Committee’s evaluation of the candidate’s service is that the candidate has failed to meet the relevant substantive criteria, the Committee will notify the candidate and give him or her a copy of the Committee’s evaluation.
 - ii. The candidate will have the opportunity to rebut the evaluation in writing or by meeting with the Committee.
- c. Final Report.
 - i. At the completion of its review process, the Committee will place a copy of its final report on teaching in the electronic database it has created.

8. Final Report

a. Recommendation

- i. The Faculty Evaluation Committee will prepare a final report that recommends whether a candidate is eligible for promotion to Associate Professor or to Professor taking into account its reports on research and scholarship, teaching, and service.
 - ii. Except as necessary to provide appropriate information to the Dean or to other faculty members eligible to receive the information, all internal documentation, discussions, and votes will be confidential and will not be revealed to the candidate or to any other person.
- b. Meeting with the candidate
 - i. The candidate will be given a copy of the Committee's final report and may meet with the Committee if the candidate notifies the Chair within 5 days that she or he would like to meet with the Committee.
 - ii. After the candidate's response, if any, the Committee will make any necessary changes in its report.
- c. Electronic Database
 - i. The Committee will put a copy of its final report with its recommendation in the electronic database it has created.

9. Faculty Rank and Tenure Committee

- a. Membership
 - i. The Faculty Rank and Tenure Committee (FRTC) will consist of
 - 1. Faculty holding the rank of tenure track Associate Professor or tenured Professor for the promotion of a faculty candidate to Associate Professor.
 - 2. Faculty holding the rank of tenured Professor for the promotion of a faculty candidate to Professor.
 - ii. Eligibility of members of the FRTC to vote on promotion of a candidate to Associate Professor or Professor is found in the procedures below.
- b. Meeting of the Faculty Rank and Tenure Committee
 - i. The Dean will call a meeting of the Faculty Rank and Tenure Committee at the appropriate time.
 - 1. The notice should include information to access the electronic database prepared by the Faculty Evaluation Committee. The Chair of the Faculty Evaluation Committee
 - 2. For this purpose, the Faculty Evaluation Committee will arrange to make the Committee's database available to members of the FRTC at a reasonable time prior to the meeting of the FRTC
 - ii. The Faculty Evaluation Committee will report on its findings and recommendations concerning the candidate to the FRTC at a meeting to which the Dean will be invited.
 - iii. After the report, a review of information gathered by the Faculty Evaluation Committee and discussion, members of the FRTC eligible to vote on a promotion will decide whether to recommend the promotion. When a candidate is eligible for promotion to Professor with tenure, the FRTC will take separate votes on promotion and on tenure.
 - iv. In order to take the previous vote or votes, there must be a quorum consisting of two-thirds of the members of the FRTC eligible to vote either present and voting

or voting by proxy. A majority vote of faculty members eligible to vote who attended the FRTC meeting in person or provided a proxy vote is needed to recommend promotion to Associate Professor, Professor, and for tenure. Faculty members who cannot attend the meeting can provide a proxy vote to the chair of the Faculty Evaluation Committee prior to the FRTC meeting.

- v. After the vote, the FRTC will report its recommendations to the Dean.

c. Eligibility to vote

- i. Doctrinal, legal writing and clinical faculty members who hold the rank of tenure track Associate Professor or tenured Professor are eligible to vote on a promotion to Associate Professor for tenure-track doctrinal, legal writing, and clinical faculty members.
- ii. Doctrinal, legal writing and clinical faculty members who hold the rank of tenured Professor are eligible to vote on
 - 1. A promotion to Professor for tenure-track doctrinal, legal writing, and clinical faculty members; and
 - 2. Tenure for doctrinal, legal writing, and clinical faculty members.

10. Report to the Provost

- a. The Dean will also conduct a review and evaluation of the candidate's record under the appropriate substantive standards, taking into account the information gathered by the Faculty Rank and Tenure Committee, the Committee's recommendation, and the results of the voting by the eligible members of the FRTC.
- b. The Dean will make an independent recommendation concerning the candidate.
- c. Both the recommendation of the Faculty Rank and Tenure Committee and that of the Dean will be communicated to the Provost for decision and action by February 15.

11. Candidate's Opportunity to Comment

- a. If the Dean's recommendation is that the faculty member is not eligible for promotion to Associate Professor or to Professor, or the candidate is not eligible for tenure, the Dean will notify the candidate and give him or her the opportunity to submit a written rebuttal. The Dean may also meet with the candidate at his or her request.
- b. The candidate will be given a copy of the recommendation of the Faculty Rank and Tenure Committee and that of the Dean to allow him or her to prepare a rebuttal.
- c. The Dean may establish an appropriate deadline by which the candidate must reply.
- d. After receiving the candidate's rebuttal, the Dean will consider any changes she or he may wish to make in the Dean's recommendation.
- e. Both the recommendation of the Faculty Rank and Tenure Committee and that of the Dean will then be communicated to the Provost for decision and action.

12. Recommended Deadlines

- a. Complete of peer reviews: November 15.
- b. Faculty Evaluation Committee's Final Recommendation: December 15.
- c. Notification to Faculty Rank and Tenure Committee: January 7
- d. Meeting of the Faculty Rank and Tenure Committee: Feb. 1.

DOCTRINAL FACULTY SCHOLARSHIP CRITERIA

1. Promotion and Tenure Process: The “General Process for Promotion and Tenure Decisions” will be used to evaluate doctrinal faculty except as provided in the following procedures and rules.

2. Promotion to Associate Professor

- a. Activity showing a career-long commitment to scholarship should begin early. The candidate therefore must have started a substantial and ongoing pattern of major scholarship indicative of a successful and productive scholarly career indicated by
 - i. The candidate’s research agenda;
 - ii. Positive external reviews of publications; and
 - iii. Other relevant evidence of the promise of an active and productive scholarly career
- b. While there is no specific number of articles that establishes the candidate has started a substantial and ongoing pattern of major scholarship, it is expected that the candidate, while a tenure-track faculty member at Wake Forest, will have completed two pieces of major scholarship, or their equivalent as defined below, which have been written or primarily written while at Wake Forest.
 - i. One article must have been published or accepted for publication.
 - ii. The other article may have been submitted for publication or may be ready to submit for publication.

3. Promotion to Professor with Tenure

- a. The candidate must have a substantial and ongoing pattern of major scholarship predictive of a successful and productive scholarly career indicated by:
 - i. Substantial and ongoing pattern of publication;
 - ii. Positive external reviews;
 - iii. Scholarly reputation in their field;
 - iv. Other relevant evidence predictive of an active and productive scholarly career.
- b. While there is no specific number of articles that establishes the candidate has a substantial and ongoing pattern of major scholarship predictive of a successful and productive scholarly career, it is expected that
 - i. The candidate will have completed, while a tenure-track faculty member at Wake Forest, four pieces of major scholarship, or their equivalent, as defined below, which have been written or primarily written while at Wake Forest, including any articles of major scholarship published while at Wake Forest faculty member and prior to promotion to Associate Professor.
 - ii. Three articles must have been published or accepted for publication, and the fourth article may have been submitted for publication or may be ready to submit for publication.

4. Definition of Scholarship

- a. Legal scholarship consists of publications that advance the development of our understanding of the law, legal institutions, legal reform, and/or the role of law in society.

- b. Since a diversity of scholarly approaches and perspectives is an essential component of a vibrant and successful scholarly community within the School of Law, no single approach or perspective towards scholarship is privileged over the others.
- c. The diversity of scholarly approaches and audiences also mandates that candidate's scholarly product and agenda be evaluated within the particular setting of his or her scholarship.
- d. There are also no restrictions on the form that scholarly publications may take and there is no expectation that candidates will engage in all forms of scholarship. Often, candidates will publish in law reviews or peer-edited journals, but the publication of scholarly monographs and treatises or in other media may also be acceptable.
- e. A candidate's legal scholarship may therefore consist of any of the following types of scholarship:
 - i. Scholarship involving exposition, synthesis, analysis, and evaluation of an area of law, which may include recommendations for improvement.
 - ii. Scholarship that is interdisciplinary, seeking to expand the understanding of law by using methods and insights of other disciplines, including but not limited to economics, psychology, sociology, history, empirical methodology, philosophy, etc.
 - iii. Scholarship directed specifically toward describing, drafting or promoting changes in a body of law. This type of scholarship often involves a thorough study of comparative models, legal research, and analyses of underlying theories.

5. "Major" Scholarship

- a. To be a major scholarly work, the work must be original and make a significant and high quality contribution to our knowledge about justice, public policy, and/or related subjects. Factors relevant to making this determination include:
 - a. An ability to identify important avenues of inquiry;
 - b. Sustained and careful research of sufficient depth and quality that it is or should be taken into account in leading scholarship in the candidate's field; and
 - c. Expression that demonstrates the capacity to communicate clearly, effectively, and persuasively.
- b. The length of a publication is relevant but is not the only factor to be taken into account. A shorter writing may reflect an equivalent or higher level of intellectual activity, research effort and literacy. For example, complex policy, empirical, or peer-edited publications may be of shorter length due to journal-imposed length restrictions.

6. Definition of "Equivalent" Scholarship

- a. In order to qualify as an equivalent to an article of major scholarship as defined above, alternative publications, alone or in combination, must indicate the same degree of effort and accomplishment.
- b. Work that may be considered as "equivalent" scholarship to an article includes, but is not limited to books, book reviews, essays, which are considered to be authoritative in legal education and/or the candidate's area(s) of specialty.

- c. Blog posts and op-eds may also be considered and will be assessed in terms of their length, scholarly content, and rigor, as well as the reputation or eminence of the publication in which the work is published.
- d. Treatises and teaching materials, such as casebooks, may qualify as “equivalent” to a major article of scholarship if they make a substantial contribution to the teaching and development in a particular field of legal study.

LEGAL ANALYSIS, WRITING, AND RESEARCH (LAWR) FACULTY

1. Promotion and Tenure Process: The “General Process for Promotion and Tenure Decisions” will be used to evaluate LAWR faculty except as provided in the following procedures and rules.

2. Promotion and Tenure

- a. A Professor hired through the faculty appointments process whose primary responsibility is to teach courses in the Legal Analysis, Writing and Research (LAWR) program is hired for a tenure track position leading to tenure within program.
- b. An award of LAWR tenure provides for security of position with termination only for good cause as long as a legal writing program exists at the law school.
- c. Other than promotion and tenure, a tenure-track or tenured Professor in the LAWR program will have all the rights of other tenured faculty members, including the right to vote at faculty meetings.
- d. Regarding promotion and tenure, LAWR faculty members are entitled to vote as indicated in §9 of the General Process for Promotion and Tenure Decisions.

3. Scholarship

- a. Definition of Scholarship
 - i. The Committee will use the same definition of scholarship used for the promotion and tenure of doctrinal faculty except that a candidate’s legal scholarship may also consist of scholarship that informs and improves the teaching of legal analysis, writing and research and expands the teaching function and scholarly engagement beyond the law school.
- b. Promotion to Associate Professor
 - i. The Committee will evaluate a candidate for Associate Professor of LAWR using the same criteria applied to promotion to Associate Professor for doctrinal faculty, except it is expected that the candidate, while a Professor at Wake Forest, will have completed one article of major scholarship started at Wake Forest, or its equivalent, that has been published or accepted for publication.
- c. Promotion to Professor with Tenure
 - i. The Committee will evaluate a candidate for Professor of LAWR with tenure using the same criteria applied to the promotion to Professor with tenure for doctrinal faculty, except it is expected that the candidate will have completed, while a Professor at Wake Forest, three articles of major scholarship started at Wake Forest, or their equivalent, including any articles of major scholarship published while a tenure-track faculty member at Wake Forest prior to promotion to Associate Professor.

- ii. Two articles must have been published or accepted for publication, and the third article may have been submitted for publication or may be ready to submit for publication.

4. Special Provisions

- a. Candidates with Administrative Responsibilities –
 - i. If a candidate for tenure within the LAWR Program has substantial administrative responsibilities, the candidate must satisfy the criteria for Promotion and Tenure set forth above and must make a clear demonstration of excellence in the discharge of his or her administrative responsibilities.
 - ii. It will be the responsibility of the Dean to provide the Committee with a written assessment of the candidate's administrative effectiveness. The Committee will not make an independent assessment of the candidate's administrative effectiveness but will include the Dean's written assessment in its report to the FRT Committee.
 - iii. After an award of tenure to a candidate with substantial administrative responsibilities, the Dean will retain full discretion to alter the candidate's administrative responsibilities as the interests of the Law School may require.
- b. Candidates previously hired in the LAWR Program on a contract basis
 - i. Any LAWR Professor hired on a contract basis before November 2012 who is still on a contract basis may be considered for an award of LAWR tenure after a minimum of at least six years of employment as a LAWR professor.
 - ii. The applicable rules and procedures for LAWR tenure will apply except for the timing requirements.
 - iii. The candidate must notify the Dean and Associate Dean for Academic Affairs in writing by May 1 of the academic year before the candidate will be considered for LAWR tenure.
 - iv. No LAWR Professor will be required to become a candidate for LAWR tenure at any time.
 - v. If such a candidate receives LAWR tenure, she or he is eligible to apply for doctrinal tenure. If a candidate has applied for doctrinal tenure, his or her record should be evaluated according to the standards used for teaching, scholarship and service of candidates for doctrinal tenure.
 - vi. No contract LAWR Professor is entitled to seek LAWR tenure more than one time.
 - vii. If the person fails to obtain LAWR tenure, his or her prior status continues according to the person's current contract basis.
- c. Candidates previously hired on tenure track appointments basis
 - i. For persons hired in the LAWR program on a tenure track basis before August 2017, the applicable rules and procedures for LAWR tenure in effect when they were hired will apply.
 - ii. An Associate LAWR faculty member or a Professor of LAWR, however, may elect to be considered for doctrinal tenure as these rules provide below. If a candidate has applied for doctrinal tenure, his or her record should be evaluated

according to the standards used for teaching, scholarship and service of candidates for doctrinal tenure.

CLINICAL FACULTY

1. Promotion and Tenure Process: The “General Process for Promotion and Tenure Decisions” will be used to evaluate clinical faculty except as provided in the following procedures and rules.

2. Promotion and Tenure

- a. A Professor hired through the faculty appointments process whose primary responsibility it is to teach in a clinical program is hired for a tenure track position leading to tenure as a Clinical Professor of law.
- b. An award of clinical tenure provides for security of position with termination only for good cause as long as a clinical program is offered at the law school.
- c. Other than promotion and tenure, a tenure-track or tenured clinical Professor will have all the rights of other tenured faculty members, including the right to vote at faculty meetings.
- d. Regarding promotion and tenure, clinical faculty members are entitled to vote as indicated in §9 of the General Process for Promotion and Tenure Decisions.

3. Scholarship

- a. Promotion to Associate Professor
 - i. Promotion to Associate Clinical Professor will require no research and writing.
- b. Promotion to Professor
 - i. The Committee will evaluate the candidate’s eligibility for promotion to Clinical Professor of Law with tenure using the same criteria and process for scholarship that is applied to the promotion of a doctrinal faculty member to Professor of law with tenure except as follows.
 - ii. The candidate, at his or her option, will complete two articles of major scholarship or their equivalent while a clinician at Wake Forest that were started at Wake Forest.
 - iii. Alternatively, the candidate will have demonstrated excellence in legal writing as indicated by a substantial body of legal writing, authored by the candidate while a clinician at Wake Forest and started at Wake Forest.
 - iv. “Legal writing” includes
 1. Writing in connection with client representation
 2. Books, treatises, chapters in books or treatises, practice-oriented materials, and clinical textbooks.
 3. “Practice-oriented materials” including, but are not limited to, practice manuals, legislation, pleadings, briefs, memoranda, opinion letters, transaction-related documents, and reports to agencies, legislative bodies, judicial organizations, or other law-related organizations outside the law school.
 - v. A “substantial body of legal writing” is writing that is the equivalent of two articles of major scholarship as defined previously.

4. Teaching

- a. The evaluation of teaching effectiveness will include an assessment of the candidate's relationship with the bar.
 - i. The Committee will contact judges and lawyers with whom the candidate has worked in connection with the clinical program to ascertain their views of the candidate's effectiveness.
 - ii. The candidate will submit for the Committee's consideration and evaluation of teaching effectiveness, a sampling of writing done in connection with the clinic, in whole or in part by students in the course of client representation. This submission might include, but is not limited to, opinion letters, briefs, motions, memoranda, and form documents such as wills, forms prepared for a specific client, and teaching materials.
 - iii. The Committee will also review any client feedback information that exists and may also contact clients directly for feedback. Client identifying information contained in the submissions, except for documents that are publicly available, will be excised or otherwise obscured to protect client confidentiality.
- b. In addition to the material submitted by the candidate, the Committee is authorized, if it deems it necessary and proper, to review any other files maintained in the clinic office.
 - i. The purpose of this review is to augment and verify the assessment made of the writings submitted by the candidate referred to in the immediately preceding paragraph.
 - ii. Any such review will be conducted with minimal intrusion to the clinic office operation, will be done with the candidate present, and no information should be reviewed by Committee unless the candidate verifies that any confidential matter is removed or otherwise obscured.
- c. Evaluation of budget management
 - i. Effective management of the clinic's budget is an important aspect of a clinical Professor's work.
 - ii. The Dean will review the candidate's performance in this respect, in order to determine whether the candidate has and will continue to manage the clinic's budget pursuant to the Dean's mandates and consistent with the law school's goals and values.

5. Non-Tenure Track Clinicians

- a. A non-tenure-track clinical teacher hired by the Dean on contract without use of the tenure-track faculty hiring procedures will have no potential tenure rights or duties.
- b. Standard 405(c) governance status would not be automatic for such a person, but if desired, would need to be affirmatively granted by the faculty.
- c. If such a person is later re-hired pursuant to the tenure-track hiring procedures, then the person will be eligible for tenure pursuant to these rules. Under such circumstances, at the candidate's option, the candidate's years and work as a non-tenure-track teacher at Wake Forest School of Law may count toward the candidate's tenure. For example, if a candidate worked for three years as a non-tenure-track clinical teacher at Wake Forest School of Law before being hired

as a tenure-track clinical Professor, the candidate would be eligible in her or his 3rd or 6th year as a tenure-track Professor, at the candidate's option.

PROMOTION OF LAWR OR CLINICAL FACULTY TO PROFESSOR OF LAW

1. Promotion Process

- a. A tenure-track Associate Professor of LAWR or Associate Clinical Professor, or a tenured Professor of LAWR or tenured Clinical Professor may elect to seek a promotion to Professor of Law with tenure by notifying the Dean by letter of his or her intention.
- b. For a faculty member who is a tenured Professor of LAWR or a tenured Professor of Clinical Law, there is no time limit for applying to become a Professor of Law.
- c. The faculty member, however, is not entitled to seek tenure as a Professor of Law more than one time.
- d. If the person fails to obtain tenure as a Professor of Law, his or her previous status continues.

2. Evaluation of Scholarship

- a. The Faculty Evaluation Committee will evaluate the candidate's eligibility for promotion to Professor of Law using the same criteria and process for scholarship that is applied to the promotion of a doctrinal faculty member to Professor of Law with tenure.
- b. Articles or other scholarship published while the candidate was at Wake Forest and prior to promotion to Associate Professor of LAWR or Associate Clinical Professor will be taken into account by the Faculty Evaluation Committee provided that the scholarship meets the definition of "major scholarship" or its equivalent as defined previously under "Doctrinal Faculty Scholarship Criteria."

3. Evaluation of Teaching and Service

- a. The Committee will evaluate the candidate's eligibility for promotion to Professor of Law using the same criteria and process for teaching that is applied to the promotion of a doctrinal faculty member to Professor of Law with tenure.
- b. The Committee will evaluate the candidate's eligibility for promotion to Professor of Law using the same criteria and process for service that is applied to the promotion of a doctrinal faculty member to Professor of Law with tenure.

4. Rights and Responsibilities

- a. LAWR faculty member or a clinical faculty member who has been promoted to Professor of Law is entitled to vote on matters regarding promotion and tenure as indicated in §8 of the General Process for Promotion and Tenure Decisions concerning the voting rights of a Professor of Law.
- b. The promotion of a LAWR faculty member or a clinical faculty member to Professor of Law carries with it no entitlement to change his or her teaching responsibilities. The faculty member will remain a member of the LAWR or clinical faculty for purposes of his or her teaching responsibilities unless and for as long as the Dean agrees to a change in those responsibilities. The promotion to Professor of Law recognizes the person's

accomplishments as a scholar, but it does not entitle the person to a different assignment in terms of the courses or other teaching responsibilities for which he or she is responsible.

FACULTY CONSIDERED AS LATERAL HIRES

1. Eligibility for Tenure or for Promotion and Tenure

- a. The previous rules and procedures, as applicable, will apply to faculty who are being considered for a faculty position at Wake Forest University as a lateral hire except as follows.

2. Scholarship

- a. The Committee may forego seeking peer reviews of the candidate's scholarship.
- b. The Committee, however, will engage in a determination of whether the candidate's scholarship qualifies the person for the rank of Associate Professor or Professor with tenure, as applicable, using the appropriate substantive criteria applicable as provided above.
- c. For this purpose, the Committee may request information and materials regarding scholarship from the candidate.

3. Teaching

- a. The Committee may evaluate the candidate's teaching without classroom visits or the viewing of videotapes of the candidate's teaching.
- b. The Committee, however, will engage in a determination of whether the candidate's teaching qualifies the person for the rank of Associate Professor or Professor with tenure, as applicable, using the appropriate substantive criteria applicable as provided above.
- c. The Committee will review a representative sample of the candidate's teaching evaluations, among other evidence of the quality of teaching, in making the previous determination.

Informal Advice to the Dean from the Faculty Rank and Tenure Committee Concerning the Progress of Untenured Professors

Late in the fall term of an untenured professor's second full academic year, the Faculty Rank and Tenure Committee will meet with the Dean to discuss the professor's development as a teacher and scholar. The Dean will summarize orally (1) the professor's student evaluations and (2) the professor's scholarly work and service to date. Any member of the Committee who has visited or reviewed videotapes of the professor's classes, or has reviewed the professor's scholarly work, will be invited to comment. The Committee will take no formal action but will engage in a full discussion, and the Dean will report the substance of the discussion to the professor at his or her next goals and objectives conference.

Late in the spring term of a professor's fourth full academic year, the Faculty Rank and Tenure Committee will meet again with the Dean to discuss the professor's development. In any case where the relevant promotion and tenure decisions do not follow the normal six-year course, the Dean may adjust this schedule as circumstances warrant.

Mentoring

During an untenured professor's first year of service at Wake Forest, the executive associate Dean for academic affairs shall select two members of the tenured faculty to serve as the professor's mentors. One of them shall serve as the professor's mentor for teaching; the other shall serve as the professor's mentor for scholarship. The executive associate Dean shall confer with the professor and the prospective mentors before making any appointment.

The mentor for teaching shall visit the untenured professor's classes, review videotapes of the untenured professor's classes, review the untenured professor's teaching evaluations, and advise the untenured professor generally on pedagogical questions. The untenured professor may at any time invite any other member of the faculty to visit his or her classes or to review videotapes of his or her classes. The untenured professor may also, by invitation, visit the classes or review the videotapes of the classes of other members of the faculty. The associate Dean for academic affairs will use his or her good offices (if any) to facilitate this process. The mentor for scholarship shall advise the untenured professor concerning scholarly projects, review drafts of articles or other scholarly work, help the untenured professor set drafting and publication deadlines, and help him or her make wise decisions concerning the scholarly use of summer time and the two light semesters that are available to untenured professors for research and writing.

Annual Reviews of Post-Tenure Faculty

The procedures and policies described above provide for significant review of pre-tenured faculty. For post-tenure faculty, the dean shall conduct annual reviews with the participation of one or more associate deans. At least two days before the annual review meeting with the dean(s), the faculty member shall submit a statement of three-year goals and objectives in the areas of teaching, scholarship, and service. After the meeting, the dean and one or more associate deans shall confer and prepare a response, which shall indicate the dean's assessment of the goals and shall identify the areas to target for improvement.

Faculty Recommendations Concerning Changes in Policies or Procedures Governing Faculty Status or Appointment

Any faculty recommendation to the Dean and the Provost which may result in a change in the policies or procedures governing faculty status or appointment questions shall require a 60% vote of the tenured faculty for approval. The failure of such a recommendation within the faculty does not prejudice the University's right to act when in accordance with the University's policies and procedures.

School of Law Sabbatical Leave Policy

Sabbatical leaves offer opportunities for faculty to develop professionally and to acquire new ideas to share with the Wake Forest University School of Law (Law School) and Wake Forest University (the University) communities. Thus, the primary purpose of sabbatical leave is to enhance the scholarship, public engagement, and/or teaching skills of eligible faculty members. The granting of sabbatical leaves is at the discretion of the dean and not a matter of right.

To be considered for a sabbatical leave, a faculty member must be a full-time tenured professor of law. Faculty are eligible to apply for sabbatical leave if the leave would take place after seven years of full-time employment at the Law School. Sabbatical leave need not be taken in the eighth year of service, but may be taken no more frequently than once for each seven years of service. The year in which a sabbatical leave is taken will not count toward eligibility time for a subsequent sabbatical leave. By way of illustration only, Faculty Member X applies for and is granted their first sabbatical leave in Year 11 of full-time employment at the Law School, taking the leave in year 12. Faculty Member X would be eligible to apply for and take their next sabbatical leave any time after Year 15, because Year 12 would not count towards the eligibility time for the second sabbatical leave.

Note, medical and parental leaves are not considered an interruption in full-time employment when considering applications for sabbatical leave. With respect to faculty hired as laterals, the Dean has the discretion to count years at other institutions in the calculation of eligibility for sabbatical leave.

Sabbatical leave may be taken for a full year at half salary or a half year at full salary. Benefits during sabbatical leave will be granted in accordance with University policy from time to time. In the ordinary case, faculty granted sabbatical leave who fail to complete one year of full-time service at the University immediately following their sabbatical leave will be required to repay the monies advanced to them by the University during their sabbatical unless the University terminates their employment. For example, this means that if faculty enter phased retirement or retire in the year immediately following a sabbatical, the monies advanced to them by the University during their sabbatical must be repaid to the University.

Final approval for the sabbatical leave rests with the Dean. The granting of a sabbatical leave is determined after taking into consideration the Law School's staffing requirements and other factors, such as the quality of the applicant's proposal, the applicant's scholarly productivity, teaching, and service, and the outcome of previous sabbatical leaves. Preference will be given to leave requests that would not require the Law School to hire teaching staff to cover the duties of the faculty member requesting a leave. This constraint limits the number of sabbatical leaves that can be accommodated in a particular semester. A sabbatical leave will not be granted if the applicant's request is for the purpose of accepting remunerative employment. Such a request should be accommodated by seeking an unpaid leave of absence which will be considered only if allowable under the Conflict of Interest and Leave of Absence policies.

Sabbatical Leave Procedures

A faculty member must submit a written request for sabbatical leave to the Dean and to the Executive Associate Dean for Academic Affairs no later than October 30 of the Fall Semester preceding the Fall Semester that the faculty member desires the leave to begin. If the sabbatical leave is proposed to begin for a Spring Semester, the request must be filed no later than February 15 of the preceding Spring Semester. Late applications may be considered as teaching needs permit.

The request for sabbatical leave should contain a detailed statement of the purposes for which the leave is requested, including:

- A current copy of the faculty member's CV.
- The research/public engagement/teaching educational goals the faculty members will attempt to achieve. This shall include an outline of the proposed research and written scholarship or a

purpose statement for the research or project. Proposals should indicate how the research facilitates the professor's area of specialization, its possible impact on classroom teaching, and its proposed impact on the legal community.

- A timetable for completing and publishing one's scholarship, including interest from a publisher if requesting leave to write a book.
- A justification as to why a sabbatical leave is essential to complete the proposed project, including justification for the timing of the leave relative to the proposed project.
- Whether the faculty member has previously been granted one or more sabbatical leave(s), and if so, the dates and results of such leave(s) and a report on what was accomplished during the previous leave(s).

The Dean must notify the faculty member requesting leave of their decision no later than the last day of March of the year for which the faculty member desires the leave to begin. If a request for sabbatical is granted, the Dean shall notify the Law School's chief financial officer who will notify the University's Human Resources Department of the sabbatical leave. Except for extraordinary circumstances, the faculty member shall sign a statement that they will return to their faculty position in the law school for at least one academic year at the end of the leave period and that if they do not, all monies advanced to the faculty member during the sabbatical will be repaid to the University.

A faculty member returning from leave shall submit to the Dean and the Executive Associate Dean for Academic Affairs a written report of their research or other scholarly, public engagement, and/or teaching accomplishments within three months after completing the leave. This report must detail the benefits of the leave to the individual and the University.

CHAPTER TEN

SCHOOL OF BUSINESS

MISSION

The mission of the School of Business is to advance the greater good through developing passionate ethical business leaders who produce results with integrity and through thought leadership that positively impacts the practice of business.

In pursuing this mission, we apply the following principles:

- (1) A moral compass provides the basic foundation for business leadership.
- (2) Our task is to help students “find their fire” as they seek vocational discernment.
- (3) Lifetime skills and habits and lifelong learning are essential for a meaningful and holistic life.
- (4) The classroom should be diverse and inclusive.
- (5) Our students should graduate with a global mindset.
- (6) Rigorous educational standards will develop problem-solving and critical thinking skills that will prepare our students for challenging work assignments and vital personal decisions.
- (7) Faculty scholarship must make original, practicable contributions to knowledge and incorporate the highest caliber of rigor and relevance.

We also assert that the following enablers are critical to our success:

- (1) Small class size to enable the development of close student-faculty relationships and personalized learning environments
- (2) Mentoring to enhance learning and share wisdom
- (3) Marketplace reality in the classroom to enhance the practical relevance of learning
- (4) Integration of liberal arts education into curricula to enhance the critical thinking skills of our students and provide a broad perspective to them
- (5) Experiential, active learning to achieve deep domain knowledge and enhance understanding of real-world business
- (6) A context-driven balance of personal accountability and shared responsibility to achieve effective team outcomes.

(7) The Path Model to balance the cognitive and creative resources devoted to teaching, scholarly inquiry, and service.

Governance

The Dean of Business has primary responsibility for the overall direction and administration of the School of Business. He or she is appointed by and serves at the pleasure of the President. He or she reports to the Provost and meets regularly with the Provost and the other academic Deans on the Reynolda Campus. The Dean of Business carries out his or her responsibilities through an administrative structure consisting of associate and assistant Deans, faculty committees, and staff.

Faculty and/or staff who report to the Dean are responsible for fulfilling assigned responsibilities associated with the following:

- Undergraduate program*
- Graduate programs*
- Joint degree programs*
- Auxiliary Programs*
- Faculty
- Student services: admissions, career services, student advising
- Support functions: administrative support; marketing, promotions, external relations; information services; financial and budgetary management, human resources; development and advancement

Current Programs, Majors, Concentrations

- **Undergraduate program:** Majors include Accounting, Finance, Business and Enterprise Management, Mathematical Business (jointly offered with the department of mathematics)
- **Graduate programs:** Master of Accountancy, Master of Arts in Management, Full-time MBA, Winston-Salem Evening MBA, Charlotte Saturday MBA, and Charlotte Evening MBA
- **Joint degree programs:** JD/MBA, MD/MBA, PhD/MBA, MSA/MBA
- **Auxiliary Programs:** Summer Management, Executive Education and Family Business Center

Standing Committees

- **WFUSB Graduate Programs Certification Committee.** On behalf of the dean and faculty of the WFU School of Business, the Graduate Business Programs Certification Committee maintains, interprets, and applies academic continuation and program completion policies for graduate degree programs in the School of Business, adjudicates individual graduate student academic petitions or requests in alignment with the curricular policies and procedures of the School as set forth in the WFU School of Business Graduate Student Handbook, and communicates those decisions via the committee chairperson to students.

Example committee activities include, but are not limited to:

- Evaluation and certification of graduate program completion
- Interpretation of program participation and curricular requirements in accordance with the academic standards set by the WFUSB faculty
- Regular monitoring of student academic progress and imposing of requirements or student status changes in light of any deficiencies
- Hearing relevant requests or appeals submitted by students regarding their academic status or plans, and approving any requests for specialized courses of study
- Evaluating transfer courses or credits to be applied to graduate program requirements
- Making determinations regarding requests for readmission and specialized final grade considerations or transcript notations

The committee may also be called upon to monitor or administer academic standards and policies as requested by the dean or WFUSB faculty. The committee is not responsible for the adjudication of graduate business student honor code cases or appeals and does not entertain readmission requests where the honor council has imposed a sanction of permanent expulsion.

The committee is composed of five voting faculty members appointed by the dean in consultation with the chair of the faculty for a term of three years each, ideally including representation from across the School's graduate programs, with one member designated as chairperson. The Chief Student Services Officer serves as an ex-officio member. The graduate registrar staff will maintain agendas and documentation relevant to the committee's business. Others such as the Sr. Associate Dean of Academic Programs, and the Associate Deans of each graduate business program in the School may be consulted as needed.

- **Research and Faculty Development Committee:** This group carries responsibility for making funding recommendations to the Senior Associate Dean of Faculty for both research awards/grants and faculty development grants; may be asked to provide feedback on a candidate's progress toward tenure.
- **Curriculum Committee:** This committee is advisory to the faculty as a whole on matters of curricular significance. These include, but are not limited to, recommendations on approvals of new courses or substantial changes to existing courses.

Admissions for all programs may involve faculty on an as-needed basis to review marginal cases.

Other committees and task forces will be established by the Dean as required. The appointment of faculty and staff to committees, task forces and all other school-related service assignments occurs at the discretion of the Dean or his/her designate.

Authority and Responsibility of the Faculty

The faculty of the School of Business determines the academic requirements for any earned degree awarded under its authority and which is not specifically assigned to the jurisdiction of another school of Wake Forest University; and, subject to the approval of the president and the Board of Trustees, determines the earned degrees to be offered by the School of Business.

Collectively, the voting members of the School of Business faculty:

- Determine the academic prerequisites for admission of students to programs, where admission is determined by the School of Business;
- Determine the academic prerequisites for candidacy for degrees;
- Determine academic standards for continuation in residence, for academic classification, and for participation in extracurricular activities;
- Determine the system of grading, and the policy regarding examinations;
- Approve new courses, substantial changes in existing courses;
- Ratify school-wide curricular emphases;
- Approve new degrees and termination of degrees, as well as new programs that appear on a transcript or diploma.

Voting faculty members who have taught within a major or concentration within the past two academic years will approve the following:¹

- Changes in course requirements for completing the major or concentration;
- Additions and subtractions of minors, concentrations and specializations within the program.

The Dean and the voting faculty of the School of Business shall jointly have authority to:

- Certify the names of those students who have fulfilled the academic requirements for the degrees;
- Define the policy to be followed in the evaluation of credits transferred from other institutions (as specified in the Student Handbook);
- Award general academic honors to students;
- Advise and make recommendations to the president concerning employment, retention, promotion and granting of tenure, as appropriate, to faculty members according to the evaluations, policies and procedures of the University ;
- Recommend to the president, through appropriate channels, candidates for honorary degrees.

FACULTY MEETINGS

Purpose

¹ A note on terminology: “Program” refers to a plan of study that results in a specific degree (e.g., Undergraduate, MSA, Fulltime MBA, etc.). “Major” refers to a focused set of courses and requirements within a program (e.g., Business and Enterprise Management or Finance within the Undergraduate program). “Concentration” refers to a collection of courses within a program or major (e.g., Finance within the Fulltime MBA program or Marketing within the Business and Enterprise Management major).

The purposes of faculty meetings are:

- To conduct business necessary to carry out the responsibilities of the faculty;
- To provide a forum of communication between the faculty and the administration of the School of Business.

Frequency

Faculty meetings shall normally be held monthly during the fall and spring semesters, unless insufficient agenda items have arisen.

Participation

Any full- or part-time member of the faculty of the School of Business may participate in faculty meetings.

Voting members of the faculty will generally include:

- All tenured and tenure- track faculty members
- Professors of Practice who have full-time teaching or administrative responsibilities for the School of Business
- Full-time Lecturers and Senior Lecturers who have taught at least fifteen credit hours per year at the School of Business for at least the two prior academic years.

Visiting faculty and adjunct instructors do not retain voting rights.

Full voting rights will be generally extended to all voting members with the following exceptions: Only tenured faculty members may vote on issues related to tenuring a faculty member; only Full Professors may vote on cases for promotion to Full Professor.

With the exception of tenure decisions, voting privileges are not contingent upon meeting attendance. Due diligence is expected of any faculty member who misses a meeting but chooses to exercise the right to vote on issues discussed in that meeting.

Rights of the Faculty

Each voting member of the faculty who is present at a meeting has the right to be heard on each agenda item.

Voting members of the faculty have the right to propose agenda items, providing enough advance notice for other faculty to properly consider the item or issue before the meeting.

The chair of the meeting may use supplementary meetings or surveys to determine if there is sufficient support for and/or interest in a given proposed agenda item.

Voting members with excused absences may give their proxies to another voting member with approval of the chair of the meeting.

Administration of Meetings

Meetings shall be conducted with a spirit of professional courtesy and according to normal rules of order. In the event of disagreements as to procedure, Robert's Rules of Order shall be followed.

Chair

The chair of the faculty meeting shall normally be the Senior Associate Dean of Faculty or his/her designee. The Dean may assume the chair at his/her discretion. The chair shall:

- Schedule meetings;
- Draw up and distribute the agenda in advance to allow proper consideration of issues;
- Conduct the meeting;
- Manage business conducted on-line.

Secretary

The secretary shall:

- Record, distribute and post the minutes within a week of a regular faculty meeting;
- Maintain an online record of approved business including date, text of motion, supporting documents and the results of the vote.

Parliamentarian

The Parliamentarian shall be a suitably knowledgeable faculty member appointed by the Senior Associate Dean of Faculty. The Parliamentarian will rule on issues of procedure.

Quorum

Quorum will be defined as one-half of the number of voting members of the faculty, rounded up.

- A quorum is required for votes on critical issues.
- Non-binding discussions, routine surveys of faculty opinion and informational announcements do not require a quorum.

Voting

Three types of voting procedures may be utilized:

- A show-of-hands or voice vote during a faculty meeting;

- Technology-mediated voting -- examples include web-mediated survey votes and votes via “clickers;”
- Paper and pencil ballots.

The chair of the meeting will propose the means of voting for any particular item. A private means of voting will be required if supported by at least 25% of the voting members present at a meeting in which an issue is discussed.

PERFORMANCE EVALUATION

Annual faculty performance reviews are an integral part of the overall evaluation process. The goal of such reviews is to provide feedback to help direct future faculty activities toward effective contributions to the School’s mission. Written feedback is particularly helpful in establishing a common understanding between the Dean and the faculty member reviewed and is expected to be a component of the annual review process.

Performance evaluation in the School is an ongoing process which logically leads to the larger decision of reappointment, promotion and tenure. In the shorter term, faculty performance evaluation should lead to allocations of salary and other forms of compensation, as well as to differences in an individual faculty member’s path. Such evaluation applies to tenured and untenured faculty at all ranks.

The primary activities on which an individual faculty member may be evaluated generally fall into three broad categories:

- Teaching—instructional activities, including curriculum design, course development, course delivery, and assessment of learning;
- Research—intellectual contributions, including discipline-based scholarship, contributions to practice and learning and pedagogical research.
- Service—activities, including service to the School of Business and Wake Forest University, service to academic and professional organizations or journals, and involvement in local economic and community development activities.

Performance evaluations should be conducted according to the Faculty Path Model described below. To best assess faculty performance on teaching and research, a multi-year window of data is preferred. In cases where faculty do not have an extended history with Wake Forest, consideration for annual merit evaluations will be limited to classes taught and service performed since joining the School of Business. Scholarly work conducted at other institutions may be considered for annual evaluations and tenure or promotion decisions, though accomplishments since arriving at Wake Forest will be weighted most heavily.

Faculty Path Model

In order to facilitate scholarly activity, promote teaching excellence, and accommodate faculty talents and preferences, faculty paths are defined in a portfolio model that is summarized below.

Path	Course Load Per Year	Work Load Distribution		
		<i>Teaching</i>	<i>Research</i>	<i>Service</i>
<i>Tenured Faculty</i>				
Research-intensive	3	30%	50%	20%
Research-focused	4	40%	40%	20%
Teaching-focused	5	55%	25%	20%
Teaching-intensive	6	70%	10%	20%
<i>Professor of the Practice</i>	6	70-80%	0-10%	20%
<i>Tenure-track Faculty</i>	3	45%	45%	10%

In determining course loads, a 50% additional teaching credit (multiplier) will be used for courses that are taught in Charlotte (and for courses that are taught in Winston-Salem by faculty members for whom Charlotte serves as the home campus).

Faculty placement in a path is based on:

- Proven record in the emphasis area of the desired path (i.e., proven scholarly record for faculty who desire to be in the research intensive/focus paths; proven teaching excellence for faculty who desire to be in the teaching intensive/focus paths);
- The faculty member's promise for achieving strong research or teaching outcomes, along with a carefully crafted plan for achieving those outcomes;
- Self-nomination;
- Resource availability.

Faculty members apply for a path by submitting a request to the Dean or his/her designee. Annual activity reports documenting progress/outcomes of previous scholarly and teaching activity and a brief proposal describing specific, measurable, goals for research and teaching for the next three years should be submitted with the request as supporting material.

Path designations will typically be for a renewable three-year duration. This time frame balances the need for adequate time for faculty to demonstrate progress/productivity with issues related to accountability, fairness, and resource allocation. Once placed on a path, faculty members will be evaluated relative to the standards for that specific path. Faculty members receive annual feedback from the Dean and/or his or her designee regarding progress toward meeting requirements for continuance in their current path.

Teaching

A committee of teaching evaluators assists the Dean in assessing instructional efficacy. Operating under the direction of the Dean or his/her designee, tasks undertaken by this committee may include the following:

- Provide, at the request of the Dean and/or his or her designee, assessments of the effectiveness of individual instructors;
- Develop instructional efficacy standards;
- Facilitate peer evaluations of untenured and underperforming faculty;
- Arrange mentoring for untenured and underperforming faculty;
- Provide detailed feedback, advice and assistance to faculty on teaching-related matters;
- Serve as a general teaching-related resource.

A number of different factors may be considered when evaluating teaching, including:

- Course content and design, including development of needed new courses;
- Development of effective new teaching materials;
- Personal contributions to the development of effective teaching by other faculty (i.e., building the teaching skills of other faculty members);
- Skill in classroom presentation and discussion, as based both on student assessments and peer evaluation;
- Evidence of contributions to the development of individual students outside of the classroom;
- Consistent evidence of motivation and ability to maintain and enhance the above factors.

Course load data, including new and repeat courses, class size, nature of the course, and the like may also be considered.

We aspire to assess teaching excellence in a holistic manner that encompasses the elements listed above. Items considered may include, but are not limited to, the following: a one-page faculty self-

assessment, course syllabi and supporting documents, written peer evaluations (as required or desired) based on classroom visits, student feedback.

Student feedback will be assessed using a standard student evaluation form. The form will be consistent with theoretical and empirical evidence on the measurement of instructional efficacy, and can be modified by individual faculty, for developmental purposes, to include additional questions.

Demonstration of effective teaching performance and overall quality of instructional effort is a necessary but not sufficient condition for tenure.

Research

Faculty members should pursue forms and categories of intellectual activities that have significant impact on theory and practice with superior levels of rigor and relevance.

The desired result of our research activities is to impact the practice of business by addressing issues of practical and theoretical importance.

Many different models of research performance may lead to a favorable evaluation of a faculty member's research efforts. The School embraces work that contributes to management practice directly, through rigorous analysis of compelling practical questions, as well as indirectly, through the advancement of discipline-specific theory and knowledge and the enhancement of management education.

In evaluating the quality and likely impact of a faculty member's overall research performance, the following guidelines will be applied.

- External information sources and validation will be relied upon heavily. For Annual Evaluations, as well as promotion and tenure decisions, individual faculty members should provide evidence from external sources to make a case for the rigor and relevance of research contributions.
- Recognizing that no single measure is perfect, a multi-indicator approach is advocated.

Effective performance on the research dimension is a necessary but not sufficient precondition to a positive tenure or promotion decision.

Service

Service internal and external to the School of Business is valued. Both will be given due consideration during performance evaluations. However, our clear first priority is to manage the internal service duties that are necessary for effective operation of the School, including committees within the school that must carry out certain tasks, student clubs that need faculty sponsors, university roles that require a representative from the School of Business, etc.

In order to receive a favorable performance review, a faculty member must competently contribute his/her fair share of the school's necessary internal work. Our working definition of "fair share" derives from the service percentages that are built into our Faculty Path Model.

- Assistant Professors have a low weighting on service, indicating our belief that except in extraordinary situations, tenure-track faculty should not be asked to take heavy support assignments or to assume major administrative posts. Tenure-track faculty, however, are encouraged to engage in academic, professional and community service as appropriate. These individuals should contribute in "low impact" ways that defer maximal time to research and teaching activities.
- All other full-time faculty, including tenured and Professors of Practice, have more substantial weightings assigned to service, reflecting an expectation that service burdens will be divided evenly among the members of this group.
- Lecturers and Senior Lecturers will have service responsibilities after the second year of service to the School.

To qualify for promotion to Full Professor, a candidate who has been granted tenure will be expected to have demonstrated leadership in service to the School, the University, academic organizations, the community, and/or the profession.

Consulting

Consulting with external constituencies on a compensated basis and within limits specified by University policy is acceptable and encouraged. Such consulting will not be considered as part of the service dimension or as part of one's overall performance as it relates to candidacy for promotion or tenure.

Annual Review

The Dean or his/her designee is responsible for conducting an annual performance review for every tenured, tenure-track faculty member, as well as each Professor of the Practice who has full-time teaching or administrative responsibilities for the School of Business. Once a year, the Dean or his/her designee will request that these faculty members provide a current resume, a detailed summary of key activities during the previous academic year (including mandatory teaching evaluations for all courses taught in degree programs), and a concise statement of professional plans and how the individual expects to contribute to the School during the upcoming review period. These items are to be submitted in a standard format prescribed by the Dean or his/her designee and will normally be collected after the conclusion of the fall semester.

Each faculty member will have an annual conference with the Dean, or the Dean's designee, in which past accomplishments (and/or deviations from the previous plan) and future planned contributions will be discussed. While annual performance appraisal feedback should not be construed as implying a set of preconditions that will ensure a positive reappointment or promotion/tenure decision, performance over time is an important input to these larger decisions.

PROCEDURAL GUIDELINES FOR FACULTY RECRUITMENT, EVALUATION, REAPPOINTMENT AND PROMOTION/TENURE DECISIONS

All procedures and policies relating to decisions affecting faculty in the School of Business will conform to the policies and procedures established by higher authorities within the University. Each faculty member has a responsibility to become familiar with these University-level provisions. If any of the provisions of this document can be interpreted to be in conflict with University-level provisions, the University-level provisions take precedence.

The faculty will generally be involved in the selection of tenured and tenure-track faculty members, professors of practice with fulltime teaching duties, and continuing faculty members with appointments beyond one year.

Recruitment and Initial Appointment

The School will follow the general procedures of the University for faculty member recruitment and initial appointment.

Typically, an initial tenure-track contract term is two years with the possibility of two additional two year Shorter pre-tenure terms are possible, particularly in the case of individuals who have served on the faculties of other institutions after earning their terminal degree.

Reappointment, Tenure and Promotion

Reappointment at the conclusion of the initial and any subsequent contract terms presupposes that the individual faculty member has satisfactorily met his or her obligations to the School during the term concluding, and is contingent upon the perception that the individual can and will continue to contribute effectively to the School's mission during the forthcoming term. In the case of tenure-track faculty, reappointment to a subsequent term contract should not be construed as ensuring a positive tenure decision at the end of the probationary period.

Tenure decisions are the most important personnel decisions made in the School. They represent a commitment of the School to employ a faculty member for the remainder of his or her productive professional career. Financially, such decisions encumber significant dollars. Organizationally, tenure decisions limit flexibility because they represent a willingness on the part of the School to forego hiring of alternative faculty in the future.

Only a person who has already made significant contributions to the School or has established a record of achievement elsewhere that will significantly advance the interests of the School by joining its faculty should be considered as a serious candidate for tenure; a tenure recommendation should not be made solely on the presumption that a person will ultimately make contributions in the future. Instead, the candidate's potential for long-term contributions to the School must be significant, and the likelihood of that potential being realized must be high, if a favorable tenure decision is to be made.

It must be clearly understood by all faculty members that tenure is granted, not merely earned. Accomplishment by itself does not justify tenure. A tenure recommendation should only be made when the trade-off between flexibility of future hiring and the expectation of ongoing significant contributions to the School is in the best long-term interests of the School. Acceptance of tenure makes a commitment to a faculty member, and the faculty member is committed to making ongoing contributions to the School and the University.

In evaluating a candidate for tenure, excellence in teaching is imperative; a faculty member must be an effective teacher. The candidate must also have developed a research program that demonstrates promise for attaining a significant external reputation and making substantial contributions, directly or indirectly, to improvement in business practice. Recognizing that the achievement of excellence in teaching and research is most critical in the decision to grant tenure, some evidence of service contributions must also be provided.

No one should construe performance appraisal feedback to an untenured faculty member as implying a set of preconditions that will ensure a positive tenure decision. Performance feedback should be provided as part of a constructive process to help guide development of individual faculty and the School. It is intended to help a tenure candidate identify ways of contributing to the School and thereby increasing the probability of being offered a long-term faculty position at the School. In that sense, the ongoing performance process is designed to serve both the School and the candidate - and to recognize and communicate the concerns and interests of both.

Ongoing professional growth, development, and contributions to the School are expected of all faculty members. Promotion to a higher professional rank formally recognizes accomplishments in teaching, research and service that significantly further both the practice of management and the ability of the School as a whole to contribute in these areas. A positive promotion recommendation should be made only when a faculty member has demonstrated substantial and continuing growth, development and commitment since appointment to the currently held rank.

Promotion to the rank of Professor will normally not be considered until five years after appointment as a tenured associate professor. Commitment to service contributions must be more extensive than that required for tenure. Service opportunities include service to the School of Business, Wake Forest University, academic organizations, the profession, and community service activities in support of the Pro Humanitate motto of the University.

Qualified associate professors may request consideration for promotion to the rank of professor; alternatively, the Dean and/or a committee of persons holding the rank of professor within the School may invite a faculty member to be considered for promotion. A candidate will prepare a dossier similar to the dossier for tenure.

Chairperson of the Tenured Faculty

The tenured faculty will elect from its ranks each fall a chairperson of the tenured faculty. The chairperson, who will typically have Full Professor status, will lead the tenured faculty in its

consideration of each tenure, promotion, and reappointment recommendation to be made; will call and chair meetings of the tenured faculty held to discuss these decisions; and will serve as the tenured faculty's representative in the counting of the advice ballots. Additionally, the chairperson will advise the Dean on questions of interpretation of this document and in particulars of the process not covered herein. He or she may also perform other tasks as needed to ensure timely and thorough consideration of each case.

Timing

Each tenure-track faculty member will be considered once and only once for tenure at the School of Business. Consideration is deemed to have occurred when the tenured faculty has begun the meeting in which the candidate's case for tenure is to be discussed.

The tenured faculty's input should be solicited early enough in the academic year to allow time for thoughtful consideration and response prior to University-imposed deadlines for submission of the Dean's recommendations to the Provost. Normally, this will require initiating the faculty's review process in early October with recommendations forwarded to the Dean by late January. It is expected that completed dossiers (discussed below) will be available for review by the tenured faculty at least one month before recommendations are due to the Dean.

Usually, term reappointment decisions will be made during the final year of an existing contract. The tenure decision will normally be made in the sixth year of a tenure-track faculty member's service with the School, although in the case of extraordinary performance, it may be made before that time.

A tenure-track faculty member who has joined the faculty from a school where he or she held tenure or a tenure-track appointment may ask to be considered for tenure before the sixth year of his or her appointment to the School. Normally, this request would not be honored before the third year at the School of Business.

In all cases in which the conferral of tenure is sought, the Dean or his/her designee will counsel with the individual faculty member concerned during the summer, preferably before August 1, prior to the academic year in which the tenure decision would be made. If following this meeting, the faculty member wishes to pursue the tenure decision, he or she should prepare and submit his or her tenure dossier to the Dean according to the guidelines set forth in the Documentation section below prior to November 30 of the academic year in which the tenure decision would be made.

Promotion decisions may be made at any point in an individual's career at the School of Business, although normally, decisions concerning promotion to the rank of associate professor will be made coincidentally with decisions to award tenure.

Documentation

A personal dossier will be prepared by each candidate for reappointment, promotion, and tenure. These dossiers will follow a standard format specified by the Dean with advice from the chairperson of the tenured faculty.

Each dossier will contain, at a minimum, the following items:

- Current vita
- Statements of the candidate's philosophy, achievements and goals in relationship to teaching, research and service.
- A list of all courses taught at WFU, along with evidence of effectiveness in teaching these courses. Summaries of all teaching evaluations must be provided. These items may be supplemented with testimonials from former students and other evidence of efficacy, including peer assessments.
- Copies of all research outputs produced during the candidate's academic career. Wherever possible, the candidate should provide external, objective information regarding the relative quality and ranking of the journals in which his or her work has been published during the period of service being evaluated. It is also recommended that, where possible, the relevance of the work be demonstrated through reports of adoption of recommendations by external organizations, outside use of case materials, etc.
- The cumulative information from the candidate's annual activity reports and statements of professional plans submitted during the period relevant to the review.
- Written comments from at least three external letters of reference from faculty members of appropriate rank, the majority of which must not be identified by the candidate.

Dossiers will be submitted to the tenured faculty through the Dean. At his or her discretion, the Dean may request further material deemed useful to the tenured faculty in its deliberations. Should the Dean choose to request additional material, the candidate will also be given an opportunity to add additional material he or she feels is relevant before the dossier is made available to the tenured faculty.

Outside Review

For decisions involving either tenure or promotion, the opinions of outside evaluators will be sought. Eligible reviewers will currently hold tenured or emeritus status at another institution. Conflicts of interest should be avoided, and thus co-authors and former professors, such as members of the candidate's doctoral committee, are excluded. For reviewers on promotions to Full Professor status, the further stipulation is made that Full Professor status must be held at the reviewer's institution.

The candidate faculty member will be asked to furnish a list of individuals who could serve as external reviewers. A similar list will be compiled by the tenured faculty. Before any evaluations are requested, the candidate will be given the opportunity to remove any names from the tenured

faculty's list. The chairperson of the tenured faculty and the Senior Associate Dean of Faculty will select individuals from these lists who will be asked to provide evaluations.

Review and Recommendations

Tenured faculty of appropriate rank should advise the Dean on reappointment, promotion, or tenure decisions by carefully evaluating all of the evidence assembled about a candidate in teaching, research, and service.

The tenure process will be facilitated by a review and advisory vote by tenured faculty in the candidate's area/department, followed by a review and vote by all tenured faculty members in the School. These votes are advisory to the Dean.

Consideration for promotion to Full Professor will be facilitated by a review and advisory vote by faculty holding the title of Full Professor within the School of Business.

Tenure

After a dossier has been available for a sufficient time to allow review by the tenured faculty, the chairperson of the tenured faculty will call a meeting for discussion and consideration of each candidate. During this meeting, the recommendation of the committee from the candidate's area/department will be shared, and facts regarding the candidate's achievements and qualifications will be discussed. After the meeting, each tenured faculty member senior in rank to the candidate will be expected to provide his or her individual recommendation to the Dean by written secret ballot. Ballots will be distributed, and the deadline for their return announced by the chairperson of the tenured faculty. Additionally, each ballot will contain space for explanatory comments the voter may wish to provide to the Dean. These comments are strongly encouraged and can influence the weight the Dean places on the vote made. An option to sign the ballot will also be given. The ballots will be opened and counted jointly by the Dean and the chairperson of the tenured faculty.

The right to vote on a tenure case extends only to faculty members participating in real time for discussion, preferably in person. The Dean should not vote, because the faculty vote is advisory to the Dean.

Although the probability of a favorable decision increases with higher evaluations by the tenured faculty, decisions involving a tenure commitment cannot be based on an evaluation of the performance of the faculty member in isolation. Such decisions must ultimately be directed by the likely future contributions of the faculty member relative to the longer-term needs and mission of the School.

Promotion

Following a suitable period of time for evaluation of the candidate's dossier and discussion of his or her qualifications for promotion to the rank of Professor, tenured faculty members holding the rank of Professor will conduct a vote on the candidate's case for promotion. The Full Professors

may consult with other members of the tenured faculty regarding their evaluations of the candidate's qualifications. The results of the vote will be provided as advisory input to the Dean, who will make a recommendation regarding the promotion to the Provost.

Initial Appointment

Evaluations similar to those outlined above for awarding of tenure should be conducted for external candidates being considered for tenured or tenure-track faculty positions. In particular, consideration of any candidate for an appointment which confers tenure or a rank beyond assistant professor must have prior approval from the Provost. Candidates considered for an appointment that includes tenure will be expected to meet the same performance criteria as faculty whose previous service has been at the School of Business.

Decisions

After consideration of the results of the voting, the Dean will make his or her recommendation to the Provost, along with the frequency distribution of the tenured faculty's vote (or the vote of the Full Professors, for a promotion-only case). Typically, the Dean will also share his/her recommendation, as well as the broad outcome of the faculty vote (majority in favor/not in favor) with the tenured faculty who provided an advisory vote.

In the case of negative decisions on reappointment or on tenure, the University policy on non-reappointment will be followed.

CHAPTER ELEVEN

THE SCHOOL OF DIVINITY

MISSION STATEMENT

The Wake Forest University School of Divinity is a graduate, professional school that is Christian by tradition, Baptist in heritage, and ecumenical in outlook. Consistent with Wake Forest's commitment to academic excellence in the spirit of the University motto, Pro Humanitate, the School of Divinity prepares leaders informed by a theological understanding of vocation. Through imaginative courses and diverse programs of community engagement, students are equipped to be agents of justice, reconciliation, and compassion in Christian churches and other ministries.

GOVERNANCE

Faculty Voting Table

Voting members of the faculty will generally include:

- All tenured and tenure track faculty members
- Other full-time faculty members with multi-year contracts (Teaching Professors, Professors of the Practice, and Lecturers)

Visiting, part-time, and adjunct instructors do not hold voting rights.

Committees of the Faculty

Faculty governance committees shall usually be composed of full-time members of the voting faculty, usually for two-year, renewable terms. In forming committees, the Dean's Advisory Committee shall consider: (i) a balance between the advantages of continuity and rotation; (ii) matters of equity in overall work load (in consultation with colleagues and administrators); (iii) how faculty rank may affect both the value of service opportunities and the benefits of limiting service obligations.

Faculty Governance Committees (See Appendix B):

Admissions and Scholarship Committee
Curriculum and Academic Policy Committee
Promotion and Tenure Committee (comprised of all tenured faculty)
Dean's Advisory Committee

Other Standing Faculty Committees:

Student Life and Graduation Committee
Worship Committee

Standing University Committee Representatives:

University Faculty Senate
University Grievance Committee

ORGANIZATIONAL STRUCTURE

Academic Administration

The Dean has primary responsibility for the overall direction and administration of the School of Divinity. The Dean is appointed by and serves at the pleasure of the President. The Dean reports to the Provost and meets regularly with the Provost, and the other academic Deans on the Reynolda Campus. The Dean carries out his or her responsibilities through the administrative structure of the school. S/he is a member of the Council of Deans, the Executive Council, and the Faculty Senate. Reporting to the Dean are the Associate Dean of Academic Affairs (Academic Dean) and the Associate Dean of Admissions and Student Services. The Academic Dean is responsible for the internal administration of the academic programs of the School of Divinity. The Associate Dean of Admissions and Student Services is responsible for student recruitment, enrollment management, allocation of financial aid awards, and non-academic student programs and services.

THE TEACHER-SCHOLAR IDEAL IN THE SCHOOL OF DIVINITY

The School of Divinity seeks to make the maximum contribution to the intellectual, professional, and personal growth of its individual students. Rather than prioritizing between teaching and research, we affirm that effective teaching and published research are inseparable to the teacher-scholar ideal; both require creative ingenuity and passionate curiosity. Staying current and subjecting one's ideas to peer review are sources of continued learning crucial to the teacher-scholar's classroom. Similarly, whether synthesizing old and new knowledge or inducing student self-discovery, teacher-scholars exercise in the classroom many of the core research skills of critical thinking, pattern recognition, scientific observation, reasoning by analogy, quantitative testing, and alertness to new discoveries. All Divinity faculty members are expected to commit themselves to a high standard of teaching effectiveness; in addition, tenure and tenure-track faculty members are expected to commit themselves to an on-going stream of high-quality published research.

Facilitating the Realization of the School's Teacher-Scholar Ideal

To support the teacher-scholar ideal, the School is committed to a multifaceted institutional approach to faculty development efforts in both teaching and research. Workload policy allocating the School's teaching, research and administrative tasks must be consistent with the statement of the teacher-scholar ideal and ultimately must reflect an on-going faculty self-governance process.

The "standard workload" for faculty includes the following:

- Teaching load for tenured faculty is 2-2 per academic year.
- Teaching load for tenure-track faculty is 2-2 per academic year.
- Teaching load for contract (i.e., non-tenure track) faculty (Teaching Professor, Professor of the Practice, Lecturer) is normally 3-2 per academic year, or the equivalent in a combination of administrative responsibilities and teaching.

- Wake Forest supports leaves to provide tenure-track faculty with the opportunity to pursue full-time research for one term (a two course term) at their normal salary. With external funding, this leave could be extended to a year. Tenure-track faculty may also request research funding (if available) for summer research endeavors. For additional information, please see the section on Research Leaves.
- All full-time faculty members are expected to participate in faculty meetings, committees, and student advising.
- Scheduling of classes will, where possible, be developed in ways that facilitate classroom and research opportunities in the most effective way possible for each faculty member, while meeting the needs of the curriculum.
- University policies on consulting, additional teaching, and outside activities pertain to School of Divinity faculty. Generally, additional teaching compensation will be provided for summer school teaching, with the approval of the Academic Dean.
- Connection with and participation in churches, denominational bodies and religious communities is extremely important but must be carried out in ways that complement but do not interfere with teaching.

Research Leaves

To facilitate their continuing research and writing, faculty members may submit periodic requests for Research Leaves. Faculty members may apply for a research leave every 4-6 years depending on research proposals and the overall School schedule. As a general rule, such leaves will extend for one semester at full salary. With external funding for a research project, a research leave may be extended to one year at full salary. Proposals for Research Leaves need to be submitted to the Dean at least one year in advance of the anticipated absence, normally as part of the annual review. Final approval for the Research Leave rests with the Dean. The process for requesting a Research Leave is as follows:

- Proposals outline the specific research to be undertaken and the time for completing the program of research and study.
- Proposals should indicate how the research facilitates the professor's area of specialization and its possible impact on classroom teaching.
- Proposals should indicate any external funding that may be investigated and the plan for securing such funding.
- Proposals should indicate the proposed outcome of the study—articles, monographs or other areas of publication.

FACULTY EVALUATION

All procedures and policies relating to decisions affecting faculty in the School of Divinity conform to University bylaws as well as policies and procedures as published in the Reynolda Campus Faculty Handbook. The Wake Forest University teacher-scholar ideal guides tenure and promotion decisions.

The criteria for faculty evaluation for annual review, reappointment, and tenure and promotion are: (1) the quality of teaching, including advising and mentoring students; (2) professional accomplishments and growth, as measured by the quantity and quality of scholarship and creative activities, active participation in appropriate professional associations, keeping engaged with

developments in one's discipline, earning the respect of one's professional colleagues regionally and nationally; and (3) community service, which can be defined as contributions to the School of Divinity, the University, appropriate ecclesial communities, and the larger community.

Annual Review

Annual faculty performance reviews are an integral part of the overall evaluation process. The goal of such reviews is to provide feedback to help direct future faculty activities toward effective contributions to the School's mission. The Dean is responsible for conducting an annual performance review for every full-time faculty member in the School. One component of the review is a summary provided by the faculty member of key activities during the previous academic year (including mandatory teaching evaluations for all courses taught in degree programs), including a concise statement of professional plans and how the individual expects to contribute to the School during the upcoming review period. The information provided will enable the Dean to evaluate the individual's activities for the year in the larger context of his/her continuing professional development. These items are to be submitted in a standard format (currently prescribed by the Office of the Provost).

As a part of the annual review, each faculty member will have an annual conference with the Dean, or the Dean's designee, in which the past year's activities and future planned contributions will be discussed. Specifically, salary reviews, decisions concerning summer research grants, summer teaching assignments, research leaves, and other resource support will normally be completed after these annual conferences.

In the pre-tenure period, the Dean and the Academic Dean will conduct the annual review. This process will help to provide faculty with performance appraisal and an opportunity to ask questions. While the annual performance review should not be construed as implying a set of preconditions that will insure a positive reappointment or promotion/tenure decision, performance over time is an important input to these larger decisions.

Tenure-track faculty members in ranks eligible for promotion should submit research work plans and schedules to the Dean as part of the annual review and report progress annually to the Dean and Academic Dean. These reports should include the following:

- Timeline and planning for promotion, if applicable
- Clear indication of the research professional activity to be pursued
- A general idea of the overall thesis, approach, and goals of the proposed research, writing, and/or course development work
- A plan for accomplishing the research project and developing a publishable manuscript disseminating it; requests for pre-tenure leave or course reductions that may facilitate completion of a manuscript

Reappointment

Faculty in all ranks (teaching, of the practice, and tenure-track) have procedures for reappointment. Reappointment at the conclusion of a term appointment presupposes that the individual faculty member has satisfactorily met his/her obligations to the School during the term concluding and is awarded based upon the perception that the individual can and will continue to contribute effectively to the School's mission during the forthcoming term.

Ordinarily, faculty of the practice and teaching faculty will receive an initial appointment with the length of terms in accordance with the Reynolda Campus Faculty Handbook, with possibility of

subsequent renewals. Reviews for renewal will be incorporated into the annual review process and will take place in the spring semester of the penultimate year or fall semester of the final year of the contract.

In the case of tenure-track faculty, reappointment for a subsequent term should not be construed as ensuring a positive tenure decision at the end of the probationary period. The length of the probationary period will be established at the time of the initial contract with the School of Divinity. Normally the probationary period shall not exceed seven years, with the tenure review in the sixth year, except for reasons as stipulated by University policy.

Ordinarily, tenure-track faculty will receive an initial two-year appointment, with possibility of subsequent appointments through the pre-tenure period. Review for initial renewal will be incorporated into the annual review process and will take place in the spring semester of the first year or fall semester of the second year. Normally, a more formal reappointment review will take place in the first semester of the second year of the subsequent contract, unless stipulated otherwise in the letter of appointment, followed by either a third two-year pre-tenure contract or recommendation for a terminal year.

For the tenure-and-promotion review, the faculty member will prepare a dossier consistent with what is described below for tenure and promotion. The dossier will be distributed to the tenured faculty who will assess whether the candidate is meeting expectations in terms of teaching, scholarship, and service. Outside evaluators will not be consulted for fourth year contract renewal. The tenured faculty will meet and review the dossier and will vote on contract renewal in compliance with the balloting guidelines and procedures established in sections below on **Review and Recommendations** and **Decisions**. The faculty ballots are advisory to the Dean and the Dean will make the final decision regarding reappointment.

Promotion

Promotion is a public recognition of achievement and service by a faculty member, as evaluated by the procedures outlined below. Promotion to a higher professional rank formally recognizes accomplishments in teaching, research, and service and is a symbol both inside and outside of the School of academic and professional stature. On-going professional growth, development, and contributions to the School are expected of all faculty. A positive promotion recommendation will be made only when a faculty member has demonstrated such continuing growth, development and commitment since appointment to the currently held rank.

For promotion review, the faculty member will prepare a dossier consistent with what is described below for promotion. The dossier will be distributed to the review committee who will assess whether the candidate is meeting expectations in terms of teaching and service. Outside reviewers may be consulted for promotion. When outside reviews are used, the Academic Dean will oversee compiling the list of potential evaluators who are familiar with the candidate's area of research. The list of potential evaluators may not include the candidate's Ph.D. mentor, co-authors, collaborators, personal friends, departmental colleagues, university colleagues, or anyone who is deemed to have a vested interest in the outcome of the tenure/promotion process of the candidate (standard conflict of interest acknowledgement).

The committee will meet and review the dossier and will vote on contract renewal in compliance with the balloting guidelines and procedures established in sections below on **Review and Recommendations** and **Decisions**. The faculty ballots are advisory to the Dean and the Dean will make the final decision regarding reappointment.

Promotion with Tenure

The University maintains a faculty tenure policy of general application. Tenure is granted only by action of the Board of Trustees. Assistant Professors are considered for promotion at the same time they are considered for tenure. The grant of tenure provides an appointment without term in the rank in which the faculty member is tenured or to which the faculty member is subsequently promoted. A tenured appointment may be terminated only for adequate cause, except in the case of extraordinary financial exigencies. The purpose of tenure is to ensure academic freedom in research and in the classroom.

GUIDELINES FOR PROMOTION: ASSOCIATE PROFESSOR OF THE PRACTICE

Timing

Promotion to the rank of associate professor of the practice will normally not be considered until the academically qualified individual has eleven-to-fifteen years relevant, substantial experience in the field in which s/he is teaching.

Qualifications

The criteria for faculty evaluation provided above under Faculty Evaluation determine the qualifications for promotion.

Teaching

Major elements to be considered in evaluating teaching effectiveness include:

- Course content and design, including development of new courses
- Contribution of courses to the overall curriculum and degree program learning goals and ability and willingness to modify existing courses or create new courses to meet those goals
- Development of effective new teaching materials—including those which are used by other faculty at this and other institutions; Personal contributions to the development of effective teaching by other faculty (i.e. building the teaching skills of other faculty members)
- Effectiveness in classroom presentation and discussion, as based both on student assessments and peer evaluation
- Engaged advising and mentoring of students outside of the classroom

Service

Service to the School and University includes administrative roles and committee participation. Service to the profession involves intellectual leadership related to practice. This might include leadership in professional societies or editorial boards. It also requires that the intellectual products of practice faculty must be accessible to a broader educational, ecclesial, and/or professional community and should contribute to our capacity as a profession to educate effectively about ministry. These products might include, but are not limited to, such things as: presentations at local, state, and national conferences; authored or coauthored articles targeted for general audiences or practitioners in the faculty member's discipline; articles targeted for significant professional audiences and based on empirical research or other modes of research; or publication or wide dissemination of materials, methods, or practices relevant to their job description. Service may also take the form of preaching or teaching in

churches, interim pastorates, or other parish or community-related activities as well as participation in a specific local congregation, in compliance with University conflict of interest guidelines.

Procedure

The procedure for promotion review is as follows:

- Candidate will prepare a dossier as outlined below.
- The review committee will review the dossier. They may also seek input from other faculty at the School of Divinity, in the University, or in the faculty member's area of practice regarding their evaluations of the candidate's qualifications. The committee will vote on the candidate's request for promotion in compliance with the balloting guidelines and procedures established in sections below on **Review and Recommendations** and **Decisions**.
- These ballots are advisory to the Dean.
- The review will ordinarily take place by the middle of the spring semester.

Documentation

Dossiers will be submitted to the review committee through the Academic Dean. If possible, the dossier should be submitted as electronic documents.

Dossiers prepared by each candidate for reappointment and promotion will include the following:

1. Candidate's current resume
2. A 3-5 page narrative self-evaluation as a teacher-practitioner (teaching, service, intellectual leadership)
3. Teaching Portfolio that includes:
 - Reflective statement describing teaching philosophy, strategies, methodologies, and objectives
 - Course syllabi
 - Faculty member evaluation of the candidate's teaching resulting in written reports utilizing a common format and shared with him or her, based on classroom visits at reasonable intervals over the teaching service to the School rather than only in the year in which the promotion decision is made
 - Course-load data, including new and repeat courses, class size, nature of the course, and the like over the period of the candidate's teaching service to the School
 - An executive summary of course evaluations for the promotion review period (prepared by candidate)
 - Student evaluations (from at least the three years preceding the promotion decision; provided by the School)
4. Service
 - Administrative positions (school, university, community)
 - Committee activities (school, university, community)
 - Positions of responsibility outside the university community
 - Publications (books, articles, and digital contributions, including those accepted but not yet published, current work in progress)
 - Grants
 - Professional presentations

- Presentations on campus
- Presentations in the community
- Published reviews of one's work

Review and Recommendations

To facilitate the review process, each fall the Dean's Advisory Committee will appoint a committee of 3 to 5 members, where possible drawn from representative faculty categories (teaching, of the practice, tenured), to conduct reappointment and promotion reviews. The committee will elect a chairperson, who will lead the committee in its consideration of each promotion and reappointment recommendation to be made; will call and chair meetings of the committee held to review the promotion application; and will serve as the committee's representative in counting of the advisory ballots. If there is a review for promotion to full professor scheduled in a given year, the chair of the review committee must hold the rank of professor.

After the dossiers have been available a sufficient time to allow review by the committee, the chairperson will call a meeting for discussion and consideration of each candidate. Afterwards, each committee member senior in rank to the candidate will be expected to provide his/her individual recommendation to the Dean, formally by secret ballot. Ballots will be distributed, and the deadline for their return announced by the chairperson of the review committee. Each ballot will contain space for explanatory comments related to the evaluative areas of teaching, professional achievement and growth, and service that the committee member may wish to provide the Dean (see Appendix A). The ballots will be opened and counted by the Dean and the chairperson of the review committee.

The ballot will be comprised of a four-point scale including:

- Strongly endorse reappointment/promotion
- Endorse for reappointment/promotion
- Against reappointment/promotion
- Strongly against reappointment/promotion

As a member of the faculty, the Dean may attend the discussion, but the Dean does not vote, because the faculty vote is advisory to the Dean.

Decisions

After consideration of the results of this advisory balloting and the Dean's own review of the dossier, the Dean will report the decision to the Provost. Normally, the candidate will be informed of the decision at the same time as the Dean reports to the Provost. The numerical vote and the opinion of each individual faculty will be kept in confidence by all participants in the process and not made known to the candidate.

PROMOTION TO THE RANK OF PROFESSOR OF THE PRACTICE

Timing

Promotion to the rank of (full) professor of the practice will normally not be considered until the academically qualified individual has greater than fifteen years relevant, substantial experience in the field in which s/he is teaching.

Qualifications

For promotion to the rank of (full) professor of the practice, a candidate must have a sustained and exemplary record in either teaching or service and be above average in the other category. A candidate's teaching effectiveness and service must be an extension of, or superior to, the performance levels required of an associate professor in the Divinity School. As a qualification for promotion to the rank of professor, the candidate will be expected to have provided leadership in service to the School and/or University, and/or professional organizations.

Procedure

A qualified associate professor may ask to be considered for promotion to the rank of professor, or the Dean and the faculty holding that rank within the School may suggest that a candidate should be considered for promotion. Steps include:

- Candidate will prepare a dossier as outlined below.
- The faculty holding the rank of professor will review the dossier. They may seek input from other faculty at the School of Divinity, in the University, or in the candidate's field of practice, regarding their evaluations of the candidate's qualifications. The faculty holding the rank of professor will vote on the candidate's request for promotion in compliance with the balloting guidelines and procedures established in sections on **Review and Recommendations** and **Decisions**.
- These ballots are advisory to the Dean.

Documentation

Dossiers will be submitted to the review committee through the Academic Dean. If possible, the dossier should be submitted as electronic documents.

Dossiers prepared by each candidate for promotion will include the following:

1. Candidate's current resume
2. A 3-5 page narrative self-evaluation as a teacher-scholar (teaching, research, service)
3. Teaching Portfolio that includes:
 - Course syllabi
 - Course-load data, including new and repeat courses, class size, nature of the course, and the like over the period covered by the review
 - Student evaluations (from at least the three years preceding the promotion review)
4. Service
 - Administrative positions (school, university, community)
 - Committee activities (school, university, community)
 - Positions of responsibility outside the university community
 - Publications (books, articles, and digital contributions, including those accepted but not yet published, current work in progress)
 - Grants
 - Professional presentations
 - Presentations on campus
 - Presentations in the community

- Published reviews of one's work

Review and Recommendations

After the dossiers have been available a sufficient time to allow review by the review committee, the chairperson of the review committee will call a meeting for discussion and consideration of the candidate. Afterwards, each faculty member on the review committee will be expected to provide his/her individual recommendation to the Dean, formally by secret ballot. Ballots will be distributed, and the deadline for their return announced by the chairperson of the review committee. Each ballot will contain space for explanatory comments related to the evaluative areas of teaching, professional achievement and growth, and service (see Appendix A). The ballots will be opened and counted by the Dean and the chairperson of the review committee.

The ballot will be comprised of a four-point scale including:

- Strongly endorse promotion
- Endorse for promotion
- Against promotion
- Strongly against promotion

The right to vote on a promotion case extends only to faculty members participating in real time for discussion, preferably in person. As a member of the faculty holding the rank of professor, the Dean may attend the discussion, but the Dean does not vote, because the faculty vote is advisory to the Dean.

Decisions

After consideration of the results of this advisory balloting and the Dean's own review of the dossier and the evaluations of the outside reviewers, the Dean will report the decision to the Provost. Normally, the candidate will be informed of the decision at the same time as the Dean reports to the Provost. The numerical vote and the opinion of each individual faculty will be kept in confidence by all participants in the process and not made known to the candidate.

GUIDELINES FOR PROMOTION: ASSOCIATE TEACHING PROFESSOR

The guidelines for the Procedure, Review and Recommendations, Documentation, and Decisions in the promotion of teaching professors are the same as those for professors of the practice.

Timing

Promotion to the rank of associate teaching professor will normally not be considered until the academically qualified individual has six-to-ten years of college-level or above teaching experience with excellence at Wake Forest or another institution of higher education.

Qualifications

Teaching

Major elements to be considered in evaluating teaching effectiveness include:

- Reflection on pedagogy
- Course content and design, including development of new courses
- Contribution of courses to the overall curriculum and degree program learning goals and ability and willingness to modify existing courses or create new courses to meet those goals
- Development of effective new teaching materials—including those which are used by other faculty at this and other institutions; Personal contributions to the development of effective teaching by other faculty (i.e. building the teaching skills of other faculty members)
- Effectiveness in classroom presentation and discussion, as based both on student assessments and peer evaluation
- Engaged advising and mentoring of students outside of the classroom

Service

Service to the School and University includes administrative roles, committee participation, and contribution to the School of Divinity curriculum. Service to the profession involves intellectual leadership in the candidate's academic field. Evidence of intellectual engagement with the candidate's area of theological education will include publication and presentation of the results of his or her research in a professional meeting or conference as well as activities such as reviewing manuscripts for journals and publishers, serving on editorial boards of scholarly journals, membership in and holding office in professional organizations, or assisting in the organization of scholarly conferences. Service may also take the form of preaching or teaching in churches, interim pastorates, or other parish or community-related activities as well as participation in a specific local congregation, in compliance with University conflict of interest guidelines.

PROMOTION TO THE RANK OF TEACHING PROFESSOR

The guidelines for the Procedure, Review and Recommendations, Documentation, and Decisions in the promotion of teaching professors are the same as those for professors of the practice.

Timing

Promotion to the rank of (full) teaching professor will normally not be considered until the academically qualified individual has more than ten years of college-level or above teaching experience with excellence at Wake Forest or another institution of higher education.

Qualifications

For promotion to the rank of (full) teaching professor, a candidate must have a sustained and exemplary record in either teaching or service and be above average in the other category. A candidate's teaching effectiveness and service must be an extension of, or superior to, the performance levels required of an associate professor in the Divinity School. As a qualification for promotion to the rank of professor, the candidate will be expected to have provided leadership in service to the School and/or University, and/or professional organizations.

GUIDELINES FOR PROMOTION WITH TENURE: ASSOCIATE PROFESSOR

Qualifications

The criteria for faculty evaluation provided above under Faculty Evaluation determine the qualifications for tenure and promotion with tenure.

Teaching

Major elements to be considered in evaluating teaching effectiveness include:

- Course content and design, including development of new courses
- Contribution of courses to the overall curriculum and degree program learning goals and ability and willingness to modify existing courses or create new courses to meet those goals
- Development of effective new teaching materials—including those which are used by other faculty at this and other institutions; Personal contributions to the development of effective teaching by other faculty (i.e. building the teaching skills of other faculty members)
- Effectiveness in classroom presentation and discussion, as based both on student assessments and peer evaluation
- Engaged advising and mentoring of students outside of the classroom

Research

To be considered for tenure and promotion, the candidate must provide the School with evidence of professional activity, including publication and presentation of the results of his or her research in a professional meeting or conference. Other recognized forms of professional activity include reviewing manuscripts for journals and publishers, serving on editorial boards of scholarly journals, membership in and holding office in professional organizations, and assisting in the organization of scholarly conferences.

The traditional publication vehicles for research contributions targeted to the scholarly community are the scholarly monograph and academic journal. Since publication opportunities vary widely with fields, especially with budget constraints in traditional publishing, there is no quantitative formula regarding the number of publications required for tenure or promotion. The School expects that major works will be published in refereed journals or refereed electronic media or by presses respected in the candidate's field. Minor works, such as book reviews, dictionary entries, or working papers are considered evidence of professional activity but are not alone sufficient for tenure or promotion. Articles targeted for significant professional audiences and based on empirical research or other modes of research are viewed as positive elements of a faculty member's research portfolio. In like fashion, research which contributes to our capacity as a profession to educate effectively about ministry in the broader religious community is viewed positively as a worth-while contribution to the School's mission. These alone are not sufficient for tenure and promotion, however. For evaluation of a candidate's professional work, the School combines its own professional judgment and reviews from outside evaluators.

The goal of evaluating professional accomplishment through research and scholarship is to encourage faculty members to pursue publication in outlets that signal high quality, the potential for future significant research accomplishments, and provide maximum external recognition for the research efforts of the School of Divinity faculty. Both the quality of individual contributions and the quantity of those contributions are relevant for evaluation of accomplishment and contribution.

Service

Service to the School and University includes administrative roles and committee participation. Service to the profession includes leadership in professional societies or editorial boards. For Divinity faculty, service may also take the form of preaching or teaching in churches, interim pastorates, or other parish or community-related activities as well as participation in a specific local congregation, in compliance with University conflict of interest guidelines. Connection with and participation in churches, denominational bodies and religious communities is extremely important but must be carried out in ways that complement but do not interfere with teaching and continuing research.

Procedure

The procedure for tenure and promotion review is as follows:

- Candidate will prepare a dossier as outlined below.
- Outside reviewers will evaluate the dossier (reviewers are selected according to procedures outlined below).
- The tenured faculty will review the dossier and the evaluations from the outside reviewers. They may also seek input from other faculty at the School of Divinity or in the University regarding their evaluations of the candidate's qualifications. The tenured faculty will vote on the candidate's request for tenure and promotion in compliance with the balloting guidelines and procedures established in sections below on **Review and Recommendations** and **Decisions**.
- These ballots are advisory to the Dean. The Dean will make a recommendation to the Provost.

Timing

The tenured faculty's recommendations will be solicited early enough in the academic year to allow time for thoughtful consideration and response prior to University-imposed deadlines for submission of the Dean's recommendations to the Provost. Normally, this will require having the outside review concluded by the end of the fall semester, so that the tenured faculty can conduct its review process and provide their ballots to the Dean at the beginning of the spring semester.

Documentation

Dossiers will be submitted to the tenured faculty through the Academic Dean. If possible, the dossier should be submitted as electronic documents.

Dossiers prepared by each candidate for reappointment, promotion and tenure will include the following:

1. Candidate's current resume
2. A 3-5 page narrative self-evaluation as a teacher-scholar (teaching, research, service)
3. Teaching Portfolio that includes:
 - Reflective statement describing teaching philosophy, strategies, methodologies, and objectives
 - Course syllabi
 - Peer and tenured faculty member evaluation of the candidate's teaching resulting in written reports utilizing a common format and shared with him or her, based on classroom visits at

reasonable intervals over the teaching service to the School rather than only in the year in which the tenure decision is made

- Course-load data, including new and repeat courses, class size, nature of the course, and the like over the period of the candidate's teaching service to the School
- An executive summary of course evaluations for the tenure review period (prepared by candidate)
- Student evaluations (from at least the three years preceding the tenure decision; provided by the School)

4. Research

- Publications (books, articles, including those accepted but not yet published, current work in progress)
- Grants
- Professional presentations
- Published reviews of one's work

5. Service

- Committee activities (school, university, community)
- Presentations on campus
- Presentations in the community
- Positions of responsibility outside the university community

Outside Review

For decisions involving tenure and promotion, outside evaluations of a candidate's scholarship are required. The Academic Dean will oversee compiling the list of potential evaluators who are familiar with the candidate's area of research. The list of potential evaluators may not include the candidate's Ph.D. mentor, co-authors, collaborators, personal friends, or anyone who is deemed to have a vested interest in the outcome of the tenure/promotion process of the candidate (standard conflict of interest acknowledgement).

The candidate will be asked to furnish a list of individuals who could serve in this capacity. The candidate also shall have the right to provide the Academic Dean with the name(s) of evaluators or reviewers who he/she feels may be biased against the candidate or his/her research. The tenured faculty will be asked to compile a similar list of potential evaluators. The Academic Dean, in consultation with the tenured faculty, will compile the final list of reviewers with names drawn from both lists. The majority of outside evaluator letters must be from people not recommended by the candidate. Normally there will be two reviewers from the candidate's list and three from the tenured faculty list.

Letters will be requested early in the fall (October) to allow sufficient time for the evaluators to submit their letters by the end of the fall semester. Evaluators will also be provided with a summary of the School's tenure and/or promotion processes/procedures, including school and university expectations for tenure and/or promotion. Outside evaluators will be assured that the University will maintain the confidentiality of the evaluators to the extent allowed by law.

Review and Recommendations

To facilitate the review process, each fall the tenured faculty will elect from its ranks a chairperson of the tenured faculty. The chairperson will lead the tenured faculty in its consideration of each tenure, promotion, and reappointment recommendation to be made; will call and chair meetings of

the tenured faculty held to review the tenure application; and will serve as the tenured faculty's representative in counting of the advisory ballots. If there is a review for promotion to full professor scheduled in a given year, the chair of the tenured faculty must hold the rank of professor.

After the dossiers have been available a sufficient time to allow review by the tenured faculty, the chairperson of the tenured faculty will call a meeting for discussion and consideration of each candidate. Afterwards, each tenured faculty member senior in rank to the candidate will be expected to provide his/her individual recommendation to the Dean, formally by secret ballot. Ballots will be distributed, and the deadline for their return announced by the chairperson of the faculty. Each ballot will contain space for explanatory comments related to the evaluative areas of teaching, professional achievement and growth, and service that the tenured faculty member may wish to provide the Dean (see Appendix A). The ballots will be opened and counted by the Dean and the chairperson of the tenured faculty.

The ballot will be comprised of a four-point scale including:

- Strongly endorse reappointment/promotion/tenure
- Endorse for reappointment/promotion/tenure
- Against reappointment/promotion/tenure
- Strongly against reappointment/promotion/tenure

The right to vote on a tenure case extends only to faculty members participating in real time for discussion, preferably in person. As a member of the tenured faculty, the Dean may attend the discussion, but the Dean does not vote, because the faculty vote is advisory to the Dean.

Decisions

After consideration of the results of this advisory balloting and the Dean's own review of the dossier and the evaluations of the outside reviewers, the Dean will make a recommendation to the Provost. Normally, the candidate will not be informed of the decision until after the review of the file by the Provost. The numerical vote and the opinion of each individual faculty will be kept in confidence by all participants in the process and not made known to the candidate.

The Dean's recommendation to the Provost will include:

- A summary assessment of the tenure application and the rationale for the decision
- The vote distribution of the tenured faculty
- Supporting material as stipulated at <http://provost.wfu.edu/current-faculty/faculty-resources/tenure-and-promotion/>

In the case of negative decisions on reappointment or tenure at the end of the stipulated probationary period, the University policy on non-reappointment will be observed.

PROMOTION TO THE RANK OF PROFESSOR (WITH TENURE)

Timing

Promotion to the rank of professor will normally not be considered until five years after appointment as a tenured associate professor.

Qualifications

For promotion to the rank of professor, a candidate must have an outstanding record in either teaching or research/publication and be above average in the other category. A candidate's teaching effectiveness and research/publication productivity must be an extension of, or superior to, the performance levels required to receive tenure in the Divinity School. In general, service to the School and University are important but do not carry as much weight as the candidate's effectiveness in teaching and research/publication. However, as a qualification for promotion to the rank of professor, the candidate will be expected to have provided leadership in service to the School and/or University, and/or professional organizations.

Procedure

A qualified associate professor may ask to be considered for promotion to the rank of professor, or the Dean and the tenured faculty holding that rank within the School may decide that a candidate should be considered for promotion. Steps include:

- Candidate will prepare a dossier as outlined below.
- Outside reviewers will evaluate the dossier. Normally the outside reviewers will hold the rank of professor.
- The tenured faculty holding the rank of professor will review the dossier and the evaluations from the outside reviewers. They may seek input from other faculty at the School of Divinity or in the University regarding their evaluations of the candidate's qualifications. The tenured faculty holding the rank of professor will vote on the candidate's request for promotion in compliance with the balloting guidelines and procedures established in sections on **Review and Recommendations and Decisions**.
- These ballots are advisory to the Dean.

Documentation

Dossiers will be submitted to the tenured faculty through the Academic Dean, if the Academic Dean holds the rank of professor. If the Academic Dean does not hold the rank of professor, dossiers will be submitted to the tenured faculty through the Dean. If possible, the dossier should be submitted as electronic documents.

Dossiers prepared by each candidate for promotion will include the following:

1. Candidate's current resume
2. A 3-5 page narrative self-evaluation as a teacher-scholar (teaching, research, service)
3. Teaching Portfolio that includes:
 - Course syllabi
 - Course-load data, including new and repeat courses, class size, nature of the course, and the like over the period covered by the review
 - Student evaluations (from at least the three years preceding the promotion review)
4. Research
 - Publications (books, articles, including those accepted but not yet published, current work in progress)

- Grants
- Professional presentations
- Published reviews of one's work

5. Service

- Committee activities (school, university, community)
- Presentations on campus
- Presentations in the community
- Positions of responsibility outside the university community

Outside Review

For decisions involving promotion, outside evaluations of a candidate's scholarship are required. If the Academic Dean holds the rank of professor, the Academic Dean will oversee compiling the list of potential evaluators who are familiar with the candidate's area of research. If the Academic Dean does not hold the rank of professor, the Dean will collaborate with the chair of the tenured faculty (as described below) in compiling the list of evaluators. The list of potential evaluators may not include the candidate's Ph.D. mentor, co-authors, collaborators, personal friends, departmental colleagues, university colleagues, or anyone who is deemed to have a vested interest in the outcome of the tenure/promotion process of the candidate (standard conflict of interest acknowledgement).

The candidate will be asked to furnish a list of individuals who could serve in this capacity. The candidate also shall have the right to provide the Academic Dean (or Dean, as applicable) with the name(s) of evaluators or reviewers who he/she feels may be biased against the candidate or his/her research. The tenured faculty will be asked to compile a similar list of potential evaluators. The Academic Dean (or Dean, as applicable), in consultation with the tenured faculty, will compile the final list of reviewers with names drawn from both lists. The majority of outside evaluator letters must be from people not recommended by the candidate. A minimum of three reviewers must be consulted.

Letters will be requested early in the fall (October) to allow sufficient time for the evaluators to submit their letters by the end of the fall semester. Evaluators will also be provided with a summary of the School's tenure and/or promotion processes/procedures, including school and university expectations for promotion. Outside evaluators will be assured that the University will maintain the confidentiality of the evaluators to the extent allowed by law.

Review and Recommendations

After the dossiers have been available a sufficient time to allow review by the tenured faculty holding the rank of professor, the chairperson of the tenured faculty will call a meeting for discussion and consideration of the candidate. Afterwards, each tenured faculty member holding the rank of professor will be expected to provide his/her individual recommendation to the Dean, formally by secret ballot. Ballots will be distributed, and the deadline for their return announced by the chairperson of the faculty. Each ballot will contain space for explanatory comments related to the evaluative areas of teaching, professional achievement and growth, and service (see Appendix A). The ballots will be opened and counted by the Dean and the chairperson of the tenured faculty.

The ballot will be comprised of a four-point scale including:

- Strongly endorse promotion
- Endorse for promotion
- Against promotion

- Strongly against promotion

The right to vote on a promotion case extends only to faculty members participating in real time for discussion, preferably in person. As a member of the tenured faculty holding the rank of professor, the Dean may attend the discussion, but the Dean does not vote, because the faculty vote is advisory to the Dean.

Decisions

After consideration of the results of this advisory balloting and the Dean's own review of the dossier and the evaluations of the outside reviewers, the Dean will make a recommendation to the Provost. Normally, the candidate will not be informed of the decision until after the review of the file by the Provost. The numerical vote and the opinion of each individual faculty will be kept in confidence by all participants in the consultation and not made known to the candidate.

The Dean's recommendation to the Provost will include:

- A summary assessment of the promotion application and the rationale for the decision
- The vote distribution of the tenured faculty
- Supporting material as stipulated at <http://provost.wfu.edu/current-faculty/faculty-resources/tenure-and-promotion/>

APPENDIX A

EVALUATION AS A TEACHER

Please evaluate the faculty member's effectiveness as a teacher and advisor of students, including strengths and weaknesses. Give his or her qualifications as a lecturer, classroom instructor, seminar leader, and supervisor of independent work, as appropriate. Also, give the sources of information and basis for evaluation.

PROFESSIONAL ACHIEVEMENT AND GROWTH

Please describe the faculty member's professional achievements and capacity for professional growth. In this evaluation, please include discussion and summary of quality and quantity of research, scholarly and creative activity, publication, active participation in professional organizations, ability to keep abreast of developments in the discipline, and respect and reputation among professional colleagues regionally and nationally.

OTHER CONTRIBUTIONS

Please comment on the faculty member's other contributions to the welfare of the School of Divinity and University community as, for example, through participation in faculty governance and academic policy-making, advising and guiding students, engaging in activities beyond teaching and professional endeavors that tend to enhance the intellectual climate of the institution; and contributions to the extra-University community, particularly in ways that make use of the professional expertise of the faculty member.

APPENDIX B: Faculty Governance Committees

Admissions and Scholarship Committee

The Admissions and Scholarship Committee is concerned with policy in matters of student admission and financial aid for the M.Div. It reviews and proposes policies and practices concerning admissions and scholarships, and oversees the process for student prizes. The committee and the Associate Dean for Admissions and Student Services work together to set policy and assist with recruitment efforts; the Admissions Office staff (under the direction of the associate dean) administer those policies and practices in consultation from the committee. The committee reads and evaluates applications for admission in exceptional cases and reviews all appeals to an admissions decision. The committee evaluates eligible candidates during the Wake Scholars Visit and also oversees the process for awarding the Guthrie Prize.

Curriculum and Academic Policy Committee

The Curriculum and Academic Policy Committee (CAP) is a faculty governance committee of the School of Divinity as specified by the faculty handbook. It is composed of 1) full-time members of the voting faculty who serve for two-year renewable terms; 2) non-voting University representatives from the Library and from Instructional Technology; and 3) two non-voting student representatives nominated and approved by the faculty.

CAP meets twice monthly throughout the academic year (September through May) and has the following primary responsibilities: (1) Oversees the school's academic policies; (2) Oversees curriculum assessment and development; (3) Receives and approves student transfer credit requests following school policy for academic work done out of residence; (4) Receives and makes decisions regarding student proposals for advanced standing and for exceptions to curricular requirements; (5) Manages the school's continuing eligibility policy, including academic probation and withdrawals. Only faculty and staff representatives hear individual student requests and proposals. Committee minutes are maintained in the Office of the Academic Dean. All academic policies are published yearly in the Bulletin.

Promotion and Tenure Committee (comprised of all tenured faculty)

Dean's Advisory Committee

As an advisory body, the Dean's Advisory Committee makes recommendations to the Dean regarding matters such as committee nominations, Steelman lectures, strategic and long range planning, personnel and policy, and faculty handbook review and updates. Search committees may also fall to this advisory committee. As appropriate, the committee's recommendations are brought to the faculty for a vote, referred by the Dean to the appropriate University office, or taken under advisement by the Dean for future action and long term planning. The membership of the Dean's Advisory Committee consists of three faculty members (two elected at large by a vote of the faculty and one appointed by the Dean after this election to ensure diversity of faculty representation); the associate dean of academic affairs; and the dean of the School of Divinity.

CHAPTER TWELVE

Z. SMITH REYNOLDS LIBRARY

Z. Smith Reynolds Librarians' Assembly Governing Document

I. Organizational Structure

The Librarians' Assembly of the Z. Smith Reynolds Library is composed of librarians and other professionals appointed to regular library faculty, visiting library faculty, and teaching library faculty positions. The Dean of the Library has primary responsibility for the overall direction and administration of the Z. Smith Reynolds Library. The Dean is appointed by and serves at the pleasure of the President, and reports directly to the Provost.

The Dean shares responsibilities with the Associate Dean and the Directors of the functional units, all of whom are members of the library's Administrative Council. In addition to the library faculty, there are also other library staff (both exempt and non-exempt) who carry out the work of the library. There are both exempt and non-exempt staff representatives to the Administrative Council.

II. Governance

The library faculty are governed in accordance with generally accepted faculty standards and processes. This governance includes peer review for promotion and continuing appointment of all regular library faculty and teaching library faculty. Visiting library faculty are reviewed annually by their home department and the Dean. Library faculty are non-tenured, with term employment contracts. The length of contract depends on the rank of the library faculty member.

Regular library faculty members are promoted through ranks of Assistant Librarian, Associate Librarian, Librarian, and Senior Librarian. Teaching library faculty are promoted through ranks of Assistant Teaching Librarian, Associate Teaching Librarian, and Teaching Librarian. Review for promotion is not tied to continuing appointment review and can be initiated at any time after the required years of employment have been met. The promotion process involves evaluation by the Peer Review Committee followed by administrative approval upon recommendation of the Committee. (See Section XI for information about the Peer Review Committee.)

III. Librarianship, Scholarship & Professional Achievement, and Service

3.1 Factors for Evaluation

Evaluation of regular library faculty will be based on evidence of a candidate's professional competence and growth in three areas (described in Section 3.2) weighted to the percentages indicated:

- Librarianship (70%)
- Scholarship & Professional Achievement (20%)

- Service (10%)

Evaluation of teaching library faculty will be based on evidence of a candidate's professional competence in two areas weighted to the percentages indicated:

- Librarianship (90%)
- Service (10%)

Evaluation of visiting library faculty will be based on evidence of professional competence in two areas weighted to the percentages indicated:

- Librarianship (90%)
- Service (10%)

3.2 Factors Defined

3.2.1 Librarianship

Librarianship should be viewed as the body of work related to an individual's job description. The elements comprising Librarianship for each individual will differ based on their particular position. Library faculty will be evaluated in this category on their performance in their particular roles—collection management, organization of knowledge, reference, instruction, information technology, preservation, outreach, management, etc. Library faculty should also contribute to the collegiality of the library and Wake Forest University.

Evidence of effective Librarianship may be demonstrated by (but is not limited to) the following:

- Effective management of library collections, in any medium
- Effective management of library operations and staff
- Design and installation of library exhibits
- Development and implementation of classes and programs that encourage information literacy
- Development of productive liaison relationships with the faculty and students of designated academic departments
- Teaching and assistance in the effective use of bibliographic tools
- Instruction for library users through reference assistance, personal research sessions, virtual reference, etc.
- Original cataloging of library resources
- Creation of user assistance materials that serve curricular objectives, such as bibliographies, research guides, online tutorials, web pages, etc.
- Creation of metadata for digital resources
- Development and implementation of effective methods for organizing, classifying, or cataloging

information resources

- Identifying, locating, and obtaining needed research materials not available in WFU Libraries
- Preservation and conservation of library materials
- Formulation and implementation of policies and procedures for archives management
- Development and implementation of library-related technology
- Web page design and development
- Development and implementation of digital archives and manuscript finding aids
- Analyses of library collections or services
- Professional development (including attendance at professional conferences, training course, advanced study relevant to professional work, etc.)

3.2.2 Scholarship & Professional Achievement

Scholarship includes activities that engage the individual in additional learning related to an appropriate area of inquiry, which is then made available to other professionals through publication or other tangible means. Professional Achievement includes those activities in which a library faculty member takes on responsibilities or receives recognition from professional organizations or committees outside the library.

Evidence of Scholarship & Professional Achievement external to the library may include (but is not limited to) the following:

- Publications, including (but not limited to) journal articles, books, book chapters, and electronic productions; editorial work
- Reviews of books or other media
- Serving as a publication referee or on editorial boards
- Presentations at scholarly or professional conferences
- Participation in professional organizations, conferences, and committees
- Serving in leadership positions on committees in professional organizations
- Development and implementation of courses on scholarly topics for other professionals
- Grant writing
- Development of professional guidelines or training materials
- Creation of web content related to professional activities
- Writing external review letters for colleagues at other institutions

3.2.3 Service

Service that goes beyond assigned responsibilities and effectively benefits the library, the University, or the community shall be considered. The primary criteria for evaluating Service will be the importance and duration of the candidate's assignment, together with the extent and effectiveness of their participation. In each of the three areas listed below, library faculty should be able to demonstrate that the Service activities are relevant to their promotion and continuing appointments.

Types of Service for which library faculty will be evaluated may include the following:

- Service to the University, including participation in University committees and interdepartmental committees, academic advising, and other contributions to the mission of Wake Forest University
- Service to the library, including participation in library committees, task forces, search committees, interdepartmental committees, mentoring within the library, special projects, special events, etc.
- Service to the community, including participation in or collaboration with community organizations or projects, cultural organizations, civic organizations, religious bodies, etc.

IV. Appointment and Employment Contracts

4.1 Appointments

The appointment process ensures that library faculty have a guaranteed period of employment, which will enable them to pursue their jobs and academic endeavors with the assurance of the University's commitment to their professional development.

Library faculty will have multi-year contracts, with the possibility of renewal through the continuing appointment process. Length of contract will depend on their rank, but continuing appointment is not dependent on promotion in rank. Except in the case of Assistant Librarians or Assistant Teaching Librarians in their seventh year, library faculty may request to be reappointed at their current level without penalty when their contract renewal date arrives. Extensions due to medical leave, disability, or other leave in accordance with the Family and Medical Leave Act (FMLA) may be granted on a case-by-case basis in consultation with the Peer Review Committee and Dean.

In cases where a library faculty member's employment is terminated without due cause while within the term of a contract, the University will compensate them for the remaining period of that contract.

4.2 Initial Appointment

The Peer Review Committee will meet with finalists for library faculty positions as part of the interview process. During this meeting, the Committee will outline the rank and promotion process for library faculty, and the candidate will have the opportunity to ask questions of the Committee members. The Peer Review Committee will make a recommendation to the Dean concerning the appropriate rank for each candidate.

All newly hired non-visiting library faculty at the rank of Assistant Librarian, Assistant Teaching Librarian, Associate Teaching Librarian, and Teaching Librarian will receive a one-year initial appointment. Newly hired non-visiting library faculty at the rank of Associate Librarian, Librarian, and Senior Librarian will receive a two-year initial appointment. Before the conclusion of the initial appointment, the Peer Review Committee will conduct a continuing appointment review. The Committee will recommend one of the following to the Dean: a continuing appointment appropriate to the rank at

which the individual was hired, an extension in accordance with the Family and Medical Leave Act (FMLA), or termination.

4.3 Regular Library Faculty

4.3.1 Assistant Librarian

After the initial appointment, Assistant Librarians may receive a three-year contract. At the beginning of the fourth year of employment as a librarian or professional equivalent, the Assistant Librarian may begin the process of promotion to Associate Librarian.

A library faculty member may request a second three-year contract at the Assistant level. Before the end of the second contract term, they *must* apply for promotion to Associate Librarian.

4.3.2 Associate Librarian

Associate Librarians receive five-year contracts. Any time after the completion of eight years of employment as a librarian or professional equivalent, the Associate Librarian may begin the process of promotion to the rank of Librarian. Promotion beyond the Associate Librarian level is not required.

4.3.3 Librarian

Librarians receive seven-year contracts. Any time after the completion of fifteen years of employment as a librarian or professional equivalent, the Librarian may begin the process of promotion to the rank of Senior Librarian.

4.3.4 Senior Librarian

Senior Librarians receive seven-year contracts.

4.4 Visiting Library Faculty

Any of the four faculty rank designations (Assistant Librarian, Associate Librarian, Librarian, and Senior Librarian) may be assigned the prefix-qualifier “Visiting”; the prefix “Visiting” indicates an appointment for one academic year which may be renewed for a total of not more than three years.

4.5 Teaching Library Faculty

Assistant Teaching Librarians, Associate Teaching Librarians, and Teaching Librarians are library faculty members whose primary responsibility is instruction. Teaching library faculty are essential to fulfilling the core teaching and service missions of the library. They are the library counterpart to the non-tenure track teaching professionals in the College and as such are fully integrated into most aspects of the library. They are eligible for all rights, privileges, and benefits accorded to regular library faculty, with one exception: contracts are a maximum length of 5 years. Teaching library faculty are eligible for promotions within the career path as described below. The contributions of these teaching librarians are

significant and cover a broad range of areas, which may include teaching, advising, and Service to their program, department, or University. The primary responsibility of a person hired as a teaching librarian will be instruction, but as they gain seniority, more Service will be expected. The typical teaching load will be multiple credit-bearing courses per semester, but the load may vary depending on the nature and volume of the Service component.

4.5.1 Assistant Teaching Librarian

After the initial appointment year, Assistant Teaching Librarians may receive a contract of up to two years. At the beginning of the fourth year of employment as a librarian or professional equivalent, the Assistant Teaching Librarian may begin the process of promotion to Associate Teaching Librarian.

A library faculty member may request two additional two-year contracts at the Assistant level. Before the end of the third contract term, they *must* apply for promotion to Associate Teaching Librarian.

4.5.2 Associate Teaching Librarian

Associate Teaching Librarians receive contracts of up to five years. Any time after the completion of eight years of employment as a librarian or professional equivalent, the Associate Teaching Librarian may begin the process of promotion to the rank of Teaching Librarian. Promotion beyond the Associate Teaching Librarian level is not required.

4.5.3 Teaching Librarian

Teaching Librarians receive contracts of up to seven years.

V. Three Types of Review

All library faculty undergo annual reviews. (See Section VI.) Visiting library faculty will be evaluated both annually and for continuing appointment by their supervisors and the Dean, without direct input from the Peer Review Committee. Regular library faculty and teaching library faculty undergo the continuing appointment process at the end of each contract term (including the initial appointment term). (See Section VII.) Regular library faculty and teaching library faculty may pursue promotion in rank. (See Section VIII.) The promotion from the rank of Assistant Librarian to the rank of Associate Librarian is mandatory. The promotion from the rank of Assistant Teaching Librarian to the rank of Associate Teaching Librarian mandatory.

VI. Annual Review Process

Each year all regular library faculty, visiting library faculty, and teaching library faculty will participate in an annual review—including those with an initial appointment of two years. The process will take place in accordance with the University-wide faculty review process. A complete annual review will include:

- A summary review letter written by each library faculty member and submitted to their immediate supervisor
- A letter from their supervisor submitted to the Dean
- Any additional University-sanctioned reporting processes

VII. Continuing Appointment Process

The following process applies only to regular library faculty and teaching library faculty.

7.1 End of the Initial Appointment

At the end of the initial appointment, the library faculty member will receive either:

- A continuing appointment at the rank at which they were hired
- An extension in accordance with the Family and Medical Leave Act (FMLA), which may be granted on a case-by-case basis in consultation with the Peer Review Committee and Dean
- Notification that their appointment will not be renewed

7.1.1 Timeline for Assistant Librarian and Assistant Teaching Librarian

Below is the timeline for the end of the initial appointment for newly hired regular library faculty and teaching library faculty at the rank of Assistant Librarian and Assistant Teaching Librarian:

- One hundred and fifty (150) days before the end of the initial appointment, the Dean's Office will notify the library faculty member and their supervisor of the upcoming process.
- One hundred and five (105) days before the end of the initial appointment, the library faculty member will submit a summary letter and CV to the Peer Review Committee describing their activities during the contract term.
- One hundred and five (105) days before the end of the initial appointment, the supervisor must submit a summary letter to the Peer Review Committee on behalf of the library faculty member.
- Ninety (90) days before the end of the initial appointment, the Peer Review Committee will submit its recommendation to the Dean.
- Seventy-five (75) days before the end of the initial appointment, the Dean submits a recommendation to the Provost.
- Sixty (60) days or sooner before the end of the initial appointment, the Dean will notify the library faculty member of the decision.

7.1.2 Timeline for Associate Librarian, Associate Teaching Librarian, Librarian, Teaching Librarian, and Senior Librarian

Below is the timeline for the end of the initial appointment for newly hired regular library faculty at the rank of Associate Librarian, Associate Teaching Librarian, Librarian, Teaching Librarian, and Senior Librarian:

- One hundred and eighty (180) days before the end of the initial appointment, the Dean's Office will notify the library faculty member and their supervisor of the upcoming process.
- One hundred and thirty-five (135) days before the end of the initial appointment, the library faculty member will submit a summary letter and CV to the Peer Review Committee describing their activities during the contract term.
- One hundred and thirty-five (135) days before the end of initial appointment, the supervisor must submit a summary letter to the Peer Review Committee on behalf of the library faculty member.
- One hundred and twenty (120) days before the end of the initial appointment, the Peer Review Committee will submit its recommendation to the Dean.
- One hundred and five (105) days before the end of the initial appointment, the Dean submits a recommendation to the Provost.
- Ninety (90) days or sooner before the end of the initial appointment, the Dean will notify the library faculty member of the decision.

7.2 Continuing Appointment Process

The process for continuing appointment for library faculty includes the preparation of a dossier based on annual reviews and cumulative work during the contract period, and a meeting with the Peer Review Committee if necessary. The Peer Review Committee will make a recommendation to the Dean. The Dean will consider all the information provided and forward a recommendation to the Provost. It will be within the discretion of the Provost whether to offer the library faculty member a term of employment. New contracts would take effect on the anniversary of the librarian's contract date.

If a library faculty member seeks continuing appointment and promotion in the same academic year, they will submit separate letters and dossiers to the Peer Review Committee for each process and according to each process-specific timeline.

7.3 Dossier for Continuing Appointment

The continuing appointment dossier will represent the work of the library faculty member during the period of the appointment contract. The candidate may also include any work achieved since submission of their last continuing appointment dossier, if applicable. The dossier will consist of a summary letter from the candidate, a CV, annual reviews, and a letter from the candidate's supervisor and/or Director. The dossier will include the components listed in the following sections.

7.3.1 Summary Letter

The dossier should include a summary letter than details the library faculty member's activities and accomplishments in the areas of Librarianship, Scholarship & Professional Achievement (where

applicable), and Service.

7.3.2 Curriculum Vitae

The CV should include a detailed record of the library faculty member's professional accomplishments including educational background, work history, publication/presentation history, awards, and memberships.

The library faculty member's CV may include:

- Educational institutions attended, including degrees with dates and specialties
- Employment history and job responsibilities
- University, library, or professional activities
- Publications and presentations
- Memberships in professional or academic organizations, offices held
- Professional meetings, conferences, etc.
- Continuing education programs, workshops, seminars, etc.
- Fellowships, grants, awards, or other special honors

7.3.3 Annual Reviews

The dossier should include copies of the library faculty member's complete annual reviews from the prior appointment period. (See Section VI.)

7.4 Continuing Appointment Timeline

- One hundred and ninety-five (195) days before the end of the contract, the Dean's Office will notify the library faculty member and their supervisor of the upcoming process.
- One hundred and fifty (150) days before the end of the contract, the library faculty member will submit a summary letter and dossier to the Peer Review Committee describing their activities during the contract term.
- One hundred and fifty (150) days before the end of the contract, the supervisor must submit a summary letter to the Peer Review Committee on behalf of the library faculty member.
- One hundred and twenty-seven (127) days before the end of the contract, the Peer Review Committee will submit its recommendation to the Dean.
- One hundred and five (105) days before the end of the contract, the Dean submits a recommendation to the Provost.
- Ninety (90) days or sooner before the end of the contract, the Dean will notify the library faculty member of the decision.

7.5 Criteria for Recommendation for Continuing Appointment

The Peer Review Committee will make a recommendation to the Dean either in favor of or against the continuing appointment. The Dean may request other input or documentation from relevant sources (including the library faculty member's immediate supervisor or Director), or take into consideration other factors the Dean deems relevant.

7.5.1 Satisfactory Performance

A library faculty member who shows Satisfactory performance will generally be recommended for continuing appointment. A Satisfactory performance level means the library faculty member:

- Received positive job performance reviews during the period under review
- Participated in Scholarship & Professional Achievement and Service
- Pursued at least one job-related professional development opportunity during each year of the period under review

7.5.2 Unsatisfactory Performance

If a library faculty member is not renewed, it may be for the following reasons:

- Poor completion of job responsibilities
- Failure to participate in Scholarship & Professional Achievement and Service
- Inability to collaborate and foster a collegial and open working environment
- Lack of engagement in professional development

VIII. Promotion Process

The following process applies only to regular library faculty and teaching library faculty.

8.1 Criteria for Promotion in Rank

Appointment or promotion to any rank is recognition of past achievement and an expectation that the individual is capable of continued growth and accomplishment. The basic criterion for promotion is performance of Librarianship that contributes to the educational and research mission of the University. Promotion from one rank to another recognizes and encourages Scholarship & Professional Achievement on the part of the regular library faculty member. It also acknowledges significant Service to the library, the University, and the community. However, no degree of excellence in Scholarship & Professional Achievement or Service can compensate for unsatisfactory performance of job responsibilities.

8.2 Time to Promotion and Time in Rank

Assistant Librarians are eligible to apply for promotion to the rank of Associate Librarian after they have completed the third full year of employment as a librarian or professional equivalent (not necessarily at Wake Forest), including the initial appointment year, and no later than the end of the sixth year as

Assistant Librarian at Wake Forest. Extensions may be granted on a case-by-case basis in consultation with the Peer Review Committee and Dean. Associate Librarians are eligible to apply for promotion to the rank of Librarian after they have completed their eighth year of employment as a librarian or professional equivalent (not necessarily at Wake Forest). Advancement beyond the level of Associate Librarian is not required. Librarians are eligible to apply for promotion to the rank of Senior Librarian after they have completed their fifteenth year of employment as a librarian or professional equivalent (not necessarily at Wake Forest).

Assistant Teaching Librarians are eligible for promotion to the rank of Associate Teaching Librarian after they have completed the third full year of employment as a librarian or professional equivalent (not necessarily at Wake Forest), including the initial appointment year, and no later than the end of the sixth year as Assistant Teaching Librarian at Wake Forest. Extensions may be granted on a case-by-case basis in consultation with the Peer Review Committee and Dean. Associate Teaching Librarians are eligible to apply for promotion to the rank of Teaching Librarian after they have completed their eighth year of employment as a librarian or professional equivalent (not necessarily at Wake Forest). Advancement beyond the level of Associate Teaching Librarian is not required.

8.3 Appointment as Assistant Librarian

This is the beginning rank for regular library faculty. The minimum requirement is a Master of Library Science or an equivalent degree. Assistant Librarians are in the process of developing a professional identity and competence.

8.4 Promotion to Associate Librarian

Promotion to Associate Librarian is based upon professional growth and the promise of growth. Promotion to this rank requires the library faculty member to demonstrate competence and productivity. Performance is at a higher level than that of an Assistant Librarian.

8.4.1 Accomplishments for Promotion to Associate Librarian

The candidate should prepare a dossier that contains documentation of accomplishments in following aspects of Librarianship, Scholarship & Professional Achievement, and Service:

- Successful performance of assigned responsibilities
- Demonstrated ability to work effectively with others (e.g. patrons, colleagues, and subordinates)
- Demonstrated ability to act independently and creatively in assigned positions
- Demonstrated awareness of current trends and developments in the library profession and related subject fields, including technological advancements
- Participation in the University and professional environments (e.g. participation in assigned committees)
- Participation in Scholarship & Professional Achievement
- Participation in professional development

These areas must be supported by a broad understanding of the role of the academic library in the University community, of the contribution of the academic library to teaching and research, and by a familiarity with techniques specific to library and information science and the principles underlying them.

8.5 Promotion to Librarian

Promotion to Librarian requires a proven record of accomplishment, marked by higher levels of responsibility. The Librarian must be effective, productive, and resourceful. Excellence in job performance is mandatory for promotion to this rank. Excellence in Scholarship & Professional Achievement and Service is also required. Promotion to this rank is based on an assessment of a candidate's cumulative professional performance, not just a single accomplishment.

8.5.1 Accomplishments for Promotion to Librarian

The candidate should prepare a dossier that contains documentation of accomplishments in following aspects of Librarianship, Scholarship & Professional Achievement, and Service:

- Continued success in areas listed for Associate Librarian (see Section 8.4.1)
- Demonstrated excellence in detailed and complex components of one's job (e.g. excellent customer service, extensive topical or organizational knowledge)
- Significant participation in University or professional Service opportunities
- Significant professional achievement
- Creative and adaptive responses to library needs
- Engagement in significant professional development

8.6 Promotion to Senior Librarian

Promotion to Senior Librarian is reserved for those whose contributions to the library profession are substantial and widely recognized. Job performance, scholarship, professional accomplishments, and contributions to the profession must be at the highest levels of excellence. Evidence of leadership is required, as is a broad understanding of overall library operations beyond the primary assignment. Promotion to this rank is based on an assessment of a candidate's cumulative professional performance, not just a single accomplishment. At this rank, a candidate will have achieved professional recognition at the statewide, regional, and national levels.

8.6.1 Accomplishments for Promotion to Senior Librarian

The candidate should prepare a dossier that contains documentation of accomplishments in following aspects of Librarianship, Scholarship & Professional Achievement, and Service:

- Continued success in areas listed for Associate Librarian (see Section 8.4.1) and Librarian (see Section 8.5.1)
- Evidence of long-term, distinguished leadership recognized both inside and outside the University

- Taking leadership roles in the University or profession
- Demonstrating initiative in relation to projects, innovative programs, or professional activities
- Engagement in activities that have a significant impact on the University or professional organizations
- Engagement in creative problem-solving that addresses significant needs of the University or profession
- Significant professional achievement that impacts the University or profession
- Significant mentoring activities in University or professional environments

8.7 Appointment as Assistant Teaching Librarian

This is the beginning rank for teaching library faculty. The minimum requirement is a Master of Library Science or an equivalent degree. Assistant Teaching Librarians are in the process of developing their professional identity and competence as an instructor.

8.8 Promotion to Associate Teaching Librarian

Promotion to Associate Teaching Librarian is based upon professional growth and the promise of growth. Promotion to this rank requires the library faculty member to demonstrate competence and productivity. Performance is at a higher level than that of an Assistant Teaching Librarian.

8.8.1 Accomplishments for Promotion to Associate Teaching Librarian

The candidate should prepare a dossier that contains documentation of accomplishments in following aspects of Librarianship and Service:

- Successful performance of teaching and teaching-related activities
- Demonstrated ability to work effectively with others (e.g. students, patrons, and colleagues)
- Demonstrated ability to act independently and creatively in assigned positions
- Demonstrated awareness of current trends and developments in library instruction and related fields including technological advancements
- Participation in the University and professional environments (e.g. participation in assigned committees)
- Participation in professional development

These areas must be supported by a broad understanding of the role of the academic library in the University community and of the contribution of the academic library to teaching and research.

8.9 Promotion to Teaching Librarian

Promotion to Teaching Librarian requires a proven record of accomplishment. The Teaching Librarian must be effective, productive, and resourceful. Excellence in job performance is mandatory for promotion

to this rank. Excellence in Service is also required. Promotion to this rank is based on an assessment of a candidate's cumulative professional performance, not just a single accomplishment.

8.9.1 Accomplishments for Promotion to Teaching Librarian

The candidate should prepare a dossier that contains documentation of accomplishments in following aspects of Librarianship and Service:

- Continued success in areas listed for Associate Teaching Librarian (see Section 8.8.1)
- Demonstrated excellence in the practice of library instruction (e.g. design, teaching, or evaluation)
- Significant participation in University and professional environments
- Significant service to students beyond library science credit courses
- Engagement in significant professional development

8.10 Promotion Review Process

8.10.1 Overview

The purpose of the promotion process is to provide library faculty with support for their continued growth and performance in the University and professional communities. Unlike the continuing appointment process, which emphasizes job performance and professional growth, the promotion process is intended to identify those library faculty members who are performing at higher levels and should be recognized for their level of expertise in their field. Promotion is also evidence of the University's commitment to library faculty's professional development.

The promotion process is entirely separate from the continuing appointment process. A failure to be promoted does not affect the library faculty member's appointment with the University. Once a library faculty member reaches the rank of Associate Librarian or Associate Teaching Librarian, future promotion is a voluntary process.

Library faculty must initiate a promotion review if they wish to be considered for a promotion in rank. The promotion review process can be initiated after the minimum requirement for years of employment have been met. A library faculty member is not required to wait until the final year of a contract term to begin the promotion review process.

8.10.2 Process

After initiating a promotion review with the Peer Review Committee, the candidate must submit a dossier. Peer Review Committee will review dossier and may request a meeting with or additional documentation from the candidate. The candidate's immediate supervisor will submit a letter of recommendation by the date specified in the timeline (9.13).

When applicable, the Dean's Office will request and receive letters of recommendation from external reviewers (per ¶ 8.12.5, teaching librarians may include internal letters). After the promotion evaluation,

the Peer Review Committee will provide a recommendation for or against promotion to the Dean. The Dean may request other input or documentation from relevant sources (including the candidate's immediate supervisor or Director), or take into consideration other factors the Dean deems relevant. The Dean will make a recommendation to the Provost.

8.11 Peer Review Committee Recommendation

Based on the promotion criteria for a given appointment level, the Peer Review Committee will make a recommendation.

8.11.1 Recommendation for Promotion

In general, a recommendation for promotion means the candidate:

- Received positive annual reviews during the period under review
- Has grown professionally and is serving the University and profession at a higher level than they were previously
- Pursued significant job-related professional development opportunities during the period under review
- Has excelled in Librarianship, Scholarship & Professional Achievement (where applicable), and Service

8.11.2 Recommendation Against Promotion

In general, a recommendation against promotion may mean the candidate:

- Lacked professional growth appropriate to the next level of academic appointment
- Received negative annual reviews during the period under review
- Failed to address performance recommendations during the period under review
- Failed to engage in professional development during the period under review
- Failed to engage in Scholarly & Professional Achievement (where applicable) or Service opportunities during the period under review

8.12 Dossier for Promotion

Letters of recommendation will be solicited by and sent directly to the Dean's Office. The candidate will assemble all other components of the dossier and will submit them to the Chair of the Peer Review Committee in an acceptable electronic format. The dossier will represent the work of the candidate during the period of current academic status and will consist of a summary of work experience during this period, a CV, complete annual reviews, letters of recommendation, and supporting documentation. Any particular achievement submitted in previous dossiers resulting in promotion may not be submitted again

unless it represents a continuing effort or performance. The dossier will include the following components:

8.12.1 Summary Letter

The dossier should include a summary letter that details the candidate's activities and accomplishments over the period of current academic status. The summary may include bullet points, lists, and brief paragraphs emphasizing key points. The summary should demonstrate how the library faculty member's performance has met the required standards of the desired academic status level.

8.12.2 Curriculum Vitae

The CV should include a detailed record of the candidate's professional achievement including educational background, work history, publication/presentation history, accomplishments/awards, and memberships.

The curriculum vitae may include:

- Educational institutions attended, including degrees with dates and specialties
- Employment history and job responsibilities
- University, library, or professional activities
- Publications and presentations
- Memberships in professional or academic organizations, offices held
- Professional meetings, conferences, etc.
- Continuing education programs, workshops, seminars, etc.
- Fellowships, grants, awards, or other special honors

8.12.3 Annual Reviews

The dossier should include copies of the candidate's complete annual reviews and documentation, if available, from the prior appointment period. (See Section VI.)

8.12.4 Supervisor Letter of Recommendation

The supervisor letter will be solicited and received by the Dean's Office, and does not need to be requested by the candidate.

8.12.5 External Letters of Recommendation

The dossier should include the minimum required letters of recommendation appropriate to the level of promotion being pursued. Letters of recommendation from external reviewers will be solicited and received by the Dean's Office, which will also be responsible for ensuring that dossier materials are kept secure. Promotion to the level of Associate Librarian will require at least two external review letters;

promotion to Librarian will require at least three external review letters; promotion to Senior Librarian will require at least four external review letters. Promotion to Associate Teaching Librarian and Teaching Librarian may not require external letters of recommendation, but internal letters may be included as supporting evidence.

8.12.6 Supporting Documentation

In the dossier, the library faculty member should include significant publications, presentations, and other information deemed relevant from the period since their last promotion. PRC may request additional documentation during dossier review.

Letters of recommendation from persons within Wake Forest may be included as supporting documentation, but they are not required and cannot be substituted for external review letters.

8.13 Promotion Timeline

What	When
Library faculty member submits letter of intent to the Chair of the Peer Review Committee	August 1
Library faculty member submits prepared dossier to the Chair of the Peer Review Committee	September 1
Supervisor submits letter to Chair of Peer Review Committee	October 1
Peer Review Committee meets with candidate to discuss dossier if necessary	October-November
Peer Review Committee submits recommendation to Dean	January 5
Dean forwards recommendation to Provost	February 15

IX. Appeals, Grievances, Suspension, and Removal

Library faculty grievances may be brought before the University Grievance Committee, in accordance with the guidelines set forth in the Reynolda Campus Faculty Handbook.

Suspension and removal of library faculty in the event of an alleged serious violation of the law or immoral conduct shall conform to the policies set forth in the Reynolda Campus Faculty Handbook.

X. Peer Review Committee

The Peer Review Committee will be responsible for evaluating both continuing appointment and promotion reviews.

10.1 Peer Review Committee Election and Responsibilities

The Peer Review Committee will consist of five regular or teaching library faculty elected by ballot by the members of the Librarians' Assembly. The Committee will evaluate applications for promotion and continuing appointment and will provide recommendations to the Dean. The Peer Review Committee will not be involved in the continuing appointment of visiting library faculty.

10.2 Eligibility to Serve on the Peer Review Committee

In order to be eligible for membership on the Peer Review Committee, a library faculty member must hold a full-time appointment at the Z. Smith Reynolds Library at the rank of Associate Librarian or Associate Teaching Librarian, or higher. A library faculty member will not be eligible to serve on the Committee for two consecutive terms, unless there are no other eligible candidates available. Visiting library faculty will not be eligible to serve on the Peer Review Committee.

A library faculty member will be ineligible to serve on the Peer Review Committee during a particular term for any of the following reasons:

- They are still on their initial appointment at the beginning of the term.
- They are planning to apply for promotion during the term.
- They are scheduled for continuing appointment review during the term.

10.3 Nomination and Election Process

Members of the Peer Review Committee will be elected by their library faculty peers for terms of two years.

One alternate member will be elected by their library faculty peers for a term of one year. The alternate member will attend Peer Review Committee meetings at the point of need.

An election shall be held no later than June 21 to select Peer Review Committee members for the upcoming term. In addition, one alternate member will be elected every year. All members of the Librarians' Assembly will be eligible to vote, including the nominees. Elections shall be decided by a majority vote of all participating members.

If cases of conflict of interest arise (such as the evaluation of a spouse, domestic partner, family member, or someone in the Committee member's direct line of supervision), affected Peer Review Committee members will recuse themselves from the specific case(s). The alternate member will handle the duties of a recused member or a member who is unable to complete their term.

10.4 Peer Review Committee Charge and Responsibilities

At the beginning of each fiscal year, the Peer Review Committee will select a Chair who will coordinate meetings with the candidates, ensure that timelines are met, and communicate recommendations to the Dean.

The Dean's Office will be responsible for coordinating the ongoing activities of the promotion and continuing appointment processes.

The Peer Review Committee will be responsible for guiding the candidates for continuing appointment and promotion through the respective processes. The Committee will ensure that timelines are met and that appropriate assistance, including feedback to the candidate about the dossier prior to the appointment or promotion meeting, is given if requested. The Committee will work with the candidate to meet timelines and schedule meetings, and with the Dean's Office to coordinate ongoing activities.

The Peer Review Committee will be responsible for making sure that ongoing training in the peer review process is available to all library faculty.

For both continuing appointment and promotion recommendations, the Peer Review Committee will send the candidate's dossier to the Dean along with the Committee's summary recommendation and a justification for that recommendation. If the Dean desires, the Committee will meet with the Dean to discuss the recommendations.

XI. Leave for Library Faculty Members

Because library faculty have twelve-month appointments, their leaves must be regulated to ensure fairness and adequate staffing levels.

11.1 Library Faculty Paid Time Off and FMLA Leave

Library Faculty paid-time-off policies are maintained by WFU Human Resources. This includes the number of days a faculty member qualifies for, based on length of employment; the annual carry-over limit; payouts upon separation or retirement; and eligibility to use Family and Medical Leave Act (FMLA) for leave. Library Faculty leave policies are often, though not always, in line with Exempt Staff policies. Consult Human Resources for up-to-date information.

11.2 Research and Professional Leave

In order to support Librarianship, Scholarship & Professional Achievement, or Service, library faculty may apply for different types of leave.

11.2.1 Professional Development Leave

Library faculty and staff are encouraged to participate in library related activities such as workshops, seminars, conferences, and association leadership. The library's budget includes funding to support

professional development activities. The policy "Professional Development and Travel Guidelines" provides more details about approval processes and funding levels for Professional Development Leave.

11.2.2 Short-Term Leave

In addition, library faculty may apply for short-term leave of at least two (2) days and up to two (2) weeks at a time, at full salary and benefits, for the purpose of enhancing Librarianship, Scholarship & Professional Achievement, or Service.

- Full-time regular library faculty at the Assistant, Associate, Librarian, and Senior Librarian levels are eligible, including during the initial appointment period.
- Full-time teaching library faculty at the Assistant, Associate, and Teaching Librarian levels are eligible, including during the initial appointment period.
- Visiting library faculty are not eligible.
- Requests require approval of immediate supervisor, Director, and Dean.
- In general, short-term leave would not include additional financial support from the Library.
- Upon returning from a short-term leave, the library faculty member will give a brief account of their experience in a blog post or other appropriate format.

11.3 Other Leaves

Library faculty are eligible for military leave, absence due to death in the family, absence for legal proceedings, and any other leaves allowed by University policy.

XII. Statement on Academic Freedom

Library faculty members are faculty on the Reynolda Campus of Wake Forest University, and as such have guarantees of academic freedom under the Reynolda Campus Faculty Handbook. Subject to limitations specified in the Handbook, librarians have freedom to research and publish results, to discuss relevant subjects during instruction, and to speak and write as a citizen.

As librarians, we affirm that our academic freedom extends but is not limited to the following:

- The right to manage the library collection, including the inclusion or non-inclusion of resources that might be considered controversial;
- The right to provide access to materials outside the library collection that might be controversial;
- The right to provide reference and research assistance in response to controversial questions;
- The right to join and participate in professional organizations regardless of policies promoted by those organizations;

- The right to full freedom in research and in the publication of the results, subject to the performance of other job duties; research for pecuniary return shall be based upon a written understanding with the University;
- The right to freedom in the classroom and in individual instruction, in discussing relevant subjects.

In conjunction with these rights, Library faculty members acknowledge their responsibilities to perform their duties to the best of their ability, with competence and integrity, in accordance with high ethical and professional standards.

In making public statements, faculty are admonished to be accurate, to exercise appropriate restraint, to respect the informed opinions of others, and to make every effort to indicate that they are not speaking on behalf of the Library or the University.

XIII. Document Review

This governing document may be amended or changed only by a two-thirds majority of all voting library faculty and the approval of the Provost. The Governance Committee shall be responsible for an annual review of the document. Changes will be submitted to the Assembly at least one week before the vote is to take place. Any library faculty member, including the Dean, may initiate an amendment or change to the document by submitting it to the Governance Committee. The Committee will then assist the requestor in the formulation of such amendments, communicate the suggested changes to all library faculty in writing, and conduct meetings to discuss relevant issues.

Elements of this document which are also specified under the Reynolda Campus Faculty Handbook cannot be so changed. The Faculty Handbook guidelines take precedence over any conflicting provisions contained in this document; however, the invalidity or unenforceability of one or more provisions shall not affect any other provision of this document. Such conflicts must be discussed and addressed in this document as soon as they are known.

CHAPTER THIRTEEN

WAKE FOREST UNIVERSITY SCHOOL OF MEDICINE

The medical school has been granted authority to develop policies relating to faculty appointment, promotion, tenure, compensation and internal organization. Accordingly, the medical school maintains its own faculty handbook. For additional information contact Faculty Affairs and Career Development at the Medical School.

MISSION

WFUBMC's mission is to improve the health of our region, state and nation by:

- Generating and translating knowledge to prevent, diagnose and treat disease.
- Training leaders in healthcare and biomedical science.
- Serving as the premier health system in our region, with specific centers of excellence recognized as national and international care destinations.

GOVERNANCE

Each Department/Section/Division within the School of Medicine has its own internal committees to assist in the operations of the unit. These often include faculty recruitment, curriculum/student oversight, and internal operations committees. All departments/divisions are required to have a promotions committee, which reviews faculty for general progress and promotion to higher ranks.

Within the School of Medicine as a whole, there are more than 30 standing committees that deal with issues related to governance and the academic, research and service goals of the institution. Solicitation and election of faculty members to serve on these various committees are completed by an elected Committee on Faculty Standing Committee Appointments and forwarded to the office of the Dean of the School of Medicine in the spring of each year. Faculty members typically serve 3-year terms on standing committees. Each committee has a mission statement, rules of operation, and areas of responsibility. Diverse faculty representation throughout the medical school is standard on most committees. Further information regarding these committees can be found at:

<http://www.wakehealth.edu/School/Academic-Affairs/Faculty-Affairs.htm>.

ORGANIZATIONAL STRUCTURE

WFUBMC is a preeminent, internationally recognized academic medical center of the highest quality with balanced excellence in patient care, research and education. The School of Medicine has over 1,000 faculty members in the basic and clinical sciences and greater than 500 adjunct and clinical volunteer faculty, most of who are private practitioners of medicine or surgery. It is comprised of the following academic departments or divisions:

1. Anesthesia

2. Biochemistry
3. Biomedical Engineering
4. Cancer Biology
5. Cardiothoracic Surgery
6. Dermatology
7. Emergency Medicine
8. Family and Community Medicine
9. Internal Medicine
10. Microbiology and Immunology
11. Neurobiology and Anatomy
12. Neurological Surgery
13. Neurology
14. Obstetrics and Gynecology
15. Ophthalmology
16. Orthopedic Surgery
17. Otolaryngology
18. Pathology
19. Pediatrics
20. Physical Medicine and Rehabilitation
21. Physician Assistant Studies
22. Physiology and Pharmacology
23. Plastic and Reconstructive Surgery
24. Psychiatry and Behavioral Medicine
25. Radiation Oncology
26. Radiologic Sciences
27. Surgery
28. Urology
29. Vascular and Endovascular Surgery
30. Public Health Sciences
 - a. Departments within Public Health Sciences
 1. Biostatistical Sciences
 2. Epidemiology and Prevention
 3. Social Sciences and Health Policy
31. Wake Forest Institute for Regenerative Medicine
32. Wake Forest School of Medicine Clinical and Translational Science Institute

Each department, division, center or institute has a chair or director who is responsible for the administration of the department's research, teaching, clinical, and service responsibilities, as well as the evaluation of its faculties and students. Department Chairs within a Division report to their Division Director. Otherwise, Department Chairs report directly to the Dean of the WFU School of Medicine.

DEGREE PROGRAMS OFFERED

The School of Medicine offers the M.D. degree, an M.S. for physician assistants and the joint degrees of the M.D. /Ph.D., M.M.S. /Ph.D., M.D. /M.S., and M.D. /M.A.

Students enrolled in the M.D. program study the basic and clinical sciences in an integrated fashion throughout the four-year curriculum, which utilizes a variety of educational methods including small group, problem-based learning among others. The small class size of 120 students encourages free communication with classmates and faculty. Students enrolled in joint degree programs must be accepted to both degree programs, and follow the prescribed curricula for the joint degree. More information regarding the admission standards, curriculum, professional standards, and joint degree programs of the School of Medicine can be found at:

<https://school.wakehealth.edu/Education-and-Training/Joint-Degree-Programs>.

In conjunction with the Graduate School, Medical School faculties also administer Ph.D., and M.S. degrees on the Bowman Gray Campus. In addition, Wake Forest has partnered with Virginia Tech to form the [Virginia Tech-Wake Forest University School of Biomedical Engineering and Sciences](#) (SBES).

Further information about all these degree programs can be found on the Medical School website (<https://school.wakehealth.edu/>) and the Graduate School website (www.wfu.edu/graduate).

CHAPTER FOURTEEN

SCHOOL OF PROFESSIONAL STUDIES

Vision, Mission, and Guiding Principles

The vision of the School of Professional Studies (SPS) is to be the premier educational institution of choice for working professionals and leading organizations in Charlotte, Winston-Salem, and beyond.

The mission of SPS is to accelerate the professional growth of adult learners across their careers through accessible, flexible, and cutting-edge educational experiences by leveraging our University's academic areas of excellence and external strategic partnerships.

Our guiding principles drive us to meet the needs of adult learners by providing affordable, high-quality degree and non-degree programs in a variety of modes; recognizing prior learning and life and work experiences; offering innovative stackable credentials (i.e. leading or building into larger degree programs); and understanding the unique needs of adult learners without compromising academic integrity. Furthermore, we will connect leading-edge professional practices, skill acquisition, certifications, and market-relevant programming in alignment with the broader Wake Forest University mission and institutional values.

Organization Structure

The Dean of the School of Professional Studies is responsible for the vision and strategy formulation of the SPS. The Dean also has primary responsibility for the overall administration of the School. The Dean oversees - directly and through assistant deans and other senior staff - all staff and faculty functions, including those related to finance and administration, academic programs, marketing intelligence and enrollment management, student and alumni services, faculty affairs, executive education, and digital solutions. Reporting directly to the Dean are the Assistant Dean of Academic Programs, Assistant Dean of Faculty and Administration, and other senior leaders of the School. The Dean is appointed by the President and reports to the Provost.

Faculty Appointments

The SPS faculty consists of a combination of full-time professors of the practice, affiliated faculty who serve as faculty members in other academic units of the university, and adjunct faculty that are practitioners and scholars from the community, as described below. SPS follows the general procedures of the University for faculty recruitment and appointments.

1. Professors of the Practice

- These are full-time faculty appointments in the SPS, at a rank of Assistant, Associate, or Full Professor of the Practice based on established eligibility criteria. Assistant and Associate Professors of the Practice are eligible for promotion, as described in the "Faculty Promotion" section of this chapter.

- Initial ranks for Professor of the Practice appointments are typically based on a combination of the candidate’s professional and teaching experience (see below). For exceptional candidates with significant senior leadership experience, as determined by the Dean of the SPS, initial appointments may be made at associate or full levels based solely on professional experience.

<i>Rank</i>	Eligibility Criteria	
	<i>Professional Experience</i>	<i>Teaching Experience</i>
Assistant POP	5-10 years	<3 years
Associate POP	11-15 years	3-5 years
Full POP	>15 years	>5 years

2. Affiliated Faculty Members

- With approval from their primary academic leadership, faculty members from other Wake Forest academic units may be appointed in the SPS.

3. Adjunct (External) Faculty Members

- These are part-time faculty appointments in the SPS of limited duration, typically on a per-course basis.

All SPS faculty appointments are based on term contracts, which may be renewed at the discretion of the SPS, and are not tenure-track positions. Re-appointments are determined through evaluation (see “Faculty Evaluation” section below).

Faculty Responsibilities

Given the specific focus of the SPS, faculty responsibilities mostly include instructional activities, which include effectively teaching courses in ways that promote student learning, as well as facilitating student engagement and academic support activities. Faculty are required to comply with all faculty/student processes (i.e., attendance, student progress, grading/deliverables, course evaluation, etc.) and are expected to work together to maximize their skill sets, experience, and knowledge to provide a relevant and engaged learning experience for adult learners. Faculty are expected to participate in professional development programs organized by the school and in service activities to support the governance of the SPS, such as committee and faculty meetings. Finally, SPS faculty are also expected to remain deeply connected to the practice of their profession throughout their period of appointment. SPS faculty report to the Assistant Dean of Faculty and Administration.

In addition to fulfilling the instructional needs of the School, faculty may be appointed to serve in program- or course-specific leadership roles. All SPS faculty members are eligible to serve in these capacities, which include the following:

- A. Program Leadership Roles: Two faculty leadership roles provide oversight over the development and implementation of SPS academic programs.
- **NEW PROGRAM ADVOCATE** - The New Program Advocate is a faculty member with responsibilities for the development and positioning of new academic programs for SPS and is a leading academic voice in shaping the program curriculum. The New Program Advocate collaborates with SPS faculty and administrators to draft and shepherd an academic proposal through the internal SPS academic review process and the University's approval process.
 - **ACADEMIC DIRECTOR** - The Academic Director is a faculty member who is responsible for providing academic leadership and subject-matter expertise in the administration of an approved academic program. The Academic Director works closely with the Assistant Dean of Academic Programs and the program Executive Director to routinely optimize the curriculum based on student learning outcome assessment results, as well as input from learners, faculty, and external stakeholders, such as the Program Advisory Board. The Program Advisory Board is a group of relevant industry experts that provides guidance to ensure that our programs continuously reflect state-of-the-art practices from industry and maintain the high levels of academic excellence of Wake Forest. The Academic Director supports the recruitment, selection and evaluation of program faculty. The Academic Director also routinely monitors program outcomes, provides student mentoring and guidance, and assists with other program administrative functions, such as transfer credit review.

For the program leadership part of their duties, New Program Advocates and Academic Directors report to the Assistant Dean of Academic Programs.

- B. Course Leadership Roles: Two roles provide oversight over the development and implementation of online SPS courses.
- **COURSE DEVELOPER** - Collaborating closely with the Academic Director and Instructional Design experts (both within Wake Forest or with an online program management provider), the Course Developer creates a specific course and related course objectives, making sure that the course objectives are tied to defined program objectives. This is a role that is specific to online courses.
 - **COURSE COORDINATOR** – When multiple sections of a course are offered, the Course Coordinator serves as the instructor of record for the course and can teach multiple sections of the course. Collaborating with the Academic Director and members of the SPS administrators and staff (including the Assistant Dean of Faculty and Administration, the

program's Executive Director, and the Director of Student Services), the Course Coordinator is responsible for the oversight of all faculty/student processes for the assigned course (i.e., attendance, grading, course evaluation, assessment of student learning, etc.) and for ensuring those processes are in alignment with SPS and Wake Forest faculty policies.

Each year, in consultation with Academic Directors, the Assistant Dean of Faculty and Administration determines individual teaching assignments based on enrollment projections for the upcoming year. Annual teaching assignments will be reduced for faculty who are appointed to serve in significant leadership roles in the School.

Faculty Evaluation

Since teaching is their essential function, SPS faculty are primarily assessed on their instructional effectiveness by the Assistant Dean of Faculty and Administration and Academic Directors on an annual basis. Student course evaluations, course materials, and self-assessments, and other relevant inputs as needed, will be used in the evaluation process. The goal of the evaluation process is to provide feedback to guide faculty in identifying future activities focused on enhancing teaching excellence. Additional evaluation of faculty responsibilities (i.e. course coordination, faculty committee participation, etc.) will be led by the Assistant Dean of Faculty and Administration as well. The Assistant Dean of Academic Programs will complete reviews of the program leadership roles that faculty play and provide input to the Assistant Dean of Faculty and Administration.

SPS faculty are expected to perform consistent with the expectations of the SPS, conduct themselves in a professional manner in accordance with University and SPS policies, and serve as effective role models for our learners and as ambassadors in our community. Unprofessional behavior may impact faculty evaluations and result in other consequences, such as non-renewal or termination of an appointment.

Faculty Reappointments

Reappointment at the conclusion of the initial and any subsequent contract terms presupposes that the individual faculty member has met with excellence his or her obligations to the School during the term concluding, and is contingent upon the future needs of the School. Such reappointments reflect a conclusion by the administration of the School that the individual can and will continue to contribute effectively to the School's mission in the future; however reappointments are not a right or guarantee.

Faculty Promotion

Typically, a Professor of the Practice becomes eligible for consideration for promotion to a higher rank once the appropriate level of minimum teaching experience is met (see table below). A promotion recommendation will be made only when a faculty member has demonstrated sustained levels of excellence since appointment to the currently held rank. Thus, the overall amount of teaching experience is a necessary but not sufficient condition alone for consideration of promotion. Demonstration of teaching excellence, impactful student mentoring, and significant contributions to service/administration are imperative, along with demonstrated observance of the stated purposes and principles of the SPS and University.

<i>Rank</i>	Eligibility Criteria
	<i>Minimum Teaching Experience</i>
Associate POP	2-3 years as Assistant POP
Full POP	3-5 years as Associate POP

Process for promotion

Submission of dossier for promotion consideration:

- Current resume
- Narrative self-evaluation outlining accomplishments, teaching philosophy, future development opportunities, and the rationale for applying for promotion
- Teaching portfolio, which includes evidence of teaching experience and effectiveness and a summary of overall performance and outcomes
- Summary of service/leadership and professional development/engagement activities that demonstrate significant impact and marketplace relevance

A Faculty Appointment Committee (FAC) will convene on an annual basis to review candidates for promotion. The dossier will be distributed to the FAC, who will assess whether the candidate is exceeding expectations in terms of their teaching and professional experiences. Outside reviewers may be consulted for promotion. As a member of the faculty, the Dean may attend the discussion, but the Dean does not vote, because the faculty vote is advisory to the Dean. The Assistant Dean of Faculty and Administration serves as an ex-officio member of the committee. After review of dossiers, committee members of a rank that exceeds the candidate's will complete a ballot and may offer comments related to the evaluative areas of teaching, professional achievement and growth, and service that the committee members may wish to provide the Dean. The ballots will be opened and counted by the Assistant Dean and the chairperson of the review committee.

After consideration of the results of this advisory balloting and the Dean's own review of the dossier, the Dean will make a decision and report it to the Provost. The decision of the Dean is final. The numerical vote and the opinion of each individual faculty will be kept in confidence by all participants in the process and not made known to the candidate.

Shared Governance

The SPS will offer an array of credit and non-credit professional/executive and continuing education programs. These offerings - in the form of courses, certificates, and degree programs - will be modular and stackable and will be regularly reviewed to ensure that they provide a relevant and engaged learning experience for students. To achieve these goals, faculty members, in addition to benefiting from academic freedom in their instructional duties, will be engaged in the administration and governance of the School by:

- Formulating educational policy for academic programs at the School,

- Recommending, reviewing, evaluating, and approving programs and curricula leading to certificates and degrees of the School,
- Proposing, planning, and implementing changes in the curriculum,
- Certifying the names of those students who have fulfilled the academic requirements for degrees,
- Advising and making recommendations to the dean concerning employment, retention, and promotion, as appropriate, of faculty members according to the evaluations, policies, and procedures of the University, and
- Engaging in the continuous improvement efforts of academic programs through the assessment of student learning and program outcomes, student experiences, and other evaluative data.

Faculty Meetings

Faculty meetings may occur in person or virtually using electronic means. The Assistant Dean of Faculty and Administration will schedule faculty meetings once a semester and may schedule additional ones if necessary. The Dean will preside over the meetings; in the Dean's absence, an Assistant Dean will chair the meeting. Faculty may propose agenda items to the Assistant Dean of Faculty and Administration who will set the meeting agenda. In addition, Academic Directors, in coordination with the program Executive Director, will schedule program-specific faculty meetings at least once a semester for faculty within programs to discuss relevant topics and program-specific issues.

In order to promote inclusivity and to provide a voice to all faculty in significant academic matters, all full-time, affiliated and adjunct faculty may participate in the meetings and will have voting privileges. Each member of the faculty who is present at a meeting has the right to be heard on agenda items. Voting members with excused absences may give their proxies to another voting member with written notification to the Assistant Dean of Faculty and Administration. Because adjunct faculty are likely to have full-time roles at other organizations, SPS anticipates that some adjunct faculty will be unable to attend faculty meetings on a consistent basis. Therefore, SPS considers quorum to be the sum of one-half of the full-time and affiliated faculty plus a tenth of the adjunct faculty, rounded up. A quorum is required for formal faculty decisions. Advisory votes, non-binding discussions, surveys of faculty perceptions/opinions, informal exchanges and brainstorming, and informational presentations do not require a quorum. Voting may take place by voice, paper ballots, or electronic means either during or after the faculty meeting.

The academic work of the SPS is at times conducted through a variety of faculty groups and committees, as described below.

School Committees

The appointment of faculty (and staff) to University and SPS committees, task forces and all other SPS-related service assignments occurs at the discretion of the Dean or the Dean's designate. All SPS faculty members are eligible to represent the School in this capacity. Such committees may include the following:

- Academic Progress Committee - The SPS Academic Progress Committee (APC) will work with the Director of Student Services to monitor the academic progress of SPS students and

recommend remedies for academic deficiencies, determine appropriate action for violations of the Honor Code, determine conditions to remove probationary status or for reinstatement, and review requests for withdrawals or continuous enrollment. The committee will also certify the names of those students who have fulfilled the academic requirements for degrees and graduate certificates. The Academic Progress Committee is composed of a full-time Academic Director, the Assistant Dean of Marketing and Enrollment Management, the Director of Student Services, the Director of Financial Aid and Student Accounts, the relevant Executive Director of Academic Programs and the relevant program Academic Director. The APC also reviews and approves policies and procedures related to student progress.

- Academic Review Committee - The SPS Academic Review Committee (ARC) will work in partnership with the SPS Dean and/or SPS Assistant Dean of Academic Programs to review requests for new program proposals and curriculum related to degree programs, certificates, and courses for credit-based offerings; and review requests for curriculum and/or program changes. The ARC also reviews and approves policies and procedures related to academic and curricular issues.
- Faculty Appointment Committee - The SPS Faculty Appointment Committee (FAC) will work in partnership with the SPS Assistant Dean of Faculty and Administration and program leaders to review qualifications of potential instructors and recommend appointments to the Dean for adjunct and affiliated faculty as well as review promotion and contract renewal cases of full-time professors of the practice. The FAC also reviews and approves policies and procedures related to faculty appointment and promotion.
- Faculty Search Committees - Faculty Search Committees, composed of SPS faculty and program staff members, will work in partnership with the Assistant Dean of Faculty and Administration and SPS leaders to review the qualifications of potential full-time professors of the practice (including academic directors), conduct comprehensive and inclusive searches interviews, and recommend appointments to the Dean.
- Inclusive Excellence Committee - The Inclusive Excellence Committee (IEC), composed of staff representatives of each of the SPS functional units, an academic director, a full-time or adjunct faculty member, and a student representative, helps SPS create and sustain a culture of inclusive excellence that aligns with the University RIDE framework in order to provide a welcoming and enriching environment for all.

Other faculty committees or task forces, whether executive, advisory, or ad hoc, will be established by the Dean as needed.

CHAPTER FIFTEEN

MISCELLANEOUS POLICIES, SERVICES AND AMENITIES

Alumni Newsletters

All materials, including newsletters, being mailed to Wake Forest alumni and parents must be reviewed by the Assistant Dean of Development for the appropriate School or unit or his/her designate. Solicitations and contributions made for the benefit of a School or Academic Department must comply with the University's Gift Acceptance Policy, <https://giving.wfu.edu/gift-acceptance-policy/>. To contact the Assistant Dean of Development for your School, please see <https://ua.wfu.edu/staff-list/>.

Bias

The University maintains a Bias Incident Report (“BIR”) System to support open communication between members of the Wake Forest University community resulting in timely, personal, and caring outreach to individuals and groups reporting bias-related harm. When it appears that the alleged incident may include a violation of University policy, the Review Group may also refer the report to Human Resources, the Dean of Students, the Dean of the College, or to the Title IX Office for an assessment and/or investigation under applicable policies. The Review Group may also recommend strategies for minimizing the likelihood of future harm, such as educational meetings with students and student organizations; discussions with faculty; and bias prevention training for students, faculty and staff. Bias incidents can be reported [here](#).

Compliance Office Hotline

The Compliance Office Hotline is an alternative method for reporting suspected violations of laws, regulations, rules, policies, procedures, ethics, or any other information employees feel uncomfortable reporting to their supervisor. University employees calling the Hotline may remain anonymous. Calls will not be traced and no effort will be made to identify the caller. The Hotline operator is not an employee of the University and is located off-site. Information gathered from this call will be reported directly to the University Compliance Office. An appropriate response to each call will be available through a later call to the Hotline. The Hotline is available 24 hours a day, seven days a week. To access the Hotline, callers should dial 877-880-7888 (toll free).

Computers

Upon employment, full-time faculty members receive a ThinkPad computer equipped with wireless connectivity. Faculty members are required to exchange the computer for a new model every two years. The computers contain a standard suite of powerful programs that allow easy access to research and class materials and offer the ability to interact with other faculty, staff, and students through the campus network.

Entertaining Students

Any member of the College faculty may draw up to \$125 each semester from the “Faculty/Student Engagement Fund” for cost reimbursement for entertaining students outside the classroom. The maximum per student per event is \$8. Information on accessing the fund may be obtained from the Provost’s Office.

Education Benefits

Education benefits as well as tuition reduction benefits for dependent children, spouses and domestic partners can be accessed online at <https://hr.wfu.edu/benefits/education/>.

Employee Assistance Program

Information relevant to the employee assistance program can be accessed online at <https://hr.wfu.edu/benefits/care#eap>.

Faculty Drive Area Homes

The houses in the Faculty Drive area contain a deed provision that grants Wake Forest the right of first refusal at the time of a sale. This right provides the means to retain ownership of the property within the University community. Also included in some deeds is a provision that no student enrolled at the University (all schools) may live in house(s) having the restriction without the continuing written permission of the Office of Student Life. A written copy of the deed restrictions may be obtained from the Legal Department. It is strongly recommended that a prospective buyer obtain a copy of the restrictions. When a property becomes available for sale, it is recommended that the owner notify the University Real Estate Office (336-759-1000) so that a notice of availability may be circulated among interested buyers of the University community. The Real Estate Office maintains a listing of interested buyers.

Housing for Faculty and Staff

The Office of Residence Life and Housing, 101 Benson University Center, provides temporary, short term accommodations for visiting faculty or staff transitioning to the Winston-Salem area. One building of furnished apartments (building one of North Campus Apartments) is available on a first-come, first-serve basis and can be reserved by calling 336-758-5185.

The condominiums on Paschal Drive were constructed in 1985 with the intent of having them be the primary residence of retired faculty and staff members. The University has an option to purchase the condos from sellers (when made available by such owners) but is not obligated to do so. A general description of the condos and qualifications for purchase can be obtained from the University’s Real Estate Office at 336-759-1000.

Information Systems

Information Systems supports the instruction, research, and administrative needs of the Reynolda Campus of Wake Forest University. The Wake Forest Information Network (WIN) provides the University community with features like faculty, staff, and student directories; an alumni directory and career networking service; online class registration; and vehicle registration. Faculty members also have access to computing resources outside the University.

Information Systems also provides telephone and cable television services to the students, faculty, and staff of Wake Forest University. A cable TV system is provided through an agreement with Time Warner Cable. Cable channel 2 is the Wake Forest Information Systems channel, which provides updated information on campus technology, Help Desk hours, and the status of various technology services. Cable channel 6 is student-run WAKE-TV, which features various student programming. Channels 20 and 22 carry SCOLA and SCOLA2, nonprofit educational services that feature television programming from more than 50 different countries in their original languages.

Information Systems provides assistance online at <http://help.wfu.edu>, by telephone at xHELP (x4357), and in person in room 256 of the Information Systems Building. A satellite Help Desk location in the Z. Smith Reynolds Library provides convenient access to self-help resources and on-site staff during the fall and spring semesters. On-site computing support in academic departments is available from your Instructional Technology professional.

Government guidelines and university policies govern the use of technology on campus. A comprehensive list of these policies can be found at <http://www.wfu.edu/is/policies>.

Inclement Weather Plan

In the event of bad weather, faculty and staff will have a number of places to turn for news about campus plans. The Office for Communications and External Relations will provide radio stations WFDD (88.5 FM) and WSJS (600 AM) with timely updates on any University closings and delays due to inclement weather. Faculty and staff with voicemail are encouraged to call 336-758-4400 for broadcast announcements. Those without voice mail may call the weather line at 336-758-5935 for information. To keep University Police telephone lines open for emergency calls, campus community members are requested not to call police for information about campus plans during bad weather. Other details regarding the University's inclement weather policy can be found in the policy pages of the Human Resources department's website, at <http://hr.wfu.edu/files/2016/03/Inclement-Weather-and-Other-Unusual-Conditions.pdf>.

International Travel

All individuals traveling internationally on institutional funds must submit forms to the Center for International Studies. This includes individuals who study or work on the Reynolda Campus and who travel for international conferences, international research trips, international study tours, international trips funded through grants, etc. It also includes any faculty or staff members who voluntarily accompany students receiving WFU funding for service trips. The CIS strongly encourages faculty, staff and students to submit all required forms one month before their international travel. The forms are available online, at <http://cis.wfu.edu/>, in the International Travel Forms section.

Libraries

The Wake Forest University libraries include the Z. Smith Reynolds Library, located on the Reynolda Campus and supporting the Wake Forest College, the Graduate School of Arts and Sciences, and the Divinity School. The Professional Center Library, housed in the Worrell Professional Center on the Reynolda Campus, serves the Law School and the School of Business. The Coy C. Carpenter Library serves the Wake Forest School of Medicine and is located on the Bowman Gray Campus. Library services specifically tailored for faculty are outlined at <http://zsr.wfu.edu/faculty/>. A full description of the Z. Smith Reynolds Library resources and services is found at <http://zsr.wfu.edu/>. Information on services offered by the Professional Center Library can be found at <http://catalog.pcl.wfu.edu/>.

Ombuds Office

The University has established an [Ombuds Office](#) as a resource to provide informal, confidential, impartial and independent guidance and support for resolution of conflicts, disputes or issues to all Reynolda Campus faculty and staff – both full and part-time. In addition, the office is a resource to the University for identifying opportunities for systemic organizational change.

The Ombuds Office provides an opportunity for employees to discuss work-related challenges or conflicts and explore possible responses and resolutions. The Ombuds Office will listen carefully to the individual requesting support and in some instances, facilitate conversations between individuals. The Ombuds office supplements, but does not replace, the University's formal channels for dispute resolution.

Perks

The WF Perks Program is a partnership with local businesses that offers service or entertainment discounts to Reynolda Campus faculty and staff with valid University identification cards. A complete list of perks provided to Reynolda Campus employees can be found at <https://hr.wfu.edu/benefits/wake-perks/>.

Publication Guidelines

All publications about the University are developed according to guidelines established by the Communications and External Relations Office (CER). These guidelines include use of the Wake Forest logo and other graphic/digital standards; standards for marketing copy; use of University images; and other related topics. Copies of these guidelines, as well as assistance in developing publications, are available online and through CER. The Wake Forest News and Communications division is responsible for release of official information about the University.

Reynolda House Museum of American Art

Reynolda House Museum of American Art is an excellent resource for teaching, research, connecting with other faculty members, and faculty-student mentoring. Reynolda House senior staff members are available to discuss ideas for how Museum collections – fine art, decorative arts,

archives, and historic house – can support the teaching and research of University faculty. Each semester faculty from all academic divisions take advantage of Reynolda’s resources, whether bringing a class for a tour or designing a more in-depth experience. For more information about incorporating the Museum and its collections in courses, contact the Betsy Main Babcock Director of the Curatorial and Education Division at 336-758-5457. Some Museum events, including gallery talks and art lectures, are offered for free to University employees. These events are marked in Museum materials and on the University calendar. For a full schedule of events and exhibitions, visit <http://www.reynoldahouse.org/> and follow the Museum at <https://www.facebook.com/RHMAA>.

Solicitation Guidelines

Major fundraising priorities are set through Wake Forest’s established program and capital planning processes. New requests for fundraising projects require approval by Department Chairs or heads; appropriate Dean and the Provost, in the case of academic needs; appropriate Vice President in the case of administrative needs; the Vice President for University Advancement; and, in the case of very large projects, the President and the Board of Trustees. University Advancement policies regarding fundraising can be found at <http://giving.wfu.edu/policies/>

Substance Abuse Prevention

Unless a standard of conduct is specifically limited to a particular group, the standards apply to all faculty and staff. This policy is not intended to affect the University’s right to manage its workplace, discipline its students, faculty or staff, nor does this policy guarantee employment, or guarantee terms or conditions of employment. No contract for employment, either expressed or implied, is created. This policy may be modified from time to time as Wake Forest University deems appropriate and is available at <https://policy.wfu.edu/substance-abuse-prevention/>.

Workplace Violence and Weapons on Campus

Violent behavior in the workplace is prohibited and will not be tolerated. Details of the Workplace Violence policy as well as the University’s policy against Weapons on Campus can be accessed online at the links, [Workplace Violence](#) and [Weapons on Campus](#).