

CAIRN UNIVERSITY

Faculty Handbook



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Foundational Statements

Cairn University is an evangelical Christian institution and community with sincerely and long-held religious beliefs based upon the Bible, and a conviction that Holy Scripture is true and authoritative to all of life and learning. The Cairn University *Statement of Faith* declares “the Bible to be the inspired, the only infallible, authoritative Word of God.” The integrity of biblical higher education institutions depends on consistent application of historically understood biblical truths to all areas of human life and experience. All members of the Cairn community are thereby obligated to affirm, agree with, and align with its foundational statements which are approved by the Board of Trustees and are integral to the manner in which the University maintains community and executes and fulfills its mission. Therefore, signing the Cairn University foundational Statements indicates agreement and alignment with all of the following:

Mission Statement & institutional Objectives

Cairn University exists to educate students to serve Christ in the church, society, and the world as biblically minded, well-educated, and professionally competent men and women of character.

1. As an academic institution committed to intellectual development, the idea that all truth is God’s truth, and the biblical truth that the fear of the Lord is the beginning of all wisdom, the University purposes to impart to its students a knowledge of God, themselves, and the world in which they live.
2. As an academic institution committed to spiritual maturation, the University purposes to develop the character of its students according to the teaching and example of the Lord Jesus Christ, as set forth in Holy Scripture.
3. As an academic institution committed to Christian ministry, the University purposes to prepare students to the highest degree of professional competency and to instill in them a commitment to an intentional and obedient life of service to Christ in the church, society, and the world.

Statement of Faith

1. We believe that there is only one God, Creator of heaven and earth, who exists eternally in three equal persons – Father, Son, and Holy Spirit.
2. We believe that the Old and New Testament Scriptures are the inspired Word of God, written under the guidance of the Holy Spirit without error in the words of the original documents and providentially preserved as the supreme authority for faith and life.
3. We believe that human beings were specially created by God, as male and female, to be perfect bearers of His image, but that through sin they alienated themselves from Him. Consequently, they have inherited a nature incapable of pleasing God and have incurred the certainty of physical death and the prospect of eternal punishment.
4. We believe that Jesus Christ, the eternal Son of God and second person of the Godhead, is the Word made flesh. He was conceived by the Holy Spirit and born of the virgin Mary. He is therefore fully divine and fully human.
5. We believe that Jesus Christ, being without sin, died as the substitute for sinful humanity, and that His death is sufficient both to satisfy the justice of an offended holy God and to reconcile sinners to Him. We believe that Jesus Christ was raised from the dead bodily and ascended in that form into heaven, where He sits at the right hand of the Father and is presently interceding for His own as High Priest and Advocate.
6. We believe that sinners are justified by faith alone, forgiven, reconciled to God, kept by Him, and granted eternal life as a gift of His grace, which they receive by faith alone in the crucified and risen Savior, Jesus Christ. We believe that all who trust Him are born of the Holy Spirit and thereby become the children of God.

7. We believe that the Church is the body of Christ and consists solely of those who have trusted Jesus Christ for salvation. We believe that its members are indwelt by the Holy Spirit from the moment of conversion and are enabled by Him to glorify the Lord Jesus by living godly lives, strengthening one another, and making disciples throughout all nations.
8. We believe that Jesus Christ will return to the earth personally and physically to receive His people into His presence, to bring judgment on an unbelieving world, and to establish His sovereign rule of righteousness and peace over the earth. We believe His coming could occur at any time.
9. We believe that both believers and unbelievers will be raised from the dead bodily, believers to conscious eternal blessedness in God's presence and unbelievers to conscious eternal punishment and separation from Him.

Statement Regarding Biblical Authority Pertaining to Humanity, Life, Sexuality, and Marriage

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through death, and thus compels our respect and protection. (Genesis 1:27; 2:7; 9:6; Psalm 139:13-16; Jeremiah 1:4-5)

Human sexuality is fundamental to a biblical understanding of God's created order and purpose, not merely biblical morality. Beginning with the Genesis account of creation and continuing consistently throughout the canon of Scripture, God's intent and actions affirm His creation of humanity as two immutable and distinct biological sexes, male and female, which reflect the image and nature of God. (Genesis 1:27-28; 2:20-25; Mark 10:6)

Marriage is a God-ordained, unique, exclusive, and lifelong union between one man and one woman, within which sexual relations are honored and affirmed by God. All sexual relations outside of marriage differ from His design and are sinful and detrimental to human flourishing. (Genesis 2:20-25; I Thessalonians 4:3-8; Hebrews 13:4)

Individual experiences regarding biological sex do not always reflect God's original design. Adoption of an identity discordant with one's biological sex differs from His design and is sinful and detrimental to human flourishing. (Deuteronomy 22:5; Romans 1:24-27; I Corinthians 6:9-11)

Since all human beings are created in God's image, all people stand as equals before God regardless of race, ethnicity, or sex and are to be viewed and treated as such. The identity, dignity, and value of persons must be separated from those actions identified as sinful in the Scriptures. Those whose beliefs, self-identification, and behaviors differ from biblical standards, and teaching must be treated with grace and compassion. God embraces, forgives, and heals all people who are responding to His grace. (Psalm. 32, 51; 2 Timothy 2:24-26; I Peter 3:15; I John 1:9)

Community Life Covenant

Cairn is an academic community of Christian students, faculty, and staff. As such, and in keeping with the mission and vision of the University, members of the Cairn community are to exhibit biblical wisdom and Christian maturity regarding their personal conduct and behavior toward others. They should be sensitive regarding the testimony of their personal lives in representing the Lord Jesus Christ, His Church, and the University. Members of the University community should live according to 1 Corinthians 10:31: "Whatever you do, do all to the glory of God."

Christian community involves covenantal responsibility and mutual obligation to one another as members of one body living together before a righteous and holy God. Therefore, members of the University community are to be guided by biblical admonitions to demonstrate Christian love and concern for others, honesty, fairness, justice, kindness, forgiveness, mutual edification, self-control, deference, respect, and social responsibility toward one another and all people regardless of race, ethnicity, or sex as divine image bearers. (Prov. 27:17; John 15:12-13; 1Cor. 24b-26)

Because Christian community exists in social and cultural context, members must be careful to demonstrate civility and respect for those with whom they disagree, while exercising wisdom in evaluating the ideas and activities of others. Christians living in harmony share a deep concern for the Body of Christ, defer to one another, reason together, and express genuine Christian love, as outlined in Romans chapter fourteen. (Rom. 14:17-18)

See *Foundational Statements*.

Revised June 3, 2024

Faculty Hiring Process

Full-Time and Part-Time Faculty

Step 1: Review of Applications

Responsibility: Dean of the School/HR

- The dean reviews all applications via the HR Office to ensure candidates meet the position's qualifications and requirements.
- This includes assessing educational background, teaching experience, research credentials (where applicable), and alignment with Cairn's Christian mission.
- Candidates who meet the criteria are shortlisted for further consideration.
- Candidates who do not meet the criteria receive notification HR.

Step 2: Phone Screen

Responsibility: Dean of the School

- The dean conducts an initial phone screening with each shortlisted candidate.
- Purpose: Confirm the candidate's understanding of the position, alignment with Cairn's mission, and suitability for the role.
- This step also allows the dean to clarify expectations and answer candidate questions about the role and the University.
- Dean calls candidate's references.
- Candidates not moving forward receive a letter from the dean.

Step 3: In-Person Interview Process

Candidates who progress beyond the phone screen participate in a three-stage interview process.

Responsibility: Department Faculty and Chair

3.1. Department Interview

- Dean provides attending faculty with the candidate's resume/other appropriate materials.
- Focus on assessing the candidate's subject matter expertise and pedagogical approach.
- Includes a teaching demonstration and a discussion on course development, student engagement, and the candidate's potential contributions to the department's academic goals. (Teaching demonstration for veteran teachers is at the discretion of the Dean/Chair.)

Responsibility: Deans and other Academic Leadership

3.2 Academic Leadership Team (ALT) Interview

- Evaluates the candidate's ability to collaborate across schools, contribute to institutional initiatives, and navigate broader academic responsibilities.
- Includes discussions about interdepartmental collaboration, program innovation, and adherence to university policies.
- Get an initial feel for institutional fit in terms of culture and missional alignment.

Responsibility: Provost and President

3.3. Cabinet Interview

- Focuses on mission fit and the candidate's alignment with Cairn University's values, vision, and theological commitments.
- Includes a dialogue about the candidate's personal faith journey (including current church attendance), integration of faith and learning, and commitment to the University's distinctives.
- Candidates not moving forward receive a phone call and letter from the Provost.

HR Information Meeting

Responsibility: Human Resources Office

- Candidates participate in an informational meeting with HR.
- Purpose: Provide an overview of Cairn's employment policies, benefits, and expectations for faculty.
- This meeting also gives candidates an opportunity to ask logistical questions about compensation, benefits, and onboarding.

Step 4: Salary, Rank, and Offer Letter

Responsibility: Provost and Human Resources Office

- The Provost determines the candidate's salary and rank, based on qualifications, experience, and institutional standards.
- The HR Office extends the official offer letter, which includes details of the appointment, salary, rank, and benefits.

Adjunct Faculty

Step 1: Review of Applications

Responsibility: Dean of the School/HR

- The Dean reviews all applications via the HR Office to ensure candidates meet the position's qualifications and requirements.
- This includes assessing educational background, teaching experience, research credentials (where applicable), and alignment with Cairn's Christian mission.
- Candidates who meet the criteria are shortlisted for further consideration.
- Candidates who do not meet the criteria receive notification HR.

Step 2: Phone Screen

Responsibility: Dean of the School

- The Dean conducts an initial phone screening with each shortlisted candidate.
- Purpose: Confirm the candidate's understanding of the position, alignment with Cairn's mission, and suitability for the role.
- This step also allows the dean to clarify expectations and answer candidate questions about the role and the University.
- Dean calls candidate's references.
- Candidates not moving forward receive an email from the dean. The dean should cc' Human Resources on correspondence (preferably, respond within the ATS system for tracking).

Candidates who progress beyond the phone screen:

Step 3: Department Interview

Responsibility: Department Faculty and Chair

- Dean provides attending faculty with the candidate's resume/other appropriate materials.
- Focus on assessing the candidate's subject matter expertise and pedagogical approach.
- Includes a teaching demonstration and a discussion on course development (not required for adjuncts), student engagement, and the candidate's potential contributions to the department's academic goals. (Teaching demonstration for veteran teachers is at the discretion of the Dean/Chair.)

Candidates who progress beyond the Department Interview:

Step 4: Hiring Communication with Candidate

- 4.1 Dean communicates interest to the Candidate and requests that HR submit an approval to hire form.
- 4.2 HR circulates approval to hire form. Once completed, HR communicates with Dean.
- 4.3 Dean emails Candidate to invite them to teach. Dean informs Candidate of start date, course(s), and textbooks (if already set), and any School points of contact (such as Academic Assistant and Chair or Program Lead). Dean cc's HR on this email.
- 4.4 Upon potential adjunct's agreement, HR sends offer letter, onboarding information, and other paperwork to new Adjunct.

Dean's Role in Shepherding the Candidate

- Serves as the primary point of contact.
- The dean ensures clear communication at every stage, guiding the candidate through each step of the process.
- Provides timely updates, answers questions, and ensures the candidate has a positive and informed experience.

Best Practices in Interviewing

- Review the candidate's resume, cover letter, and any supplementary materials beforehand.
- Clearly outline the interview process and timeframe at the beginning.
- Strategize questions prior to the interview.
- Use [standard questions](#) in a semi-structured interview format.
- Never leave the candidate guessing what's next.
- Record detailed notes during or immediately after the interview to support objective decision-making.

Standard Questions for Faculty at Cairn University

1. Why would you like to teach at Cairn University, and how do you see yourself contributing to its mission of educating students to serve Christ in the church, society, and the world?
2. Cairn values mentoring relationships between faculty and students. Can you share examples of how you've mentored students in previous roles?
3. How do you try to foster spiritual and academic growth in your students, both inside and outside the classroom?
4. How would you contribute to interdisciplinary learning at Cairn? Can you provide examples from previous experiences where you collaborated with colleagues across disciplines?
5. How do you design assessments to evaluate not only content mastery but also critical thinking and spiritual development in students?
6. What is your overall philosophy on utilizing technology in the classroom? How do you balance the benefits of digital tools with maintaining meaningful in-person interaction and engagement?
7. How do you envision contributing to the broader campus community in addition to your work in the classroom?
8. Cairn emphasizes servant leadership. Can you describe how you model servant leadership in your professional and academic life?
9. How do you stay current in your field, and how do you integrate your ongoing professional development with your commitment to Biblical education?
10. What is a popularly held concept or theory in your discipline that you think conflicts with a biblical perspective and why?
Alternative: Where do you see opportunities for faith integration in your field, and where do you see tensions?
11. How do you approach curriculum development, ensuring that it reflects both academic rigor and fidelity to a biblical worldview in your discipline?
12. What do you see as the unique challenges facing Christian higher education today, and how would you address them as a faculty member at Cairn?
13. How do you interpret the biblical teachings on sexuality and marriage? In what ways do you integrate these teachings into your interactions with students and colleagues?
Alternative: Given Cairn University's affirmation of heterosexual marriage, how would you engage with students who hold differing views on sexuality and gender identity while maintaining the University's biblical standards?
14. How are you growing in your Christian life?
15. How will I see your faith emerge in your work?
16. Who are your spiritual mentors?
17. What are you reading in your devotional life?

Suggested Questions for the Three Stage in-person interview:

1. Department Interview

Focus: Assess subject matter expertise, pedagogy, and contributions to the department.

1. How do you design assessments to evaluate not only content mastery but also critical thinking and spiritual development in students?
2. How do you try to foster spiritual and academic growth in your students, both inside and outside the classroom?
3. How do you approach curriculum development, ensuring that it reflects both academic rigor and fidelity to a biblical worldview in your discipline?
4. How would you contribute to interdisciplinary learning at Cairn? Can you provide examples from previous experiences where you collaborated with colleagues across disciplines?
5. What is your overall philosophy on utilizing technology in the classroom? How do you balance the benefits of digital tools with maintaining meaningful in-person interaction and engagement?
6. How do you stay current in your field, and how do you integrate your ongoing professional development with your commitment to Biblical education?
7. What is a popularly held concept or theory in your discipline that you think conflicts with a biblical perspective, and why?

Alternative: Where do you see opportunities for faith integration in your field, and where do you see tensions?

2. Academic Leadership Team (ALT) Interview

Focus: Evaluate collaboration, institutional alignment, and contributions to broader academic goals.

1. Why would you like to teach at Cairn University, and how do you see yourself contributing to its mission of educating students to serve Christ in the church, society, and the world?
 2. Cairn values mentoring relationships between faculty and students. Can you share examples of how you've mentored students in previous roles?
 3. How do you envision contributing to the broader campus community in addition to your work in the classroom?
 4. What do you see as the unique challenges facing Christian higher education today, and how would you address them as a faculty member at Cairn?
 5. Cairn emphasizes servant leadership. Can you describe how you model servant leadership in your professional and academic life?
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3. Cabinet Interview

Focus: Assess mission fit, theological alignment, and commitment to Cairn's values and vision.

1. How do you interpret the biblical teachings on sexuality and marriage? In what ways do you integrate these teachings into your interactions with students and colleagues?
Alternative: Given Cairn University's affirmation of heterosexual marriage, how would you engage with students who hold differing views on sexuality and gender identity while maintaining the University's biblical standards?
2. How are you growing in your Christian life?
3. How will I see your faith emerge in your work?
4. Who are your spiritual mentors?
5. What are you reading in your devotional life?

Faculty Responsibilities

Instructional Activities

Teaching Assignments

The teaching assignment for full-time faculty members is 24 credit hours per year. These credit hours are apportioned among the Fall and Spring semesters, and the Summer sessions by the dean of the school with the approval of the provost. Ordinarily they are divided into 12 credit hours each for Fall and Spring semesters. However, a faculty member may be assigned other apportionment on the basis of the need of the school/department.

Overload

If the teaching assignment of a full-time faculty member exceeds 24 credit hours for an agreement year (July 1 through June 30) the faculty member will receive compensation for the additional credit hours at the same rate as would be received by adjunct faculty. Faculty overloads will not be paid until all 24 credits of load have been verified, load calculation starts July 1. Loads will be reviewed following pre-registration in the Fall for the Spring semester. If review verifies that 24 credits will be fulfilled prior to June 30, some overload payment will be made as part of the Spring semester.

Approval of the dean is required for faculty to work an overload of up to three credits per semester; approval of the Provost is required for faculty to work an overload of more than three credits per semester.

Online/Distance Courses

Cairn Online courses are not considered part of a full-time or part-time faculty member's normal load (24 credits). Teaching Cairn Online courses will be considered overload and be compensated at a set per credit rate for courses with five or more enrolled students. If a Cairn Online course has fewer than five enrolled students, the per credit pay rate will transition to a prorated per student calculation.

Deans and Department Chairs

Department chairs will receive an appropriate number of credit hours, ordinarily on a semester basis, for administrative responsibilities. Department Chairs assist the Dean with course rosters, faculty recruitment, faculty classroom observations, curriculum development and revision.

Department Chairs are expected to maintain a predictable minimum of ten office hours per week.

Academic Integrity

At Cairn University, a high value is placed on personal integrity both inside and outside of the classroom. As a biblical institution, faculty and students are expected to participate in scholarly activities in a responsible manner that is both truthful and honest. As such, academic integrity violations constitute a transgression of our biblical principles and are a serious violation of our commitment to academic excellence.

Faculty members should refer to [Policy #5441-51 Academic Integrity](#) regarding their responsibilities relating to students who violate standards of academic integrity. The primary purpose of this policy is to provide the faculty and staff with a set of guidelines and expectations regarding academic integrity and violations of this policy.

Procedures in the policy clarify and set forth clear levels of authority and disciplinary protocols in response to academic integrity violations by students.

Generative AI (Artificial Intelligence)

At Cairn University, we affirm the unique creation of humans in the image of God (Imago Dei), distinct from machines. Only humans possess the spiritual, self-conscious, and self-determined attributes capable of reason, emotion, ethical decision-making, and aesthetic judgment. We also recognize that, while all earthly creation declares the glory of God (Psalm 19:1), only humans have been designed as volitionally (willfully) doxological beings. Our response to generative* artificial intelligence (AI) aligns with this dynamic understanding of the Imago Dei, reaffirming our commitment to these principles.

Recognizing that generative AI provides faculty members with the occasion to explore with students what it means to be human, we welcome the use of generative AI in the academic context while upholding foundational principles that guide our approach. Committed to the value of holistic development, we ensure that classroom content and assessment, even those aided by generative AI, are formational in nature, encompassing the spiritual and moral aspects of an individual.

We avoid the pitfalls of viewing technology with either too much optimism or undue pessimism. Generative AI is not viewed as a threat but as an opportunity for faculty to foster wisdom, discernment, critical thinking, and creativity in their students. While acknowledging the potential of generative AI, it is vital for students and faculty to understand that technology, including the algorithms and data sets that generative AI relies on, are not morally neutral. We recognize and address the biases that can arise from generative AI, encouraging users to critically evaluate and verify the information provided by the model. Thus, the use of and interaction with generative AI necessitates wisdom, care, and a moral foundation for evaluating its output. Furthermore, we acknowledge that the medium of the technology itself shapes the user, and as such, we encourage students and faculty to think carefully about the formative effects of using generative AI.

Faculty are to be committed to empowering students to recognize and preserve their own ideas, voice, and sense of identity as intrinsically valuable and distinct from generative AI. We emphasize that students should adhere to the guidance provided by their professors in course syllabi regarding the proper use of generative AI. The misuse of generative AI may, and likely will be considered a violation of the University's [academic integrity policy](#). In cases where the use of generative AI for a specific assignment is unarticulated or unclear, students are to seek out their professors' guidance, fostering a collaborative and informed approach to generative AI integration within our academic community.

*Generative AI refers to a class of algorithms and models designed to generate new data that resembles a given dataset. These models are capable of creating original content, such as images, music, text, or even videos, based on patterns and structures learned from the input data during training (e.g., ChatGPT, DALL-E, and Bard).

Office Hours and Participation

Office Hours

Faculty members (and Departmental Chairs) are expected to establish regular office hours. Full-time faculty are expected to establish a schedule of ten office hours per week. Part-time faculty are expected to establish a schedule of five office hours per week. Faculty are encouraged to communicate these hours to the academic assistant of the school so that students can make appointments during the designated times. It is also recommended that office hours be posted on offices.

Special attention to office hours on days such as Add/Drop Deadline and Advising Season is requested. Faculty should be available to sign forms during the Registrar's Office hours during these times.

Faculty Meetings

University faculty meetings and meetings by the schools/departments are scheduled regularly throughout the year. A schedule of these meetings is published in advance. Attendance is required at these meetings except where duties for the University, such as coaching, observing practice teachers/students in placements or internships, or teaching preclude the possibility of attendance. All absences from scheduled school/department meetings must be cleared in advance with the dean of the school. All absences from scheduled university faculty meetings must be cleared in advance with the provost's office.

Chapel

Faculty members are encouraged to attend chapel. Ordinarily scheduling appointments or committee meetings during the chapel hour is discouraged. Faculty members are encouraged to sit with the students during the chapel hour and contribute to an attitude of worship.

Faculty Workshop

An annual workshop for faculty is held prior to the beginning of the Fall semester. The attendance of all full-time faculty members is required. The workshop is designed to provide a unified and informed beginning to the University year. Emphasis is placed on both the spiritual and the academic aspects of the University programs.

Classroom Observation

Faculty should expect to be observed on a scheduled basis to maintain best practices and for performance appraisals. The Dean and Academic Assistant will schedule the observation. Classroom observation can be done by deans, departmental chairs, and/or ranked professors. The observer will submit a form post-observation to the dean for the faculty's file.

Faculty Service and Committee Responsibilities

Full-time faculty members are expected to contribute to the institutional life of the University through active participation in faculty committees and related service responsibilities. Ordinarily, full-time faculty members are expected to serve on a minimum of two faculty committees each academic year, as assigned by the provost, dean, or Director of Academic Operations. Committee service is considered a regular component of a faculty member's institutional responsibilities and is undertaken in addition to teaching, advising, scholarship, and other assigned duties.

Faculty members may also be asked to participate in additional institutional activities, including assessment initiatives, student recruitment events, faculty development activities, accreditation efforts, and co-curricular programming, consistent with the needs and mission of the University.

World Reach Week

The World Reach Week is an integral part of the academic year. Faculty members should not be absent during these days without making prior arrangements with the Provost.

Commencement

Full-time faculty members are expected to plan their schedules accordingly to ensure their availability during commencement and related events. If a faculty member is unable to attend due to extenuating circumstances, they seek approval for their absence from the provost.

Regalia is worn to Commencement. Faculty in need of regalia should inform the Registrar's Office in a timely manner.

Other University Functions

All full-time faculty members are required to be present and available during open house dates and student orientation and registration (SOAR) dates.

Faculty members are expected to plan their schedules accordingly to ensure their availability during these events. If a faculty member is unable to attend due to extenuating circumstances, they must inform their department head as soon as possible and make arrangements for a suitable replacement.

Periodically throughout the year joint meetings of faculty and staff are scheduled for information, prayer or other purposes. Faculty members are expected to participate in these meetings unless excused by the provost.

Special University Functions

Faculty members encourage students when they attend student Homecoming, social events, athletic events, senior presentations, and musical recitals and programs. Participation in these events is appreciated.

Summer Hours and Vacation

Except when assigned teaching duties as part of their regular load or as required by the faculty member's dean, faculty members are not required to be present on campus during the summer months and other times when the University is closed.

On a calendar year basis, full-time and part-time benefited faculty members are entitled to four weeks (20 days) of vacation time, usually taken during the summer months, during which faculty members will have no requirements or obligation to be on campus, attend meetings, or engage in work-related activities. These four weeks of vacation time are in addition to university-observed holidays during which time many University offices are closed. For purposes of this section, the Summer begins on Monday of the second week following Spring Commencement and ends on the Friday of the week in August preceding the Annual Faculty In-Service program. This protected vacation time is to be coordinated with and approved by the dean of the school in which the faculty member teaches. Deans who report directly to the provost are to submit their vacation requests to the provost for coordination and approval. See [Policy #5506-04](#).

Advising of Students

Academic Advising

Faculty associated with the respective academic programs will be expected to assist with academic advising. Part-time Faculty can be asked to advise as needed and will receive additional compensation per student.

Purpose of the Program

The purpose of the program is to assist the student in making academic, professional and personal decisions.

Objectives of the Program

The objectives of the program are:

- (1) To demonstrate a spirit of caring within the University community.
- (2) To provide accurate academic information regarding registration procedures, program choice, course selections, academic problems and graduation requirements.
- (3) To help students establish personal, academic, and professional goals.
- (4) To encourage students to analyze their interests and abilities as they relate to courses offered and other academic opportunities.
- (5) To provide a continuous evaluation of student progress and performance.
- (6) To increase faculty/student accountability for the educational process.

Procedures for the Program

- (1) The dean of each school or chair of the department will be responsible for coordinating the academic advising program within the school/department including the training of advisors.
- (2) The dean/chair will assign advisors to students.
- (3) Advising assignments for Undeclared students will be made by the dean of the School of Divinity.
- (4) Academic advisors are expected to meet with their students at least once each semester for the purpose of reviewing academic progress and assisting in course selection. Freshmen/new advisees should be met with at the start of their first semester in addition to the regular advising season.
- (5) The registrar and director of academic operations will work with the deans/chairs of the schools/departments to administer the program.

Advisors to Student Organizations

Each student organization selects or is assigned a faculty advisor. Faculty advisors are expected to guide, not direct. In many instances it will be sufficient to be thoroughly informed. Students have expressed appreciation for the value gained from work in extracurricular organizations. Therefore, leadership as far as possible should be left in students' hands.

Students may not always ask for advice when they need it and may go on their own unwisely. Advisors should seek to prevent such instances. It is always the duty of the advisor to handle adroitly everything contrary to University policies and standards.

The advisor is responsible for carrying out the following duties:

- (1) Be present at appropriate meetings.
- (2) Be aware of the activities of the organization through contact with its officers and committee meetings.
- (3) Approve all matters of organizational policy.

- (4) Assist the presiding officer by offering private counsel on the proper method of conducting meetings.
- (5) Keep a close check on all expenditures and have the facts before cosigning any request for withdrawal of funds.
- (6) Be responsible for all activities and policies of the organization. (Note: Multimedia and skits to be used in programs need special clearance from the advisor.)
- (7) Ensure that the secretary keeps a complete file of minutes (full meeting and executive committee) and correspondence, and that this file is deposited together with the treasurer's file (budget, correspondence, etc.) in the advisor's possession before the close of school in May.
- (8) Enforce University regulations at outings and other activities of the organization.

Faculty Development

New Faculty Orientation

First-year faculty are normally required to complete onboarding documents on the HR portal and orientation via eLearning. These are designed to acquaint new faculty with policies and procedures related to a full-time or part-time faculty member.

New faculty are assigned a peer mentor to help with acclimation for the first year of employment at Cairn University.

Course Privileges

Upon approval of the dean of their School, full-time faculty and benefitted part-time faculty may take for credit or audit any University courses as outlined in [Policy 5521-03, Employee Tuition Remission](#).

Attendance at Professional Meetings

All faculty are encouraged to participate in professional organizations. The University will assist the faculty financially with registration, transportation, housing and meals for one conference or seminar per year as budgeted funds are available.

Although attendance at professional meetings by faculty is highly desirable, it should not be considered automatic. When attendance involves absence, faculty must receive approval from the dean of their School to attend professional meetings for purposes of personal enrichment or providing necessary representation for the University on that occasion. In any event, no faculty member should be absent for more than one week of classes per semester. Refer to [Policy #5506-04 Faculty Leave](#) regarding faculty absences in general.

Upon approval by the dean of their School, professional dues in one appropriate organization will be paid by the University for each faculty member as budgeted funds are available.

On-Campus Development Opportunities

Faculty Workshop, a one or two-day event at the outset of the academic year, is held for the primary purpose of faculty development. In addition, at least two sessions of faculty meetings per semester are scheduled for faculty development. Faculty attendance is expected at joint faculty and staff meetings which are scheduled periodically throughout the academic year for information, prayer or other purposes.

Doctoral Education Program

Purpose of the Program

The primary purpose of the program is to strengthen the University's educational program by encouraging faculty to obtain terminal degrees. Faculty who are accepted into, and complete a program directly related to, or in line with, some aspect of the University's academic program, are provided with tuition assistance towards the pursuit of a doctoral degree (or terminal degree). Faculty who are able to enter and complete a program directly related to, or in line with, some aspect of the University's academic program are assisted in pursuing a doctorate. Normally funding is available for doctoral studies only, although exceptions may be granted for a second master's degree. Since a master's degree is required to join the faculty, funding ordinarily is not available for the first master's degree. Refer to [Policy #5506-07 Doctoral Tuition Funding and Forgiveness](#).

Eligibility

Full reimbursement is limited to full-time faculty members who serve as administrative or teaching faculty with the rank of assistant professor or higher and have completed one year of full-time teaching at the University or three years of full-time teaching at another accredited university. If funds are available, part-time faculty may be granted partial reimbursement upon recommendation of the dean of their School and the approval of the provost.

Procedure for Application and Approval

To be considered for a grant in this program, the faculty member must complete a request form (available from the provost's office) including:

- a. A detailed description of the program of study to the provost by April 15 of the year the faculty member wishes to begin study. (This should be approved by the dean of the School prior to that time.)
- b. A detailed description of the time involved in the program and the projected total cost in current dollars.
- c. A memo explaining the benefits of the program for the faculty member and the University, and the personal goals of the faculty member in relation to this study.

Following the submission of the documents described above, the applicant will meet with the provost to review the proposal and the program of study. The faculty member should have a tentative plan of action and discuss with the dean the time necessary to complete the program, the effect of the study on teaching responsibilities at the University, and the relationship of the program to the purpose and work of the School. The provost will also request a recommendation from the dean of the School regarding the application.

Final notice of approval or disapproval of the proposed program and the stipulation of any conditions will be communicated to the faculty member by the provost. An initial grant may imply continued support by the University, but further grants and continued academic appointment will be contingent on an evaluation of performance and the financial state of the University.

Finances Provided

For faculty entering doctoral programs or for those continuing in doctoral programs under this program, the University will provide the following:

- a. Full tuition for each course.
- b. Payment of fees, such as registration fee and student activity fee, when the budget is adequate to meet requests of faculty.

Requests for an extension of the program beyond the duration of time originally approved may be considered by the University. However, the University will not continue to fund a program which does not have a reasonable terminal date.

Some doctoral programs involve a residence requirement that necessitates a year's leave of absence from the faculty. In such cases the University may provide a two-semester leave at half salary or a one-semester leave at full salary. The salary received while on leave will be classified as money invested in this program. It is understood that seniority will continue through an academic leave.

Program Responsibilities

Faculty who participate in doctoral studies and whose program is funded by the University have the following responsibilities:

a. Regarding Finances

The University will forgive the amount of grants used toward doctoral programs according to the following: One-fourth (25%) per year beyond last receipt of funds.

A faculty member who leaves the University by resignation before the obligation is satisfied will be responsible to repay any remaining balance immediately.

b. Regarding Release from Duties

In consultation with the dean of the Schools, the provost may approve requests for release from normal academic duties on the campus. It should be understood that although it is beneficial to the University that its faculty obtain doctoral degrees, the educational program of the University must continue. Normally, unless graduate study is excessively heavy or responsibilities extensive, no release from general University duties will be approved.

c. Regarding Reports

For those faculty in University funded programs, a complete status report will be due in the office of the provost at the conclusion of each semester (December 31 and June 30). The report should contain an accounting of the academic status of courses taken during the prior six months, grades earned, number of credits yet to be taken, relationship of the program to the originally proposed time schedule, and an account of the disbursements of University funds in the program.

Leaves of Absence

Faculty may submit to the provost a written request for release from duties for reasons other than further study. Each request will be carefully evaluated and a prompt decision communicated to the person making the request. A leave of absence implies release from duties without salary and benefits. Seniority and accumulated years of service are maintained, but the time of leave is omitted from calculating years of service. Refer to [Policy #5506-04](#) regarding faculty absences in general.

Faculty Research/Writing Release Time

Faculty may submit to the provost a proposal to produce research/writing beyond routine professional development which will strengthen the education offered at the University and serve the broader student and academic communities. This release time is restricted to full-time faculty with terminal degrees. Approved release time will

replace 3-6 credits in a faculty member's 24 credit teaching load and/or provide expenses for research projects. No overload teaching will be approved during a research/writing semester.

Application for consideration must be submitted to the provost by March 1, prior to the academic year for which the release time is being requested and should include: description of research/writing; how the research/writing relates to applicant's goals/career; anticipated results/achievements – publication potential, possible external sponsorship/grants; how the research will benefit the University; other responsibilities at the University besides teaching; budget breakdown (if any); updated CV; and letter of approval by dean.

Applications will be reviewed by the Provost Research Committee by March 14. Final notice of approval or disapproval of the proposal and the stipulation of any conditions will be communicated to the faculty member by the provost.

Sabbaticals

Sabbatical leaves are intended to provide an opportunity for faculty members to grow professionally through study, research, travel, and writing.

Full-time members of the faculty who have been in the service of the University for seven years are eligible for consideration for a sabbatical leave. Sabbatical leaves are not automatic and are granted on the basis of the value of the sabbatical work to the University and the University's ability to support the program financially. Preference will be shown to applicants who have the longest terms of service to the University and whose projected sabbatical plans would contribute most to their scholarship and professional growth. Sabbatical leaves are not granted for study programs that lead to graduate degrees.

Under usual circumstances, a sabbatical leave should not involve gainful employment except where such employment is reasonably a part of the sabbatical project. Applications for sabbatical leaves should be accompanied by a prospectus of the applicant's plans and should be presented to the provost by November 15 of the academic year preceding that for which leave is requested.

When a full sabbatical is granted, it shall be on the basis of a one-semester leave of absence with full pay or a two-semester leave of absence with half pay. When a special case sabbatical or writing semester is granted, it shall be with limited responsibilities (teaching six credits) for one semester with full pay. This arrangement will be limited to two faculty members per semester.

Within 30 days after returning from a sabbatical, a faculty member is required to submit to the provost a complete report on the project.



**DOCTORAL TUITION PROGRAM
APPLICATION**

Name _____ Date _____

Rank began at Cairn _____

Institution _____

Program Degree sought _____

If not doctoral program, state rationale:

Total	hours	Start	date	_____	End	date	_____
Total	cost	Est.	_____	annual	cost	_____	_____
Why do you want to begin this program?							

How will it benefit Cairn University?

As stated in [Policy 5506-07](#) revised on 10/27/09 the University will forgive the amount of grants used toward doctoral programs according to the following: One-fourth (25%) per year beyond the last receipt of funds. A faculty member who leaves the University by resignation before the obligation is satisfied will be responsible to repay any remaining balance immediately.

If you understand and agree to abide by the guidelines for this program as stated above, please sign on the line below.
Signature/date _____

School Dean/date _____

Provost/date _____

President/date _____

Please attach any relevant supporting documents

 Cairn
UNIVERSITY
**DOCTORAL TUITION PROGRAM
REIMBURSEMENT**

Name _____ Date _____

Rank _____ Began at Cairn _____

Institution _____

Program _____ Degree sought _____

This program will require _____ hours, of which I have completed _____.

Semester Dates _____

Subject _____ Semester hours _____

Subject _____ Semester hours _____

Request:

Tuition charge \$ _____

Application Fee * \$ _____

Miscellaneous Fee * \$ _____

Total request of \$ _____

Check payable to _____

As stated in [Policy 5506-07](#) revised on 10/27/09 the University will forgive the amount of grants used toward doctoral programs according to the following: One-fourth (25%) per year beyond last receipt of funds. A faculty member who leaves the University by resignation before the obligation is satisfied will be responsible to repay any remaining balance immediately. Policy can be found [here](#).

Note: * Payment of fees, such as registration, technology, student activity, etc. will be provided when the budget is adequate to meet requests of faculty.

If you understand and agree to abide by the guidelines for this program as stated above, please sign on the line below.

Signature _____ date _____

Provost _____ date _____

Please attach any relevant supporting documents.

Faculty Peer Mentoring

Purpose of the Program

A collaborative peer mentoring program designed to orient and acclimate new adjunct, part-time, and full-time faculty to the culture, history, resources, biblical commitment, and teaching methodology of Cairn University.

Goals of the Program

orient new faculty to the biblical and theological commitments of the University;
encourage faculty members to refine and expand teaching strategies;
familiarize new faculty with the resources, policies, and procedures of the University;
hone new faculty's ability to develop, and educate from, a biblical perspective on his or her discipline and profession;
foster an atmosphere of collegiality and community.

Characteristics of Effective Mentoring

In formal mentoring relationships, the roles and responsibilities of mentors and mentees should be defined and made explicit from the outset. Both the mentor and mentee have responsibilities for maintaining the productivity of the relationship. The literature distills characteristics of effective mentoring to include the following:

1. Development of clear, agreed-upon goals and plans to achieve them.
2. Setting clear rules regarding meetings (frequency, agenda, and deliverables).
3. Maintaining confidentiality when requested and appropriate.
4. Agreeing on communication mechanisms, frequency, and style.
5. Measuring progress with timelines.
6. Providing constructive feedback.
7. Creating an environment of trust and open communication.
8. Gradually reducing level of guidance, with encouragement toward academic independence.

Structure

- Mentors and mentees are encouraged to develop friendships, checking in frequently and meeting at least monthly. Mentorships can be inter-departmental, or cross-departmental, depending on need and faculty availability, and at the discretion of the chair or dean.
- If possible, meetings should take place in-person, though every effort should be made to include new online and adjunct faculty through video conferencing technology.

Activities

- Exchange, review and discuss each other's vitae
- Check-in in each-other's office frequently to see how things are going.
- Take a break together for coffee in the Highlands Cafe or intentionally arrange lunches together at the cafeteria together
- Take a tour of campus together
- Take turns observing each other in the classroom context
- Introduce the mentee to staff members in their department and college
- Introduce the mentee to campus resources such as the ARC and the Library

- Introduce the mentee to colleagues with similar research or teaching interests
- Visit each other's classrooms and then discuss teaching techniques and related issues
- Suggest useful books, articles, websites, podcasts, or blogs
- Attend chapel together
- Attend campus activities such as athletics, art, music, etc.

Topics

- Christian faith and biblical integration
- Effective teaching techniques and curriculum development
- Crafting a syllabus
- Helping students navigate accommodations through the ARC
- Professional associations and helpful listservs
- Academic integrity ([Policy 5441-51](#))
- Faculty efforts towards admissions and retention
- Office hours and establishing healthy boundaries with students
- Using eLearning to enhance the classroom experience
- Use of classroom technology (e.g., Cerego, copleys)
- Teaching online and student learning in the digital modality
- Student ministry credits (a grad requirement)
- Best practices for advising students
- Church involvement and maintaining a devotional life as an academic
- Independent studies
- Incomplete grade contracts
- The role and function of University committees
- The Langhorne and greater Bucks County community (churches, restaurants, etc.)

*At times and depending on his or her relative comfort level and familiarity with the subject matter, mentors are strongly encouraged to facilitate conversations between mentees and subject matter experts throughout the University community (e.g., advising, retention, admissions, classroom technology, online learning).

Faculty Promotion

Qualifications

Qualifications for appointment or reappointment to a faculty rank will ordinarily include the follow-ing:

Distinguished Professor

- a. Attainment of the rank of professor.
- b. Nationwide recognition among the evangelical community for outstanding ministry, scholarship, and effective service to the church universal.
- c. Approving support by the faculty of the University regarding the ministry of the professor.

Professor

- a. Earned doctorate.
- b. Seven years of university teaching experience.
- c. Exceptional merit in the areas of teaching competence, professional development, and institutional performance as described in the criteria below.

Associate Professor

- a. Earned doctorate or substantive equivalent.
- b. Five years of university teaching experience or equivalent professional experience.
- c. Merit in the areas of teaching competence, professional development, and institutional performance as described in the criteria below.

Assistant Professor

- a. Master's degree.
- b. Three years of university teaching experience or equivalent professional experience.
- c. Merit in the areas of teaching competence, professional development, and institutional performance as described in the criteria below.

Instructor

Master's degree or progress in a graduate program.

Criteria

Criteria for appointment, reappointment and promotion for all faculty ranks are based upon past and continuing performance in the areas set forth below. Ordinarily, faculty members will not be eligible for consideration for promotion to a higher rank without having served in the current rank for three (3) years.

Teaching competence

- a. Scholarly achievement in the field or discipline.
- b. Ability to communicate the subject successfully.
- c. Active participation in department activities.

Professional development

- a. Participation in the activities of professional associations.
- b. Participation in advanced formal study.
- c. Original and creative contribution to knowledge through professional writing, composing and/or performing.

Institutional performance

- a. Effectiveness in fulfilling assigned responsibilities.
- b. Cooperation with colleagues and administration.
- c. Concern for students and participation in student activities and counseling.
- d. A positive attitude and influence on University morale.

Procedures

Recommendation by Dean and/or Provost

When the dean of any school or the Provost considers that a member of the school/department has met the qualifications of a higher rank, the dean or the Provost may recommend that faculty member as a candidate for promotion to that higher rank. The dean or Provost must submit the recommendation in writing to the Faculty Rank Committee. The recommendation must contain, in addition to the qualifications of the faculty member, the evidence of the faculty member having met the criteria stated above.

Examination by Committee

The Faculty Rank Committee will examine the qualifications and criteria of all candidates recommended by a dean for promotion and forward a report to the provost on their findings. The Committee will also report back to the dean regarding their findings about any candidates recommended by him or her.

Decision by Provost

The provost will review the findings of the Faculty Rank Committee and decide which candidates will be recommended to the Board of Trustees for promotion to a higher rank.

Approval by Board

Promotions to a higher rank that are approved by the Board of Trustees will become effective at the beginning of the next fiscal year. However, public announcement of the promotions will be made at the next University commencement ceremony.

Faculty Emeritus

Definition

Faculty Emeritus is an honorary title given to retired professors who have demonstrated exceptional dedication and service to the institution. This title is in recognition of their significant contributions to the Cairn community. Cairn values the expertise and wisdom of our faculty emeritus members and encourages their ongoing engagement with the Cairn community.

Individuals with the designation of Faculty Emeritus retain the following:

- Cairn email address
- Access to the Cairn Faculty, Classifieds, and Prayer email distribution lists
- Continued access to campus facilities, such as libraries, research resources, and academic events
- Cairn business cards with his/her name and the title of Faculty Emeritus (upon request)
- Name and bio listed on the Cairn website faculty page
- Name and title listed in the Cairn Academic Information Guide Faculty and Administration List
- Invitation to participate in meetings as a non-voting member
- Invitation to participate in University ceremonies

Academic Freedom

Cairn University is committed to a doctrinal position which is in the mainstream of historic Christianity. All faculty members must express continued, unreserved agreement with the University's Statement of Faith. It is also expected that they abide by the lifestyle and professional guidelines of the University. Because the University has no affiliation with any denomination, substantial flexibility exists in matters of church polity and worship style. Faculty members are encouraged in scholarly research, particularly in their own professional field of study, and are urged to share with students various theories and views.

Use of Copyrighted Works

It is the policy of Cairn University to adhere to the existing copyright laws of the United States of America and to maintain the highest possible standard in our use of copyrighted materials for personal, instructional, and other University uses.

Faculty members should refer to [Policy 5506-08 Copyright Usage](#) which is designed to: inform the community of its rights and restrictions regarding copyright-protected works; adhere to current copyright laws; meet the requirements of the Digital Millennium Copyright Act and the TEACH Act; and provide guidelines and procedures for obtaining copyright permission to use these works.

This policy is not meant to be exhaustive in its scope. As such, certain questions may arise that cannot be answered by relying solely on this document. The United States Copyright Act, contained in Title 17 of the U.S. Code, is the ultimate source of copyright information. This policy provides practical procedures on copyright-related matters; however, it is not a substitute for legal advice, and proper legal advice should be obtained when necessary.

Copyright violations can result in substantial legal penalties for the individual violator and/or the University. Under no circumstance is it necessary for employees or students of Cairn University to violate copyright requirements in order to properly perform their duties.

Fair Use

Fair Use is the legal right to copy a limited amount of a copyrighted work under certain conditions without undue harm to the owner. Contained in section 107 of the U.S. Copyright Act, fair use is the broadest limitation on the exclusive rights of a copyright owner. For the user, fair use provides a legal way to use copyrighted material without obtaining permission. However, for each potential use, four unique factors must be first considered to determine whether fair use applies. These factors are:

- Purpose:** The purpose and character of use (principally; whether for commercial or nonprofit educational use)
- Nature:** Is the work published or unpublished? Is it fiction or non-fiction?
- Amount:** How much of the work is being used?
- Effect:** How might the use affect the market value for this work?

Using a copyrighted work for educational purposes does not automatically fall within fair use. No one factor on its own determines whether or not a use qualifies as fair use. All four factors must be thoughtfully weighed against each other. All records of fair use decisions should be retained in the event that future documentation is needed.

Curriculum Development and Revision

Process and Best Practices

Course evaluation process

The learning outcomes for each course should stem from the program outcomes. If the course is not associated with a specific program, it should align with the school outcomes. These program outcomes, in turn, should be based on the institutional objectives of our University, which are:

1. As an academic institution committed to intellectual development, the idea that all truth is God's truth, and the biblical truth that the fear of the Lord is the beginning of all wisdom, the University purposes to impart to its students a knowledge of God, themselves, and the world in which they live.
2. As an academic institution committed to spiritual maturation, the University purposes to develop the character of its students according to the teaching and example of the Lord Jesus Christ, as set forth in Holy Scripture.
3. As an academic institution committed to Christian ministry, the University purposes to prepare students to the highest degree of professional competency and to instill in them a commitment to an intentional and obedient life of service to Christ in the church, society, and the world.

New program and course revision process

1. The department faculty develop and review course demonstrations of learning and content.
2. Course description and outcomes undergo review by the school faculty.
3. Non-core courses are reviewed by the school faculty and subsequently approved by the Registrar and Provost.
4. Core courses undergo review by the school faculty, followed by approval by the Registrar, Provost, and Academic Leadership Team.
5. Minor program changes (such as changing the prescribed order) undergo review by the department faculty and receive approval from the Registrar and Provost.
6. Major program changes (such as changes in credits, change in course description, adding course(s), or deleting course(s)) undergo review by the school faculty and receive approval from the Registrar, Provost, and Academic Leadership Team.
7. Programs are reviewed by the school faculty and are either approved for addition to or removal from the curriculum by the Registrar, Provost, and Academic Leadership Team.

Best practices for developing a course

1. Course descriptions should be brief and in the present tense. The first sentence isn't a sentence - it's a fragment (beginning with "A course that..." or "An examination of..."). It should be a description of the content of the course - not assignments or outcomes.
2. Course outcomes should begin with the phrase, "After successful completion of this course, students will be able to...", and should be formulated using Bloom's taxonomy, integrating precise language from Bloom's taxonomy whenever possible ("Demonstrate...", "Understand...", "Apply...", "Analyze," etc.).
3. Organize the course into logical units or modules that build upon each other to facilitate student learning. Consider incorporating a variety of instructional methods, such as lectures, discussions, group activities, and hands-on projects, to engage students and cater to different learning styles.
4. Choose relevant and up-to-date course materials, including textbooks, readings, multimedia resources, and case studies, that support the learning outcomes and provide students with a comprehensive understanding of the subject matter.
5. Develop a variety of formative and summative assessments, such as quizzes, exams, essays, presentations, and projects, to evaluate student progress and achievement of learning outcomes. Ensure that assessments are aligned with course content and provide meaningful feedback to students.

6. Integrate technology tools and resources, such as learning management systems (eLearning), multimedia presentations, online discussions, and interactive simulations, to enhance the delivery of course content and facilitate student engagement and collaboration.
7. Regularly evaluate the effectiveness of the course design, instructional methods, and assessments through student feedback, course evaluations, and assessment data. Use this feedback to make informed revisions and improvements to the course content and delivery.

Best practices for courses with multiple sections and faculty

1. Provide standardized course materials, including textbooks (at least one primary text), readings, and assignment prompts, to all instructors and sections. This helps maintain consistency in content delivery and assessment expectations. Maintaining equivalent content and rigor across all sections of courses with multiple sections is paramount for several reasons, including accreditation compliance and effective curriculum sequencing.
2. Develop consistent grading criteria and rubrics for assessments to ensure fairness and equity across different sections. Provide training and support to instructors on grading practices and calibration to maintain consistency.
3. Implement common assessments, such as exams, quizzes, or projects, across different sections to measure student learning outcomes consistently. This allows for meaningful comparisons of student performance and facilitates data-driven decision-making.

Other considerations

1. Faculty should feel free to use the Registrar as a resource during the process of developing a new program (don't need to wait until the end).
2. Faculty should use the proper forms (available on K Drive):
3. Curriculum Revision Proposal - Program
4. Curriculum Revision Proposal - Course

New Program Template

General Information:

Program Name:

Degree to be awarded:

Will a minor be added?

Statement of Outcomes:

State the outcomes of the new program. Indicate how the requirements for this degree reflect the mission and institutional outcomes of Cairn. Indicate the maximum period of candidacy (graduate degrees only).

Need and Demand:

Provide the method and results of a needs assessment in the field that shows that this program will meet the educational needs of the University. If possible, project the enrollment for the next four years.

Expenses:

- Faculty/Staff Needs:
 - List Faculty needs for the new program for the next four years.
 - Describe plans to hire additional faculty for this program.
- Library and Learning Resources:
 - Describe research resources available to students in the program.
 - If the program is on the graduate level, indicate the library holdings in specialized resources of variety and depth and indicate how the library is adequate to provide a base for the research activities of both graduate faculty members and graduate students. Consult the library staff if needed.
- Laboratories & Equipment:

- Indicate the number of laboratories for this program.
- List the equipment for this program in each laboratory.
- Miscellaneous Start-up Costs:

Buildings and Equipment:

How will the new program impact existing facilities and equipment?

Admissions:

State any program-specific admission requirements.

Curriculum:

Provide a curriculum sheet showing the semester-by-semester progression for students in the program.

Distance Education:

Indicate if the program is offered by classroom or distance. For combined delivery, indicate the percentage of the program provided by distance education. Programs designed for online/distance require a Distance Education form.

Accreditation:

Indicate the professional, regional, and programmatic accreditation the institution intends to obtain for this program.

Outcomes:

Develop the program outcomes for continuity and assessment.

Assessment:

Create a general schema for the assessment of student learning – goals, outcomes, measurements.

Course Syllabi and Organization

Course Syllabi

Course syllabi are to be made available to students at the beginning of the semester.

All syllabi should adhere to the University syllabus template. Syllabi must be approved by the Dean. They should be sent to the academic assistant of the school for review of format and then submitted to the dean of the school for approval before being made available to students. Adherence to deadlines announced by the dean of the school will provide adequate time for typing, formatting, editorial review by the dean, comparisons of expectations with other courses, and updating and improvement of course structures.

Approved syllabi must be posted to eLearning three weeks prior to the start of the semester.

Course Requirements

Course requirements should not be increased during the semester beyond those stated in the syllabus. Changes to pacing/due dates should be communicated to the students via eLearning and in class.

Textbooks

Deadlines

The *Higher Education Opportunity Act* (HEOA) guidelines require textbook information be available to students at the time of course registration. Therefore, book orders are due two weeks prior to the start of registration for a given semester. Therefore, generally speaking, the order dates for textbooks are as follows:

Fall semester	first Friday in March
Spring semester	second Friday in October
Summer	first Friday in March

New Textbooks

Faculty members must provide the dean of their school with a one-week review period of the use of any new textbook. Therefore, the new textbook(s) along with the "Request for Approval of New Textbook" form must be delivered to the academic assistant of the school one week before the Friday due date. Upon review and approval by the dean, the faculty member will then add the book information to the course syllabus and submit the book to the Library for eCampus posting. Academic Assistants or Faculty can order a desk copy from the publisher.

Retained Textbooks

If a faculty member teaching a course does not wish to change the textbooks that were used previously when the course was last taught, the faculty member must notify the Library by the prescribed due date.

Textbooks for Multiple Sections of the Same Course

When multiple sections are offered for a single course, faculty members teaching the various sections should reach a consensus regarding the choice of textbooks. At minimum, the primary course text should be the same across all sections of a course.

Assessments

Quizzes and Examinations

Quizzes

Faculty members should state their procedure on quizzes at the beginning of a semester. The course syllabus should also explain for the student whether and how missed quizzes can be made up.

Mid-Semester and Sectional Examinations

In order to receive credit for a course, students must take all examinations. Following an absence on the day of an examination, the student must reschedule the examination with the faculty member as soon as possible. The faculty member will establish a deadline appropriate to the situation.

Students who desire to take sectional or mid-semester examinations early may do so at the discretion of the faculty member. A sectional or mid-semester examination taken at a time other than the scheduled class time should be administered by the faculty member or academic assistant of the School during regular office hours.

Undergraduate Final Examinations

Undergraduate [final examinations dates](#) are scheduled through the Registrar's office. They are to be taken at the time and place designated. Faculty members are required to give a final examination in every course during the scheduled examination time unless prior arrangement for an alternative form of assessment has been approved by the dean of the School. The Registrar's office should be notified of such arrangements.

Final examinations for graduating seniors are the prerogative of the individual faculty member. The faculty member's options are:

- (1) Final examination required for every graduating senior.
- (2) Final examination optional for graduating seniors.
- (3) No final examination for graduating seniors.

The procedure for senior final examinations is as follows:

- (1) Faculty should state in the course syllabus the [final examination policy](#) to be followed for graduating seniors.
- (2) This policy applies to the graduating student's final semester of study only, e.g., first semester finals for December graduates; second semester finals for May graduates.
- (3) This policy does not apply to summer session courses.
- (4) When final examinations for graduating seniors are required or optional, the graduates must take final examinations during senior examination days (normally Monday and Tuesday of finals week).

Administration of Examinations

Faculty members are expected to be in the examination room and preside over their own regularly scheduled examinations unless a legitimate excuse has been cleared with the dean of the School in advance. In such cases, a proctor should be arranged by the faculty member. Final Exams should not be scheduled as take-home exams except under extenuating circumstances.

Grading and Reporting of Grades

Grade Deadlines

Faculty members are responsible to observe all grade deadlines announced by the Registrar's office.

Grade Reports to Students

(1) Undergraduate Mid-Semester Warning Grades

During the Fall and Spring semesters faculty members are required to notify students who have low grades (Ds and Fs) at the end of the seventh week of classes. They should enter the mid-semester warning grade via Self-Service by the date set by the Registrar's office. **Students are notified by email that the warning grades have been entered.**

Advisors are given a list of their advisees who have received warning grades. Advisors should contact their advisees about the student's success in the course in question.

(2) Final Semester Grades

Faculty members are to report final semester grades to the Registrar's office by the deadlines set by that office. Faculty members should enter the grades via Self-Service although printed grade sheets may be used under certain circumstances. Final grades for graduating students are due by 10:00am of the Wednesday preceding the day of commencement exercises. Students ordinarily should expect that all of their final grades are available on Self-Service at the beginning of the second week after the conclusion of the semester.

Advisors are given a list of their advisees who have received failing grades in the semester's courses. Advisors should contact their advisees about retaking failed courses at the earliest possible time.

Spread of Grades

(1) Grade Points and Symbols

The University uses a 4.0 grade point system. Undergraduate students are required to have achieved a 2.0 © cumulative average in order to graduate. Graduate students in the Counseling, Educational Leadership and Administration, and teacher certification programs are required to have achieved a 3.0 (B) cumulative average in order to graduate. All other graduate students are required to have achieved a 2.5 (B-/C+) cumulative average in order to graduate.

Grade Points Per Semester Hour

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

(2) Explanation of Other Grading Symbols

W	Withdrew
S	Satisfactory grade in non-credit course
U	Unsatisfactory grade in non-credit course
NR	No grade reported
AU	Audit
IA	Insufficient attendance while auditing
I	Incomplete (Requires an <i>Incomplete Grade Contract</i> signed by both the instructor and the student. This grade should be used sparingly, limiting it to extraordinary circumstances that impeded normal completion of the work and only at the end of a semester. Although this grade provides to the student an extension to complete the course, the extension is limited to the time, up to three months [12 weeks], stated on the contract.)

Guidelines for Handling Controversial Subject Matter and Materials in Courses

According to our university mission statement: “Cairn University exists to educate students to serve Christ, the church, and society as biblically-minded, well-educated, and professionally competent men and women of character,” faculty members have the privilege of engaging students in the pursuit of the true, the good, and the beautiful in all areas of study. However, during the process of educating students well, faculty members will at times foster student learning within

subject areas that are controversial. This document is intended to articulate an educational approach for faculty members at the university faced with these challenges.

1. Types of Controversial Materials

Controversial subject matter exists in many fields of study at Cairn University. Non-biblical philosophies and worldviews are often intricate parts of the academic development of a field; artifacts within a subject matter can present potential stumbling blocks for students; and issues of cultural and political controversy can present divisions. Also, since Cairn students come from a number of Christian denominations, doctrinal differences arise and can generate controversy.

2. Undergirding Principles

A. Cairn University is a Christian institution, and as such is committed to the principles and standards of the Bible. Consequently, faculty members should never advocate a worldview or morality system contrary to biblical principles.

B. Cairn University is an educational institution, responsible for preparing students for service to Christ in the church and society at large. Educating students well sometimes necessitates that the students engage with ideas, vocabularies, and artifacts that violate God's standards of holiness. In order to fulfill the mission of Cairn, faculty members should strive to give students an honest range of contemporary viewpoints without overexposing students to wrong or controversial ideas.

C. Cairn University is an integrative institution which has as its goal assisting students to bring every thought into captivity to Christ (2 Cor. 10:5). As faculty members expose students to controversial views and materials, the faculty members should do so constructively, helping students learn how to evaluate these ideas and materials biblically. Faculty members should seek to foster wisdom in the students, cultivating both spiritual maturity and informed, critical judgment.

D. Cairn University is a compassionate institution, seeking to care for students collectively and individually. Faculty members should be sensitive to individual students' personal histories and emotional well-being. While exercising wisdom and sensitivity in curriculum creation, faculty should also seek to be sensitive to students for whom the particular subject matter may be difficult to contemplate.

3. Procedural Guidelines

The following guidelines presuppose that the faculty member has a thorough knowledge of the subject matter in question and has reflected upon it in light of biblical teaching. In certain instances, there may be more than one position on an idea or artifact, each of which is rooted in genuine biblical principles.

A. While setting up the handling of controversial ideas and/or artifacts in a course, faculty shall:

- a. Explain why the material in question is being included and why this specific example was chosen.
- b. Outline what approach the class will be using to analyze the material.
- c. Contextualize the material for the students.
- d. Foster a constructive environment in which students can reflect upon the material and express their response to it.

B. Faculty members must help students think biblically about an idea or artifact, providing students with both the biblical and subject-matter content. Faculty members should ensure that all students have the biblical-theological material they need to analyze controversial material.

C. Faculty members shall, when appropriate, help students learn to consider both the form and content of the controversial idea or artifact. Analysis of an idea or artifact should show how to evaluate both form and the content, and both should be reflected upon biblically.

- D. Faculty members must consider the effect of this material on students and choose materials with moderation and intentionality. While exposure to material for illustrative or analytical purposes may be necessary, overexposure is often counterproductive. Classroom discussion of these materials should always be serious, analytical, focused, and respectful.
- E. Faculty members should not use controversial material gratuitously or for shock value.
- F. Students who express concern about controversial course content should be encouraged to discuss the matter privately with the faculty member. In rare circumstances, faculty members may give a student an alternate assignment that accomplishes the objectives of the course in another manner.
- G. Faculty members are encouraged to dialogue with one another as well as their Chairs and Deans with respect to these matters, always pursuing wisdom and excellence in keeping with our university objectives and community life.

Classroom Attendance

Faculty Presence in the Classroom

Cairn University holds that the primary responsibility of the teaching faculty is in the classroom.

Absence from the Classroom

Faculty members should not be absent from class except by reason of illness or other severe physical conditions. Faculty members may be absent, if, prior to the class session, the dean of the school has concluded that the faculty member's presence elsewhere would be of greater importance to the University than in the classroom for that particular session. Faculty members should not plan or schedule any activities or appointments that would conflict with classroom attendance without first receiving permission from the dean of the school. In any event, no faculty member should be absent for more than one week of classes per semester.

Substitutes for Classes

A faculty member who is to be absent from a classroom session should provide a substitute teacher for the session. However, the faculty member should consult the department chair or dean before contacting the substitute. In the event the need to be absent arises out of an emergency, such as illness, and securing a substitute or consulting department chair or dean is not practical, the faculty member should make every effort to inform the department chair or dean, or if neither is available, contact the academic assistant of the school as soon as possible.

Unexpected Delay in Reaching the Classroom

Faculty members should be present in the classroom and begin class sessions promptly at the scheduled time. If a faculty member is unexpectedly delayed in reaching the classroom for a particular session, the academic assistant of the school should be informed immediately. In general, students are required to remain in the classroom for a reasonable waiting period as defined below. Thereafter, if there is no communication from the faculty member to the contrary, the session is considered cancelled, and the students are free to leave and will not be considered absent. However, if the faculty member estimates that the time of arrival at the classroom would leave sufficient time for instruction, the faculty member should ask the academic assistant of the school to ask the students to remain in the classroom. In such a case, students are required to remain even if the delay extends beyond the reasonable waiting period.

For purposes of this subsection, the reasonable waiting period for class sessions that are 75 minutes in length or less is 15 minutes. The reasonable waiting period for class sessions of two hours in length is 30 minutes. The reasonable waiting period for class sessions of three hours in length or longer is 45 minutes.

Student Attendance

Students must attend 70 percent of course sessions in order to receive credit for the course. A faculty member may require attendance at a higher percentage of course sessions. In such a case, the faculty member must clearly state the requirement in the course syllabus and call the students' attention to it during the first class session. All absences for any reason are to be included in the 30 percent allowed. See [Policy #5441-14 Class Attendance](#).

Attendance policies of all teachers must fall within the 30 percent allowable absences. In addition, students may not be penalized academically for absences resulting from required participation in University-sponsored events. University-sponsored activities include intercollegiate athletic events, field trips, tours of musical groups, and other similar activities. These activities shall be approved by the Provost. These absences can normally be included within the limits set by individual faculty members. In cases where a particular absence policy precludes this, the faculty member shall make exceptions, provided the students involved have displayed responsibility in class attendance otherwise. These exceptions, however, shall not exceed the 30 percent rule. Athletic absences during the sport's season must be documented and signed by the coach, student athlete, and professor at the earliest possible date. See Attendance and Athletic events info.

Accurate Record

Faculty members must keep accurate records of class attendance. They are free to choose a method that is best suited for them and the course. Faculty members should inform the Registrar's office if a student has exceeded the absence limit established for a given course.

Students entering the classroom after the class has begun or who leave before the class is completed may be recorded as "late." Students entering class more than 5 minutes late or leaving more than 15 minutes early may be recorded as absent for that period.

Class Roll

Faculty members have access to their class lists on eLearning prior to and throughout each term. In addition, printed undergraduate class lists are furnished by request for the purpose of verification after the first week of classes in the Fall and Spring semesters.

Course changes during the add/drop period are made at the discretion of the registrar. No course may be added after this time. Students may, however, withdraw from a course through the end of the tenth week of the semester (or two-thirds of class sessions for non-traditional programs) by completing the required form. The faculty member must sign this form and will receive a copy when the withdrawal has been finalized.

Reporting Absences to Students

It is expected that faculty check their records regularly to be sure that all students who need notification are sent the appropriate notice.

University Closure/Delayed Opening

When weather, or other unforeseen circumstances, makes it impossible or impractical to hold classes, students and faculty will be notified in several ways.

Information for school closing will be listed on the University Employee Hub: <https://cairn.edu/resources/closings-and-cancellations/>

Text alerts are sent to faculty, staff, and students who have supplied their emergency information to receive text alerts from the University by logging into the Employee Hub:
<https://cairn.edu/resources/emergency-contact-information/>

Student Handbook AI Policy

At Cairn University, we affirm the unique creation of humans in the image of God (Imago Dei), distinct from machines. Only humans possess the spiritual, self-conscious, and self-determined attributes capable of reason, emotion, ethical decision-making, and aesthetic judgment. We also recognize that, while all of creation declares the glory of God (Psalm 19:1), only humans have been designed as doxological beings. Our response to AI aligns with this dynamic understanding of the Imago Dei, reaffirming our commitment to these principles.

Recognizing that AI provides faculty members with the occasion to explore with students what it means to be human, we welcome the use of AI in the academic context while upholding foundational principles that guide our approach. Committed to the value of holistic development, we ensure that classroom content and assessment, even those aided by AI, are formational in nature, encompassing the spiritual and moral aspects of an individual.

We avoid the pitfalls of viewing technology with either too much optimism or with undue pessimism. AI is not viewed as a threat but as an opportunity for faculty to foster wisdom, discernment, critical thinking, and creativity in their students. While acknowledging the potential of AI, it is vital for students and faculty to understand that technology, including the algorithms and data sets that AI relies on, are not morally neutral. We recognize and address the biases that can arise from AI, encouraging users to critically evaluate and verify the information provided by the model. Thus, the use of and interaction with AI necessitates wisdom, care, and a moral foundation for evaluating its output. Furthermore, we acknowledge that the medium of the technology itself shapes the user, and as such, we encourage students and faculty to think carefully about the formative effects of using AI.

Our faculty is committed to empowering students to recognize and preserve their own ideas, voice, and sense of identity as intrinsically valuable and distinct from AI. We emphasize that students should adhere to the guidance provided by their professors in course syllabi regarding the proper use of AI. The misuse of AI may, and likely will be considered a violation of the University's [academic integrity policy](#). In cases where the use of AI for a specific assignment is unarticulated or unclear, students are to seek out their professors' guidance, fostering a collaborative and informed approach to AI integration within our academic community.

Classroom Emergency Procedures for Faculty

Instructor's Responsibility

Because of the personal nature of safety performance, everyone with supervisory responsibility is expected to ensure safe working conditions are maintained. Faculty and staff shall be directly responsible for their own safety, for the safety of students and employees under their supervision and for the safety of their fellow employees. This responsibility can neither be transferred nor delegated. Supervisors shall provide training for accident prevention, as necessary, for those working under their direction.

An Instructor must:

- Provide his or her class or audience with general information relating to emergency procedures. This information should be shared during the first week of class, or at the start of a seminar.
- Know how to report an emergency from the classroom being used.
- Ensure persons with disabilities have the information they need. The instructor should be familiar with the disabled student's plan and be able to direct visitors with disabilities.
- Take responsible charge of the classroom and follow emergency procedures for all building alarms and emergencies.

Emergency Preparedness

The instructor is an authoritative figure for the student, either consciously or subconsciously, and can influence how the student responds in an emergency. Calm, collected, and clear directions by the instructor will have a calming effect on the students. In order for the instructor to exhibit this controlled persona he or she must be prepared for emergencies.

Emergency Evacuation and Operations Plans

Instructors will find emergency instructions posted by the telephone in each classroom. Each instructor should familiarize themselves with the relocation site or assembly location in the event the building needs to be evacuated.

Evacuation Routes

Evacuation plans are posted in each department and classroom.

Emergency Assembly Points

After the class leaves the alarmed building or area, it is important for individuals to go to a pre-determined area where the presence of persons can be documented. The "safe area" will be a designated Emergency Assembly Point where the class will not interfere with responding emergency services nor place themselves at risk of injury from the emergency.

Evacuation routes in most University buildings lead the occupants out of the building to the Designated Emergency Assembly locations.

Evacuation of Persons with Disabilities

If there is a person with a disability in the class, the instructor must be knowledgeable of his/her response plan and who may be assisting him/her. Four (4) options are available for persons with disabilities:

Horizontal Evacuation to outside or another building, if available.

Stairway Evacuation

Stay in Place unless danger is imminent

Area of Refuge if available

Elevators should not be used during an emergency evacuation!

Reporting to Fire Safety director

After exiting and accounting for students, the Director of the Office of Safety and Security or his designee will notify emergency personnel of persons missing or trapped, or persons with disabilities who are awaiting assistance in areas of refuge.

Fire Alarms

Activities that may be hazardous if left unattended should be shut down.

Individuals should immediately exit the building and go directly to their assembly location assigned to them.

Fire Captains will shut the windows and doors before they begin their evacuation of their assigned area.

Closed doors significantly reduce fire and smoke damage.

Fire alarms will be the sound of a HORN and may include strobe lights for people with hearing disabilities.

When the alarm sounds, everyone must exit the alarmed area according to the evacuation plan.

Earthquakes

Most injuries occurring during earthquakes are caused by interior items falling on the building occupants, such as books, shelves, light fixtures, ceiling tiles, and office equipment. Consequently, the first thing to do during an earthquake is to have everyone drop to the floor, cover his or her head, and hold that position. After the shaking stops and if there is building damage, tell the class to collect their possessions calmly and evacuate the building to the Emergency Assembly Point. Caution them to watch for brick or other exterior building materials that may have been knocked loose by the earthquake.

Activities that may be hazardous if left unattended should be shut down.

Power Outages

If the power does go out during class, have everyone stay in his/her seat for a little while and wait for the power to return. If the power does not return in a reasonable length of time (~10 minutes) then evacuate the classroom. Evacuation should take advantage of available lighting unless the building is in alarm, then use the same evacuation procedures as during a fire. Caution students there is no rush and they should take their time exiting the building. Emergency lighting may or may not be functioning in the room, hallway, or stairs.

Reporting an Emergency

Check each classroom or lecture hall for the nearest working telephone, the nearest life safety (fire) alarm pull station, and the nearest fire extinguisher.

Fire - Activate Fire Alarm Pull Station and Call 911

Health/Police - Call 911

Facility/Utility Failure - Call 215-702-4350

Faculty Relationships

Relationship with Students

Faculty members must always seek to assist students to understand University policies, to help them gracefully accept decisions with which they may disagree, and to dispel inaccurate re-ports.

However carefully a faculty member's duties are conducted, there will be occasional disagreements with students who do not cooperate in class or who object to a grade or decision. It would be wise for the faculty member to inform the Office of Student Life of the details so they will be prepared to assist in the explanation of any misconceptions the student or the student's family may hold.

The enforcement of University policies and rules must be a shared responsibility. Consequently, the faculty member must be familiar with the rules in the Undergraduate Student Handbook and Graduate Student Handbook and should support the Office of Student Life in their enforcement. When a violation of a regulation is observed, the faculty member ought to discuss the matter with the student(s) involved if possible and then report it to the Office of Student Life.

Faculty members are not to engage in personal dating or intimate relationships with current students of any status (undergraduate, graduate, doctoral).

Appeal Process for Unresolved Issues Between a Faculty Member and a Student

Refer to [Policy #5401-15](#) Student Grievance Policy.

Students Seeking Help

Galatians 6:2 encourages the Body of Christ to carry each other's burdens. At times, students may wish to seek counseling or accountability to activities which are in violation of the Community Life Covenant. When students voluntarily confess to actions of which the University has no previous knowledge, the following guidelines will apply.

- The student may seek confidential spiritual guidance from an Oasis counsel or a qualified faculty/staff member within the guidelines of state and federal law.
- These University personnel are neither obligated nor expected to share information about student misconduct with the Office of Student Life staff. However, students should know in advance that there may be certain situations where the behavior involved poses such a threat to themselves, others at the University, or other non-members of the Cairn community, that promises of confidentiality cannot be made. Students must trust the discretion and discernment of the University personnel they seek out for help.
- The student must cease all involvement in the activity that is in violation of the Community Life Covenant. Failure to do so cancels confidentiality and may result in student discipline.
- If the Office of Student Life becomes aware of the student's misconduct through a personal confession, the student's voluntary act of repentance and acts of restoration will be taken into account by the Dean of Student Life when determining discipline.

- Voluntarily seeking help from these University personnel does not void an investigation or discipline that may be ongoing or may be discovered via information received through other channels.

Relationship with Other Faculty

It is important that relationships with faculty be developed and maintained at both a professional and a social level. Support and encouragement should be given to colleagues as they carry out their responsibilities.

Mutual professional respect requires that no faculty member become involved in a dispute between a student and another faculty member. The student who raises an issue, a matter of grievance or an accusation against another faculty member should be immediately referred to the grievance process in [Policy #5401-15](#). Unless the situation entails a potential hazard to the student's well-being, he or she should be referred back to the faculty member in question.

Relationship with Staff

It is expected that faculty will be supportive of the University staff members as they carry out their responsibilities. Faculty must follow proper procedures to secure the services of staff members.

Exceptions for Course Capacities and Remuneration

Online and Distance Remuneration for Low Enrollment Courses

Purpose

This outlines important updates and clarifications regarding online class size limits and prorated pay for faculty members at Cairn University. *Langhorne Campus courses will not be prorated; Schools should avoid running Langhorne Campuses classes with five or fewer students.*

Undergraduate Online Courses:

- The class size limit for all undergraduate online courses is set at 25 students or the specific course's approved maximum capacity. If the in person course capacity is less than 25, the School/Department helps make the decision about the online modality course capacity.
- At the dean's discretion, an undergraduate online course at Cairn University can be split into multiple sections upon reaching the 25-student limit, or the limit can be increased to a maximum of 35 students.

Graduate Online Courses:

- The class size limit for all graduate online courses has been increased to 20 students or the specific course's approved maximum capacity, whichever is less.
- Similar to undergraduate courses, at the dean's discretion, a graduate online course can be split into multiple sections upon reaching the 20-student limit, or the limit can be increased to a maximum of 25 students.

Prorated Pay:

- Faculty members teaching online courses will be compensated at a rate of \$750 per credit.
- In cases where an online course has fewer than 5 students, the pay rate will be prorated based on the number of enrolled students. This prorated pay will be calculated according to the actual number of students in the class.

Credit Load for Full-time/Part-time Faculty:

Cairn Online classes are not to be considered part of a full-time/part-time credit load but may be counted as overload.

Adjunct Compensation Exception

MEMORANDUM AND APPROVAL

This memo documents the request and approvals to employ/engage an adjunct faculty member/affiliate artist at a rate of compensation commensurate with the exceptional requirements of the position and/or qualifications of the individual. NOTE: Approvals must be obtained prior to extending oral or written agreement.

<u>Instructor's Name</u>	<u>Teaching Assignment</u>	<u>Semester(s) & Year(s)</u>
\$ Proposed Rate	Additional Comments Regarding this Request:	
Per Course or Credit?		

The unique factors that apply are indicated and described below:

Position's Requirements

- ☐ Educational Requirements
- ☐ Teaching and/or Professional Experience
- ☐ Course / Instructional Specialization
- ☐ Hard to fill

Description

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Individual's Qualifications

- ☐ Educational Credentials
- ☐ Teaching and/or Professional Experience
- ☐ Specialization / Accomplishments
- ☐ Cairn Mission-Oriented

Description

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Requested:

<u>Dean</u>	<u>Date</u>

Approved:

<u>Sr. Vice President and Provost</u>	<u>Date</u>
<u>President</u>	<u>Date</u>

Please attach any relevant supporting documents