



THE JERRY M. WALLACE SCHOOL *of* OSTEOPATHIC MEDICINE

LEADERSHIP PROFILE

Dean and Chief Academic Officer





Dean and Chief Academic Officer, Jerry M. Wallace School of Osteopathic Medicine

THE OPPORTUNITY

[Campbell University](#) in Buies Creek, North Carolina is seeking an innovative and visionary osteopathic physician leader to serve as the next Dean and Chief Academic Officer of the [Jerry M. Wallace School of Osteopathic Medicine](#). The Dean will work closely with Provost Michael Adams and President William Downs to continue the tradition of excellence in medical education and the commitment to educating and training physicians who will care for traditionally underserved patients of North Carolina and the region. As part of a larger campus with multiple programs in science and healthcare, there are numerous opportunities for the incoming Dean to build innovative interdisciplinary and interprofessional educational and research programs.

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MISSION

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

VISION

Our faculty, staff and students value teamwork, leadership, professionalism, integrity, diversity, and the ethical treatment of all humanity.

OVERVIEW

The Jerry M. Wallace School of Osteopathic Medicine (CUSOM) was founded in 2011 and accepted its first class of students in 2013. It is the first and only osteopathic medical school in North Carolina. The school was established primarily to address the physician shortage in North Carolina and the southeastern United States, with a particular focus on training physicians to serve in rural and underserved communities. CUSOM was granted full accreditation by the American Osteopathic Association's Commission of Osteopathic Accreditation (COCA) in 2017 and in April, 2024, CUSOM was granted Accreditation with Exceptional Outcome status. The next accreditation review is scheduled for 2034.

CUSOM offers a Doctor of Osteopathic Medicine (DO) degree in addition to a Master of Science in Biomedical Sciences and Doctor of Behavioral Health. The school offers a comprehensive curriculum, combining foundational medical sciences with early clinical experiences, interprofessional education, and training in osteopathic principles and practice. Campbell University also offers a combined DO / JD degree for physicians interested in pursuing a law degree simultaneously. The medical school currently accepts 160 students per year, making it the second-largest medical school in North Carolina by enrollment.

The Dean of the Wallace School of Osteopathic Medicine (CUSOM)

The Dean is the CUSOM's Chief Academic Officer and is a member of the Clinical Faculty. This role encompasses academic and operational oversight of the medical school with an emphasis on training physicians skilled in the practice of comprehensive osteopathic medical care. The Dean provides the vision and leadership for the development of faculty, academic programs, and scholarship in the School of Osteopathic Medicine.

The Dean is appointed by the President of Campbell University and reports directly to the Provost. The Dean will have direct interaction with medical students, academic faculty, clinical faculty, residency program directors and faculty, and deans, faculty and staff across the University. The Dean will also interact and work closely with various accrediting agencies and regulatory organizations.

Essential Duties & Responsibilities

- Demonstrates an active and consistent commitment to the mission of CUSOM.
- Accepts the mission and goals of the Board of Trustees and stakeholders of Campbell University.
- Serves as the supervising Dean for the CUSOM academic programs and operations: hiring of faculty and staff; planning, development, implementation, and supervising the delivery of the curriculum; the development of affiliation sites providing clinical rotations; and the planning and development for faculty growth.
- Responsible for maintaining full compliance with COCA accreditation standards.
- Develops and oversees the strategic plan for the School of Osteopathic Medicine.
- Oversees the development, implementation, outcomes assessment, and revisions to the educational, research, service, and medical practice programs for the School of Osteopathic Medicine.
- Represents the college at national, state and local meetings, as well as conferences and conventions.
- Serves as the School of Osteopathic Medicine liaison with other academic, healthcare, professional and governmental institutions and agencies.



- Develops and oversees the management of the academic and operations budget for the School of Osteopathic Medicine having the responsibility and authority for fiscal management of the School.
- Oversees the implementation of the policies and procedures for the School of Osteopathic Medicine, in relation to academic operations.
- Establishes and implements standards for academic performance and progression in relation to the School of Osteopathic Medicine.
- Recruits, develops, and retains competent faculty and staff for the School of Osteopathic Medicine.
- Provides leadership and administrative support and supervision to the Vice Deans, Associate Deans, Department Chairs, and all other faculty and staff; administers processes for faculty and staff evaluations.
- Collaborates with the Vice Deans, Associate Deans and Department Chairs in preparing program assessment evaluations and implementing evaluation recommendations.
- Collaborates with the Vice Deans, Associate Deans and Department Chairs on preparation of the Academic Bulletins, academic calendars, and appropriate budgets.
- Initiates, implements, and manages programs to meet effective and efficient student recruitment, admission, and consistent retention.
- Assesses community needs and develops partnerships and other collaborative relationships within the community to foster a supportive environment, beneficial to the School of Osteopathic Medicine.
- Represents the University and the medical school at campus functions, as well as public and community functions beneficial to the School of Osteopathic Medicine.
- Serves on advisory boards and committees appropriate to and for the medical profession, as well as those in conjunction with the School of Osteopathic Medicine.
- Attendance required at events within as well as outside of the University setting.
- Uphold and abide by Campbell University and CUSOM policies and procedures, including, but not limited to; Title IX, HIPPA and FERPA guidelines.
- Will be employed full time by the School of Osteopathic Medicine and will not engage in other gainful employment outside the institution.



STRATEGIC OPPORTUNITIES

Key Strategic Opportunities for the next Dean include:

Academic Excellence & Innovation

- Strengthen student outcomes — maintain high first-time board pass rates and residency match success.
- Advance curriculum innovation across all four years encompassing the foundational sciences, especially in simulation, OMT, and clinical education, to prepare students for future practice in a dynamic, increasingly technology-driven healthcare environment.
- Integrate evidence-based teaching and assessment strategies across all years.
- Continue to expand and refine interprofessional education in collaboration with the College of Pharmacy & Health Sciences programs, including PA, DPT, Pharmacy, Nursing, and Public Health, among others.
- Support faculty scholarship and teaching excellence through development and recognition programs.
- Work collaboratively with the Deans of the other seven schools and colleges to create interdisciplinary academic opportunities for students in alignment with the university's mission and values.

Clinical Education & Partnerships

- Expand and enhance clinical training sites for third- and fourth-year students.
- Strengthen relationships with clinical preceptors and partner hospitals.
- Develop new community-based and rural health partnerships.
- Create innovative models for clinical rotations aligned with evolving healthcare delivery systems.
- Expand and enhance campus Campbell University Health Center to accommodate patient demand while exemplifying the institutions commitment to excellence.

Institutional Growth & Sustainability

- Grow enrollment strategically while maintaining mission alignment.
- Explore new academic programs or dual-degree options (e.g., public health, business, biomedical sciences).
- Increase external funding and philanthropic support for scholarships, research, and facilities.

- Build stronger alumni engagement and donor networks to support long-term sustainability.

Mission, Community & Culture

- Deepen CUSOM's culture of wellness, community, and faith-based values.
- Strengthen identity as a mission-driven, service-oriented medical school.
- Promote diversity, inclusion, and belonging across students, faculty, and staff.
- Foster collaboration and unity among academic and administrative units.

External Engagement

- Elevate CUSOM's national and regional reputation in osteopathic medicine.
- Build partnerships with healthcare systems and professional associations.
- Increase community outreach and public health impact in underserved regions.
- Communicate CUSOM's distinct mission and successes more effectively to external audiences.

EXPERIENTIAL QUALIFICATIONS

Key experiential qualifications for the next Dean include:

- An earned Doctor of Osteopathic Medicine degree from a COCA-accredited college of osteopathic medicine.
- Current American Osteopathic Association (AOA) or American Board of Medical Specialties (ABMS) board certification.
- Demonstrated training and experience commensurate with leadership positions in medical education and academic development and administration, ideally in a college of osteopathic medicine.
- Patient care experience in his/her specialty is strongly preferred.
- Experience and demonstrated abilities for working in an academic setting.
- Experience working with local, state, regional and national federal agency heads and educational committees at the state and federal level.
- Must be eligible for licensure in the state of North Carolina.



LEADERSHIP SKILLS & PERSONAL ATTRIBUTES

The next CUSOM Dean will have the ability to:

- Communicate articulately in all forms; listen and communicate in a positive and effective manner; comfortable speaking publicly, and in front of large groups.
- Establish and maintain collegial and collaborative relationships with all constituents, internally and externally.
- Prepare program proposals, grant proposals and academic evaluative reports.
- Manage multiple, cross discipline, projects to meet required deadlines.
- Work under stressful conditions with an even temperament.
- Organize, direct, prioritize, and delegate work appropriately.
- Be detail oriented with excellent organizational and management skills.
- Maintain a positive and fresh approach and attitude.
- Work as a group member and team player.
- Respond calmly and appropriately in emotional situations.
- Display excellent analytical skills necessary for executing various financial, legal, and administrative tasks.
- Display advanced critical thinking and analytical skills.
- Provide comprehensive support in faculty development.
- Be responsible for the direct planning, delivery and follow-up assessment of professional development activities for the success of the medical students, faculty and staff.
- Display thoughtful and data-informed decision-making, which impact CUSOM, Campbell University, Campbell-sponsored Graduate Medical Education programs, and other internal and external stakeholders.
- Display a strong commitment to the mission and values of both Campbell University and CUSOM.
- Model accuracy, honesty, integrity and the ability to work within the Christian mission of Campbell University.

ABOUT CUSOM

Strong Academic Programs

The two-year [Master of Science in Biomedical Sciences](#) (MSBS) program is designed for applicants to enhance their academic record or standardized test scores in order to gain admission to health professions programs. The design of the program is to attract students from rural areas, low socioeconomic status backgrounds, and underrepresented minorities, but the program is open to all applicants.

The CUSOM [Doctor of Behavioral Health](#) program offers a two-year curriculum focused on advancing expertise in the integration of behavioral health into primary and specialty care settings. The curriculum model focuses on addressing both physical and mental health needs simultaneously as interconnected aspects of personal health. The classes are offered online in eight-week terms.

The four-year [Doctor of Osteopathic Medicine Degree](#) curriculum offers nine-week blocks over four semesters in years one and two. The content during these years covers fundamental basic and clinical sciences in addition to osteopathic principles. The third and fourth-year students are assigned to regional sites in North and South Carolina for clinical rotations in outpatient and inpatient settings. All students have a rotation in rural medicine to give them experience working with underserved communities.

A Student-Focused Faculty

CUSOM faculty contribute to the fund of osteopathic medical knowledge through educational, scientific, and clinical research. The 2023 – 2028 [Research Strategic Plan](#) outlines five themes and twelve goals that frame the research philosophy in the school.

CUSOM is home to approximately 50 full-time and part-time faculty, 45 full-time staff, and over 1,000 community-based preceptors in clinical sites across North and South Carolina. Basic science departments include Anatomy, Biochemistry and Genetics, Microbiology and Immunology, Pathology, Pharmacology, Physiology

and Pathophysiology, and Medical Education. Clinical departments include Osteopathic Manipulative Medicine, Surgery, Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pathology, Pediatrics, and Psychiatry and Behavioral Health.

Student Success

CUSOM medical students have outperformed the national first-time pass rate average on all four steps of the COMLEX-USA exam for each of the last five years. Students have also enjoyed a 100% residency match rate the past two years and a 99.7% match rate since 2017. A high percentage of graduates pursue residency programs in primary care and other target specialties of need and the vast majority of graduates pursue training programs in the Southeast as indicated in the CUSOM [residency placement statistics](#). Approximately 30% of the practicing physicians who have graduated from CUSOM practice in North Carolina.

A Commitment to Service

Faculty and students serve patients on campus at the Campbell University Health Center, which the Dean oversees. The Health Center serves the families of students and faculty in the areas of primary care, pharmacy, pain management, pediatrics, osteopathic manipulative medicine, geriatrics, sports medicine, and weight management. The clinic currently sees around 7,000 patient visits per year. The Health Center offers an interdisciplinary learning experience for medical students and an opportunity for faculty providers to serve the Campbell Community on campus in a holistic manner.

In the region, students and faculty provide clinical service through the Campbell University Community Care Clinic (CUCCC), a student-run, faculty-supervised free clinic for uninsured and underserved populations in rural North Carolina. Through its fixed-site location and fully-equipped mobile units, the clinic provides primary care, women's health, nutritional, behavioral health, and wellness services to local residents and migrant farmworkers. This exposure to practice in rural settings has a profound and lasting impact on students and has contributed

to CUSOM being ranked second in the nation for the percentage of graduates serving in Health Professional Shortage Areas.

Outside of central North Carolina, CUSOM students serve in the Global Health Program, joining College of Pharmacy and Health Sciences students in serving patients in countries such as the Dominican Republic, Jamaica, Ecuador, Armenia, Guatemala, and Liberia. Many students are attracted to CUSOM specifically for the ability to serve patients in the Global Health Program.

Clinical Partners

The medical school's [clinical partners](#) offering the third and fourth-year medical student clinical rotations include an extensive network of more than a dozen hospitals, clinics, and health systems across North Carolina and South Carolina which provide diverse clinical rotation opportunities.

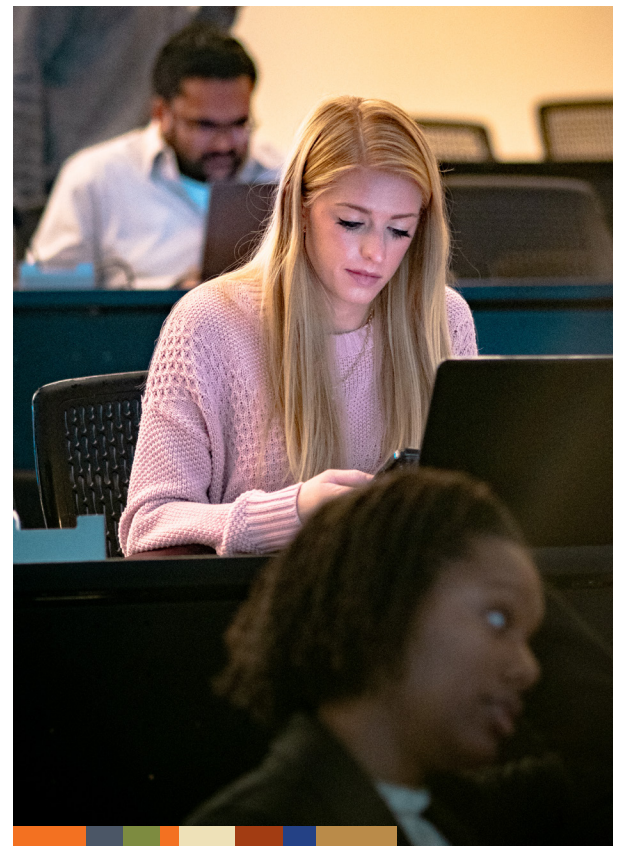
CUSOM is affiliated with multiple ACGME-accredited graduate medical education programs based primarily at four hospital sites. Programs include:

- Sampson Regional Medical Center - [Dermatology Residency](#), [Transitional Year Residency](#) and [Family Medicine Residency](#)
- Hugh Chatham Health - [Family Medicine Residency](#)
- Harnett Health – [Internal Medicine Residency](#) and [Family Medicine Residency](#)
- Conway Medical Center - [Transitional Year Residency](#), [Family Medicine Residency Program](#), and [Sports Medicine Fellowship](#)
- Atlantic Dermatology - [Micrographic Surgery and Dermatologic Oncology Fellowship](#)
- CUSOM - [Sports Medicine Fellowship](#)

Location

Students enjoy modern educational facilities adjacent to the central Campbell University campus in the 96,500-square foot Leon Levine Hall of Medical Sciences. The state-of-the-art building was built specifically for the CUSOM and was opened in 2013. Facilities include a medical library, anatomy lab, osteopathic manipulative medicine lab, simulation center, research facilities, multi-purpose classrooms, 24 small-group rooms, multiple study spaces, and a full-service café.

The 9,000 square foot state-of-the-art simulation center is accredited in human simulation from the Association of Standardized Patient Educators (ASPE), the leading global organization on best practices in human simulation. The simulation center is also accredited by the Society for Simulation in Healthcare (SSH) in the areas of Teaching and Education, making it one of only a handful of simulation centers nationally that have achieved both accreditations.



ABOUT CAMPBELL UNIVERSITY

Mission

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

To fulfill its mission, Campbell University:

- Presents a worldview informed by Christian principles and perspectives;
- Affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- Influences development of moral courage, social sensitivity, and ethical responsibility;
- Gathers a diverse community of learners;
- Delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels through traditional, extended campus, and online programs;
- Transfers to students the vast body of knowledge and values accumulated over the ages;
- Encourages students to think critically and creatively;
- Fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- Forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- Provides students with opportunities for servant leadership and community engagement, with an emphasis on underserved communities;
- Cooperates with other educational institutions to expand learning opportunities for students;
- Offers service and other opportunities to the greater community through athletics, continuing education, and cultural enrichment programming.

Overview

Rooted in its mission and values, Campbell University emphasizes academic excellence, faith, and service. Since its founding as Buies Creek Academy with 16 students in a small church, Campbell has grown into a comprehensive university offering over 100 programs across undergraduate, graduate, and professional levels. With approximately 5,000 total students and 2,700 undergraduate students, Campbell enrolls more North Carolina undergraduates than any other private university in the state.

A financially stable private university with an endowment of over \$200 million, Campbell University is a 45-minute drive from downtown Raleigh and 30 minutes from many of the southern suburbs. The campus is spread across 1,300 acres and the Health Sciences and Medical School campus is less than one mile from the main campus.

Campbell University is Level VI accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees in more than 100 different programs. Including CUSOM, there are a total of eight colleges and schools across four campuses located in Raleigh, Buies Creek, Fort Bragg, and Camp Lejeune. The institution is affiliated with the Baptist State Convention of North Carolina.

The Campbell University community is committed to the mission of educating ethical, service-minded leaders who will use their knowledge to improve their communities and lead with purpose and integrity.



Academics

Campbell is organized into eight colleges and schools, including the College of Arts & Sciences, Lundy-Fetterman School of Business, School of Education & Human Sciences, School of Law, School of Engineering, the College of Pharmacy & Health Sciences, Divinity School, and the Jerry M. Wallace School of Osteopathic Medicine (CUSOM), which was the first medical school in North Carolina in over 35 years when it opened in 2013. Campbell's programs combine rigorous instruction with practical experience, preparing graduates for leadership in health sciences, law, business, education, and ministry.

Campbell is highly committed to educating adult learners, our military, and the traditionally underserved. Campbell began offering courses at Fort Bragg in 1976 and offered its first online classes in 1999. Campbell's Adult and Online Education now offers more than 20 bachelor's degrees, nine associate degrees, one certificate program and three graduate programs. In addition to serving students online, many of the programs are offered onsite at Fort Bragg, Camp Lejeune, and Campbell's Raleigh campus.



Campus Life

Beyond academics, Campbell University fosters a vibrant campus life rooted in community, service, and athletics. The university is home to over 100 student organizations, a robust spiritual life program, and NCAA Division I athletics competing in the Coastal Athletic Association. Its close-knit campus culture reflects a blend of small-school support and big-school opportunity, where students are encouraged to integrate faith and learning in pursuit of meaningful lives and careers. Through its mission-driven focus, Campbell continues to expand its impact across North Carolina and beyond, serving both rural and urban communities with a spirit of purpose and compassion.

Leadership

[Dr. William M. Downs](#) joined Campbell University as the sixth president on July 1, 2025. Prior to joining Campbell, Dr. Downs was the 13th president of Gardner-Webb University. While at Gardner-Webb, Dr. Downs advanced academics, athletics, and student life and oversaw the construction of multiple state-of-the-art capital projects. Dr. Downs also served as the Dean of the Thomas Harriott College of Arts and Sciences at East Carolina University from 2014-2019. Prior to ECU, Dr. Downs held numerous leadership roles at Georgia State University and Emory University. He earned his Master's Degree and Ph.D. from Emory University. He is a native of Raleigh and earned his Bachelor of Arts degree in Political Science from North Carolina State University.

[Dr. Michael Adams](#) serves as the Vice President for Academic Affairs and Provost at Campbell. Prior to starting in his role as Provost, Dr. Adams served as the Dean of the College of Pharmacy and Health Sciences from 2015 – 2023. Dr. Adams earned his Doctor of Pharmacy at Campbell and a Doctor of Philosophy in Medicinal Chemistry with a focus on Mechanistic Toxicology from the University of Washington. He completed a post-doctoral fellowship on drug-induced liver disease at the National Heart, Lung, and Blood Institute at the National Institutes of Health in Bethesda, Maryland before returning to Campbell in 2005 to begin his faculty career.

RALEIGH / DURHAM AND BUIES CREEK, NORTH CAROLINA

Campbell's location in the Research Triangle of North Carolina offers access to multiple world-class universities in addition to biotech and pharmaceutical companies for research collaboration.

Buies Creek, North Carolina is a welcoming community situated approximately 30 miles south of Raleigh and 30 miles north of Fayetteville. It offers the charm and affordability of small-town living while providing convenient access to the cultural, educational, and professional opportunities of the nearby Raleigh–Durham–Chapel Hill metropolitan area, commonly known as the Research Triangle.

The Research Triangle is nationally recognized for its thriving economy, anchored by world-class universities (Duke University, the University of North Carolina at

Chapel Hill, and North Carolina State University), leading health care systems, and the renowned Research Triangle Park, one of the largest research and technology hubs in the country. The region consistently ranks among the best places to live and work in the country, noted for its strong job market, highly educated workforce, vibrant arts and dining scene, and abundant outdoor recreation.

With easy access to the beaches of the Atlantic coast and the scenic Blue Ridge Mountains, central North Carolina offers a high quality of life and an attractive blend of professional opportunity, cultural vitality, and community-oriented living, making the area a highly desirable location.

[The Raleigh-Durham International Airport](#), less than an hour from Buies Creek, offers direct flights to more than 80 airports across the nation and the world.

APPLICATION AND NOMINATION PROCESS

Applications for the Campbell University Dean of the Wallace School of Osteopathic Medicine will be received and considered until the position is filled.

To ensure full consideration, applications should be received by Thursday, December 11, 2025 and include the following:

- A letter of interest addressing the strategic opportunities and qualifications identified in this profile;
- A curriculum vitae; and
- Five professional references with email addresses and telephone numbers, including their relationship to the candidate. References will not be contacted without prior authorization from the candidate.

AGB Search is assisting Campbell University with this search. All application materials will be received in full confidence and should be submitted in PDF format through the AGB [CUSOM Dean Application Portal](#) link.

Please direct confidential nominations and expressions of interest or any questions regarding the application process to CUSOMDean@agbsearch.com or:

Cody B. Futch, MBA | Principal
Cody.futch@agbsearch.com
(202) 949-8641

Matthew J. Kilcoyne | Principal
Matt.kilcoyne@agbsearch.com
(202) 253-9846

CAMPBELL UNIVERSITY POLICY

Campbell University maintains a continuing policy of nondiscrimination in employment as approved by the Trustees and issued by the President. It is our policy to provide equal opportunity in all phases of the employment process and in compliance with applicable federal, state, and local laws and regulations. Accordingly, the University is committed to administering all educational and employment activities without discrimination as to race, color, sex, sexual orientation, gender identity or expression, age, ethnicity or national origin, religion, disability, genetic information, protected veteran or military status and any other characteristic protected by law, except where appropriate and authorized by law. This policy of nondiscrimination shall include, but not be limited to, the following employment decisions and practices: hiring; upgrading; promotions; demotions or transfers; layoffs; recalls; terminations; rates of pay or other forms of compensation; selection for training, including apprenticeship; and recruitment or recruitment advertising.





medicine.campbell.edu