Faculty Handbook & Constitution 2019-2020
# TABLE OF CONTENTS

## INTRODUCTION
- A Message from the President ................................................................. 1–1
- A Message from the Vice President for Academic Affairs ...................... 1–2
- Historical Profile of Lee University ......................................................... 1–3
- Presidents of the University ................................................................. 1–4

## PURPOSE AND OBJECTIVES
- Accreditation .......................................................................................... 2–1
- Mission Statement .................................................................................. 2–1
- Expanded Statement of Institutional Purpose ........................................... 2–1
- Faith Statement ...................................................................................... 2–3
- Institutional Goals .................................................................................. 2–4
- Philosophy of Education ........................................................................ 2–5
- General Education Core ......................................................................... 2–7
- General Education Core Competencies .................................................. 2–7
- Philosophy of Calling and Career ......................................................... 2–8
- Athletic Philosophy and Mission .......................................................... 2–8

## ORGANIZATION OF THE UNIVERSITY
- Board of Directors ................................................................................. 3–1
- Office of the President .......................................................................... 3–1
- Academic Affairs .................................................................................. 3–3
- Business and Finance ........................................................................... 3–39
- Enrollment ............................................................................................ 3–46
- Information and Marketing ................................................................. 3–50
- Ministerial Development .................................................................... 3–56
- Operations ............................................................................................ 3–57
- Student Development ........................................................................... 3–64
- University Relations ............................................................................. 3–71

*Organization Charts are at the end of this section.*

## FACULTY CONSTITUTION AND BYLAWS
- Members of the Faculty ........................................................................ 4–1
- Officers of the Faculty .......................................................................... 4–1
- Conduct of Faculty Concerns .............................................................. 4–2
- Councils and Committees of the University ......................................... 4–3
- Conditions and Benefits of Faculty Service ........................................ 4–6
- Amendments ....................................................................................... 4–18
- Ratification ......................................................................................... 4–18

## RESPONSIBILITIES OF THE FACULTY
- Teaching Load ...................................................................................... 5–1
- Academic Advising .............................................................................. 5–8
- Faculty Attendance Expectations ......................................................... 5–9
- Faculty Committee Assignments ......................................................... 5–10
- Faculty Sponsorships ......................................................................... 5–14
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Faculty Responsibilities</td>
<td>5–23</td>
</tr>
<tr>
<td>FERPA for Faculty</td>
<td>5–26</td>
</tr>
<tr>
<td>Acceptable Use and Technology Policy</td>
<td>5–32</td>
</tr>
<tr>
<td>Moodle Policies and Procedures</td>
<td>5–33</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>5–37</td>
</tr>
<tr>
<td><strong>BENEFITS OF FACULTY SERVICE</strong></td>
<td></td>
</tr>
<tr>
<td>Financial Benefits</td>
<td>6–1</td>
</tr>
<tr>
<td>Adoption Assistance Policy</td>
<td>6–5</td>
</tr>
<tr>
<td>Group Insurance Program</td>
<td>6–6</td>
</tr>
<tr>
<td>Retirement Plans</td>
<td>6–7</td>
</tr>
<tr>
<td>Other Benefits</td>
<td>6–11</td>
</tr>
<tr>
<td>Excellence in Teaching Award</td>
<td>6–18</td>
</tr>
<tr>
<td>Excellence in Scholarship Award</td>
<td>6–19</td>
</tr>
<tr>
<td>Excellence in Advising Award</td>
<td>6–20</td>
</tr>
<tr>
<td>Opportunities Available through the ACA</td>
<td>6–24</td>
</tr>
<tr>
<td>Travel Policy and Guidelines</td>
<td>6–26</td>
</tr>
<tr>
<td>Business Expense Reimbursement Policy</td>
<td>6–30</td>
</tr>
<tr>
<td><strong>ACADEMIC POLICIES AND PROCEDURES</strong></td>
<td></td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>7–1</td>
</tr>
<tr>
<td>Format for Course Proposals</td>
<td>7–3</td>
</tr>
<tr>
<td>Substantive Change Policy</td>
<td>7–12</td>
</tr>
<tr>
<td>Credit Hour Policy</td>
<td>7–14</td>
</tr>
<tr>
<td>Classroom Procedures</td>
<td>7–15</td>
</tr>
<tr>
<td>Grades and Student Records</td>
<td>7–18</td>
</tr>
<tr>
<td>Non–Traditional Credit</td>
<td>7–19</td>
</tr>
<tr>
<td>General Academic Procedures</td>
<td>7–20</td>
</tr>
<tr>
<td>Faculty Grants</td>
<td>7–26</td>
</tr>
<tr>
<td>Lee University Intellectual Property Policy</td>
<td>7–31</td>
</tr>
<tr>
<td>Lee University Policies &amp; Procedures for the Protection of Human Subjects in Research</td>
<td>7–42</td>
</tr>
<tr>
<td><strong>DIVISION OF ADULT LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>Curricular Design</td>
<td>8–1</td>
</tr>
<tr>
<td>Faculty</td>
<td>8–2</td>
</tr>
<tr>
<td>Faculty-related Policies and Procedures</td>
<td>8–4</td>
</tr>
<tr>
<td>Policies Relating to Traditional Students</td>
<td>8–7</td>
</tr>
<tr>
<td><strong>UNIVERSITY FACILITIES</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Facilities</td>
<td>9–1</td>
</tr>
<tr>
<td>Athletic Facilities</td>
<td>9–2</td>
</tr>
<tr>
<td>Campus Life and Recreation</td>
<td>9–3</td>
</tr>
<tr>
<td>Student Housing</td>
<td>9–4</td>
</tr>
<tr>
<td>Offices and Administrative Buildings</td>
<td>9–5</td>
</tr>
<tr>
<td><strong>ADMINISTRATION, FACULTY AND STAFF</strong></td>
<td></td>
</tr>
<tr>
<td>Board of Directors</td>
<td>10–1</td>
</tr>
<tr>
<td>President</td>
<td>10–1</td>
</tr>
<tr>
<td>Cabinet</td>
<td>10–1</td>
</tr>
</tbody>
</table>
INTRODUCTION

A Message from the President

For all of us who work here at Lee University, our common labor together is more a mission than merely a job.

Lee University is an unusual kind of educational institution. In a marketplace which increasingly sees the educational enterprise as the simple delivery of an academic product, Lee persists in the notion that what we offer our students is a life experience of many dimensions.

At Lee, we see students not just as consumers, but as friends. We do not merely share with them the content of our various disciplines; we seek to engage them in a pursuit of life which integrates those disciplines with faith and values.

As a thirty–year veteran of this exciting process, let me reaffirm how much I treasure the opportunity to share the Lee University experience with all of you. On the Lee faculty, we enjoy more than mere collegiality; we enjoy the fellowship of a shared mission.

Thanks for being part of it!

Charles Paul Conn, Ph.D.
President
A Message from the Vice President for Academic Affairs

This Faculty Handbook contains the policies and procedures that help direct the academic operations at Lee University. The information on these pages provides the framework within which routine operations as well as creative practices can take place.

Policy means little unless it is interpreted and used by individuals who are committed to the mission of the organization. The excellence with which you--the Lee faculty, administration, and staff--consistently execute your responsibilities goes well beyond the words printed in this handbook, however. You bring life to the policies as you use them in your work to enrich the quality of programs and the learning environment for our students.

As we celebrate the blessings of God at Lee University this new year, let us continue to develop and use all the resources available to us that we may better serve our students and glorify Him in our work. Have a productive and enjoyable year!

Debbie Murray, Ed.D.
Vice President for Academic Affairs
Lee University has emerged in recent years as an institution of national standing in many areas that are typically ranked by outside observers. One of the reasons for this emergence is that Lee stands out in a select group of higher education institutions, that of Christ-centered, liberal arts colleges and universities. Another reason is that Lee’s original core values and goals have remained strong even as it has adapted to the changing landscape of academic and professional life.

Lee University’s recent success belies its humble beginnings almost a century ago. In 1918, the Church of God of Cleveland, TN began a small Bible institute of twelve students and one teacher, the school grew and became Lee College, with a Bible college and junior college on its current site, in 1948. Twenty years later, Lee received accreditation by the Southern Association of Colleges and Schools as a four-year liberal arts college. In 1997 Lee made the transition from college to comprehensive liberal arts university granting graduate degrees.

The liberal arts experiment at Lee College came into its own in the mid 1980s with a deliberate move to embrace the broader evangelical Christian community. The shift brought an influx of new students and faculty. In the twenty-nine years between 1986 and 2015, student enrollment quadrupled from just over 1200 to more than 5000.

While Lee remains committed to its denominational affiliation, the institution’s inclusive enrollment policy now attracts students with a variety of religious traditions, academic abilities and ethnic and socio-economic backgrounds. Lee draws students from every state, and the percentage of minorities and internationals is one of the highest in the Council for Christian Colleges and Universities.

The faculty has also grown and diversified to keep pace with the 155 residential and distance undergraduate programs, and 50 residential and distance graduate programs in its six schools: the College of Arts & Sciences, the Helen DeVos College of Education, the School of Business, the School of Music, the School of Nursing and the School of Religion. Faculty members come from around the world and represent a wide range of academic, cultural and religious backgrounds.

Campus construction programs have added significant acreage and more than 20 major buildings to Lee’s landscape over the past twenty-five years. Among these are ten new dormitories, eight classroom buildings, a student union building, a dining hall, and two recreation centers.

At the turn of the new millennium, Lee University became a higher education pioneer in incorporating service learning and cross-cultural studies as a regular part of every student’s educational experience. Lee has been recognized for its leadership in preparing students for responsible living and was included in the Honor Roll of Character-Building Colleges by the Templeton Foundation. The Institute of International Education Open Doors reports for the past few years have ranked Lee University among the top five master’s degree granting institutions nationwide for its application of global and cross-cultural studies. Lee has also been recognized by the Corporation for National and Community Service as one of the top six institutions in the nation for the service efforts of our students. We have received the Presidential Award in Higher Education Community Service and been included in that institution’s Honor Roll for the past ten years.
Presidents of Lee University

A. J. Tomlinson .......................... 1918-1922  
F. J. Lee ................................. 1922-1923  
J. B. Ellis ................................. 1923-1924  
T. S. Payne ................................. 1924-1930  
J. H. Walker, Sr. ......................... 1930-1935  
Zeno C. Tharp ............................. 1935-1944  
J. H. Walker, Sr. ......................... 1944-1945  
E. L. Simmons ............................. 1945-1948  
J. Stewart Brinsfield .................... 1948-1951

John C. Jernigan ......................... 1951-1952  
R. Leonard Carroll, Sr. ................. 1952-1957  
R. L. Platt ................................ 1957-1960  
Ray H. Hughes, Sr. ...................... 1960-1966  
James A. Cross ........................... 1966-1970  
Charles W. Conn ......................... 1970-1982  
Ray H. Hughes, Sr. ...................... 1982-1984  
R. Lamar Vest ............................. 1984-1986  
Charles Paul Conn ...................... 1986-present
PURPOSE AND OBJECTIVES

Accreditation

Lee University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, education specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lee University.

Additional, specific program accreditations include:

- Council for the Accreditation of Educator Preparation
- National Association of Schools of Music
- Accreditation Council for Business Schools and Programs
- Commission on Accreditation of Athletic Training Education
- Certification in Education for Public Relations
- Commission on Collegiate Nursing Education
- Commission on Accreditation for Marriage and Family Therapy Education


Mission Statement

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Expanded Statement of Institutional Purpose

Founded as the Bible Training School in 1918 by the Church of God, Cleveland, Tennessee, the institution was renamed in 1947 to honor its second President, the Reverend F.J. Lee, and attained university status in 1997. The original purpose was to provide both general and biblical training for those persons entering the Christian ministry, and through the years Lee University has continued this purpose of “ministry,” ever more broadly defined to include both church and non-church vocations. Many of the students are affiliated with the Church of God, however, numerous students come from other denominations.

Enrollment consists primarily of undergraduate students. Over 70 percent of these students are recent high school graduates, while 14 percent are adults in one of our distance education programs. Over 50 percent of the traditional undergraduate students
reside on campus. In order to maintain a sense of Christian community and enhance the personal, spiritual, academic, emotional and physical development of students, Lee University seeks to foster a residential campus experience, with special focus on the needs of freshmen and sophomores. The university works to create common space on the campus and a common core of residential events around which the entire community operates.

Lee University serves the Church and society by offering graduate programs in various professions and academic disciplines. These post-baccalaureate programs are designed to deepen one’s understanding of a discipline and/or strengthen one’s skills as a professional. The goal of all graduate degree programs is to nurture scholars and professionals who will better serve the kingdom of God and the world. In this way, the graduate programs are a natural extension of the university’s commitment to undergraduate education.

As an independent institution, Lee University is controlled by a Board of Directors appointed by the General Executive Committee of the denomination. The President is responsible to this board for facilitating an educational program presented from a theological perspective that is conservative, evangelical and Pentecostal. In keeping with the amended Charter of Incorporation (1968) and the Bylaws of Lee University (article I, sections 2 and 4), all board members, administrators and faculty members certify annually by contract that they will not advocate anything contrary to the Church of God Declaration of Faith.

Lee University endeavors to employ scholars with the highest academic credentials who present their disciplines from a distinctly Christian perspective. All truth is perceived to be God’s truth, and the effective presentation and integration of truth is the goal. Lee University values teaching as the most important faculty role, and excellence in teaching is the primary standard for retention, tenure and promotion. Faculty research is seen as essential to teaching excellence. It, too, is an important criterion for faculty advancement. Lee University values and rewards Christian community service and service to humankind as significant faculty responsibilities.

Lee University identifies its public service region as being generally coterminous with the geographic scope of the denomination. While most students come from the United States, the student body typically consists of representatives of a broad range of socioeconomic backgrounds from all fifty states and more than fifty countries in Central and South America, Europe, Asia and Africa. Because of this geographic span, the university serves a racially, ethnically and culturally diverse student body with fifteen percent international or minority students. The institution has adopted the policy that no person in whatever relation with Lee University shall be subject to discrimination because of race, color, national origin, age, gender or disability.

Lee University attracts students with widely varied academic skills. The university is committed to serve under-prepared students with a variety of support services. While the primary source of funding is from student revenues, the Church of God provides for the university in its annual budget. The university also receives support from alumni, businesses, churches, foundations and friends.

All baccalaureate degree students at Lee University must complete a general education and religion core. The general education courses foster intellectual development by enhancing the student’s ability to observe, read, and think critically and to communicate effectively. The courses also cultivate awareness, understanding and respect for cultural diversity. The religion core courses are predicated on the Reformation principle of the priesthood of the believers. The courses are designed to
enable the student both to understand and articulate the Christian faith. The campus
curriculum is enriched by American, Latin American, European, African and Asian studies
programs, study tours, and service-to-humankind projects.

An integral part of the university mission is a commitment to training responsible
citizens to contribute their God-given gifts to the community at large. A Biblical
understanding of service and benevolence is introduced in the general education core,
actualized through planned, reflective community engagement and developed in various
major courses.

Lee University takes seriously the task of preparing students for responsible Christian
living in a complex world. The goal is pursued within a variety of structures provided
within the widest campus context, such as classroom instruction, extracurricular activities,
student development services, residential living and distance education. The University
realizes that the knowledge, appreciation, understanding, ability and skill for such
resourceful living will be evident in its students in direct proportion to the success of its
programs and services whereby a healthy physical, mental, social, cultural and spiritual
development is fostered.

The Lee University experience intends to demonstrate that there is a positive
correlation between scholarship and wholeness; that one must approach all learning with
a sense of privilege and responsibility under God; that truth is truth wherever it is found,
whether test tube, literary or artistic masterpiece or Holy Scripture; that appropriate
integration of truth is both intellectual and behavioral in nature; and that the pursuit and
application of truth is, indeed, “ministry.”

Faith Statement

As a Christian university operated under the auspices of the Church of God, Lee
University is firmly committed to the conservative, evangelical, Pentecostal religious
position of its sponsoring denomination. This position is expressed in the “Declaration of
Faith” as follows:

We believe:

In the verbal inspiration of the Bible.
In one God eternally existing in three persons; namely, the Father, Son, and Holy
Ghost.
That Jesus Christ is the only begotten Son of the Father, conceived of the Holy
Ghost, and born of the Virgin Mary.
That Jesus was crucified, buried, and raised from the dead. That He ascended to
heaven and is today at the right hand of the Father as the Intercessor.
That all have sinned and come short of the glory of God and that repentance is
commanded of God for all and necessary for forgiveness of sins.
That justification, regeneration, and the new birth are wrought by faith in the blood of
Jesus Christ. In sanctification subsequent to the new birth, through faith in the blood
of Christ, through the Word, and by the Holy Ghost.
Holiness to be God’s standard of living for His people.
In the baptism with the Holy Ghost subsequent to a clean heart.
In speaking with other tongues as the Spirit gives utterance and that it is the initial
evidence of the baptism of the Holy Ghost.
In water baptism by immersion, and all who repent should be baptized in the name of the Father, and of the Son, and of the Holy Ghost.
That divine healing is provided for all in the atonement.
In the Lord’s Supper and washing of the saints’ feet.
In the pre-millennial second coming of Jesus. First, to resurrect the righteous dead and to catch away the living saints to Him in the air. Second, to reign on the earth a thousand years.
In the bodily resurrection; eternal life for the righteous, and eternal punishment for the wicked.

Institutional Goals
The nature and range of this commitment are demonstrated in the objectives of the institution. Lee University seeks to:

1. Provide a general education program which will equip students with quantitative, verbal and technological skills; enhance their appreciation of their cultural and religious heritage; strengthen their commitment to the liberal arts; and give them a view of their responsibility as Christian scholars in the community and the wider world.
2. Provide sufficient religious education to enable students to be conversant in the Christian faith, to articulate their own beliefs and to actualize their faith through consistent growth and practice by the integration of faith with all aspects of life.
3. Provide undergraduate programs of sufficient quality to prepare students for success in graduate and professional school and in the early stages of their careers.
4. Provide graduate programs in various areas which will prepare students for success in post graduate programs.
5. Achieve the quality of instruction and resources necessary for the national accreditation of selected areas and the development of the additional graduate programs where appropriate.
6. Provide academic support through computer facilities, library resources, student support services and faculty development opportunities to ensure quality instruction and a challenging academic environment.
7. Provide a campus environment that supports and encourages students in their personal, social, spiritual, cultural and physical development.
8. Prepare students for successful personal and professional life by developing in them a commitment to Christian values in vocational goals and lifestyle choices.
9. Prepare students for citizenship as Christians in the world through reflective community interactions and teach commitment to ideals of service, benevolence, civic virtue and social justice.
10. Increase the diversity of the faculty and student body, address the unique needs of a diverse campus population, and encourage academic inquiry into minority concerns.
11. Recruit, develop and retain a diverse community of teaching professionals, administrators and support staff who demonstrate excellence in their professional roles and effectively implement the mission of the university in their lifestyles and co-curricular involvement.
12. Continue the growth of the student enrollment and development of the capital assets to optimize student opportunities.

13. Preserve the evangelical and Pentecostal heritage and message of the Church of God and provide positive direction for its future.

14. Provide quality academic, spiritual, cultural and recreational services to its various publics.

**Philosophy of Education**

To offer a philosophy of education is to engage in critical and constructive introspection. It includes an appreciation of the past, an assessment of the present, and a will to dream, even to dare, respecting the future. The Lee University Philosophy of Education has been a commitment-in-process since 1918. At whatever stage in institutional development, those engaged in the enterprise have sensed a common calling, i.e., our community is a discipleship of equals, our work is a kind of sanctification of the ordinary, and our disposition is doxological in nature.

A philosophy of education necessarily considers teachers, students, and the creative engagement of the two. Furthermore, a Christian philosophy of education presupposes the integration of faith and learning. The following represents a corporate commitment in these regards.

Teaching, to this community of Christian scholars, is a calling to serve the Kingdom of God through scholarly discovery of truth, dissemination of appropriate knowledge, and development of effective constituents. This mission requires a commitment to invest the time necessary to prepare students intellectually and spiritually to be productive citizens in the twenty-first century. Effective teachers challenge and inspire succeeding generations to discover gifts, to discern callings, to formulate life plans, and to begin to implement all of these for excellence in service. Furthermore, they lead students toward personal excellence by modeling the goals and values of the learning community, by facilitating student learning of discipline knowledge, personal skills and Christian perspectives, and by inspiring students to reach for transformational growth.

Effective teachers are characterized, most notably, by commitment to lifelong learning. Lee University faculty members are committed Christians who believe in being led by the Holy Spirit as they fulfill their professional roles in scholarship, teaching, and service. Those teachers support collegiality and accountability with respect for academic freedom within the bounds of the Christian faith. Effective relational and communication skills, disciplinary expertise, care for students, and a strong work ethic are viewed as essential qualifications for a community of Christian teacher-scholars. As members of a teaching-learning community, Lee faculty contribute to life beyond the classroom through involvement in campus organizations and events, service on faculty committees, civic and church responsibilities, and scholarly accountability.

Aware that an intentional teaching-learning community significantly impacts the growth and development of students, members of the Lee University faculty share these distinctive educational commitments: the integration of biblical truth with the disciplinary knowledge of academic specialties; the promotion of the Lordship of Jesus Christ through all that is done in the classroom, on the campus, and in the full scope of living; the encouragement of students to strive for excellence in mastery of subject knowledge, in critical thinking, in skills development, in moral and spiritual growth, and in social development; the importance of service learning experiences for all students; the fostering of global perspectives through cross-cultural interaction and multi-cultural
experience; the holistic development of students through collaboration with other institutional partners; and the mentoring of students as their academic and spiritual role models.

The learning experience at Lee University includes the development of critical thinking skills and the challenge of creative thought issuing from and empowered by a Christ-centered approach to education. Working in partnership with faculty who are grounded in the integration of faith and learning, students are empowered and encouraged to discover and investigate the facets of their disciplines as they learn to adapt to a constantly changing landscape. Each student is regarded as a product of God's design, distinctively gifted to learn and to grow. The faculty's role is to help students, God's workmanship, to understand the call that God has placed on them and to challenge them to examine and to use their gifts in discharging those callings.

The centrality of the classroom with designed educational activities is a given in the formation of students' intellectual habits. Therein the life of the mind is nurtured and students become more than merely passive recipients of information. Even so, to embody this process requires a level of faculty responsibility outside the classroom whereby to build personal and collegial relationships that enhance the learning process. Desiring for students and integration of faith and knowledge, Christian teachers in that external context also mentor and counsel students to the fullest engagement of Christian discipleship.

Engaging students in the learning process, then, whatever the venue, is integral to the educational mission. While acknowledging that not all students may be challenged successfully and that ultimate responsibility for learning rests with the students themselves, Lee faculty do believe that efforts at such engagement must be intentional, aggressive, and thorough. Students must not be treated as passive consumers; rather, because of their created dignity in the image of God, the faculty proposes to challenge them by ennobling intellectual and scholarly endeavors sufficient to fulfill their distinctive vocations in life.

Sensitive Christian educators intend to approach all students as worthy of time, care, and attention. While acknowledging varied levels of academic preparation in their backgrounds, Lee faculty do maintain that all students who meet university admission standards and are placed before them are worthy of the best efforts, which include teaching techniques that are flexible and accommodating in order to meet the needs of a diverse population. Far from relaxing standards in the face of such differentiation, faculty commit to engage students in such ways that each one might realize his/her highest potential, all to the glory of God.

In retrospect, the principals, i.e. teachers and students, involved and the process undertaken may be characterized succinctly in this way: The positive engagement of the passionate intellect and the inquiring mind represents the intersection of calling, the sense of divine vocation; of commitment, the belief that the arts and sciences represent the core values of one's academic identity; of confession, the concurrence of Christian faith affirmations and transcendental values; of confidence, the challenge that academic faithfulness does make a difference in the development and expression of one's own character and contribution; of competence, the amalgam of academic integrity and quality assurance so essential to any Christian enterprise; and of community, the holistic and relational perception of the teaching-learning paradigm. These matters have not been consigned to the vagaries of chance but have been decidedly intentional. Indeed, the energizing Geist at Lee University is that academic engagement is a spiritual discipline.
General Education Core

The General Education Core at Lee University hopes to provide students with a meaningful foundation of knowledge, skills and core values for their programs of study as well as for life during and after college. Successful academic work depends on the essential thinking and communication skills presented in these courses. The broad liberal arts knowledge and Christian worldview orientation in this part of collegiate study should develop people who are ethical practitioners, lifelong learners, integrative thinkers and faithful believers.

General Education Core Competencies

Students who have completed the General Education Core requirements at Lee University should demonstrate competency in the following key categories:

1. Communication Skills
   Students should be able to gather information (through reading, engaging in research, and critical listening), organize it, and present it effectively in correct written and spoken English.

   [English, writing and reporting components of other core classes]

2. Critical Thinking
   Students should be able to demonstrate critical, analytical and integrative thinking as they engage in creative decision-making and problem solving.

   [Math, Science, Philosophy, research components of other core classes]

3. Cultural Literacy
   Students should be able to demonstrate a foundational level of knowledge about Western cultural heritage, American social and political institutions and studies of human interaction and behavior.

   [Humanities, Literature, Fine Arts, History, Political Science, Sociology, Psychology and content components of other core classes]

4. Cultural Engagement
   Students should be able to engage cultures besides their own equipped with knowledge of diverse social, linguistic, religious and traditional practices from other parts of the world.

   (World Languages, Anthropology, Global Perspectives, Western and non-Western History, World Literature, etc.)

5. Core Values
   Students should be able to demonstrate the integration of faith and vocation through the practice of ethical action, redemptive service and responsible citizenship in the church, community and the world.

   [Service learning, Global Perspectives, religion core courses, faith integration capstones and the core as a whole]
Philosophy of Calling and Career

Lee University believes that God gives strengths, talents, or gifts to all humans in creation. We also believe that God calls people in two ways: primarily to a relationship with God, and, secondarily, to tasks and careers in response to that relationship.

Understanding these gifts and callings as fundamental to a meaningful life on earth, Lee University attempts to create an atmosphere where questions about calling and career are encouraged and where the tools to help implement them in our lives are developed.

The university accomplishes this through discussion of calling within courses throughout the curriculum; through vocational retreats and chapel speakers; through the Center for Calling and Career; and through our own quest for understanding our personal strengths and call from God in the Spirit. The goal is that we all might love God with our whole being and our neighbors as ourselves.

Athletic Philosophy and Mission

Lee University, as a Christian liberal arts university, is committed to the principle that God is glorified when individuals develop to their full potential as whole persons - intellectually, spiritually, socially, and physically.

The existence of an athletic program at Lee University not only is consistent with this principle but is necessary to it. A university without an athletic program omits an important part of the preparation of its students for “responsible Christian living in a complex world.”

The mission of the intercollegiate athletic program is to assist in the preparation of graduates for Christian service in their occupations, academic pursuits, and personal ministry. The success of this preparation depends on programs and services whereby physical, mental, social, and spiritual development is fostered. The mission is pursued within a variety of activities provided within the context of the intercollegiate athletic program.

The intercollegiate athletic program is designed to assist in preparing students for “responsible Christian living in the complex world.” Its commitment is to develop an integrated person - one who is spiritually alive, intellectually alert, and physically disciplined. This balance is achieved in each athlete by training him/her to think about athletics with a competitive spirit from the Christian perspective.

Lee University takes seriously the task of preparing students for responsible Christian living in a complex world. The goal is pursued within a variety of structures provided within the widest campus context, such as classroom instruction, extracurricular activities, student development services and residential living. The university realizes that the knowledge, appreciation, understanding, ability and skill for such resourceful living will be evident in its students in direct proportion to the success of its programs and service whereby a healthy physical, mental, social, cultural and spiritual development is fostered.

The Lee University Flames are members of the Gulf South Conference (GSC) and the National Collegiate Athletic Association – Division II (NCAA DII). Teams compete in basketball, tennis, soccer, cross country, golf, indoor/outdoor track, softball, volleyball, women’s lacrosse and baseball.
ORGANIZATION OF THE UNIVERSITY

Board of Directors

The charter and bylaws of the University authorize the Lee University Board of Directors to fulfill the governance function and to set policies for the operation of the institution. The Board of Directors consists of a maximum of 25 members appointed biennially by the Executive Committee of the Church of God.

Responsibilities

The charter and bylaws provide that the Board of Directors shall perform the following duties:

1. Serve as a legislative body and determine school policy.
2. Select and employ the university President.
3. Consider nominations of faculty and school personnel submitted by the President, with power to approve or veto.
4. Set salaries of faculty members and other school employees, in session with the President.
5. Set the cost of tuition, board, private lessons, and all other school fees, in session with the President.
6. Exercise final jurisdiction of any and all charges brought against any faculty member.
7. Approve an annual budget for operation of the University.
8. Consider nominations of personnel for all administration and administrative staff positions submitted by the President, with power to approve or veto.

The members of the Board of Directors shall sign a contract and see that the President, administrative officers, and all faculty members of Lee University sign a contract that they will not teach, publish or allow to be taught or published anything contrary to the Declaration of Faith or any other established doctrine of the Church. It shall permit no person unable or unwilling to accept the said Declaration in good faith to be employed. In the event of the failure on the part of any faculty member to live up to said agreement, the Board of Directors is authorized to dismiss him or her from the faculty.

Committees

The standing committees of the Board include the following: (a) Finance; (b) Student and Academic Programs; (c) Administration and Operations; and (d) Student Programs. Each committee reviews with the administration the progress of the University in these respective areas and reports to the Board with appropriate recommendations.

Office of the President

As chief executive, the President is responsible for the general welfare and progress of the University. The President is responsible to the Board of Directors for the administration of the institution.

In relation to the Board of Directors, the President is to:

1. Prepare the agenda for each meeting of the Board of Directors.
2. Prepare, with the assistance of the Director of Business and Finance and in consultation with the Budget Committee, an annual budget for submission to the Board of Directors.
3. Nominate to the Board of Directors all members of the administration, administrative staff, and faculty.
4. Administer policies established by the Board of Directors.
In relation to the faculty, the President is to:
1. Keep alert to pertinent developments in the field of education that may be advantageous to Lee University.
2. Moderate all administrative meetings and faculty meetings (or appoint a moderator).

In relation to students and campus life, the President is to:
1. Work to ensure general quality of campus life.
2. Promote the spiritual welfare of all students.

As the chief executive of the university, the President has the following financial responsibilities:
1. Prepare, in consultation with the Budget Committee, the annual budget.
2. Control the administration of the budget and disbursement of funds.
3. Supervise fund-raising and promotional programs.

As the chief public representative of the university, the President has specific duties which relate to the supporting denomination and the world of higher education. The President is responsible to:
1. Keep the educational program, progress, and needs of Lee University before the general church and its agencies.
2. Represent Lee University at denominational conventions.
3. Represent Lee University at professional education societies and convocations.

**Executive Assistant to the President**

The Executive Assistant to the President manages the office of the President. Duties are as follows:
1. Serve as Executive Secretary to the President.
2. Serve as assistant to the President in office management and administration.
3. Serve as recording secretary for the Board of Directors.
4. Serve as secretary to the Chairman of the Board of Directors for board communications during or between sessions.
5. Serve as custodian of permanent minutes of Board of Directors’ meetings.
6. Serve on campus committees as assigned by the President.
7. Serve as recording secretary for the Cabinet.

**Director of Grants and Foundation Relations**

The Director of Grants and Foundation Relations is directly responsible to the President. The duties include:
1. Cultivate and maintain positive relations with private foundations and government funding agencies.
2. Develop and submit institutional grant proposals for capital needs and university initiatives.
3. Provide assistance with faculty research and academic project grant proposals.
4. Facilitate post-award grant project management.

**Structure of General Administration**

For administrative purposes, the university is organized into seven sectors, each with a vice president as its chief officer. The sectors include Academic Affairs, Business and Finance, Enrollment, Information and Marketing Services, Operations, Student Development, and University Relations.
Eight vice presidents serve as the President’s Cabinet, meeting periodically with the President to advise and consult on matters pertaining to the overall operation of the university.

Academic Affairs

Structure for Academic Affairs

There are six colleges and schools within Lee University: the College of Arts and Sciences, the Helen DeVos College of Education, the School of Business, the School of Music, the School of Nursing and the School of Religion. The College of Arts and Sciences includes the departments of Behavioral and Social Sciences; Communication Arts; History, Political Science, and Humanities; Language and Literature; Natural Sciences, and Mathematical Sciences. The College of Education consists of the departments of Early Childhood, Elementary, and Special Education and Health, Exercise Science, and Secondary Education. The School of Religion includes the departments of Christian Ministries and Theology.

The university offers the Bachelor of Arts, the Bachelor of Science, the Bachelor of Music, the Bachelor of Music Education, and the Bachelor of Science in Nursing degrees at the undergraduate level. At the graduate level, the College of Arts and Sciences offers the Master of Science in Holistic Child Development, the Master of Science in Marriage and Family Studies, the Master of Science in Marriage and Family Therapy, and the Master of Science in School Counseling. The Helen DeVos College of Education offers the Master of Arts in Teaching, and the Master of Education in Curriculum and Instruction, the Master of Science in Higher Education Administration, the Master of Education in Educational Leadership, the Master of Education in Special Education, and the Education Specialist degree in Curriculum and Instruction and in Educational Leadership. The School of Business offers the Master of Business Administration. The School of Music offers the Master of Music – Music and Worship, the Master of Music – Music Education, the Master of Music – Music Performance and the Master of Music - Conducting (Choral Conducting and Wind Band). The School of Religion offers the Master of Arts in Biblical Studies, the Master of Arts in Theological Studies, and the Master of Arts in Ministry Studies. The School of Nursing offers the Doctor of Nursing Practice (DNP). The organization for Academic Affairs is shown by the chart at the end of this section.

Vice President for Academic Affairs

The Vice President for Academic Affairs serves as the chief academic officer of the university and reports directly to the President. This person is responsible to the President for development and supervision of the faculty, the curriculum, instructional processes, academic resources, and the recognition of student achievement by the faculty culminating in the awarding of the appropriate degrees. The Vice President for Academic Affairs will perform any official functions assigned by the President and will be responsible for the following specific duties:

1. Plan the agenda for faculty meetings in consultation with the President. The Vice President for Academic Affairs or the President will moderate meetings of the university faculty.

2. Supervise and coordinate the services of the following offices:
   a. Academic Events
   b. Academic Services and Enrollment
   c. Academic Support
   d. Center for Calling and Career
   e. First Year Programs
f. College of Arts and Sciences
g. Helen DeVos College of Education
h. School of Business
i. School of Music
j. School of Nursing
k. School of Religion
l. Faculty Development
m. McNair Scholars Program
n. Records
o. Squires Library Services
p. Student Success and Retention/Title III
q. Trio Grant

3. Serve as chair of the Academic Council, the Dean’s Council, the Student Success Committee and the Undergraduate Curriculum Committee.

4. Serve on the President’s Cabinet, the Budget and Planning Committee, Excellence in Scholarship Committee, Service Learning Committee, Tenure Review Committees, and Third-Year Review Committees.

5. Plan the agenda for graduate faculty meetings and moderate meetings of the graduate faculty. Serve on the Graduate Council.

6. Prepare and submit recommendations to the President concerning the following:
   a. Faculty appointments.
   b. Faculty promotions in rank.
   c. Awarding of faculty tenure.
   d. Senior Faculty merit bonuses.
   e. Other academic appointments.

7. Coordinate the development of all academic budgets and supervise the processes of budget revision.

8. Supervise the control of the budgets of all offices reporting directly to the Vice President for Academic Affairs.

9. Supervise preparation of the academic portions of the university catalogs.

10. Supervise the preparation and dissemination of academic reports.

11. Approve candidates for graduation.

12. Supervise the development of class schedules and assignment of classrooms and other instructional facilities.

13. Maintain credential files on all members of the university faculty.

14. Create and administer programs for faculty development.

15. Administer, evaluate, and update the faculty evaluation system.

16. Supervise the editing and designing of documents of the faculty, including:
   a. the university catalog
   b. the Faculty Handbook & Constitution
   c. the Deans & Chairs Handbook
   d. the Part-Time Faculty Handbook
   e. the General Education Core Handbook

17. Coordinate New Faculty Orientation.

18. Serve as the SACSCOC Accreditation Liaison, with the following responsibilities as it relates to Substantive Change:
   a. Be aware of both Lee University and SACSCOC policies on substantive change;
   b. Work with the President, Vice Presidents, Deans, and Chairs to determine whether a proposed change is substantive;
   c. Determine what action with respect to SACSCOC is needed when a change is substantive;
d. Submit the appropriate notice and/or prospectus to SACSCOC;
e. Coordinate any required follow-up activity; and
f. Update the President and Cabinet on the status of Substantive Change submissions to SACSCOC.

19. Perform any functions designated by the President.

Assistant Vice President for Academic Affairs
The Assistant Vice President for Academic Affairs (AVPAA) is directly responsible to the Vice President for Academic Affairs to ensure comprehensive programs for faculty development. The AVPAA will maintain the Center for Teaching Excellence and work directly with faculty to continually improve teaching and student learning. Duties include the following:

1. Maintain the Center for Teaching Excellence and the attendant resources.
2. Lead the faculty development program, including the infusion of critical thinking, integrative learning, active learning, and instructional technology into the teaching/learning processes.
3. Provide technical and professional guidance to faculty on new course development and the development and implementation of outcomes assessment for courses.
4. Provide comprehensive orientation programs for new faculty.
5. Promote teaching excellence.
6. Provide faculty development opportunities as appropriate to the Quality Enhancement Plan (QEP).
7. Supervise the CTE Coordinator of Instructional Technology.
8. Support Title III (Student Success Initiatives) by leading the Instructional Design Committee to coordinate course designs and enhancements for student success.
9. Coordinate a mentoring program for faculty who need support in teaching effectiveness.
10. Develop ways to recognize faculty excellence.
11. Facilitate comprehensive training for academic advisors.
12. Provide development opportunities for department Chairs.
13. Serve as Ex Officio member of the Senior Faculty Review Committee.
15. Serve on the Third Year Faculty Review Committee.
16. Teach one course per semester.

CTE Coordinator of Instructional Technology
The CTE Coordinator of Instructional Technology is directly responsible to the Assistant Vice President for Academic Affairs/Director of the CTE. The coordinator is responsible for the development and on-going training of the methodologies that support the educational/instructional needs of Lee University with a focus on systems which assist with teaching and learning. The coordinator will also design classroom materials for faculty at Lee. Duties will include:

1. Develop course design documents – task analyses and curriculum design.
2. Recommend tool(s) from our educational tool suite to deliver training content.
3. Design course materials to assist faculty in using technology to create an active learning environment.
4. Lead course material development efforts.
5. Coordinate projects utilizing technology for faculty and student development.
7. Train faculty in educational technology; promote use of technologies that will enhance engaged learning and work with faculty members to develop project plans for instructional initiatives.
8. Working with the Director of the CTE, provide opportunities for faculty to gather and share and demonstrate what they find to be some best practices.
9. Attend conferences related to instructional design, learning and the integration of technology in the classroom environment.
10. Research and assess instructional design and technology trends; make recommendations on purchases and integration of new technologies and software.
11. Propose annual budget.
12. Assist the Assistant VPAA/Director of the CTE with effective operation of the Center for Teaching Excellence. This would include hiring and management of the student workers; ordering of supplies, budget management.
13. Assist with grant-related technology research, initiatives and implementation as related to the mission and outreach of the CTE.

**Director of Academic Events**

The Director of Academic Events is directly responsible to the Vice President for Academic Affairs and is responsible for a variety of academic events and processes, including three Commencement events per academic year; and is a member of the Title III Task Force. Duties of the Director of Academic Events include:

1. Oversee planning and organizational details for Lee University Commencements three times per year: Spring, Summer, and Winter.
2. Serve as chairperson for the Commencement Committee.
3. Liaison with Follett Campus Bookstore regarding faculty rental regalia, faculty purchasing regalia, student regalia, and academic honor cords.
4. Provide administrative direction and serve as a liaison with Commencement vendors.
5. Hire and supervise students to create the Graduation Team for each Commencement.
6. Maintain academic files, records, and reports for each Commencement.
7. Provide overall communication to students graduating to ensure they have deadlines and information needed to connect with various offices to complete graduation requirements.
8. Submit accurate names for diplomas and Bibles to maintain integrity of Colleague.
9. Propose strategies for the development and implementation of new ideas for Commencement that benefits the University as well as the students and guests attending the ceremonies.
11. Provides support, maintains communication with International Universities, SEBIPCA, SEMISUD, ETS, and program directors to ensure accuracy of diplomas, transcripts, and processes needed for international documentation.
12. Oversee communication with students regarding academic honors status.
13. Plan and coordinate the annual Honors Chapel.
14. Coordinate with First Year Programs on specific parts of:
   a. B.L. Hicks Scholars Chapel
   b. Service of Dedication, New Student Orientation
15. Prepare a bi-weekly summary report for the Vice President for Academic Events.
16. Other duties as assigned by the Vice President for Academic Affairs.

**Director of Academic Support**

The Director of Academic Support reports to the Vice President for Academic Affairs and administers the academic programs designed to assist disadvantaged students achieve academic success. The Director supervises each student’s status. The Director holds faculty status and is to:

1. Employ tutors for lab and individual assignments.
2. Keep careful and accurate records, including interviews, budgets, payroll of tutor, etc.
3. Provide administrative direction and responsibility for developing and implementing the various programs within the Academic Support Office.
4. Interview and recommend staff personnel to the Vice President for Academic Affairs for employment.
5. Administer finances according to the budget in the approved proposal.
7. Coordinate the program with the total faculty and staff of Lee University.
9. Write Accommodation Plans for students to distribute to the appropriate faculty.
10. Counsel with Academic Support students.
11. Conduct orientation of staff and have frequent staff conferences.
12. Prepare a weekly summary report of activities within the office to be given to the Vice President for Academic Affairs.
13. Disseminate information concerning the office: its offerings, rules, regulation, etc.
14. Supervise specialists, their classes, student needs, and ways of facilitating their work.
15. Assist with special workshops to be conducted periodically.
16. Make referrals to other departments such as Calling and Career, Counseling, Financial Aid, etc.
17. Prepare materials related to the Academic Support Office for the university catalog.
18. Assist in new student orientation and academic advising.
20. Supervise testing services provided for those individuals with documented disabilities that are administered by the Academic Support Office.
21. Participate in various campus committees, including the Disability Review Committee, the Retention Committee, and the Student Success Committee.
22. Teach and direct the GNST-100 program for students beginning classes on academic probation.
23. Interview and hire mentors for the GNST-100 program.
24. Assist students in receiving accommodations for Praxis, GRE, and other graduate exams.
25. Write and distribute Accommodation Plans for Division of Adult Learning (DAL) students.

**Director of the Center for Calling and Career**

The Director of the Center for Calling and Career reports to the Vice President for Academic Affairs and leads the activities of the Center. Duties of the office include the following:

1. Recruit, train, and supervise Strengths/Vocational Advisors (SVAs) and the Center’s staff.
2. Coordinate student declaration or change of major.
3. Facilitate the Gallup Clifton Strengths assessment for faculty and staff.
4. Conduct Clifton Strengths debriefing sessions and team-building discussions.
5. Maintain the Calling and Career web site.
6. Establish and maintain the Calling and Career library of resources.
7. Provide a variety of career assessment tools to help students align their calling to a career path.
8. Supervise the development and maintenance of the strengths/vocation portfolio.
9. Conduct faculty/staff training seminars on assessing/advising student calling and vocation and serve as a resource for faculty and staff as they advise students and incorporate vocational discussions into their courses.
10. Work closely with the Director of Student Success, Director of Academic Services and Enrollment and Coordinator of First-Year Programs to ensure that the work of the Center meets students’ needs.
11. Submit weekly and monthly reports to the Vice President for Academic Affairs summarizing the services of the Center.
12. Assess the work and develop the goals of the Center annually.
13. Develop and monitor an annual budget for the Center.
14. Oversee the survey of graduates, three times annually.
15. Serve on the Student Success Committee, McNair Advisory Committee, iMass Committee, and Advising Task Force.
16. Lead the Sophomore Experience initiative to address the unique needs of sophomore students.

Coordinator of First-Year Programs

The Coordinator of First-Year Programs serves under the supervision of the Vice President for Academic Affairs and the Vice President for Student Development. Specific duties include the following:

1. Articulate the philosophy and mission of First-Year Programs to students, parents, faculty, staff, and other key stakeholders.
2. Serve as liaison for faculty, deans, and administration regarding the first-year seminar courses, sponsored events, and other key areas related to first-year success.
3. Seek new ways to inform, update, and involve the Lee University community in light of trends, advances, and successes related to the First-Year Experience.
4. Supervise, evaluate, and assess all programming related to students’ first year while obtaining approval of related policies and procedures. This includes working with the First-Year Committee, Global Perspectives, and the School of Religion to facilitate the freshman course sequence.
5. Propose strategies for the development and implementation of new programs and long-range goals to promote the success of first-year students.
6. Serve as chairperson of the New Student Orientation Committee and maintain contact with university offices directly related to the success of new students.
7. Plan and execute New Student Orientation events, Operation Christmas Child rally and the Freshman Rite of Passage events.
8. Assist with the LEEU-101 freshman seminar course schedule, including recruiting and assigning instructors and peer leaders to sections.
9. Assist First Year Committee with the development of curriculum updates (textbook, instructor’s manual and other resources).
10. Assist in the development of intervention programs for at-risk students.
11. Coordinate and direct the transfer student support programs and events, including hiring and providing developmental support for the Transfer Student Leadership Council.

12. Serve as a sponsor of the local chapter of Phi Eta Sigma, a national freshman honor society. This includes organizing the invitation and induction process for new members.

13. Lead, train and supervise the First-Year Programs office staff, student worker team and peer leaders.

14. Propose and oversee the annual budget for the Office of First-Year Programs.

15. Compile weekly reports and an annual report for the Vice President of Academic Affairs and the Vice President for Student Development.

16. Serve on the Student Success Committee and the Title III Task Force.

Director of Library Services

The Director of Library Services performs professional administrative duties to implement the library's mission in accordance with the broader mission of Lee University. This is a 12-month faculty, tenure-track position, and the Director is directly responsible to the Vice President for Academic Affairs of Lee University. The Director also ensures library services are provided for the Pentecostal Theological Seminary. The director is responsible to direct all services and resources of the library so the academic objectives are met in an efficient and consistent manner, to practice responsible personnel procedures (including hiring, evaluation, and supervision) of all library personnel, and to serve as the representative of the library to its various constituencies. Duties include the following:

1. Oversee the library program by advocating the library's role in the academic life of the students and by promoting its functions of teaching, learning, service, and research.

2. Establish the goals, vision, and direction for the library.

3. Communicate effectively the library's vision to the various members of the library's constituency (through written and other forms of media and public relations).

4. Coordinate the library’s resources (personnel and material) so the objectives of the library can be met.

5. Prepare an annual budget and approve expenditures.

6. Supervise the management of the library collection.

7. Recommend the hiring of professional faculty librarians and promote the professional advancement for library personnel based on assessment and accountability; includes hiring and termination of all non-faculty personnel.

8. Prepare the library for various accreditation processes, annual reports, and other reviews.

9. Coordinate the library's organizational calendar and strategic planning.

10. Review and approve recommendations by library personnel and/or revisions to library policies or programs.

11. Oversee a program of orientation, in-service training, and continuing education (as appropriate) for library personnel; participate in conducting staff conferences regarding library policies, procedures, and techniques.

12. Perform evaluation (as appropriate) of library personnel and maintain a file of scheduled evaluation dates to assure timely completion.


14. Serve as library liaison to department(s) in area(s) of academic competency.
15. Attend professional meetings to stay current in the rapidly changing world of academic libraries.
16. Perform other duties as assigned or as the situation dictates within the scope of this classification.

Assistant Director of Library Services
The Assistant Director of Library Services reports directly to the Director of Library Services and assists in implementing the library’s mission in accordance with the broader mission of Lee University. The Assistant Director is responsible for the immediate supervision of all public services of the library, including Reference, Circulation, and Interlibrary Loans. Duties will include:
1. Assist the Director of Library Services with preparation of reports, the library’s organizational calendar, and some aspects of the budget as needed.
2. Attend the meetings of the Appalachian College Association Central Library in the absence of the Director.
3. Oversee the library’s Public Services (Reference, Circulation, and Interlibrary Loan) with guidance from the Director.
4. Recommend to the Director goals for the library’s Public Services in accordance with overall library mission and vision.
5. Recommend to the Director the hiring of non-faculty library staff in public services.
6. Advocate the library’s role in the academic life of the students and by promoting its functions of teaching, learning, service, and research.
7. Assist with the library instruction program, including teaching sessions for courses in academic disciplines connected with library liaison responsibilities (ensuring users have access to regular and timely instruction in the use of the library and other learning/information resources).
8. Promote the professional advancement for library personnel in Public Services based on assessment and accountability.
9. Serve as library liaison to department(s) in area(s) of academic competency.
10. Attend professional meetings to stay current in the rapidly changing world of academic libraries.
11. Perform general faculty responsibilities, including serving on university committees, advising students, and other duties in accordance with the faculty librarian profile.
12. Perform other duties as assigned by the Director or as the situation dictates within the scope of this classification.

Research Coach
The Research coach is directly responsible to the Director of Library Services. Duties and responsibilities include:
1. Provide individual research instruction sessions with undergraduate and graduate students recommended by graduate program faculty/directors, the Hub, LEAP, and McNair Scholar program personnel.
2. Providing reference assistance at the library’s Information Services Desk.
3. Oversee the library’s 3D printer and photo printer, including marketing the services to faculty and students and assisting with their printing projects.
4. Serving as the direct contact with the BCLA Technical Assistant for support/communication regarding the library’s shared catalog.
5. Assisting with creating LibGuides and running library reports (as needed).

Director of McNair Scholars Program
The Director is directly responsible to the Vice President for Academic Affairs. Duties and responsibilities include:
1. Recruiting and supervision of all personnel.
2. Lead the participation selection process.
3. Arrange training for Faculty and Peer Mentors.
4. Ensure that objectives and timelines are met.
5. Oversee management of program records and finances.
6. Direct evaluation activities.
7. Conduct the McNair Institute Seminars and workshops.
8. Engage in McNair and TRIO professional development offered by the Council for Opportunity in Education (COE) and the U.S. Department of Education.
9. Collaborate closely with Lee University’s LEAP office, a TRIO Student Support Services program, to ensure that all McNair Scholars are prepared for graduate education.

Director of Student Success and Retention

The Director of Student Success and Retention reports directly to the Vice President for Academic Affairs and is responsible for supervising and coordinating the services of the Student Success Center, the Hub. Duties of the office include the following:
1. Supervise the day-to-day activities of the Center personnel.
2. Collaborate with IT to ensure integration of technology resources for each initiative.
3. Promote university-wide participation in the Student Success Center engagement and activities.
4. Ensure accomplishment of Student Success Center and the Title III objectives.
5. Prepare monthly Title III reports to the Coordinator and the Title III Steering Committee.
6. Chair the Title III Task Force and convene monthly meetings.
7. Participate in annual Title III evaluation and assist the Coordinator in reporting activities.
8. Supervise the following:
   a. Coordinator of Learning Support
   b. Coordinator of Coaching and Mentoring
   c. Student Success Coaches (3)

Director of TRiO Grant (LEAP)

The Director of TRiO Grant reports to the Vice President for Academic Affairs and will oversee the provision of all TRiO services to eligible participants. Duties of the office include the following:
1. Represent TRiO to the university community.
2. Manage program records and finances.
3. Coordinate project reporting and evaluation activities.
4. Lead the participant identification and selection process.
5. Coordinate the individualized coaching, financial aid and literacy and college transition components of the program.
7. Provide individualized counseling to assigned students.
8. Help students achieve academic success and retain them through graduation.
9. Supervise Academic Coordinator and Community Coordinator.
10. Serve on the Student Success Committee.

University Registrar

The University Registrar is directly responsible to the Vice President for Academic Affairs. Duties and responsibilities include:
1. Manage the Office of Student Records and Academic Services.
2. Maintain the official academic records for all current and past students.
3. Coordinate all registration-related activities during the academic year.
4. Prepare and submit official academic records reports to internal and external constituents as requested.
5. Maintain the security and confidentiality of student educational records.
6. Coordinate the NCAA Academic Eligibility process.
7. Participate in campus collaboration through service on committees and through involvement in campus events and initiatives.
9. Perform other duties as assigned by the Vice President for Academic Affairs.
10. Assist in implementing academic policies relative to enrollment in required courses, compliance with academic probation restrictions, academic petitions, transfer credit for general education and exemption requests for general education.
11. Develop and manage the annual office budget.
12. Chair the selection committee for the Excellence in Advising Award.

**Director of Academic Services and Enrollment**
The Director of Academic Services and Enrollment is directly responsible to the University Registrar; is a member of the New Student Orientation Committee, Academic Council, Registration Committee, and Student Success Committee; and is in charge of academic advising and implementing academic policies of the university. Duties of the Director of Academic Services and Enrollment include:
1. Maintain advising files for students in all colleges/schools except the School of Music and facilitate the maintenance of advising files for students with declared majors in the School of Music.
2. Maintain correct major designations and advisor assignments for all students.
3. Review and evaluate all transcripts from other institutions for new transfer students and Lee students who attend other institutions in transient status.
4. Coordinate placement testing and preparation of advising files for all new applicants.
5. Maintain and turn over non–returning students’ advising files.
6. Ensure that faculty advisors have up-to-date information regarding curriculum, prerequisites and advising procedures.
7. Coordinate the advising process during orientation and registration, and for all advance class selection dates.
8. Manage and maintain the official curriculum of the University, the Degree Audit Check Sheets and Computerized Degree Audit Program.
9. Administer the Advisor Evaluation system.
10. Approve all courses for students participating in off-campus study programs.
11. Evaluate transfer eligibility for transfer student athletes and assist Registrar's office with continuing eligibility for NCAA compliance.

**Dean of the College of Arts and Sciences**
The Dean reports to the Vice President for Academic Affairs, provides vision and leadership to the faculty of the College of Arts and Sciences, and is responsible for the administration of the academic programs of the college. The Dean is expected to teach six hours per year. Specific responsibilities include the following functions:

**Personnel**
1. Mentor department chairs and assist them in fulfilling their responsibilities to their departments and to the college.
2. Supervise the work of the department chairs in the administration of the university’s personnel policies in the recruitment, orientation, development and supervision of faculty and other academic personnel of the college.

3. Plan and conduct meetings of the college faculty and, as needed, create and guide the work of committees to deal with concerns which cross the boundaries of individual departments.

4. With the assistance of department leaders, implement the faculty evaluation system and provide appropriate feedback in the application of evaluation results in faculty development, faculty promotion, and tenure recommendations.

5. Supervise the professional activities of department chairpersons in the college and conduct evaluations for chairpersons in their roles as administrators and as teachers.

6. Supervise the recruitment, employment, orientation, and evaluation of part–time faculty in the college.

Financial Management and Budget Development

1. Supervise the preparation of the academic budgets of the college and submit budget documents, including any needed budget revisions, to the Vice President for Academic Affairs.

2. Supervise department chairpersons’ use of assessment data in support of budget proposals.

3. Review and approve expenditures from budgets of each department in the college. Work with the Office of Business and Finance in the orderly control of budgets and proper accounting procedures.

4. Review requests and represent the needs of the college to the Vice President for Academic Affairs when contingency funding or budget revisions are needed.

Instruction

1. Review proposed workload assignments and class schedules as submitted by department chairs. When approved, notify the Vice President for Academic Affairs.

2. Assist the Vice President for Academic Affairs in the efficient allocation of instructional space and appropriate placement of classes with input from the department chairs.

3. Supervise the instructional processes of the college and provide leadership and guidance to department chairpersons and other instructional supervisors.

4. Lead the faculty of the college in efforts to improve instructional effectiveness and to enhance student-learning outcomes.

5. In consultation with department chairs, set college–wide goals, action plans, and assessment measures. Assess academic effectiveness in the college by reviewing all department institutional effectiveness reports.

6. Oversee the implementation of the General Education Core.
   a. Chair the Committee on General Education.
   b. Monitor the development and implementation of core courses and evaluate new additions to the core.
   c. Working with department chairs and school deans, request resources for appropriate materials and technology for core classes.
   d. Monitor the quality of instruction and use of part-time instructors in the core and bring problems to the attention of the Vice President for Academic Affairs/or the President.
   e. Maintain master syllabus of each course in department.

7. Maintain a complete file of all current course syllabi for the college.

8. Review workload reports for all faculty in the college from department chairs and maintain records of workloads and professional activities.
9. Work with department chairs to establish class limits and manage the enforcement of limits during registration.
10. Facilitate the development of a long-range plan to support and preserve the standard of excellence in education in the College of Arts and Sciences.

**Curriculum Management**
1. Supervise the work of the department chairs in administering the curricular policies of the university as they relate to the disciplines and programs of study of the college.
2. Review undergraduate curriculum proposals from department chairs in consultation with the Arts & Sciences Chairs Council and submit them to the Undergraduate Curriculum Committee.
3. Work with the Vice President for Academic Affairs in implementing and improving the General Education Core. Supervise the activities of the General Education Core Task Force.
4. As a member of the Graduate Council, provide guidance and leadership in the development and review of the curricula of all graduate programs, and assist in the development and implementation of new graduate programs and courses in the College of Arts and Sciences.

**Administration of Student Academic Progress**
1. Administer academic regulations in reference to any student who is majoring in a discipline in the college. Determine the appropriateness of overload requests, academic petitions, directed studies, proficiency tests, and appeals of decisions made by department chairs.
2. Supervise the process of clearing students for graduation candidacy, including:
   a. Retrieve all graduation applications of students majoring in the college.
   b. Develop a graduation file packet for each degree applicant.
   c. Create a comprehensive graduation status report that shows the current status of each applicant in fulfilling each requirement for graduation.
   d. Approve and recommend to the Vice President each applicant for official candidate status, to be posted by the Vice President for Academic Affairs.
   e. Communicate any deficiencies to each applicant; notify applicants of deferral of graduation if deficiencies are not cleared by deadlines; review petitions for participation in commencement exercises by candidates who fail to clear all requirements; work with Registrar to check all final grades to ensure that requirements were fulfilled prior to awarding of diplomas.

By virtue of the position, the Dean of the College of Arts and Sciences serves on the following university governance bodies and committees:
- Academic Council
- College of Arts and Sciences Graduate Program Committees
- Committee on General Education (Chair)
- Dean’s Council
- Graduate Council
- Third Year Review Committee
- Tenure Review Committee

**Academic Department Chairpersons**
Duties including the following:
1. Maintain a twelve–hour teaching load per year.
2. Maintain comprehensive records of academic standing and progress of students majoring within the department.
3. Assist the Dean in the evaluation of transcripts of transfer students and majors.
4. Assist in the supervision of instruction and research programs of the department.
5. Assist in the preparation and/or assignment of the following:
   a. Instructional budget
   b. Faculty loads and class schedules
   c. Catalog revisions
   d. Extracurricular work within the department
   e. Textbook purchases
   f. Course offerings/class limits
   g. Class assignments
6. Assist in the recruitment and orientation of new faculty.
7. Moderate department faculty meetings.
8. Evaluate the performance of faculty members in the department and assist in their professional development.
9. Advise student groups both on and off campus which represent the department.
10. Supervise and coordinate other teaching and/or administrative functions unique to the demands of the instructional program of a given department.
11. Recommend to the Office of Academic Services the assignment of advisees to advisors.
12. Evaluate degree audits and recommend students for graduation.

**Director of Graduate Studies in Counseling**

The Director of Graduate Studies in Counseling is responsible for the total curriculum of the programs and is charged with aiding students in meeting all requirements for the programs. This person is directly responsible to the Department Chair of the Behavioral and Social Sciences Department and to the Dean of the College of Arts and Sciences.

Responsibilities include:
1. Serve as chair of the Graduate Studies in Counseling Committee.
2. Develop the scope and sequence for the Counseling graduate programs.
3. Develop, evaluate and revise the curriculum as necessary.
4. Monitor certification and accreditation requirements as related to the State of Tennessee and major organizations such as the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and implement program requirements and changes mandated by the State of Tennessee.
5. Develop program goals related to curriculum and report on the achievement of goals.
6. Supervise the preparation of materials for the University catalog.
7. Project, prepare and administer the annual budget.
8. Coordinate the planning and implementation of advertisement of the programs.
9. Recruit students and coordinate admission procedures.
10. Advise program students, maintain student records and verify completion of program requirements.
11. Prepare for the assessment of students via Comprehensive Exams and the National Counselor Exam.
12. Monitor expected course needs and create class schedules.
13. Recruit and hire adjunct faculty.
14. Coordinate faculty and program assessment and evaluations.
15. Maintain records on students and faculty in the graduate programs.

**Director of Global Perspectives**

The Director of Global Perspectives serves under the supervision of the Dean of the College of Arts and Sciences. Specific duties include the following:
1. Advise students on all components of the institutional cross-cultural requirements.
2. Oversee maintenance and approval of all global perspectives trips for cross-cultural content.
3. Assist faculty trip directors with developing new global perspectives trips.
4. Assist in the planning and coordination of the LEEU 102A Global Perspectives Seminar.
5. Coordinate the development and production of all Global Perspectives publications, media presentations, and website.
6. Serve as the liaison to all administrative and academic departments for coordination of global perspectives trips, including maintaining the Policy & Procedure Manual for Trip Directors.
7. Serve as the liaison between administrative and academic departments, students, and the Global Perspectives Committee.
8. Prepare the agenda, record minutes, and maintain records of all Global Perspectives Committee meetings.
9. Evaluate and present applications for exemption from the cross-cultural experience to the Global Perspectives Committee, student notification of committee decisions as well as notification to the Director of Academic Services and Enrollment of all students approved to have the requirement waived, maintaining all correspondence and files for exemptions.
10. Evaluate and present global perspectives trip proposals to the Global Perspectives Committee, notification to Trip Directors of committee decisions, and assist in implementation of any requirements imposed by the committee.
11. Coordinate the Individually Arranged Cross-Cultural Study including publications, advisement of students, applications, evaluation of course assignments, and submitting grades.
12. Coordinate with the Dean of Arts & Sciences the United Kingdom: Semester Study Abroad.
13. Host annual Global Perspectives events including the World’s Fair and Travel Clearance Day.
15. Update information relating to the Global Perspectives program in the University Catalog, Student Handbook, Faculty Handbook, and Administrative Handbook.

Dean of the Helen DeVos College of Education

The Dean reports to the Vice President for Academic Affairs, provides vision and leadership to the faculty of the Helen DeVos College of Education (HDCE), and is responsible for the administration of the academic programs of the college. This person will teach six hours per year. Other responsibilities include:

Standards, Accreditation, and Licensure

1. Maintain a comprehensive and accurate database of all Teacher Education candidates.
3. Prepare Council for the Accreditation of Educator Preparation (CAEP) Annual Report in AIMS.
4. Prepare the US-Department of Education Title II Report annually.
5. Work with Local Education Agencies (LEAs) in gathering and presenting data on the candidates from the HDCE.
6. Align all program goals and outcomes with state and national standards of best practice.
7. Collect, analyze, and report evidences from across the HDCE to assist in improving teacher candidates.
8. Work with program directors to design and revise assessment instruments.
9. Serve on the Assessment Committee, and ad-hoc on the Teacher Education Committee.
10. Attend all TACTE/TAILACTE meetings and work with state ad-hoc groups concerning EPP requirements.

Administration of the College of Education
1. Administer policies established by the Cabinet, by the Academic Council, and the Teacher Education Committee.
2. Provide overall supervision and direction for the academic departments in the College of Education.
3. Provide overall supervision and direction for the Graduate Programs in Education.
4. Provide overall supervision and direction for the Teacher Education Program and Field Experiences.
5. Provide overall supervision for the Athletic Training Education Program.
6. Coordinate grant-writing activities in the College of Education.
7. Coordinate and direct all reporting to the federal government (Title II), the state of Tennessee (TNDOE and THEC), and all accrediting agencies (AACTE, CAEP, CAATE).
8. Coordinate and supervise the programs of research and publication for the College of Education.
9. Direct assessment systems for the College of Education, including data collection, analysis, and reporting of results.
10. Provide direction for marketing and public relations for the College of Education to various publics.
11. Monitor the continual development of the websites for the College of Education.

Personnel
1. Mentor department chairs and program directors and assist them in fulfilling their responsibilities to their departments and to the college.
2. Supervise the work of the department chairs and directors in the administration of the university's personnel policies in the recruitment, orientation, development and supervision of faculty and other academic personnel of the college.
3. Plan and conduct meetings of the college faculty and, as needed, create and guide the work of committees to deal with concerns which cross the boundaries of individual departments.
4. With the assistance of department leaders, implement the faculty evaluation system and provide appropriate feedback in the application of evaluation results in faculty development, faculty promotion, and tenure recommendations.
5. Supervise the professional activities of department chairpersons and directors in the college and conduct evaluations for chairpersons and directors in their roles as administrators and as teachers.
6. Supervise the recruitment, employment, orientation, and evaluation of part-time faculty in the college.

Financial Management and Budget Development
1. Supervise the preparation of the academic budgets of the school and submit budget documents, including any needed budget revisions, to the Vice President for Academic Affairs.
2. Supervise department chairpersons’ and directors’ assessment data, budget proposals, and payroll reports.
3. Review and approve expenditures from budgets of each department within the college. Work with the Office of Business and Finance in the orderly control of budgets and proper accounting procedures.
4. Review requests and represent the needs of the college to the Vice President for Academic Affairs when contingency funding or budget revisions are needed.

Instruction
1. Review proposed workload assignments and class schedules as submitted by department chairs. When approved, pass these on to the Vice President for Academic Affairs.
2. Assist the Vice President for Academic Affairs in the efficient allocation of instructional space and appropriate placement of classes with input from the department chairs.
3. Supervise the instructional processes of the college and provide leadership and guidance to department chairpersons and other instructional supervisors.
4. Lead the faculty of the college in efforts to improve instructional effectiveness and to enhance student learning outcomes.
5. In consultation with department chairs and program directors, set college-wide goals, action plans, and assessment measures. Assess academic effectiveness in the college by reviewing all department and program institutional effectiveness reports.
6. Maintain a complete file of all current course syllabi for the college.
7. Review workload reports for all faculty in the college from department chairs and maintain records of workloads and professional activities.
8. Work with department chairs and program directors to establish class limits and manage the enforcement of limits during registration.
9. Facilitate the development of a long-range plan which will support and preserve the standard of excellence in education in the College of Education. In consultation with the department chairs and faculties, prepare a five-year master plan.

Curriculum Management
1. Supervise the work of the department chairs and program directors in administering the curricular policies of the university as they relate to the disciplines and programs of study of the college.
2. Review undergraduate curriculum proposals from department chairs and submit them to the Vice President for Academic Affairs for review by the Undergraduate Curriculum Committee.
3. As a member of the Graduate Council, provide guidance and leadership in the development and review of the curricula of all graduate programs, and assist in the development and implementation of new graduate courses and programs in the College of Education.

Administration of Student Academic Progress
1. Administer academic regulations in reference to any student who is majoring in a discipline in the college. Determine the appropriateness of overload requests, academic petitions, directed studies, proficiency tests, and appeals of decisions made by department chairs.
2. Supervise the process of clearing students for graduation candidacy, including:
   a. Collect all graduation applications from students majoring in the college.
   b. Maintain comprehensive and rolling lists of applicants for graduation.
c. Develop a graduation file packet for each degree applicant.
d. Create a comprehensive graduation status report, which shows the current status of each applicant in fulfilling each requirement for graduation.
e. Approve and recommend to the Vice President each applicant for official candidate status, to be posted by the Vice President for Academic Affairs.
f. Communicate any deficiencies to each applicant; notify applicants of deferral of graduation if deficiencies are not cleared by deadlines; review petitions for participation in commencement exercises by candidates who fail to clear all requirements; work with Registrar to check all final grades to ensure that requirements were fulfilled prior to awarding of diplomas.

Facility Management
1. Oversee purchases, maintenance, and security of curriculum-related equipment for the education building.
2. Coordinate day-to-day and long-term maintenance of the education building with staff of Lee University Physical Plant.

Committee Assignments
By virtue of the position, the Dean of the College of Education serves on the following university governance bodies and committees:

- Academic Council
- Dean’s Council
- Graduate Council
- Graduate Education Committee
- Teacher Education Committee
- Tenure Review Committee
- Third Year Review Committee

Academic Department Chairpersons
Duties including the following:
1. Maintain a twelve–hour teaching load per year.
2. Maintain comprehensive records of academic standing and progress of students majoring within the department.
3. Assist the Dean in the evaluation of transcripts of transfer students and majors.
4. Assist in the supervision of instruction and research programs of the department.
5. Assist in the preparation and/or assignment of the following:
   a. Instructional budget
   b. Faculty loads and class schedules
   c. Catalog revisions
   d. Extracurricular work within the department
   e. Textbook purchases
   f. Course offerings/class limits
   g. Class assignments
6. Assist in the recruitment and orientation of new faculty.
7. Moderate department faculty meetings.
8. Evaluate the performance of faculty members in the department and assist in their professional development.
9. Advise student groups both on and off campus which represent the department.
10. Supervise and coordinate other teaching and/or administrative functions unique to the demands of the instructional program of a given department.
11. Recommend to the Office of Academic Services the assignment of advisees to advisors.
12. Evaluate degree audits and recommend students for graduation.

**Director of Teacher Education Program**

Director of Teacher Education is responsible for the overall administration of the Teacher Education Program at Lee University. This person is directly responsible to the Dean of Education and works directly with chairs of each of the academic departments that offer teacher education majors. This person will teach three to six credit hours.

Other responsibilities include:
1. Keep abreast of changes in Teacher Education requirements on the state level and help implement these changes in the Lee University program.
2. Work with department chairs and deans in:
   a. Curriculum development and evaluation of licensure programs.
   b. Evaluation of transcripts of transfer students in licensure programs.
3. Serve as Chairperson of the Teacher Education Committee.
4. Work with the Director of Educational Field Experiences to provide supervision of student teaching and graduate internship programs.
5. Coordinate approval efforts for Teacher Education Programs.
6. Generate university, state, and national reports for Teacher Education Programs.
7. Monitor and evaluate criteria for admission to the Teacher Education Program and to Student Teaching.
8. Facilitate admission of candidates into the Teacher Education Program and to Student Teaching.
9. Administer post-baccalaureate programs, including Alternative License programs, for teacher licensure.
10. Recommend candidates to the State Department for teacher licensure.
11. Maintain adequate files including:
    a. Syllabi for courses within the program.
    b. Information about all curriculums in the Teacher Education Program.
    c. Follow-up studies on graduates.
    d. Test scores and research information.
    e. Teacher Education Committee minutes and activities.
12. Manage Teacher Education Program student records.
13. Propose and manage budgets for Teacher Education Program and Field Experiences.
14. Monitor the effectiveness of Teacher Education Programs.
15. Manage assessment of Teacher Education students, including the portfolio.
16. Work with the Admissions Office to recruit a diverse student population.
17. Coordinate training for supervisors, cooperating teachers, and mentors.
19. Serve as the certification officer recommending students to the State Department for teacher licensure.

**Assessment Coordinator**

The Assessment Coordinator for the Helen DeVos College of Education is responsible for coordinating all state, federal, and national reporting. This includes implementing a comprehensive assessment program that produces data to meet all internal and external reporting requirements. This position requires the security, maintenance, and dissemination of all assessments, evaluations, and survey data. The Assessment Coordinator is directly responsible to the Dean of the College of Education.
Director of Graduate Programs in Education

The Director of Graduate Programs in Education is responsible for the overall administration of the graduate programs in education. This person is directly responsible to the Dean of the College of Education.

Responsibilities include:
1. Recruit and recommend faculty for graduate education programs.
2. Recruit a diverse student population for the graduate program in education.
3. Direct the admissions procedures for graduate education students.
4. Coordinate curriculum development and evaluation.
5. Develop and administer the budget for the graduate program in education.
6. Direct assessment of the graduate programs and candidates.
7. Develop new graduate programs in education as appropriate.
8. Serve on the Graduate Council and Education Council.
9. Chair the Education Graduate Committee.
10. Approve final projects, administer comprehensive final examinations, and recommend candidates for graduation.
11. Teach graduate courses.

Manager of Sharp Curriculum Library and Instructional Media

The Manager of Curriculum Lab and Instructional Media reports to the Dean of the College of Education and manages the Sharp Curriculum Library and Instructional Media Center. The center provides media support services for the College of Education and faculty development in media presentation to the entire university faculty. The Center provides a P–12 curriculum library and materials preparation lab for the teacher education faculty, students and local cooperating teachers.

The Manager will:
1. Establish and maintain a curriculum library for teacher education including selecting curriculum materials, ordering, cataloging, and arranging of books and supplementary materials.
2. Operate the curriculum library and supervise the curriculum lab.
3. Supervise the instructional media services.
4. Prepare and administer the annual budget for the media and technology center.
5. Supervise cataloging and processing of materials.
6. Provide for appropriate maintenance and operation of multimedia presentation equipment.
7. Provide for the circulation, control, and arrangement of materials and equipment.
8. Maintain an annually updated inventory of equipment and materials.
9. Maintain regular office hours and ensure available services daily and during appropriate evening hours.

Teacher Performance Assessment (edTPA) Coordinator

The edTPA Coordinator’s position is a 9-month position within the Helen DeVos College of Education as the unit prepares students for licensure in the state of Tennessee. This position reports to both the Director of Teacher Education and the Chair of the Early Childhood, Elementary, and Special Education department.

Responsibilities include:
1. Integrate edTPA language and constructs into the Teacher Education Program’s curriculum.
2. Work with Clinical I instructors in both Methods and Methods Lab courses to integrate edTPA expectations and requirements into course requirements.
3. Stay current on all edTPA updates and alterations as to Tasks and Rubrics for each assessment.
4. Communicate with faculty and the Teacher Education Committee as to changes in Tennessee requirements in the use of the edTPA.
5. Collaborate with content area specialists for the purposes of coordinating and disseminating unified information across programs.
6. Enter, maintain, and disaggregate all edTPA data for the Teacher Education Committee and the College of Education’s Assessment Database.
7. Develop an efficient integration of edTPA language and constructs into the Post-Bac degree program.
8. Lead periodic seminars during the methods and clinical semesters specific to timely edTPA content.
9. Re-tooling all candidates who do not pass edTPA requirements on first attempt.
10. Assist with and monitor the establishment of a personal portfolio in which each candidate will keep a record of edTPA procedures, terms, educational theories, concepts, and ideas.

**Director of Educational Field Experiences**

The Director of Educational Field Experiences is responsible for the administration of the clinical experiences of Teacher Education students in the P-12 schools. The Director is directly responsible to the Dean of the College of Education.

Duties include:
1. Direct the public school laboratory experience program and coordinate field experiences with other phases of the Teacher Education Program.
2. Direct the student teaching and internship experiences.
3. Conduct orientation sessions each semester for student teachers, interns, cooperating teachers, and college supervisors.
4. Conduct student teacher and internship seminars.
5. Arrange field placement with P-12 schools and maintain observation, student teaching, and internship records.
7. Teach six semester hours per semester.
8. Maintain an advising load.
10. Assist in transcript evaluation for transfer students and post-baccalaureate students.
11. Cultivate professional development within the schools.

**Dean of the School of Business**

The Dean reports to the Vice President for Academic Affairs, provides vision and leadership to the faculty of the School of Business, and is responsible for the administration of the academic programs of the college. The Dean is expected to teach six hours per year. Specific responsibilities include the following functions:

**Personnel**

1. Mentor faculty and assist them in fulfilling their responsibilities to their classes and to the school.
2. Supervise the administration of the university’s personnel policies in the recruitment, orientation, development and supervision of faculty and other academic personnel of the school.
3. Plan and conduct meetings of the school faculty and, as needed, create and guide the work of committees to deal with concerns.
4. With the assistance of department leaders, implement the faculty evaluation system and provide appropriate feedback in the application of evaluation results in faculty development, faculty promotion, and tenure recommendations.
5. Supervise the professional activities in the school and conduct evaluations.
6. Supervise the recruitment, employment, orientation, and evaluation of part–time faculty in the college.

Financial Management and Budget Development
1. Supervise the preparation of the academic budgets of the school and submit budget documents, including any needed budget revisions, to the Vice President for Academic Affairs.
2. Supervise use of assessment data in support of budget proposals.
4. Review requests and represent the needs of the school to the Vice President for Academic Affairs when contingency funding or budget revisions are needed.

Instruction
1. Review proposed workload assignments and class schedules as submitted by faculty. When approved, notify the Vice President for Academic Affairs.
2. Assist the Vice President for Academic Affairs in the efficient allocation of instructional space and appropriate placement of classes with input from the department chairs.
3. Supervise the instructional processes of the school and provide leadership and guidance to instructional supervisors and faculty.
4. Lead the faculty of the school in efforts to improve instructional effectiveness and to enhance student-learning outcomes.
5. In consultation with faculty, set school–wide goals, action plans, and assessment measures. Assess academic effectiveness in the school by reviewing all institutional effectiveness reports.
6. Maintain a complete file of all current course syllabi for the school.
7. Review workload reports for all faculty in the school and maintain records of workloads and professional activities.
8. Work with faculty to establish class limits and manage the enforcement of limits during registration.
9. Facilitate the development of a long-range plan to support and preserve the standard of excellence in education in the School of Business.

Curriculum Management
1. Supervise the work of the faculty in administering the curricular policies of the university as they relate to the disciplines and programs of study of the school.
2. Review undergraduate curriculum proposals from faculty in consultation with the School of Business Council and submit them to the Undergraduate Curriculum Committee.
3. As a member of the Graduate Council, provide guidance and leadership in the development and review of the curricula of all graduate programs, and assist in the development and implementation of new graduate programs and courses in the School of Business.
Administration of Student Academic Progress
1. Administer academic regulations in reference to any student who is majoring in a discipline in the school. Determine the appropriateness of overload requests, academic petitions, directed studies, proficiency tests, and appeals of decisions made by faculty.
2. Supervise the process of clearing students for graduation candidacy, including:
   a. Retrieve all graduation applications of students majoring in the school.
   b. Develop a graduation file packet for each degree applicant.
   c. Create a comprehensive graduation status report that shows the current status of each applicant in fulfilling each requirement for graduation.
   d. Approve and recommend to the Vice President each applicant for official candidate status, to be posted by the Vice President for Academic Affairs.
   e. Communicate any deficiencies to each applicant; notify applicants of deferral of graduation if deficiencies are not cleared by deadlines; review petitions for participation in commencement exercises by candidates who fail to clear all requirements; work with Registrar to check all final grades to ensure that requirements were fulfilled prior to awarding of diplomas.

By virtue of the position, the Dean of the School of Business serves on the following university governance bodies and committees:
   Academic Council
   School of Business Graduate Program Committees
   Dean’s Council
   Graduate Council
   Third Year Review Committee
   Tenure Review Committee

Associate Dean of the School of Business/Director of Graduate Studies in Business
The Associate Dean/Director of Graduate Studies in Business reports to the Dean of the School of Business and assists the Dean in personnel issues, as well as, student relations in the School of Business. The Associate Dean/Director will teach twelve (12) hours in the School of Business per year and provide representation for the School of Business at official functions when the Dean is not available or when requested. In addition, he/she will:
1. Meet with the Dean as requested.
2. Assist the Dean in the evaluation of transcripts of transfer students and majors.
3. Assist in the supervision of instruction and research programs of the School of Business.
4. Assist in the preparation and/or assignment of the following:
   - Faculty loads and class schedules
   - Catalog revisions
   - Extracurricular work within the department
   - Textbook purchases
   - Course offerings/class limits
   - Class assignments
5. Evaluate the performance of the faculty members in the School of Business and assist in their professional development.
6. Recommend to the Office of Academic Services and Enrollment the assignment of advisees to advisors.
8. Develop the scope and sequence for the MBA program.
9. Develop, evaluate and revise the curriculum as necessary.
10. Monitor accreditation requirements required by the Accreditation Council for Business Schools and Programs (ACBSP).
11. Develop program goals related to curriculum and report on the achievement of goals.
12. Supervise the preparation of materials for the University catalog.
13. Project, prepare and administer the annual budget for the MBA program.
14. Plan and implement advertisement of the MBA program.
15. Recruit students and coordinate admission procedures.
16. Advise program students, maintain student records and verify completion of program requirements.
17. Monitor expected course needs and create class schedules.
18. Recruit and hire adjunct faculty.
19. Coordinate faculty and program assessment and evaluations.
20. Maintain records on students and faculty in the MBA program.

The Associate Dean of the School of Business serves on the following university governance bodies and committees:

- Academic Council
- School of Business Graduate Program Committee
- Graduate Council
- Third Year Review Committee
- Tenure Review Committee

**Dean of the School of Music**

The Dean reports to the Vice President for Academic Affairs, provides vision and leadership to the faculty of the School of Music, and is responsible for the administration of the academic programs of the school. The Dean is expected to teach six hours per year. Specific responsibilities include the following functions:

**Personnel**

1. Mentor faculty and assist them in fulfilling their responsibilities to their classes and to the school.
2. Administer the university’s personnel policies in the recruitment, orientation, development and supervision of faculty and other academic personnel of the school.
3. Plan and conduct meetings of the school faculty and, as needed, create and guide the work of committees.
4. With the assistance of area leaders, implement the faculty evaluation system and provide appropriate feedback in the application of evaluation results in faculty development, faculty promotion, and tenure recommendations.
5. Supervise the professional activities in the school and conduct evaluations.

**Financial Management and Budget Development**

1. Supervise the preparation of the academic budgets of the school and submit budget documents, including any needed budget revisions, to the Vice President for Academic Affairs.
2. Supervise use of assessment data in support of budget proposals.
4. Review requests and represent the needs of the school to the Vice President for Academic Affairs when contingency funding or budget revisions are needed.
Instruction
1. Review proposed workload assignments and class schedules and pass these on to the Vice President for Academic Affairs.
2. Assist the Vice President for Academic Affairs in the efficient allocation of instructional space and appropriate placement of classes with input from the Associate Dean.
3. Supervise the instructional processes of the school and provide leadership and guidance to school faculty and instructional supervisors.
4. Lead the faculty of the school in efforts to improve instructional effectiveness and to enhance student learning outcomes.
5. Set school-wide goals, action plans, and assessment measures. Assess academic effectiveness in the school by reviewing all School of Music institutional effectiveness reports.
6. Review workload reports for all faculty in the school and maintain records of workloads and professional activities.
7. Facilitate the development of a long-range plan with will support and preserve the standard of excellence in education in the School of Music. In consultation with the Associate Dean, area coordinators, and faculties, prepared a five-year master plan.

Curriculum Management
1. Administer the curricular policies of the university as they relate to the disciplines and programs of study of the school.
2. Present curriculum proposals to the school faculty for vote and submit those which are approved to the Vice President for Academic Affairs for review by the Undergraduate Curriculum Committee.
3. As a member of the Graduate Council, provide guidance and leadership in the development and review of the curricula of all graduate programs and assist in the development and implementation of new graduate courses and programs in the School of Music.

Administration of Student Academic Progress
1. Administer academic regulations in reference to any student who is majoring in a discipline in the school. Determine the appropriateness of overload request, academic petitions, directed studies, and proficiency tests.
2. Recommend to the Office of Academic Services, the assignment of advisees to advisors.
3. Supervise the process of clearing students for graduation candidacy, including:
   a. Collect all graduation applications from students majoring in the school.
   b. Maintain comprehensive and rolling lists of applicants for graduation.
   c. Develop a graduation file for each degree applicant.
   d. Create a comprehensive graduation status report which shows the current status of each applicant in fulfilling each requirement for graduation.
   e. Approve and recommend to the Vice President each applicant for official candidate status, to be posted by the Vice President for Academic Affairs.
   f. Communicate any deficiencies to each applicant; notify applicants of deferral of graduation if deficiencies are not cleared by deadlines; review petitions for participation in commencement exercises by candidates who fail to clear all requirements; work with Registrar to check all final grades to ensure that requirements were fulfilled prior to awarding of diplomas.
School of Music Accreditation
1. Evaluate current and proposed curriculum, personnel, and facility goals for compliance with standards of National Association of Schools of Music and Southern Association of Colleges and Schools Commission on Colleges.
2. Direct all self-study processes related to accrediting agencies both university-wide and school-specific.

Facility Management

University Activities
1. Initiate and implement seminars/colloquies as means of continuing education for alumni and recruitment of prospective students.
2. Recruit both undergraduate and graduate students and coordinate recruiting efforts by ensembles, faculty and personnel.
3. Oversee and coordinate musical components for university-wide festival events such as Celebrations, Homecoming, and Lee Day.
4. Oversee and coordinate musical components for university-wide academic convocations such as Freshman Convocation, Honors Chapel, Commissioning, and Commencement services.

Committee Assignments
By virtue of the position, the Dean of the School of music serves on the following university governance bodies and committees:
- Academic Council
- Commencement Committee
- Deans Council
- Ex-officio to all School of Music Committees and Divisions
- Graduate Music Committee
- Graduate Council
- Homecoming Committee
- Lee Day Committee
- Third Year Review Committee
- Tenure Review Committee

Associate Dean of the School of Music
The Associate Dean of the School of Music reports to the Dean of the School of Music and administers all curricular programs and assists the Dean in other internal operations of the School of Music. The Associate Dean will teach six (6) hours in the School of Music per year and provide representation for the School of Music at official functions when the Dean is not available or when requested. In addition, he/she will:
1. Meet with the Dean as requested.
2. Assist in the supervision of instruction and research programs in the School of Music.
3. Develop, evaluate, and revise the curriculum as necessary.
4. Develop program goals related to curriculum and report on the assessment of these goals.
5. Supervise and coordinate other teaching and/or administrative functions unique to the demands of the instructional program of a given discipline.
6. Monitor expected course needs, create class schedules, and propose workload assignments.
7. Maintain a complete file of all current course syllabi for the school.
8. Assist in the assignment or scheduling of:
   a. Course offerings and class limits, managing the enforcement of limits during registration
   b. Classroom assignments
   c. Non-classroom assessment activities (jury exams, UDAEs, proficiency tests, etc…)
9. Provide leadership and guidance to area discipline coordinators.
10. Assist in the preparation and execution of the following:
    a. Curricular budget
    b. Music Resource Center budget
    c. Catalog revisions
11. Assist in the recruitment and orientation of new faculty.
12. Supervise the recruitment, employment, orientation, and evaluation of part-time faculty in the school.
13. Coordinate day-to-day and long-term maintenance of all music facilities with staff of Lee University’s Physical Plant.

Oversight of Music Resource Center

1. Secure and supervise Coordinator of the Music Resource Center.
2. Work with Coordinator of the Music Resource Center in establishing policies and procedures and coordinating acquisitions for the Music Resource Center, ensuring compliance with policies of Pentecostal Resource Center and Squires Library as well as standards set by NASM for music libraries/resource centers.
3. Work with Coordinator of the Music Resource Center in staffing needs.

Committee Assignments

By virtue of the position, the Associate Dean of the School of Music serves on the following university governance bodies and committees:

- Academic Council
- Graduate Music Committee
- School of Music Scholarship Committee
- Faculty Search Committees
- Third Year Review Committee
- Tenure Review Committee

Director of Graduate Programs in Music

The Director of Graduate Programs in Music reports directly to the Dean of the School of Music, provides leadership for the graduate music faculty, and is responsible for the administration of the graduate music programs.

The Director of Graduate Programs in Music will receive a contractual stipend for administering the program and will teach in both undergraduate and graduate programs.

The Director of Graduate Programs in Music will:

1. Represent the graduate program at official functions of Lee University and the School of Music.
2. Serve as a member of the Graduate Council.
3. Provide leadership for the graduate music faculty and recommend graduate faculty teaching loads and assignments to the Dean.
4. Coordinate self-study efforts of the graduate program for SACS and NASM evaluations, as well as institutional assessment.
5. Oversee the development and implementation of the graduate music curriculum.
6. Coordinate the advising process for graduate students.
7. Assist the Dean in the selection process of additional faculty and staff members for the School of Music graduate programs.
8. Oversee pre- and post-graduate program testing.
9. Coordinate the promotion of the graduate programs and recruiting efforts of the graduate office.
10. Assist in music resource acquisitions for library collections.

Dean of the School of Nursing
The Dean reports to the Vice President for Academic Affairs, provides vision and leadership to the faculty of the School of Nursing, and is responsible for the administration of the academic programs of the School. This person will teach six hours per year. Other responsibilities include:

Standards, Accreditation, and Licensure
1. Complete and submit required state, national and accreditation reports.
2. Establish and maintain meaningful contact with appropriate state and national licensing and accrediting agencies.
3. Lead accreditation efforts for the School of Nursing.
4. Develop and maintain plan for abiding by required state NCLEX-RN pass rates.
5. Develop and maintain current agreements between the School of Nursing and healthcare agencies.
6. Recommend candidates to the National Council of State Boards of Nursing to take the NCLEX-RN.

Personnel
1. Mentor nursing faculty and persons in leadership/administrative roles, assisting them in fulfilling their responsibilities to the School of Nursing and to the University.
2. Administer university personnel policies in the recruitment, orientation, development and supervision of faculty and other academic personnel of the School.
3. Plan and conduct meetings of the School faculty and, as needed, create and guide the work of School committees.
4. With the assistance of school leaders, implement the faculty evaluation system and provide appropriate feedback in the application of evaluation results in faculty development, faculty promotion, and tenure recommendations.
5. Supervise the recruitment, employment, orientation, and evaluation of part-time faculty in the School.
6. Maintain official credential files for faculty in the School of Nursing.
7. Supervise the professional activities of school leaders and conduct evaluations for leaders in their roles as administrators and faculty.

Facility Management
1. Oversee purchases, maintenance, and security of curriculum-related equipment for the new School of Nursing building.
2. Coordinate short-term and long-term facility maintenance needs with appropriate campus units.
3. Engage in strategic planning for best use of building space.
Budget Resource Development and Management
1. In collaboration with leaders in the school, prepare the academic budgets of the School and submit budget documents, including any needed budget revisions, to the Vice President for Academic Affairs.
2. Utilize assessment data in support of budget proposals.
4. Prepare requests and represent the needs of the School to the Vice President for Academic Affairs when contingency funding or budget revisions are needed.
5. Collaborate with the Lee University Grants Office in seeking and securing funding for the School of Nursing.
6. Seek external funding to support strategic initiatives for the school.

Instruction
1. Develop workload assignments and class schedules in coordination with school leaders and faculty and maintain records of workloads and professional activities.
2. Assist the Vice President for Academic Affairs in the efficient allocation of instructional space and appropriate placement of classes by providing input.
3. Supervise the instructional processes of the school and provide leadership and guidance to faculty.
4. Lead the faculty of the school in efforts to improve instructional effectiveness and to enhance student learning outcomes.
5. Collaborate with faculty of the School to set goals, action plans, and assessment measures. Assess academic effectiveness in the School.
6. In collaboration with faculty, establish class limits and manage the enforcement of limits during registration.
7. Facilitate the development of a strategic plan which will support and preserve the standard of excellence in education in the School of Nursing.
8. Guide faculty in ensuring that clinical site requirements are met and maintained for students and faculty.
9. Lead and supervise instruction and research programs of the School.

Curriculum Management
1. Administer the curricular policies of the university as they relate to the disciplines and programs of study of the School.
2. In collaboration with faculty, develop new syllabi and curriculum proposals and submit them to the appropriate Curriculum Committee.
3. Provide guidance and leadership in the development and implementation of new graduate programs and courses in the School of Nursing.
5. Direct assessment system for the School of Nursing, including data collection, analysis, and reporting of results.
6. Lead annual catalog revisions.

Administration of Student Academic Progress
1. Collaborate with the school admission, retention, and graduation committee to set policies related to admissions, retention, progression and graduation.
2. Evaluate transcripts of transfer students and majors.
3. Advise students and mentor new faculty in advising processes.
4. Oversee maintenance of academic and student program records.
5. Administer academic regulations in reference to any student who is majoring in a discipline in the school.
6. Follow the process of clearing students for graduation candidacy.

External Relationships
1. Monitor the continual development of the websites for the School of Nursing.
2. Coordinate and supervise the programs of research and publication for the School of Nursing.
3. Provide direction for marketing and public relations for the School of Nursing to various publics.
4. Maintain active positive relationships with healthcare facilities that provide clinical opportunities for students.
5. Engage in friend-raising and fund-raising activities to support the work of the School.

By virtue of the position, the Dean of the School of Nursing serves on the following university governance bodies and committees:
   Academic Council
   Dean’s Council
   Graduate Council
   School of Nursing Committees
   Third Year Review Committee
   Tenure Review Committee

Associate Dean
The Associate Dean of the School of Nursing is directly responsible to the Dean. The Associate Dean’s primary responsibilities are to:

1. Maintain a consistent record of excellent teaching.
2. Mentor faculty, staff and students as appropriate.
3. Hire PT faculty for all programs.
4. Assist in the recruitment of part-time and full-time faculty.
5. Assist in the supervision of instruction for programs.
6. Assist in the evaluation of the performance of faculty members.
7. Supervise the Professional Practice Coordinator and the Simulation Operations Technician.
8. Coordinate the master schedule (classroom, lab, simulation, clinical, practicum, internship).
9. Assist the Chair and Graduate Program Director in the evaluation of transcripts of transfer undergraduate students and majors.
10. Work closely with the Chair of the Undergraduate Program and the Director of the Graduate Program to monitor student admissions, retention, progression, and graduation.
11. Oversee SON Assessment Plan(s).
12. As part of the SON Leadership team, collaborate in program preparation and/or assignment of the following:
   a. Instructional budget
   b. Faculty loads and class schedules
   c. Teaching assignments
   d. Catalog revisions
   e. Course Offerings and class limits
   f. SON Undergraduate and Graduate Student Handbook revisions
13. Collaborate in development of programmatic grants.
14. Engage in SON event planning and implementation as appropriate.  
15. Coordinate accreditation and board of nursing standards and outcomes.  
16. Oversee compliance of clinical/practicum health requirements for students and faculty.  
17. Oversee undergraduate and graduate program curriculum development and revision.  
18. Guide advisement of student groups both on and off campus which represent the school.  
19. Supervise and coordinate other teaching and/or administrative functions unique to the demands of the various programs.  
20. Assist with gathering information and writing of reports and accreditation self-study documents.  
21. Represent the School of Nursing at designated functions.  
22. Approve recommendations of clinical, practicum, and internship sites for programs.  
23. Serve as active member of University Academic Council.  
24. Supervise program secretary.  
25. Other duties as assigned.

**Academic Department Chairperson**  
The Chair of the Undergraduate Program in Nursing is directly responsible to the Associate Dean and Dean. The Chair’s primary responsibilities are to:

1. Maintain a consistent record of excellent teaching.  
2. Collaborate with the Associate Dean and Enrollment and Advising Specialist to maintain comprehensive records of academic standing of progress of students majoring within the undergraduate program in nursing.  
3. Assist the Associate Dean in the evaluation of transcripts of transfer undergraduate students and majors.  
4. Assist in the supervision of instruction of the undergraduate program in nursing.  
5. Work closely with the SON Admission and Enrollment Specialist monitoring undergraduate nursing student admissions, retention, progression, and graduation.  
6. As part of the SON Leadership team, collaborate in undergraduate nursing program preparation and/or assignment of the following:  
   a. Instructional budget  
   b. Faculty loads and class schedules  
   c. Teaching assignments  
   d. Catalog revisions  
   e. Course Offerings and class limits  
   f. SON Undergraduate Student Handbook revisions  
7. Coordinate and submit undergraduate nursing textbook adoptions.  
8. Assist in the recruitment and orientation of part-time and full-time nursing faculty.  
9. Evaluate the performance of faculty members and assist in their professional development.  
10. Assist with the SON assessment plan.  
11. Assist with undergraduate nursing curriculum revision and development.  
12. Guide advisement of student groups both on and off campus which represent the school.
13. Supervise and coordinate other teaching and/or administrative functions unique to the demands of the nursing instructional program.
14. Oversee evaluation of degree audits and recommend nursing students for graduation.
15. Collaborate with the Dean, Associate Dean, and the Chair of the SON curriculum committee to ensure that the Commission on Collegiate Nursing Education (CCNE) accreditation and TN Board of Nursing approval standards for the undergraduate program are being met. Assist with reports and accreditation self-study documents.
16. Collaborate with the Associate Dean and Professional Practice Coordinator to plan and evaluate nursing undergraduate simulations, labs, and clinical experiences.
17. Work closely with the ATI Engage Coordinator and the NCLEX-RN Achieve Coach to ensure and improve nursing student success.
18. Collaborate with faculty member assigned to specific undergraduate administrative functions such as management of platforms and systems related to online testing, electronic textbooks, and standardized assessment testing.
19. Represent the undergraduate nursing program at designated functions.
20. As part of the SON Leadership Team, mentor part-time and full-time nursing faculty in the area of undergraduate teaching.
21. Make recommendations of clinical sites for the undergraduate nursing program.
22. Maintain 12 credit hour teaching workload/academic year.
23. Serve as active member of University Academic Council.
24. Other duties as assigned.

Director of Graduate Program in Nursing
The Director of the Graduate Program in Nursing is directly responsible to the Associate Dean and Dean. The Director's primary responsibilities are to:

1. Maintain a consistent record of excellent teaching.
2. Collaborate with the Associate Dean and Dean to recruit new students to the graduate program.
3. Oversee the graduate student application process in collaboration with graduate program committee.
4. Assist the Associate Dean in the evaluation of transcripts of transfer graduate students.
5. Assist in the supervision of instruction of the graduate program in nursing.
6. Work closely with the Dean, Associate Dean, and Graduate Program Committee to monitor graduate nursing student admissions, retention, progression, and graduation.
7. Maintain required and other necessary comprehensive records relevant to the graduate program.
8. As part of the SON Leadership team, collaborate in graduate nursing program preparation and/or assignment of the following:
   a. Instructional budget
   b. Faculty loads and class schedules
   c. Teaching assignments
   d. Catalog revisions
   e. Course Offerings and class limits
f. Catalog and SON Student Handbook revisions
g. Extracurricular work

9. Coordinate and submit graduate nursing textbook adoptions.
10. Assist in the recruitment and orientation of part-time and full-time graduate nursing faculty.
11. Serve as faculty adviser for graduate students.
12. Moderate Graduate Program meetings.
13. Oversee graduate student scholarly project requirements.
14. Evaluate the graduate program teaching performance of faculty members and assist in their professional development.
15. Assist with the SON assessment plan.
16. Assist with graduate nursing curriculum revision and development.
17. Guide advisement of graduate student groups both on and off campus which represent the school.
18. Supervise and coordinate other teaching and/or administrative functions unique to the demands of the graduate nursing instructional program.
19. Oversee evaluation of graduate student degree audits and recommend nursing students for graduation.
20. Collaborate with the Dean, Associate Dean, and the Chair of the SON curriculum committee to ensure that the Commission on Collegiate Nursing Education (CCNE) accreditation and TN Board of Nursing approval standards for the graduate program are being met. Assist with reports and accreditation self-study documents.
21. Collaborate and assist with supervision of the labs to plan nursing graduate student intensives, simulations, and practicum experiences.
22. Supervise the Coordinator for Specialty Tracks.
23. Represent the graduate nursing program at designated functions.
24. As part of the SON Leadership Team, mentor part-time and full-time nursing faculty in the area of graduate program teaching.
25. Make recommendations of practicum sites for the graduate nursing program.
26. Serve as active member of University Academic Council.
27. Represent the SON graduate program on the Lee University Graduate Council.
28. Provide input into supervision and evaluation of Secretary for the Associate Dean and Graduate Nursing Program.
29. Other duties as assigned.

Dean of the School of Religion

The Dean reports to the Vice President for Academic Affairs, provides leadership and vision to the faculty of the School of Religion, and is responsible for the administration of the academic programs of the school.

The Dean of the School of Religion will teach six hours in the School of Religion per year and represent the school at all official functions. In addition, he/she will:

Personnel

1. Administer the university’s personnel policies in the recruitment, orientation, development and supervision of faculty and other academic personnel of the school.
2. Assist and supervise the Associate Dean, as well as the chairs in the recruitment and hiring of faculty for the School of Religion.
3. Oversee and approve the hiring of part-time faculty in the School of Religion.
4. Plan and conduct meetings of the school faculty and, as needed, create and guide the work of committees with the assistance of the chairs.
5. Supervise the department chairs in the implementation of the faculty evaluation process and provide appropriate feedback to the chairs and where deemed necessary to the faculty members themselves.
6. Use the results of faculty evaluation to improve faculty performance through faculty development, and to offer assessment in faculty promotion and tenure recommendations.
7. Supervise appropriate administrative personnel (e.g., associate dean, chairs, directors of programs, or the religion core coordinator) in the processes of recruitment, employment, orientation, and evaluation of part-time faculty and staff personnel in the School of Religion.
8. Recommend assignments of faculty offices to the Vice President for Academic Affairs and the Vice President for Business and Finance.
9. Recommend to the Vice President for Academic Affairs qualified persons to fill the tasks of department chair, director of programs, and other administrative positions as they come open.
10. Provide meetings of the entire School of Religion faculty and staff on a semester basis or as frequently as deemed necessary by the Dean.
11. Serve as an advocate for departmental and school issues to the Vice President for Academic Affairs.
12. Mentor/Supervise the associate dean and department chairs in their professional activities and assist them in fulfilling their responsibilities to their departments and to the school.
13. Coordinate with the Director of the Division of Adult Learning in the development and delivery of School of Religion curriculum.
14. Assist and supervise the LEEU-102B coordinator in the implementation of the LEEU-102B program.

Financial Management
1. Supervise and approve the preparation of the academic budgets of the school and forward budget documents, including any needed budget revisions, to the Vice President for Academic Affairs.
2. Oversee the use of assessment data in support of budget proposals.
3. Review and approve expenditures from the budget. Review requests and represent the needs of the school to the Vice President for Academic Affairs.
4. Assist the Grants Office in grant-writing activities for the School of Religion.

Instruction
1. In cooperation with the departmental chairs, prepare and finalize workload profiles and class schedules for the approval of the Vice President for Academic Affairs.
2. With input from the department chairs, provide the efficient allocation of instructional space and appropriate placement of classes to the Vice President for Academic Affairs.
3. Supervise the overall instructional processes of the school and provide leadership and guidance for department chairs as they supervise individual school faculty and other instructional supervisors.
4. Assist the chairs in utilizing assessment data for the improvement of programs in the school.
5. Facilitate the development of a long-range plan which will support and preserve the standard of excellence in education in the School of Religion. In consultation with the department chairs and faculties, prepare a five-year master plan.

6. Coordinate the maintenance of files for all personnel in the School of Religion.

7. In cooperation with the department chairs and program directors, establish class limits and manage their enforcement during registration.

8. Assist the chair of the Department of Theology with the implementation of the Religion core.

**Curriculum Management**

1. Supervise the work of the department chairs and program directors in administering the curricular policies of the university as they relate to the disciplines and programs of study of the school.

2. Identify specific educational needs relating to ministerial education and denominational credential requirements.

3. Examine and approve new syllabi and other curriculum proposals from the departments and then recommend them to the Vice President for Academic Affairs for review by the Undergraduate Curriculum Committee.

4. Work with the Vice President for Academic Affairs and the Dean of the College of Arts and Sciences in implementing and improving the religion requirement in the General Education Core.

5. As a member of the Graduate Council, provide guidance and leadership in the development and review of the curricula of all graduate programs, and assist in the development and implementation of new graduate courses or programs in the School of Religion.

6. With the cooperation of the respective chairs, supervise annual catalog revisions.

7. With the recommendation and cooperation of the departmental chairs, approve and forward proposals for new programs, majors, and minors to the Deans Council.

**Administration of Student Academic Progress**

1. Evaluate and determine appropriate transfer credit relating to the religion classes in the general education core.

2. Administer academic regulations in reference to any student who is majoring in a discipline in the school. In cooperation with department chairs, determine the appropriateness of overload requests, academic petitions, directed studies, and proficiency tests.

3. Supervise the process of clearing students for graduation candidacy, including:
   a. Collect all graduation applications from student majoring in the school.
   b. Maintain comprehensive and rolling lists of applicants for graduation.
   c. Develop a graduation file packet for each degree applicant.
   d. Create a comprehensive graduation status report, which shows the current status of each applicant in fulfilling each requirement for graduation.
   e. Approve and recommend to the Vice President for Academic Affairs each applicant for official candidate status, to be posted by the Vice President for Academic Affairs.
   f. Communicate any deficiencies to each applicant; notify applicants of deferral of graduation if deficiencies are not cleared by deadlines; review petitions for participation in commencement exercises by candidates who fail to clear all requirements; work with the Registrar to check all final grades to ensure that requirements are fulfilled prior to awarding of diplomas.
Miscellaneous
1. The condition of classrooms and media allocated to the School of Religion are under the direct supervision of the Dean of the School of Religion.
2. In consultation with the Vice President for Academic Affairs, the Dean of the School of Religion is responsible for coordinating public relations for the school, including the layout and implementation of the School of Religion website.
3. The Dean of the School of Religion will hear and assist in resolving faculty and/or student complaints and appeals that have first gone through the department chairs.
4. The Dean of the School of Religion will nominate students for various religion scholarships as requested by the Office of Financial Aid.
5. The Dean of the School of Religion oversees the coordination and implementation of international joint programs (e.g., ETS, SEMISUD, and SEBIPCA).

Committee Assignments
By virtue of the position, the Dean of the School of Religion serves on the following university governance bodies and committees:
- Academic Council
- Deans Council
- Committee on General Education (Ex-Officio)
- Graduate Council
- Graduate Program Committee – Bible and Theology
- Graduate Program Committee – Christian Ministries
- Tenure Review Committee
- Third Year Review Committee

Associate Dean of the School of Religion
The Associate Dean reports to the Dean of the School of Religion and assists the Dean in personnel issues, as well as, student relations in the School of Religion. The Associate Dean will teach eighteen (18) hours in the School of Religion per year and provide representation for the School of Religion at official functions when the Dean is not available or when requested. In addition, he/she will:
1. Mentor (‘elder’) SOR faculty and students on their spiritual well-being.
2. Mentor the Poiema Scholars in the SOR.
3. Plan and execute the Fall Poiema Retreat.
4. Attend meetings of both departments in the SOR (the Department of Christian Ministries and the Department of Theology).
5. Mentor the part-time faculty of the Religion Core.
6. Assist with the Chair of the Department of Theology and the Dean of the SOR in coordinating and scheduling the Religion Core.
7. Meet with the Dean as requested.
8. Supervise the Associate Dean budget especially in relation to the Poiema Scholarship Budget.
9. Chair the Poiema Scholarship Committee (which chooses the 20 scholars each spring to receive the Poiema Scholarship).

Academic Department Chairpersons
Duties including the following:
1. Maintain a twelve-hour teaching load per year.
2. Maintain comprehensive records of academic standing and progress of students majoring within the department.
3. Assist the Dean in the evaluation of transcripts of transfer students and majors.
4. Assist in the supervision of instruction and research programs of the department.
5. Assist in the preparation and/or assignment of the following:
   a. Instructional budget
   b. Faculty loads and class schedules
   c. Catalog revisions
   d. Extracurricular work within the department
   e. Textbook purchases
   f. Course offerings/class limits
   g. Class assignments
6. Assist in the recruitment and orientation of new faculty.
7. Moderate department faculty meetings.
8. Evaluate the performance of faculty members in the department and assist in their professional development.
9. Advise student groups both on and off campus which represent the department.
10. Supervise and coordinate other teaching and/or administrative functions unique to the demands of the instructional program of a given department.
11. Recommend to the Office of Academic Services the assignment of advisees to advisors.
12. Evaluate degree audits and recommend students for graduation.

**Director of Graduate Programs in Bible and Theology**

The Director of Graduate Programs in Bible and Theology is directly responsible to the Department Chair of Theology and the Dean of the School of Religion. The Director’s primary responsibilities are to:
1. Assist the Dean in recruiting and hiring faculty to teach the graduate curriculum.
2. Recommend professional development opportunities for faculty teaching graduate courses.
3. Supervise evaluation of faculty teaching graduate courses.
4. Develop and revise graduate curriculum.
5. Develop and revise graduate programs in Bible and Theology.
6. Propose graduate courses for each semester.
7. Chair the MABTS committee.
8. Represent the Graduate Programs in Bible and Theology on the Graduate Council.
9. Promote Graduate Programs in Bible and Theology to the various publics of Lee University.
10. Recruit new students for Graduate Programs in Bible and Theology and supervise their application process.
11. Serve as faculty advisor to students in Graduate Programs in Bible and Theology.
12. Maintain accurate records for all applicants and students in the Bible and Theology Graduate Studies program.
13. Supervise the Graduate Studies secretary.
14. Supervise the Institutional Effectiveness and Planning activities of the Graduate Programs in Bible and Theology.
15. Assist the Dean in the development and administration of the Graduate Programs in Bible and Theology budget.
16. Perform other duties assigned by the Dean or Department Chair of Theology.
17. Supervise the international joint programs at ETS and SEMISUD.

**Director of Graduate Programs in Christian Ministries**

The Director of Graduate Programs in Christian Ministries is directly responsible to the Department Chair of Christian Ministries and the Dean of the School of Religion. The Director’s primary responsibilities are to:
1. Assist the Dean in recruiting and hiring faculty to teach the graduate curriculum.
2. Recommend professional development opportunities for faculty teaching graduate courses.
3. Supervise evaluation of faculty teaching graduate courses.
4. Develop and revise graduate curriculum.
5. Develop and revise graduate programs in Christian Ministries.
6. Propose graduate courses for each semester.
7. Chair the MACM committee.
8. Represent the Graduate Programs in Christian Ministries on the Graduate Council.
9. Promote Graduate Programs in Christian Ministries to the various publics of Lee University.
10. Recruit new students for Graduate Programs in Christian Ministries and supervise their application process.
11. Serve as faculty advisor to students in Graduate Programs in Christian Ministries.
12. Maintain accurate records for all applicants and students in the Christian Ministries Graduate Studies program.
13. Supervise the Graduate Studies secretary.
15. Assist the Dean in the development and administration of the Graduate Programs in Christian Ministries budget.
16. Perform other duties assigned by the Dean or Department Chair of Christian Ministries.
17. Supervise the international joint program at SEBIPCA.

**Director of Intercultural Studies**

The Director of the Intercultural Studies Program is responsible to the Chairperson of the Department of Christian Ministries for the development and administration of the Intercultural Studies Program. Specific duties are as follows:

1. Develop courses appropriate to an interdisciplinary major in Intercultural Studies, coordinating his/her efforts with the chairperson and faculty of the School of Religion for the courses which will be listed in that school and with other department chairpersons for courses which will be listed in their departments.
2. Maintain a nine–hour teaching load per semester.
3. Supervise the seminars and practica required in the major.
4. Serve as advisor, along with other ISP faculty, to students majoring in Intercultural Studies.
5. Assist the Department Chair in the development and administration of the Intercultural Studies Program budget.
6. Guide the research programs of the Intercultural Studies Program.
7. Recommend, through the department chairperson and other appropriate department chairpersons, the course offerings for Intercultural Studies each semester.
8. Represent the school at professional meetings dealing with intercultural studies/missions, as authorized by the chairperson.
9. Perform other duties and assignments as directed by the Chairperson of the Department of Christian Ministries.

**Business and Finance**

The organization for business and finance is shown by the chart at the end of this section.
Vice President for Business and Finance
The Vice President for Business and Finance is the chief financial officer of the University. He/she serves as the primary financial advisor to the President and performs duties assigned by the President. Responsibilities include leadership in the areas of finance, student and business accounting, human resources, physical plant and campus security. The Vice President is responsible for oversight of auxiliary enterprises such as food services and the campus bookstore. By serving as the Chief Business Officer for the University, the Vice President for Business and Finance works closely with the University’s internal and external constituencies to enhance the institutional business and financial posture. Duties are as follows:

1. Provide leadership in the development and implementation of an integrated financial system.
2. Plan, develop, implement and monitor the University’s budget relating to academic and student affairs, institutional support, operations, capital construction, auxiliaries, and athletics.
3. Plan and coordinate the measured growth and improvement of the university to ensure that all areas of the university are working in unison to achieve institutional financial goals.
4. Serve as the administrative liaison officer to the Board’s Standing Committee on Finance and Endowment.
5. Oversee the requirements for compliance reporting, budget preparation and reporting, financial planning and management reporting.
6. Implement business practices and policies for responsibility areas.
7. Oversee accounting internal controls and coordinate annual audits and preparation of financial statements in accordance with generally accepted accounting principles.
8. Serve as the purchasing agent of the university.
9. Supervise the implementation of hiring and process for staff and organizational management.
10. Administer a plan for protection of the university through risk management.
11. Supervise the financial management and correlate the auxiliary services for the dining program, bookstore, and leased and rented properties.
12. Review and approve major contracts for various services, benefits, assets, and equipment to ensure they align with the greater goals of the university.
13. Regulate campus parking and traffic policies.

The Vice President for Business and Finance serves as a member of the President’s Cabinet, Budget and Planning Committee, Food Service Committee, Student Financial Aid Committee, Information Technology Committee, Fringe Benefits Committee, Intellectual Property Rights Review Board, and New Student Orientation Committee.

Director of Accounting Services
The Director of Accounting Services is directly responsible to the Vice President for Business and Finance. Duties include:

1. Responsible for all aspects of financial affairs including student accounts, accounts receivable, accounts payable, federal funds management, payroll, grant management, collections and investment management.
2. Supervise the ordinary function and operation of the Accounting Services Office in the area of faculty, staff, and student services.
3. Give personal direction to correspondence concerning financial and management reporting and accounts and preparation of financial statements in accordance with GAAP.
4. Assume primary responsibility for determining that disbursement of funds has been properly authorized by the President, Vice President for Business and Finance, and Board of Directors.
5. See that cash owed the institution is collected and is placed in depositaries approved by the governing board.
6. Supervise internal auditing procedures, including preparation and interpretation of interim and annual financial reports.
7. Develop and implement a system of property inventories.
8. Supervise finances of student organizations.
9. Assist the Vice President for Business and Finance in the development of data for the annual budget.
10. Assume responsibility for the monthly collection of data for the appraisal and implementation of the budget.
11. Assume responsibility for the preparation of the reports made to the Federal Government and other organizations.
12. Responsible for establishing clear policies and procedures for both pre-award and post-award financial management of externally funded grants and research programs.
13. Responsible for financial management of the study aboard programs.
14. Conduct all customer service activities in a courteous manner while displaying a pleasant and responsive attitude.
15. Supervise external auditing procedures.
16. Provide guidance and assistance in the endowment reporting process.

**Director of Human Resources**

The Director of Human Resources is directly responsible to the Vice President for Business and Finance. Duties include:

1. Directs the interpretation and application of established human resources policies, ensuring fairness and consistency.
2. Formulates and recommends personnel policies and objectives for the university.
3. Placement of support staff, assisting in the retention and attraction of qualified employees, and complying with equal employment opportunity and other governmental regulations.
4. Administers compensation policies and structures for support staff and evaluates compensation practices, periodically participating in compensation surveys by third parties.
5. Oversees all benefit programs and services, ensuring programs that assist in attracting and retaining employees at a reasonable cost to the university.
6. Provides guidance and assistance on such matters as employee benefits, management/employee communications, grievances and appeals, equal employment opportunity, and employee conduct and discipline.
7. Administers the university's employee wellness program activities aimed at improving employee health and well-being; makes recommendations on changes or additions to the program to reflect the changing needs of employees.
8. Plans and administers employee training and development programs to achieve both organizational goals and personnel management objectives.
9. Develops, recommends and monitors the Human Resources Department operating budget.
10. Develops, recommends and monitors the operating budget for the university’s salary and benefit accounts.
11. Conducts a continuing study of all personnel policies, programs, and practices to keep the university abreast of current practice and informed of new developments.
12. Directs the preparation and maintenance of reports that are necessary to carry out functions of the department; prepare periodic reports to management as necessary, or as requested.
13. Directs various activities designed to promote high employee morale.
14. Conducts all customer service activities in a courteous manner while displaying a pleasant and responsive attitude.
15. Administers the Tuition Waiver Exchange Programs with designated institutions.
16. Sets policy and operating standards for the employment of student employees through the Student Employment Office.
17. Oversees the operation and management of the Early Learning Center following guidelines set by the State of Tennessee for certification as a child care facility.
18. Coordinate the university’s response to all complaints involving possible sex discrimination as the Title IX Coordinator.
19. Create internal controls and accounting processes for the health and employee benefit premiums.

**Director of Institutional Risk & Compliance**

The Director of Institutional Risk and Compliance manages the university’s insurance (non-healthcare) processes. The position also chairs the university’s Safety Committee and serves on various committees and ad hoc discussion groups as needed. This position also manages the grants accounting and compliance with federal grant regulations. In addition, this position coordinates with legal counsel on various legal issues dealing with insurance and compliance regulations. Duties include:

**Risk & Compliance:**
1. Provide Certificates of Insurance for groups across campus as needed.
2. Request and house COIs for companies doing work on the campus.
3. Manage insurance contracts and negotiate rates/renewals.
4. Facilitate Workers Comp audit and annual audit of institutional vehicle drivers.
5. Manage student accident insurance claims and provide support for athletics claims.
6. Chair the University Safety Committee and oversee the campus emergency plan.
7. Coordinate with Accounting Services and Operations on university property acquisitions.
8. Attend annual risk, grant management, and accounting conferences for the university.
9. Provide support on endowment reports and payouts.
10. Postulate feedback on lawsuits/claims against the university for various issues.
11. Manage and supply liability forms for the university.
12. Liaise with Sodexo and Follett on contracts, billing issues, and daily issues that arise.
13. Provide financial data for surveys, such as the CCCU, IPEDs, various accrediting bodies.
14. Provide oversight of the Student Abroad Travel and Student Teaching Program budget and finances.
15. Renegotiate existing contracts (worker's compensation insurance, property and casualty insurance, washer/dryer contracts, ATM, etc.)
16. Handle various risk management issues and difficult insurance claims.
17. Other duties as assigned.

**Grant Accounting:**
1. Assists Director of Grants, faculty members and other university officials with post-award grant and donor fund administration using Amplifund. Award set-up, financial
administration and monitoring, grant closeout, pre-award grants support, and financial compliance are among the primary responsibilities of the position.

2. Help oversee and coordinate audit procedures related to a variety of accounting processes and programs. Prepares financial statement notes and data for the university’s audit.

3. Direct the grant accounting financial administration of university grants in collaboration with the Director of Grants including but not limited to: GL controls, reconciliations and verifications, approval of expenditures, & invoicing.

4. Coordinate grant financial budgets and meet with various departments and stakeholders to assist in orientation and other post-award aspects of grants.

5. Other duties as assigned.

**Director of Student Financial Services**

The Director of Student Financial Services manages cashiering, student financial services, and centralized accounts receivable systems for the University and manages and coordinates activities of workers engaged in keeping complete books of tuition fees and other receipts for the institution.

1. Oversee the overall operations of student financial services, billing and receivables, and cashiering functions of the university.

2. Provide direction and leadership in financial management and fiscal policies review and changes as they relate to student financial services; conduct special studies as required; ensure compliance with university, state, and federal regulations and standard accounting procedures.

3. Provide periodic reports of receipts and technical information to the university community and to external funding agencies.

4. Recommend and participate in the development of university policies and procedures; may serve on university planning and policy-making committees.

5. Encourage customer-oriented staff interaction with students, parents, and administrators.

6. Interact with internal and external auditors, participate in auditing projects, or provide information and access to accounting records as required.

7. Coordinate procedures, balance all transactions, and manage financial reporting relating to the registration process.

8. Establish and implement short- and long-range organizational goals, objectives, policies, and operating procedures; monitor and evaluate operational effectiveness; effect changes required for improvement.

9. Design, establish, and maintain an organizational structure and staffing to effectively accomplish the organization’s goals and objectives; recruit, employ train, supervise, and evaluate unit staff.

10. Oversee the function and maintain the accuracy of information that is a part of the university’s database as it relates to student accounts receivable and receipts.

11. Represent the university to various institutional divisions as well as externally to government agencies, funding agencies, students, and/or the general public/local community.

12. Plan, develop, and implement strategies for managing student accounts receivable for the university.

13. Counsel and assist students and parents on financial matters.

**Assistant Director of Student Financial Services**

The Assistant Director of Student Financial Services is directly responsible to the Director of Student Financial Services. Duties include:
1. Manage the collection process for student loans and non-current receivables. This involves interacting with collection agencies on a regular basis.
2. Coordinate all student financial activity and interact with third party billing services of the Federal Perkins Loan program. This includes monitoring the Cohort Default Rate on a monthly basis.
3. Perform various processes as they relate to student withdrawals/return of Title IV aid.
4. Assist Director of Student Financial Services with various projects and reports requested from the Vice President for Business and Finance.
5. Manage payment plans for students who have a receivable balance and who are no longer enrolled in the university.
6. Represent the University to various institutional divisions as well as externally to government agencies, funding agencies, students and the general public.
7. Execute monthly general ledger analysis and account reconciliation for Winters and CIOS student loan programs.
8. Oversee the allocation and disbursement of student deposits.
9. Assist the Director of Student Financial Services with coordination and reporting relating to the registration process.
10. Counsel and assist students and parents on financial matters.
11. Evaluate financial status of student loans and receivables as requests for student transcripts are received.

Assistant Director of Budgeting and Accounting
The Assistant Director of Budgeting and Accounting is directly responsible for the following:
1. Assist the Vice President for Business and Finance in creating and maintaining the university’s budget and all policies and procedures therein.
2. Serve as a resource and liaison between university administrators (those with budget oversight) and the Vice President for Business and Finance.
3. Approve all requests for budget revisions.
4. Prepare monthly financial statements, reconciliation of the general ledger, and various accounting/audit schedules.
5. Prepare comprehensive reports and analysis for use by management in decision making or to advise university offices.
6. Classify, summarize and report on the university’s financial activities.
7. Assist the Vice President for Business and Finance in the development and implementation of institutional finance policies and procedures.
8. Oversee financial reporting and forecasting.

Director of Food Services
The Director of Food Services is responsible for the preparation and delivery of all campus food services and is under the supervision of the Vice President for Business and Finance. The duties of this position are as follows:
1. Recommend personnel and outline their duties.
2. Purchase food and materials relative to the Dining Hall, Food Court and all retail operations.
4. Supervise sanitation methods.
5. Supervise food service for banquets, parties, and special functions.
6. Responsible for the preparation of all monthly financial reports.
7. Conduct all customer service activities in a courteous manner while displaying a pleasant and responsive attitude.
Manager of Campus Bookstore
The Manager of the Campus Bookstore is responsible for the activities of the campus bookstore and is under the supervision of the Vice President for Business and Finance. The duties of this position are as follows:
1. Plan, organize, direct and manage bookstore activities.
2. Develop and implement bookstore operating procedures, and recommend appropriate related policies.
3. Prepare and manage annual bookstore budgets.
4. Develop and control operations in order to meet budget and service objectives.
5. Hire, train, supervise, and evaluate assigned personnel; direct staff in cashiering/accounting functions and in ordering textbooks, tradebooks, supplies, and related merchandise; and provide staff development for bookstore staff.
6. Supervise activities related to the used book program.
7. Create and maintain appropriate bookstore image.
8. Provide for the planning, supervision and maintenance of stock and inventory controls and levels.

Director of Physical Plant
The Director of Physical Plant is responsible for the maintenance and custodial services for all University facilities and grounds. The Director reports to the Vice President for Business and Finance. The duties of this position are as follows:
1. Provide effective leadership and management for all facilities and facility operations functions, including maintenance/skilled trades, grounds, custodial services.
2. Plan and direct in-house remodel/renovation projects. Work with contractors to provide services to supplement Physical Plant staff. Develop and coordinate schedules as needed.
3. Implement plans to assure needs are met for special events by working with other departments.
4. Develop, communicate and monitor department goals and objectives aligned with university program needs and objectives.
5. Ensure compliance with all applicable facility codes (Fire Dept., NFPA, DNR, Dept. of Commerce, EPA, OSHA, ADA, etc.). Provide for safety training for facility staff.
6. Develop and implement a strategic plan for the department.
7. Manage the department's annual operating budget.
8. Implement effective operating practices and policies.
9. Assist in the hiring, development and provision of effective leadership and supervision for department personnel.
10. Provide periodic reports to the Vice President for Business and Finance as to the status of the facilities and grounds.

Operations and Events Coordinator
The Operations and Events Coordinator reports directly to the Director of Physical Plant. The duties of this position are:
1. Coordination of all responsibilities assigned to Physical Plant departments for special events on campus.
2. Inventory management and control including purchasing of furniture, consumables and goods.
3. Review contractual agreements in the process of securing auxiliary housing for the University's Residential Life Office.
Enrollment

Vice President for Enrollment
The Vice President for Enrollment is directly responsible to the President. He/she serves as the primary enrollment advisor to the President and performs duties assigned by the President. Responsibilities include leadership in the areas of Admissions, Financial Aid, Graduate Enrollment and Kingdom Players. The Vice President for Enrollment’s responsibilities include:

1. Supervise recruitment and admission of students.
2. Prepare the budget for the Enrollment Office.
3. Advise in the development and distribution of all literature descriptive of the university admissions policies.
4. Execute the admission policies of the university.
5. Serve as the primary certifying official for the university and its foreign students to the U.S. Department of Citizenship Immigration Services.
6. Represent the university at professional meetings dealing with admissions and enrollment.
7. Supervise the development of the recruitment travel calendar.
8. Supervise the management of the direct mail calendar.
9. Develop, organize, and lead recruitment events for the university including Frontline and Lee Day.
10. Serve as the certifying official for Veteran’s Affairs.
11. Supervise the travel calendar for Kingdom Players.

The Vice President for Enrollment serves as a member of the President’s Cabinet, Student Financial Aid Committee, Admissions Committee, Retention Committee, Asian Pacific Scholarship Committee, Rymer Scholarship Committee, and Lee Day Committee.

Director of Admissions
The Director of Admissions is directly responsible to the Vice President for Enrollment. The duties include:

1. Assist in the supervision and admission of students.
2. Prepare and execute the Admissions Office budget.
3. Represent the university at professional meetings dealing with admissions.
4. Act as the department liaison for technology improvement and implementation.
5. Develop and implement the distribution of all literature descriptive of the university admissions policies as well as general promotional materials for the university.
6. Manage the development and implementation of a yearly marketing strategy including a direct mail calendar and a recruitment activities calendar.
7. Conduct admissions interviews and campus tours for prospective students.
8. Assist in preparation and implementation of Lee Day and summer recruitment programs.
9. Represent the university at designated college fairs, general church functions and local church activities.
10. Manage the production, duplication, and distribution of university promotional materials.
11. Supervise the recruitment of individual recruiters.

Assistant Director of Admissions
The Assistant Director of Admissions is directly responsible to the Director of Admissions. The duties include:
1. Assist in the development and implementation of a yearly marketing strategy including a direct mail calendar and a recruitment activities calendar.
2. Assist in preparation and implementation of Lee Day and summer recruitment programs.
3. Develop and maintain promotional displays such as tablecloths, mirage, travel cases, etc.
4. Assist in the production, duplication, and distribution of university promotional projects as assigned.
5. Assist in supervision of recruitment by individual recruiters.
6. Assist in the supervision and admissions of students.
7. Maintain and improve internal business processes within the Admissions Office.
8. Have an understanding of college entrance test scores and communicate with national testing services about national changes.
9. Develop and maintain communications management execution.
10. Explore ways to maximize software functionality to enhance communication with constituents and services to constituents.
11. Represent the university at professional meetings dealing with admissions.
12. Represent the university at designated college fairs, church functions and high schools.
13. Display a willingness to work extra hours during special events such as registration, Homecoming, Lee Day, Frontline, and assigned weeknights to call prospects.
14. Be available to travel for recruitment events including college fairs, high school visits, church visits, Winterfests, and LinkUps to represent Lee University.

**Director of Graduate Enrollment**

The Director of Graduate Enrollment is directly responsible to the Vice President for Enrollment. The duties include:

1. Develop graduate recruitment, marketing and follow-up strategies.
2. Maintain statistical analysis for recruitment.
3. Coordinate graduate scholarships.
4. Assist the deans in developing yearly budgets.
5. Supervise/evaluate staff.
7. Create centralized admissions publications; work closely with graduate program directors, faculty, chairs and deans.
8. Serve on the Graduate Council.
9. Review each graduate office data and information, and regularly produce admissions recruitment reports for the institution.
10. Play a central role in designing, implementing, and organizing outreach efforts involving current students, faculty, and alumni.
11. Coordinate graduate faculty/student recruitment efforts including identifying appropriate events, travel logistics, event planning, training, and follow-up.
12. Correspond with prospective students from initial inquiry through enrollment stages.
13. Assist in the maintenance of computerized prospective student database in collaboration with Admissions Office.
14. Host on campus visits and assist with fall/spring visitation days and new student orientation for new graduate students.
15. Work with IT on Graduate Website updates including Catalogue URL updates, Graduate fee’s URL updates, and Transfer students page updates all within the Lee website.
Director of Financial Aid

The Director of Financial Aid is responsible to the Vice President for Enrollment and has the following duties.
1. Supervise all operations of the Financial Aid Office.
2. Complete and file annual applications for federal funds.
3. Complete all reports on federal financial assistance programs.
4. Review all student applications for financial aid and make awards.
5. Supervise disbursement and documentation of all federal and non-federal financial aid funds.
6. Maintain individual records on all financial aid recipients.
7. Maintain security of the office and all files.
8. Oversee scholarship recommendations for the Student Aid Committee and serve as chair of the committee.
9. Chair the Consumer Information Committee.
11. Counsel with parents and students regarding special conditions and dependency overrides.
12. Conduct weekly meetings with the office staff.
13. Responsible for hiring staff and other human resource office needs.
14. Oversee all technical processes and determine programming needs to ensure compliance with all federal and state regulations and institutional policies.
15. Complete all financial aid surveys and reports such as IPEDS, CDS, CCCU, etc.
16. Keep up to date on federal and state regulations relating to Financial Aid and ensure compliance with all appropriate agencies.

Assistant Director of Financial Aid (Payment Processing)

The Assistant Director of Financial Aid (Payment Processing) reports to the Director of Financial Aid and has the following duties.
1. Supervise the Financial Aid office staff who work with payment processing.
2. Manage software/technical functions of the payment process including PowerFAIDS, COD, ELM, Egrands and G5.
3. Assist in formulation of office policy and procedures.
4. Oversee the Federal Pell Grant Program: verify eligibility, pay funds, generate and submit the originations and disbursement reports and work with the Student Financial Services staff to reconcile the funds.
5. Oversee the Federal Supplemental Education Opportunity Grant Program: pay funds and work with Student Financial Services staff to verify that this fund is balanced.
6. Assist with need analysis and financial aid packaging.
7. Oversee Tennessee funding programs (TELS, TSAA, Byrd, McWherter, Minority Teachers, TNSP, etc.) verify eligibility, pay funds, generate and submit the certification and reconciliation reports to Tennessee and work with Student Financial Services staff to reconcile the funds. Coordinate with the Admissions and Records Office to obtain necessary data and to ensure compliance.
8. Oversee bundle disbursements for various funds and ensure reconciliation with the Student Financial Services.
9. Oversee Federal Satisfactory Academic Progress: upload the SAP information into PowerFAIDs from the Portico report, prepare and send all necessary communication, counsel with students regarding SAP standards and coordinate the review of appeals.
10. Chair the Institutional Review Panel (IRP) for the Tennessee Educational Lottery Scholarships. Call and conduct meetings, review appeals and coordinate communication with students and parents (if appropriate).
11. Manage the financial aid portion of the R2T4 process to ensure timely processing.
13. Counsel students and parents concerning financial aid options.
14. Other duties as assigned.
15. Back Up: Serve as back-up for all payment processing.
16. Keep up-to-date on federal and state regulations relating to Financial Aid and ensure compliance with all appropriate agencies.

**Associate Director of Financial Aid**

The Associate Director of Financial Aid reports to the Director of Financial Aid and has the following duties.

1. Supervise the Financial Aid office staff who work with the application process.
2. Manage software/technical functions of the office including PowerFAIDS, EdConnect, and NSLDS.
3. Serve on the Lee University Web Site Committee and maintain the Financial Aid web page.
4. Serve on the Demographics Committee as the FA liaison.
5. Assist in formulation of office policy and procedures.
7. Counsel students and parents concerning financial aid options.
8. Oversee publications: catalog, website, Lee Access packet, miscellaneous printed material, etc.
9. Oversee training of new staff and facilitate continued training for all staff.
10. Assist with need analysis and financial aid packaging.
11. Oversee the storage and security of hard copy documents.
12. Oversee the Winter’s Loan Program.
13. Oversee the Gateway – FA Student Success Presentations.
14. Work with IT Systems Team to complete monthly testing as necessary.
15. Assist with other duties as assigned.
17. Keep up-to-date on federal and state regulations relating to Financial Aid and ensure compliance with all appropriate agencies.

**Director of Kingdom Players**

The Director of Kingdom Players is directly responsible to the Vice President for Enrollment. The duties include:

1. Direct the travel of Kingdom Players during (but not limited to) Wednesday night youth groups, weekends, fall break, spring break, and summer break.
2. Assist in the preparation of the Kingdom Players budget.
3. Manage the Kingdom Players budget.
4. Represent the university at professional meetings dealing with Kingdom Players.
5. Book the travel schedule for the team on a yearly basis.
6. Communicate with Pastors, Church of God State Youth Directors, etc. regarding Kingdom Players travel and ministry.
7. Conduct yearly auditions to recruit new members and red-shirt members for the upcoming year.
8. Conduct weekly practice times for the team to be prepared for weekly travel schedules.
9. Direct in preparation and implementation of Lee Day activities, such as Life at Lee.
10. Represent the university at designated Teen Talent state and international competitions.
11. Direct the development and writing of new material for the team to perform on a yearly basis.
12. Assist with any Enrollment Office needs, such as Winterfest promotional set-up and logistics.
13. Perform any other tasks designated by the Vice President for Enrollment.

Information and Marketing

Vice President for Information and Marketing
The Vice President for Information and Marketing reports directly to the President. Responsibilities include:
1. Provide leadership in the areas of Information Technology, Institutional Research and Assessment, the Division of Adult Learning and the Campus Post Office.
2. Manage the release of official statistics from the university as requested by government and third party information organizations.
3. Execute research and analysis to support institutional strategic decision-making.
4. Provide support in the collection and analysis of student enrollment, achievement and satisfaction data to improve programs and services.
5. Ensure the institution’s technological infrastructure and systems support the strategic goals and objectives of the university.
6. Develop quality, affordable and accessible distance learning opportunities.
7. Ensure efficient, customer-centric policies and procedures exist to serve the records and registration needs of students and alumni.
8. Oversee institutional processes and procedures that ensure continuous improvement and accreditation compliance with institutional effectiveness standards.
9. Perform other duties as assigned by the President.

Executive Director of the Division of Adult Learning
The Executive Director reports directly to the Vice President for Information and Marketing, and provides visionary administrative leadership for curriculum development, faculty services, student care, technology support, enrollment services, and community engagement activities carried out by the Division of Adult Learning. Responsibilities include:
1. Lead and provide a strategic vision for the Division that aligns the DAL to the university’s growth plan and strategic goals.
2. Oversee the operations of the Division of Adult Learning.
3. Develop the Lee University culture in the university’s adult programs.
4. Develop measurable goals and objectives for the DAL and monitor their attainment.
5. Ensure programs, internal processes, and customer services are conducted in accordance with the policies of the DAL, university, and external regulatory agencies.
6. Create and modify curriculum to serve adult students at Lee University with innovative and engaging learning experiences.
7. Ensure the recruitment, hiring, evaluation, and training of all DAL faculty and staff is in accordance with DAL and university policies.
8. Plan and manage DAL budgets to achieve revenue and expenditure targets.
9. Lead the annual assessment of academic programs and services within the Division of Adult Learning.
10. Collaborate with other Lee University academic units, service departments, and administrative units on matters of common concern.

11. Perform other duties as assigned by the Vice President for Information and Marketing.

**Director of Enrollment Services, Division of Adult Learning**

The Director of Enrollment Services reports directly to the Executive Director of the Division of Adult Learning (DAL), and provides leadership and direction for all enrollment and student services functions of the DAL. He/she develops and executes an overall recruitment plan and marketing strategies to recruit and retain adult students for Lee adult programs in alignment with the university growth plan. Responsibilities include:

1. Lead the DAL recruitment effort in developing goal-oriented recruitment strategies, marketing campaigns and promotional events that promote the Lee University brand, adhere to the mission of the DAL, provide for a measurable reporting methodology, and foster diversity in the student population.

2. Supervise and lead the DAL Enrollment Services Department by ensuring a consistent customer experience for all DAL students through the establishment of processes and systems that carry students from prospect to graduate and the implementation of policies and procedures that provide a platform for the resolution of any potential student objection or issue.

3. Effectively lead and manage the Enrollment Services team by overseeing personnel selection and regular personnel evaluation.

4. Support the Enrollment Services team by providing professional development and/or coaching opportunities as needed.

5. Monitor the effectiveness of all recruitment and marketing strategies with regular reporting and evaluation of goals.

6. Perform other duties as assigned by the Executive Director of DAL.

**Director of Curriculum Development, Division of Adult Learning**

The Director of Curriculum Development reports directly to the Executive Director of the Division of Adult Learning (DAL), and provides leadership and direction for all curriculum development in the DAL. In conjunction with other DAL and traditional School academic leaders, he/she manages the development and maintenance of curricula and develops systems and structures to support the adult academic programs. Responsibilities include:

1. Coordinate the development and improvement of curriculum in the Division of Adult Learning through appropriately credentialed course writers and/or course writing teams.

2. Serve as the point of contact, problem solver, and source of information for students and/or faculty on curriculum issues within the DAL programs.

3. Provide academic oversight for the division’s programs to ensure they are conducted in accordance with the academic policies of the Division, University, and accrediting bodies.

4. Maintain a list of needed and existing courses to support DAL degree programs, including timelines for development and enhancements.

5. Maintain ongoing quality control systems in the curriculum development process.

6. Work with the Executive Director to identify new programs and courses, guiding them through the appropriate university approval process.

7. Perform other duties as assigned by the Executive Director of DAL.

**Director of Faculty Services, Division of Adult Learning**
The Director of Faculty Services reports directly to the Executive Director of the Division of Adult Learning (DAL), and provides leadership and direction for all faculty services in the DAL. In conjunction with other DAL and traditional School academic leaders, he/she manages the recruitment, scheduling, evaluation, and development of faculty in the adult programs at Lee University. Responsibilities include:

1. Recruit, hire, supervise and direct development of faculty and advisors.
2. Prepare recommendations regarding faculty personnel and policies.
3. Coordinate faculty/student academic advising.
4. Work with the Executive Director and Director of Curriculum Services to schedule, advertise, and coordinate courses needed in any given academic term.
5. Submit faculty and advising budget recommendations to the Executive Director.
6. Coordinate regular payment to faculty and advisors.
7. Coordinate and prepare responses to federal, state, and SACS-COC regulations in relation to faculty academic qualifications and teaching skills.
8. Teach an appropriate course load.
9. Perform other duties as assigned by the Executive Director of DAL.

**Director of Media Services**

The Director of Media & Marketing manages the Lee University Video Production Center and answers directly to the Vice President for Information and Marketing. This office is responsible for the coordination of acquiring, producing, archiving and distribution of media products for archival, educational, promotional and entertainment purposes. The duties include:

1. Oversee the operations, functioning and readiness of four on-campus production facilities in Dixon, Squires, the Chapel and a High Definition mobile production trailer. This includes working to establish relevant studio and technical equipment policies/procedures.
2. Train, schedule and supervise paid staff, interns, students and volunteers to create, produce and distribute media productions and live-media events. Examples include: chapels, musical concerts, recitals, athletic events, lectures, training videos, academic promotions, recitals, New Student Orientation, DEKE Day, Global Perspectives, DAL, frontline, Convocation, Celebration, Homecoming, Lee Day, Commencement and Commissioning.
3. Create and produce original content media productions for campus promotions; and work closely with unit supervisors, department heads, faculty, chairs and deans in production of program-specific media publications. Examples include: the President’s office, Recruitment, Athletics, Alumni, Residential Life, various academic departments and special-event media productions including New Student Orientation, DEKE Day, Global Perspectives, DAL, frontline, Convocation, Celebration, Homecoming, Lee Day, Commencement and Commissioning.
4. Supervise DVD production and distribution, on-line postings and uploads of original content media, videos and acquired in live-event productions for public or private viewing to destinations including YouTube, Vimeo and other web-based viewing locations.
5. Administer archived database of media productions, videos and live-event recordings, both in physical as well as multiple electronic formats.
6. Serve as departmental interface with the Department of Communication and the Arts to integrate teaching loads, course content and student experiential learning with the activities of the Video Production Center.
7. Serve as campus interface to external community organizations including United Way, Caring Place, Habitat for Humanity, schools, as well as the sponsoring church denomination and area churches for the development of content and productions.
8. Serve on various committees at the pleasure of the Vice President including New Student Orientation, DEKE Day, Global Perspectives, DAL, Frontline, Convocation, Celebration, Homecoming, Lee Day, Commencement and Commissioning.

**Director of Information Technology Operations**

The Director of Information Technology Operations reports directly to the Vice President for Information and Marketing. The duties of this position are:

1. Collaborate with the Director of IT Systems and the Vice President for Information Services to develop strategic objectives for Information Technology.
2. Manage the team responsible for the network infrastructure and related appliances to ensure network stability and uptime.
3. Manage the team responsible for the Help Desk.
4. Develop and carry out appropriate procedures to ensure the security of the institutional network and the integrity of institutional data.
5. Develop policies and procedures around the management of technological assets on campus throughout their life cycle.
6. Provide technology resources which encourage effective teaching and learning in the academic enterprise.
7. Provide service and equipment to meet the printing and duplicating needs of the campus.
8. Provide training for faculty and staff in the responsible use of technology and technological equipment on campus.
9. Perform other duties as assigned by the Vice President for Information and Marketing.

**Director of Information Technology Systems**

The Director of Information Technology Systems reports directly to the Vice President for Information and Marketing. The duties of this position are:

1. Collaborate with the Director of IT Operations and the Vice President for Information Services to develop strategic objectives for Information Technology.
2. Recommend to senior management ongoing strategies for the development and use of technological systems campus wide, and implement those strategies as approved.
3. Deliver high quality software and services that support the mission of the university.
4. Provide application development and support for the client community related to all business systems being maintained by IT Systems.
5. Evaluate emerging technology trends and develop proposals for integration with the university technology environment.
7. Provide leadership for the following areas within Information Technology Systems: Application Development, Business Analysts, Web Development.
8. Perform other duties as assigned by the Vice President for Information and Marketing.

**Coordinator of Assessment**

The Coordinator of Assessment reports to the Vice President for Information and Marketing. Responsibilities include:

1. Provide administrative leadership and support to the university’s Institutional Effectiveness (Assessment) process.
2. Coordinate the warehousing and dissemination of results from general education and discipline-specific testing.
3. Coordinate the warehousing and dissemination of results from various assessment surveys, including: National Survey of Student Engagement, Comprehensive
Institutional Research Project, Student Satisfaction Inventory, HEDS Alumni Questionnaire, and other survey devices utilized at various levels of the institution.

4. Advise and assist faculty, staff and students in the development, coordination, administration and analysis of survey and testing instruments.

5. Conduct research as requested by the institutional leadership to identify strengths and weaknesses and to enhance decision-making at all levels of the institution.

6. Assist in the compilation of official statistics and institutional data needed for external reporting and institutional planning.

7. Maintain a high knowledge level of applicable research techniques, reporting requirements and trends in institutional research.

8. Perform other duties as assigned by the Vice President for Information and Marketing.

Testing and Evaluation Specialist
The Testing and Evaluation Specialist reports directly to the Coordinator of Assessment. Specific duties of this office include:

1. Coordinate the administration of general education and discipline-specific testing (i.e., General Academic Assessment and Senior Major Field Tests). This includes acquiring testing materials, coordinating proctor and room assignments, and addressing student questions and concerns.

2. Coordinate the administration of the ACT and TEAS tests.

3. Coordinate the administration of course, advisor and Dean/Chair evaluations and other evaluative surveys.

4. Assist the Coordinator of Assessment in various testing, evaluation and assessment procedures.

5. Perform other related duties as assigned.

Director of Public Relations
The Director of Public Relations is responsible to the Vice President for Information and Marketing. The Director is responsible for the University’s interaction with the print, broadcast and online media, as well as the dissemination of University news and information. The Department of Public Relations also provides public relations counsel and communication support to the entire university community on a variety of communication issues and has the following duties:

1. Provide conclusive reports on progress and productivity to Vice President for University Relations.

2. Provide a stable work environment for other Public Relations staff (i.e. secretary and student workers).

3. Generate a consistent, high-quality stream of publicity to media outlets, including the Lee University homepage.

4. Facilitate local general advertising efforts and various promotional paid advertising for other on-campus constituents, including planning and reserving advertising space and managing payment thereof.

5. Keep a current map of Lee University campus, updated and accurate, and available to any who need printed or digital copies.

6. Generate an annual snapshot of faculty, administration, and full-time staff of Lee University, called the Faculty Profile, and distribute to faculty, administrators and select staff members at the beginning of the fall semester.

7. Oversee the internship program, supervising and training intern writers, performing written and verbal evaluations of their work and providing the Department of Communication and the Arts or the Department of Language and Literature with the
necessary paperwork and grades required for students to receive not just credit but a valuable learning experience.

8. Oversee the business and operation of the Public Relations Office, including the student work area.

9. Oversee the record-keeping of local and regional print publicity and internet publicity and report weekly to the President.

10. Maintain good working relationships with area media representatives, both in advertising and news.

11. Upkeep of a photo bank and bio sketches of each current Lee faculty member for use in stories and on the web site directories.

12. Maintain the availability of current information, about the campus, its faculty and administrators and general sketch information.

13. Other services and duties as assigned.

**Director of Publications**

The Director of Publications is responsible to the Vice President for Information and Marketing and provides Lee University with creative services and coordination of promotional, marketing and publication materials from consultation through delivery of the finished product. It is the goal of the Office of Publications to provide consistent, quality marketing materials that reflect the image of the University. Duties include the following:

1. Work with other administrative offices to develop various university advertising strategies, including marketing campaigns, video productions, publications, etc.

2. Coordinate the Lee University branding initiative campus-wide, including training employees, university signage and brand marketing.

3. Develop, publish and maintain the Lee University Identity Style Guidelines Handbook.

4. Develop and maintain an interactive Publications Web site, supplying the campus community with information, templates, marketing samples and contacts.

5. Coordinate, in consultation with requesting offices, publications that are designed and produced, including letterheads, business cards, brochures, books, booklets, cards, flyers, forms, posters and programs.

6. Coordinate, with the requesting offices and/or sectors, the publishing of university handbooks such as the Student Handbook, Core Curriculum Handbook, Athletics Policies & Procedure Handbook, etc.

7. Design multi-media ads in coordination with the requesting office(s).

8. Create and continue to maintain an interactive, campus-wide Lee University image library.

9. Procure with area printers in relation to turn-around time, quality and cost-effectiveness by obtaining quotes and comparisons for various projects.

10. Disseminate information concerning trends in promotion, marketing and publication materials.

11. Hire and supervise student workers and interns in the area of creative design, photography and business administration, giving them hands-on experience in their respective career choices.

12. Schedule and supervise photography for campus-wide events.

13. Maintain a portfolio of all publications and materials that flow through the Office of Publications for archival purposes.


15. Assist the Office of the President with Celebrations and other various high-profile engagements that require promotions, publications and marketing strategies on an as-needed basis.
16. Continually assess all significant aspects of work originating in and supervised by the Director of Publications, producing an assessment report on an annual basis.
17. Develop and monitor an annual budget for the Office of Publications.
18. Perform duties as assigned by the Vice President for Information and Marketing.

**Coordinator of Photography**

The Coordinator of Photography provides and supervises the collection and archiving of high-quality digital photography for the University for internal & external consumption. The Coordinator organizes, catalogs and archives photos and video in an easily accessible format. The Coordinator also manages the distribution of digital images on campus as well as manages and directs multimedia talent such as students and freelancers as required. Other duties include:

1. Works with print and web designers in addition to internal clients (other university departments) to determine photography needs for each project.
2. Arranges for all aspects of a photo shoot, including people, place and equipment.
3. Edits, organizes and files photos for future use.
4. Stays up to date on all campus events and identifies those that require photo coverage.
5. Works and schedules staff for nights and weekends, when necessary, to cover major campus events.
6. Maintains a list of photo needs and requests and work independently to address them.
7. Responds to photo requests from the media, take employee photos, and responds to other university departments for file photos.
8. Works independently to identify photo needs and pitch creative project ideas.
9. Takes photos and writes captions designed specifically to drive social media interaction.
10. Performs duties as assigned by the Vice President for Information and Marketing.

**Ministerial Development**

The Vice President for Ministerial Development reports directly to the President. The responsibilities of this role include training young men and women for ministry, preparing aspiring pastors, missionaries, youth and family ministers, chaplains, and other students working toward a career in ministry.

**Vice President for Ministerial Development**

The Vice President for Ministerial Development has the responsibility of guiding the development of policies, programs, and procedures (in cooperation with colleagues and under the leadership of the President) pertaining to the Ministerial Development program. This person is the chief administrator of the Ministerial Development program. The duties of the Vice President for Ministerial Development will include the following:

**Administrative and Supervisory**

As chief administrator of the Ministerial Development program, the Vice President for Ministerial Development is responsible for:

2. Integration and coordination of the work of the subdivisions within the Ministerial Development program.
3. Teaching major courses to include Pastoral Training and Old Testament/New Testament Survey classes.
4. Chair the Department of Christian Ministries.
5. Recruit ministerial students (preaching in local churches).
6. Convening/Networking Agent – Lee University will be a forum for ministers to discuss issues.
7. Shaping Lee University policy as a member of the Cabinet.
8. Creating new initiatives in Ministerial Training.

Committee Functions
The Vice President for Ministerial Development has the following committee assignments by virtue of office:
- President’s Cabinet
- Planning and Budget Committee

Teaching
The Vice President for Ministerial Development shall carry a part-time teaching load, usually two courses per semester.

Operations

Vice President for Operations
The Vice President for Operations reports directly to the President and is responsible for supervision and coordination of Facilities Management, Event Planning, Athletics, Campus Post Office, and Switchboard. The Vice President for Operations serves as the Lee University Liaison in the construction process for new buildings on campus. He also performs other duties and manages special projects as directed by the President.

Administrative and Supervisory
As chief administrator of Operations, the Vice President for Operations is responsible for:
2. Integration and coordination of the work of the subdivisions within the Operations sector.
3. Serves as the University’s Clerk of Works.
4. Schedules and provides oversight of the Lee University Presidential Concert Series.
5. Serves as the University’s representative for String Theory and maintains its day-to-day operational budget.
6. Assists with property acquisition and long range planning.
7. Responsible for University signage.
8. Provides special analysis and reports as directed by the President.

Committee Functions
The Vice President for Operations has the following committee assignments by virtue of office:
- President’s Cabinet
- Planning and Budget Committee
- Construction Surveillance Committee (ex officio member)
- String Theory Committee
- Arts Readiness Committee

Director of Facilities Management
The Director of Facilities Management is directly responsible to the Vice President for Operations. Specific duties are as follows:
1. Manage all aspects of the Conn Center, Dixon Center, Squires Recital Hall, The Chapel, and Pangle Hall.
2. Coordinate the department budget and manage financial records.
3. Maintain contact with clients, draft contracts, coordinate room scheduling, and keep an accurate record of building use and rental income.
4. Oversee maintenance and custodial care of the facilities and report work orders to Physical Plant.
5. Supervise student workers and coordinate work schedules and maintain payroll records.
6. Schedule UChurch concert events.
7. Assume other duties as assigned by the Vice President for Operations.

**Director of Event Planning**

The Director of Event Planning reports to the Vice President for Operations and is responsible for planning, hosting, coordinating, and managing university events. The Director also serves as the university's social and business protocol advisor. The Director of Event Planning will be charged with the responsibilities of scheduling events and classrooms for on and off campus groups including summer conferences.

Other duties include:
1. Conceptualize and design high quality university events.
2. Draft plans, proposals, budgets, and timelines for events.
3. Coordinate and participate in event logistics.
4. Manage the scheduling of university facilities, rooms, and spaces.
5. Maintain familiarity with on-campus and off-campus venues so as to advise on event-related venues and policies.
6. Supervise event planning staff, event contractors, and event personnel.
7. Acquire event approval for on campus groups through the Office of Student Development and for off campus groups through the Office of Event Planning.
8. Serve as liaison and coordinator for all summer conferences.

**Manager of Campus Post Office**

The Manager of the Campus Post Office reports to the Vice President for Information Services. The duties include:
14. Participate in and oversee the collection, sorting and distribution of all mail for students, faculty and staff. This includes the enforcement of federal regulations relating to specially endorsed mail, i.e., certified, registered and insured mail.
15. Issue and maintain campus post office boxes for all eligible students.
16. Recommend personnel and outline duties.
17. Supervise daily activities of full-time and student staff, including mentoring and training exercises.
18. Conduct all customer service activities in a courteous manner while displaying a pleasant and responsive attitude.
19. Serve as liaison to USPS and is responsible for daily reporting activities for sales and inventory.
20. Act as point of contact for UPS/FedEx and maintain accountability for courier services.
21. Perform other duties as assigned by the Vice President for Information Services.

**Director of Athletics**

Coordination of the athletic program of the university is supervised by the Athletic Director. The Athletic Director is a member of the administrative staff and is directly
The duties of the Athletic Director are as follows:

1. Oversee the operation of the University Athletic Program.
2. Administer the programs within the policies of Lee University, the Gulf South Conference and the National Collegiate Athletic Association (NCAA).
3. Act as the official representative of the University athletic program to any outside athletic agency unless otherwise delegated.
4. Attend national, regional and conference meetings, as the spokesperson for the athletic program.
5. Serve as a liaison and foster good relations with the Lee University faculty and student body.
6. Give general supervision to the coaching staff and the entire athletic program.
7. Oversee the preparation of University Athletic Budget for recommendation to the President.
8. Monitor control of the budget by approving all purchase orders, check requests, expense reports and travel arrangements.
9. Establish various policies for operational procedures in conjunction with the leadership team to be used by coaches and staff such as budget planning, travel, food services, lodging, students' conduct, recruitment, athletic contracts, athletic scholarships, scheduling, etc.
10. Coordinate and approve various types of fund-raising projects.
11. Assist in the scheduling and approve contracts for all contests.
12. Monitor the academic progress and eligibility of student athletes.
13. Oversee the Athletic Training staff.
14. Supervise the athletic facilities and coordinate usage with on-campus as well as off-campus groups.
15. Attend as many athletic contests as possible.
16. Responsible for hiring and supervising student workers.
17. Oversee purchasing of general equipment including medical supplies for the athletic program.
18. Assume responsibility for the drug education program of student-athletes.
19. Represent Lee University and the athletic program in public relations with prospective students, community, parents and friends of the school.
20. Ensure gender equity, diversity and inclusion policies are followed in all athletics programs.
21. Work closely with the Sports Information Director on publicity of the athletics programs.
22. Supervise scheduled staff meetings.
23. Coordinate efforts of the Athletic Hall of Fame.
24. Provide oversight for the NCAA eligibility process.
25. Provide oversight for the GSC and NCAA Compliance in all areas.
26. Provide oversight for the Student Athlete Advisory Committee.
27. Serve as Game Day Administrator when scheduled.
28. Assume other duties as assigned by the Vice President for Operations.

Assistant Athletic Director / Senior Woman Administrator

The Assistant Athletic Director / Senior Woman Administrator is the highest ranking female involved with the management of Lee University intercollegiate athletics program. The Assistant Athletic Director / Senior Woman Administrator will comply with all rules and regulations set forth by the National Collegiate Athletic Association (NCAA), Gulf South Conference (GSC) and Lee University. The Assistant Athletic Director / Senior Woman Administrator will have full knowledge of and abide by the provisions detailed in
this job description as well as all written or verbal policies, procedures and instructions established by administration in the Lee University Staff Handbook. The Assistant Athletic Director / Senior Woman Administrator reports directly to the Director of Athletics. The duties of the Assistant Athletic Director / Senior Woman Administrator include, but are not limited to the following:

1. Act as a key decision-maker within the athletics department.
2. Participate on the senior management team of the athletics department.
3. Assist the Director of Athletics with overseeing the operation of the University Athletic Department.
4. Assist in the preparation of the University Athletic Budget for recommendation to the President.
5. Sign and approve purchase order requests and requisitions in absence of the Director of Athletics.
6. Assume duties as required in the absence of the Director of Athletics.
7. Assist with all hiring and firing decisions in the athletic department.
8. Plan and manage the functions of and issues before the gender equity and Title IX committees and is a member of these committees.
9. Serve as an advocate for issues important to both female and male student-athletes, coaches and staff.
10. Serve as liaison for student-athletes in successfully balancing academics and athletics.
11. Work closely with the Director of Athletics to envision, plan and implement the Athletic Department strategic plan and the university strategic plan.
12. Assist in NCAA Division II reports.
13. Represent women’s interests on appropriate committees and be the liaison between the Director of Athletics and the University community concerning women’s needs and interests.
14. Knowledgeable of Title IX and disseminate such information to the Athletics Department.
15. Oversee specific sports and personnel as assigned by the Director of Athletics.
16. Assist with evaluation of personnel and staff development programs as assigned by the Director of Athletics.
17. Participate in the interviewing, selection and hiring of Athletics Department personnel.
18. Serve as an advisor of the Student-Athlete Advisory Committee (SAAC).
19. Participate at conference leadership meetings.
20. Attend NCAA Gender Equity forums, annual NCAA Conventions and Regional Rules Seminars.
21. Participate in NACDA and NACWAA, including attendance at national conventions.
22. Serve as Game Day Administrator when scheduled.
23. Assume other duties as assigned by the Director of Athletics.

Assistant Athletic Director for Internal Affairs

The Assistant Athletic Director for Internal Affairs will collaborate with the Director of Athletics to support and advance the mission of the Department of Athletics and Lee University. The Assistant Athletic Director for Internal Affairs is responsible for oversight of the areas of Compliance, Sports Medicine, Strength and Conditioning, and Facility Operations. The position will work to implement policies protocols and initiatives, which enhance the quality of the student-athlete experience, enhance their health and wellness, and support their educational goals. The Assistant Athletic Director for Internal Affairs assists in ensuring institutional compliance with applicable NCAA, Gulf South
Conference, and Lee University rules and regulations governing all facets of intercollegiate athletics programs. The duties of the Assistant Athletic Director for Internal Affairs are as follows:

1. Serve on the Athletics Department Senior Leadership Team.
2. Complete annual NCAA reports.
3. Assist the Athletic Communications Department with planning and executing gameday promotions for each sport.
4. Title IX Investigator Deputy Coordinator.
5. Possess knowledge of Title IX and assist Senior Woman’s Administrator in disseminating such information to the Athletics Department.
6. Created and Implemented the Lee Athletic Department Fifth-Year Scholarship Program.
7. Designed a life skill program in an effort to enhance the overall experience of Lee’s student-athletes by developing a curriculum focused on athletic excellence, academic excellence, and personal development, career development, and service.
8. Serves as an advisor of the Student-Athlete Advisory Committee (SAAC)
9. Assists the Senior Woman’s Administrator by serving as an advocate for important issues for both male and female student-athletes, coaches and staff.
10. Collaborates with and oversees the Director of Compliance in monitoring violations of NCAA rules and regulations.
11. Assists in completing necessary institutional and NCAA reports.
12. Provides direct strategic oversight for select athletic departments administrative support units: Sport Medicine, Strength and Conditioning, and Facility Operations.
13. Contributes to the overall success of the intercollegiate athletics program by performing all other duties and responsibilities as assigned.
14. Represents the university at various university, conference, and NCAA meetings as the Senior Woman Administrator within the intercollegiate athletics program.
15. Participates in developing a culture of excellence across the department, determining and guiding strategic direction, and positively engaging department staff in change and growth.

**Director of Compliance**

The Director of Compliance is responsible for the overall development, implementation and review of the institution’s compliance program. The daily operation of the compliance program includes rules education, rules interpretations, reviewing and monitoring required documentation and coordinating rules compliance. The Director of Compliance will comply with all rules and regulations set forth by the National Collegiate Athletic Association (NCAA), Gulf South Conference (GSC) and Lee University. The Director of Compliance will have full knowledge of and abide by the provisions detailed in this job description as well as all written or verbal policies, procedures and instructions established by administration in the Lee University Staff Handbook. The Director of Compliance reports to the Vice President for Operations and the President. The duties of the Director of Compliance are as follows:

1. Conduct student-athlete orientation each fall with individual teams to include having student-athletes complete all required NCAA, conference and institutional forms.
2. Assist with the compilation and reporting of the NCAA Equity in Disclosure Act annually.
3. Educate prospective student-athletes, enrolled student-athletes, coaches, university personnel and representatives of athletics interests with regard to all NCAA, conference and institutional rules.
a. Educate coaches and student-athletes regarding all recruiting activities, including off-campus recruiting, and permissible official and unofficial visit activities.
b. Educate coaches and student-athletes about limitations on countable athletically-related activities, including what constitutes voluntary activities.
c. Provide education about summer regulations regarding athletics participation, sports camps and clinics, and employment for coaches and student-athletes.

4. Provide interpretations of NCAA and conference rules for coaches and staff.
5. Serve as department liaison with the NCAA Eligibility Center and create and submit IRLs for each sport.
6. Receive final Eligibility Center decisions, forward the decisions to Admissions for placement in student-athletes’ admissions files, and notify the appropriate head coach when a final decision is rendered.
7. Coordinate the student-athlete initial and continuing eligibility certification process with the Faculty Athletics Representative and the assigned representatives in the Registrar’s Office. Share status with coaches and provides required eligibility forms to the Gulf South Conference (GSC).
8. Maintain participation records and determine seasons of competition utilized by student-athletes.
9. Coordinate all NCAA and conference waivers and appeals.
10. Coordinate, prepare, and maintain NCAA squad lists in conjunction with the Financial Aid Office and provide them to the GSC.
11. Monitor team and individual financial aid limits based on team budgets and NCAA equivalency limits.
13. Assist the Financial Aid Office with the monitoring of outside scholarships.
14. Coordinate with the Financial Aid Office the process of initial awarding of athletic scholarships and annual renewal, reduction, cancellation of non-renewal of athletics scholarships.
15. Review academic transcripts and test scores of prospective student-athletes to approve official visit requests.
16. Identify potential rules violations and report them to the Director of Athletics and Faculty Athletics Representative.
17. Conduct investigations of reported secondary NCAA rules violations.
18. Serve as department liaison with Admissions, Financial Aid, Registrar and Faculty Athletics Representative.
19. Monitor employment of student-athletes according to NCAA Bylaws.
20. Monitor compliance with NCAA Bylaws regarding complimentary admissions to athletics events.
21. Review all student-athlete NCAA, conference and institutional compliance forms, including the NCAA Drug-Testing Consent Form and Student-Athlete Statement.
22. Review and approve coaches’ declaration of playing and practice seasons and schedule of contests to ensure compliance with sport sponsorship requirements.
23. Collect CARA (Countable Athletically Related Activities) forms from each sport on a weekly basis and review to make sure they are within NCAA regulations.
24. Oversee compliance for institutional camps and clinics, including pre-approvals and review of financial summary. This includes the participation of coaches and student-athletes in non-institutional camps and clinics.
25. Secure releases for potential transfer students and facilitate release of student-athletes seeking a transfer (in consultation with each head coach and Director of Athletics).
26. Serve as Game Day Administrator when scheduled.
Coordinator of Compliance
The Coordinator of Compliance is responsible for assisting in the overall development, implementation and review of the institution’s compliance program. The daily operation of the compliance program includes rules education, rules interpretations, reviewing and monitoring required documentation and coordinating rules compliance. The Coordinator of Compliance will comply with all rules and regulations set forth by the National Collegiate Athletic Association (NCAA), Gulf South Conference (GSC) and Lee University. The Coordinator of Compliance will have full knowledge of and abide by the provisions detailed in this job description as well as all written or verbal policies, procedures and instructions established by administration in the Lee University Staff Handbook. The Coordinator of Compliance reports to the Director of Compliance and the Director of Athletics. The duties of the Coordinator of Compliance are as follows:

1. Assist in conducting student-athlete orientation each fall with individual teams to include having student-athletes complete all required NCAA, conference and institutional forms.
2. Assist with the compilation and reporting of the NCAA Equity in Disclosure Act annually.
3. Educate prospective student-athletes, enrolled student-athletes, coaches, university personnel and representatives of athletics interests with regard to all NCAA, conference and institutional rules.
   a. Educate coaches and student-athletes regarding all recruiting activities, including off-campus recruiting, and permissible official and unofficial visit activities.
   b. Educate coaches and student-athletes about limitations on countable athletically-related activities, including what constitutes voluntary activities.
   c. Provide education about summer regulations regarding athletics participation, sports camps and clinics, and employment for coaches and student-athletes.
4. Provide interpretations of NCAA and conference rules for coaches and staff.
5. Serve as department liaison with the NCAA Eligibility Center.
6. Assist the Director of Compliance with the student-athlete initial and continuing eligibility certification process.
7. Assist the Director of Compliance with maintaining participation records and determine seasons of competition utilized by student-athletes.
8. Assist with all NCAA and conference waivers and appeals.
9. Assist the Director of Compliance with NCAA squad lists in conjunction with the Financial Aid Office.
10. Review academic transcripts and test scores of prospective student-athletes to approve official visit requests.
11. Identify potential rules violations and report them to the Director of Compliance.
12. Assist the Director of Compliance in conducting investigations of reported secondary NCAA rules violations.
13. Assist the Director of Compliance in monitoring the employment of student-athletes according to NCAA Bylaws.
14. Assist the Director of Compliance in monitoring compliance with NCAA Bylaws regarding complimentary admissions to athletics events.
15. Review all student-athlete NCAA, conference and institutional compliance forms, including the NCAA Drug-Testing Consent Form and Student-Athlete Statement.
16. Collect CARA (Countable Athletically Related Activities) forms from each sport on a weekly basis and review to make sure they are within NCAA regulations.
Director of Sports Information

The Director of Sports Information, working in conjunction with the university’s Department of Public Relations, promotes sports information at Lee. The Director of Sports Information is directly responsible to the Athletic Director and his duties are as follows:

1. Faxing of completed statistics to the offices of the NCAA and Gulf South Conference on a weekly basis.
2. Provide information about all athletic programs to other schools upon request.
3. Coordinate all photography of athletes in all programs.
4. Coordinate all press releases to local papers and to papers in the hometowns of all athletes.
5. Type and distribute all schedules and posters for all programs, including NCAA and GSC playoff games.
6. Set up all season previews.
7. Design posters and set up photo sessions.
8. Create forms for keeping statistics.
9. Cover home games for newspapers or coordinate coverage.
10. Fax results of athletic contests to NCAA raters on a weekly basis.
11. Lay out, print and distribute schedule cards.
12. Provide information to all campus outlets (Clarion, Torch, etc.).
13. Set up interviews with sportswriters.
14. Create and update sports information files for athletes.
15. Coordinate all press conferences.
16. Oversee the design of all media guides.
17. Direct all advertising sales for media guides and radio.
18. Oversee all public relations for hosted tournaments and home events.
19. Collect information and create programs for each home game.
20. Update athletic web site daily with stats, scores and articles on related games and feature articles on student athletes and coaches.

Student Development

Because of its commitment to Christian community, Lee University places strong emphasis on Student Development. The responsibilities of this sector include student development, campus ministries, discipline, counseling, health services, residential life and housing, campus recreation, student events, New Student Orientation, Summer Honors program and the Leonard Center.

Lee University Student Development educators are dedicated to the preparation of students for Christian service in their chosen occupations, academic pursuits and personal ministry. These professionals are dedicated to the call of serving, empowering and equipping student disciples of Jesus Christ to become the “salt” and “light” in our society. The mission is to provide a Christ-centered environment which encourages students in their personal, spiritual, academic, emotional and physical development so that they will be able to express Christian values in both their lifestyle choices and service to others during and after college.

The organization for Student Development is shown by the chart at the end of this section.

Vice President for Student Development

The Vice President for Student Development has the responsibility of guiding the development of policies, programs, and procedures (in cooperation with colleagues and under the leadership of the President) pertaining to the Student Development program.
This person is the chief administrator of the Student Development program. The duties of the Vice President for Student Development will include the following:

**Administrative and Supervisory**

As chief administrator of the Student Development program the Vice President for Student Development is responsible for:

1. Budget preparation for the Student Development program.
2. Integration and coordination of the work of the subdivisions within the Student Development program including:
   a. Counseling Center
   b. Health Services
   c. Residential Life and Housing
   d. Student Development
   e. Leonard Center
   f. Student Leadership Council
   g. Summer Honors
   h. Campus Ministries
   i. Campus Recreation
   j. Dean of Students
   k. New Student Orientation
   l. Campus Security

**Student Development and Activities Functions**

In relation to student development and activities the Vice President for Student Development is responsible to:

1. Serve as ex officio advisor to the Student Leadership Council.
2. Maintain confidential student records.
3. Implement student withdrawal procedures for the university.
4. Support the overall chapel program of the university.
5. Manage the Student Leadership Development Conference and Focus Leadership Conference.
6. Oversee the student discipline process.
7. Formulate and implement student discipline policies.

**Committee Functions**

The Vice President for Student Development has the following committee assignments by virtue of office:

a. President’s Cabinet
b. Planning and Budget Committee
c. Campus Events Committee
d. Service-Learning Committee
e. Student Care Committee
f. Athletic Advisory Board

**Teaching**

The Vice President for Student Development shall carry a part-time teaching load, usually two courses per semester.

**Director of the Counseling Center**

The Director of the Counseling Center is responsible for the provision of psychological services to students. It shall be the responsibility of the Director of the Counseling Center to hold all counseling communications with clients and their records
as confidential information except in specific situations mandated or permitted by laws and professional regulations, such as potential imminent harm to the client or others. The Director is responsible to the Vice President for Student Development. Specific duties of this position include but are not limited to the following:

1. Provision of psychological services to Lee University students.
2. Supervision of all clinical services at the Counseling Center including the training program and all professional staff.
4. Refer students who need special clinical analysis or treatment.
5. Consult with faculty and administration regarding a broad range of psychological issues including crisis situations.
6. Assume other duties as assigned by the Vice President for Student Development.

**Director of the Health Clinic**

The Director of the Health Clinic is responsible for planning and implementing a program of student health services. The director is directly responsible to the Vice President for Student Development and regularly collaborates and consults with the medical director in carrying out duties. Specific duties of this position include the following:

1. Treat minor illnesses and injuries of students and employees which fall within the director’s sphere of competency.
2. Refer students to physicians when in the director’s professional judgment this seems warranted.
3. Accompany students to hospital or clinic when necessary.
4. Contact parents or guardians of students in the event of serious illness or injury.
5. Maintain current health records on students.
6. Validate that varsity athletes have a complete physical examination each year.
7. Plan and implement a health education program for the university community.
8. Maintain appropriate staff and coordinate staff development.
10. Coordinate physicals and immunizations for those students participating in Global Perspectives travel programs.
11. Provide dorms with first aid boxes and arrange instruction for first aid and CPR yearly.
12. Coordinate a blood drive on campus once each semester.
13. Ensure that clinical staff are certified for laboratory protocols each year.
14. Assume other duties as assigned by the Vice President for Student Development.

**Director of Residential Life and Housing**

The Director of Residential Life and Housing is directly responsible to the Vice President for Student Development and is responsible for the administration and management of the Residential Life and Housing program and staff. Duties will include the following:

1. Recruit and recommend the hiring of residential life and housing staff personnel to the Vice President for Student Development.
2. Provide oversight to Assistant Director of Residential Life and Assistant Director of Housing.
3. Participate in recruitment, selection, and training of paraprofessional staff.
4. Assist and implement an orientation and in-service training programs for Area Coordinators, Resident Directors, Resident Assistants, and Resident Chaplains.
5. Assist in the establishment and interpretation of a comprehensive housing policy and safety guidelines (i.e., fire safety, tornado).
6. Assist in the formulation and implementation of rules and regulations concerning residence hall life and auxiliary housing.

7. Implement a comprehensive residential life program that attempts to meet the spiritual, academic, social, and physical needs of the students.

8. Collaborate, strategize, and make recommendations to enhance transformational learning for students such as establishing student learning outcomes and faculty involvement.

9. Responsible to relieve professional staff in crisis situations that escalate. Provide necessary oversight to professional and paraprofessional staff in these situations.

10. Consult and serve on a weekly rotation and break coverage with other professional staff and residents beyond traditional office hours.

11. Discuss maintenance, custodial, and security issues with appropriate university staff in order to ensure that services meet departmental standards.

12. Complete consistent walkthroughs of buildings and oversight of property damages submitted by professional staff.

13. Assist with oversight of residence hall lobby furniture and entertainment equipment.

14. Maintain housing records for full-time professionals living in on-campus housing (room condition reports, key logs, check-in/out procedures).

15. Oversee and/or designate instructors for GNST 199 for Resident Assistants.

16. Serve as administrative liaison for food service quality control.

17. Manage the Residential Life and Housing budget.

18. Plan and implement annual goals.

19. Assume other duties as assigned by the Vice President for Student Development.

**Director of Student Development**

The Director of Student Development is directly responsible to the Vice President for Student Development. The Director's specific duties are as follows:

1. Prepare a proposed budget for the office of Student Development.

2. Organize and implement a variety of campus activities emphasizing weekend events.

3. Assist in providing leadership/supervision for the Student Leadership Council, serving as a sponsor for the organization.

4. Supervise the operations and activities of The Commons.

5. Develop other co-curricular programs/events to enhance student development (e.g., community service, spiritual development, academic development, etc.).

6. Provide leadership/supervision for the Diversity Council, serving as the head sponsor for the council.

7. Assist with the planning, execution, and evaluation of Alternative Chapel.

8. Conduct assessment and research for Student Development.

9. Coordinate service-learning opportunities for students.

10. Supervise the operations and activities of the Paul Conn Student Union.

11. Publicize campus events through posters, Lee’s homepage, plasma TVs, social media, and other means.

12. Articulate the purpose and philosophy of the Student Development office to students, parents, faculty, and staff.

13. Assume other duties as assigned by the Vice President for Student Development.

**Resident Director**

The Resident Director is responsible for the total operation of a residence hall or auxiliary unit. The Resident Director plans, motivates, develops a climate, manages, interacts and evaluates in the task areas of staffing, counseling, group advising, residence hall programming and housing administration. Duties include the following:
1. Design, administer, and evaluate staff activities at the residence hall level for the purpose of training the Resident Assistant staff in interpretation of university and residence hall policies and procedures.
2. Conduct weekly staff meetings.
3. Assist with the planning and administration of pre-school and in-service training sessions for residence hall staff.
4. Assist with the recruitment and selection of residence hall staff.
5. Counsel with students on a scheduled and/or informal basis and, being acutely aware of personal limitations, make referrals when necessary.
6. Work with students involved in disciplinary problems.
7. Identify students with leadership ability and provide opportunities for them to develop their abilities.
8. Become familiar with the programming interests and needs of students via the staff, interest inventories, and questionnaires.
9. Coordinate the design, administration, and evaluation of all social, educational, and cultural programs within the residence hall.
10. Monitor the compliance of all university regulations by residents.
11. Supervise the opening and closing of the residence hall each semester.
12. Communicate housekeeping and maintenance needs to the physical plant staff.
13. Auxiliary RDs maintain contact with landlords to provide an appropriate living environment.
14. Perform other duties as assigned by the Director of Residential Life and Housing.

Director of the Leonard Center

The Director of the Leonard Center is responsible for the university’s service-learning program. The primary focus of the program is to offer service experiences consistent with the mission and goals of the institution and the service-learning initiative. The Director is responsible to the Vice President for Student Development. Specific duties of this position include the following:

1. Provide students with an understanding of the Leonard Center mission.
2. Assist faculty with the development and implementation of service into the academic curriculum through the means of service-embedded courses.
3. Complete the annual application for the President’s Higher Education Community Service Honor Roll.
4. Provide administrative oversight for such events as Deke Day, oral reflection events, Post-Chapel mixers, Summer Honors service, etc.
5. Manage weekly staff meetings.
6. Serve as the primary campus consultant for service-learning.
7. Be willing to add classroom teaching to the schedule as opportunities occur, with permission from sector Vice President.
8. Supervise administrative and fiscal operation of the Leonard Center, including the supervision of clerical and professional staff.
9. Serve on various committees such as the Service-Learning Committee.
10. Write weekly and annual reports.
11. Attend weekly sector meetings and all other expected activities.
12. Assume other duties as assigned by the Vice President for Student Development.

Campus Pastor and Director of Spiritual Life

The Campus Pastor and Director of Spiritual Life has the following duties:
1. Coordinate all organized spiritual programs of the university.
2. Provide spiritual/personal and pre-marital counseling for students of the university.
3. Work closely with other Student Development personnel as a resource person.
4. Direct all chapel programs.
5. Supervise the Lee University audio/visual ministry.
7. Provide students with opportunities for ministry within the church and throughout the world.
8. Offer counsel to students concerning their Christian service activities.
9. Provide small group opportunities for students.
10. Develop discipleship programs for students.
11. Provide support groups on campus for students on volunteer basis.
12. Prepare an annual budget.
13. Provide church leaders with evaluative information on student's involvement, experience, and performance in Christian service activities.
14. Perform other duties as assigned by the Vice President for Student Development.

**Director of Campus Recreation and Intramural Sports**

The Director of Campus Recreation and Intramural Sports is directly responsible to the Vice President for Student Development. Specific duties are as follows:

1. Provide a variety of recreational opportunities for the student body, faculty, and staff in both leisure and competitive settings.
2. Develop and maintain an Intramural Sports Program that presents opportunities for the University community regardless of gender, age, or ability.
3. Provide opportunities for student officials to receive appropriate training in their desired sport.
4. Train and maintain an ample work force to allow the Recreation Complex to operate at maximum convenience for its users.
5. Provide and maintain adequate exercise equipment for the Recreation Center.
6. Schedule and coordinate all facilities for recreational and intramural use.
7. Provide University guests and conferences ample fitness and recreation opportunities.
8. Assess existing programs and trends of participation and make necessary modifications.
9. Develop and maintain summer programming for the DeVos Training Center, and outdoor sand and basketball courts.
10. Coordinate campus recreational tournaments to determine participants at the ACU-I and applicable NIRSA events.
11. Seek out extramural opportunities with other universities for campus interaction.
12. Assume other duties as assigned by the Vice President for Student Development.

**Dean of Students**

The Dean of Students is directly responsible to the Vice President for Student Development. Specific duties are as follows:

1. Assist in the formulation and implementation of student discipline policies.
2. Receive and investigate reports of violations of the rules and regulations outlined in the Student Handbook and Activities Calendar.
3. Coordinate efforts of disciplinary Judicial Board.
4. Maintain confidential student records.
5. Prepare a proposed budget for the office of the Dean of Students.
6. Assist in revising and publishing the Student Handbook and Activities Calendar.
7. Carry a part–time teaching load.
9. Plan and implement an orientation for sponsors of student organizations.
10. Be responsible for overseeing chapel attendance, keeping records and implementing discipline for students who violate the chapel attendance policy.
12. Supervise the Greek Council.
13. Assume other duties as assigned by the Vice President for Student Development.

**Director of Campus Security**

The Director of Campus Security is responsible for the implementation and coordination of a safety program for the university. This includes the supervision of security, traffic, and parking officers. The Director of Campus Security reports directly to the Vice President for Student Development. The Director of Campus Security’s responsibilities include the following:

1. Development, implementation, and enforcement of policies and procedures for Campus Security.
2. Responsible for the review and implementation of parking procedures, vehicle registration, and enforcement practices.
3. Plan and provide security, parking assistance, and traffic control during special events (i.e. Graduations, Athletic Events, Conferences, etc.).
4. Supervise all Campus Security officers and office staff (i.e. departmental secretary, student workers, etc.) as they fulfill departmental responsibilities.
5. Create and manage weekly work schedules which provide 24 hour security coverage.
6. Review, interview, and recommend the hiring of Campus Security personnel; orient new personnel and provide appropriate in-service training for all Campus Security staff.
7. Oversee the department’s various computer systems (i.e. Vehicle Database, Electronic Access Control, and Identification Card system).
8. Maintain positive and effective relationships with all other departments and administrators within the University.
9. Work cooperatively with students, faculty, staff, administration, parents, alumni, and community constituents.
10. Coordinate the Campus Security and service function with local law enforcement and emergency response agencies to ensure that the university receives the highest level of support local authorities.
11. Oversee the university’s Clery Act compliance.
12. Submit monthly crime reports to the Tennessee Bureau of Investigation, maintain annual certification, and maintain compliance with state and federal reporting laws.
13. Manage the departmental budget and provide for the maintenance of all Campus Security equipment and vehicles.
14. Oversee the Campus Trolley program and the Satellite Parking program, which provide on-campus transportation for students, faculty, and staff.
15. Work independently within the sphere of outlined duties; yet function well as part of a team.
16. Must be available to respond on short notice to the university for any major incident or activity requiring the direct attention of director.
17. Availability to work day, night, or weekend hours, depending on university needs.
18. Regular, punctual attendance is required based on department needs.
19. Report to and brief the Vice President for Student Development on any and all issues that are sensitive to the university’s operation.
20. Perform other duties as assigned by the Vice President for Business and Finance.
21. Recommend the hiring of security personnel.
University Relations

Vice President for University Relations
The Vice President for University Relations is directly responsible to the President for advancing Lee University through internal and external communications, strategic marketing, fundraising and the development of relationships with key constituency groups at the local, state, and national level. The duties include:
1. Supervise and coordinate the services of the following offices:
   a. Church Relations
   b. Community Relations
   c. Development/Central Gifts
   d. Alumni Relations
2. Formulate policies and direct programs relative to the financial support of the university from all philanthropic sources.
3. Develop a cohesive communications, visual identity, marketing and branding strategy for the university.
4. Promote public understanding of and support for Lee University.
5. Property Acquisition
   a. Direct the management of all University owned properties.
   b. Oversee the sale of any properties given to the university.
   c. Acquire properties on the borders of the university campus.

Assistant Director of Advancement Services
The Assistant Director of Advancement Services is responsible for coordinating and facilitating the university’s mission in the areas of advancement services, development, donor stewardship, stakeholder relations, research and other assignments as deemed appropriate by the Vice President for University Relations. Specific duties include:
1. Supervise all staff and student workers in the University Advancement Services office which includes Central Gifts.
2. Direct and manage the University Advancement Services to provide professional support to the staff in implementing financial processes, special events, prospect management, donor recognition, donor stewardship and other related activities including data base management, donor history and financial donor reports.
3. Direct and manage Central Gift staff in procedures and documentation for gift receipting, and in the timeliness and accuracy of receipts to donors, as well as benchmarks and reports on gift receipting production in accordance with IRS and CASE standards.
4. Support advancement staff fundraising activities related to major gifts, planned gifts, annual fund, and participate in the cultivation of gift prospects when appropriate.
5. Develop detailed weekly, monthly, and yearly gift and ad hoc reports of University’s giving and/or donors to Vice President for University Relations, President’s Office, Comptroller, Accounting Services, and Alumni Relations Director as requested.
6. Work with the University Relations’ staff to coordinate tracking of all endowment scholarships and report earnings and award status to donors.
7. Serve as liaison between University Relations, Central Gifts, Alumni Fund, Comptroller, Accounting Services, Financial Student Services, and President’s Office on notification of gifts received in Central Gifts.
8. Direct, test, and maintain a comprehensive and accurate fundraising data base to include all alumni records and all past and prospective donors.
9. Facilitate access and provide training on the University’s fundraising database to other members of the University Relations’ staff.
10. Work as part of an integrated management team to establish overall goals and strategies for increasing private support to the University.
11. Other duties as requested by Vice President for University Relations.

**Director of Alumni Relations**

The Director of Alumni Relations (DAR) leads and manages the overall alumni relations program. Consistent with best practices, develop the overall alumni relations strategy and program direction, in conjunction with the Vice President for University Relations, thereby increasing alumni awareness and understanding of their alma mater and fostering involvement and long-term engagement in both the alumni relations program and the life of the University. The DAR is also responsible for planning and implementing a program of annual giving to the Annual Alumni Fund—with monies raised being used where needed most for campus development, operating support, and scholarship assistance being a priority. Specific duties include:

1. Direct and manage the planning and implementation of alumni events and programs.
2. Identify, recruit and engage new alumni volunteer leadership, especially successful and highly effective alumni, creating an increasingly effective and engaged volunteer network in which alumni advance to increasing levels of involvement and leadership.
3. Provide effective alumni communications by coordinating with Marketing and Communications to plan, write, and implement communications with alumni regarding alumni events, programs, activities, and services.
4. Ensure an understanding of the university, advancement and alumni relations directions, programs, and activities among alumni in general and specific alumni constituencies in particular.
5. Coordinate with University Events to plan the annual schedule of alumni events, receptions, meetings, and activities for the university's varied alumni constituencies.
6. Serve as liaison with and provide organizational support to volunteer alumni committees representing various alumni constituencies, effectively representing the university and the advancement program to the alumni boards and alumni leaders.
7. Provide strategic and organizational support, in conjunction with the Vice President for University Relations, for each of the principal alumni constituencies.
8. Maintain an active schedule of personal visits with key alumni, especially potential alumni leaders, recruiting alumni for volunteer roles on alumni committees, reunion committees, regional committees, and alumni association boards.
9. Manage and administer the alumni relations office. Provide leadership, management, and direction to the alumni relations staff.
10. Develop and implement standards of accountability for alumni relations staff.
11. Develop and monitor performance goals for the alumni relations staff and provide guidance for staff professional development.
12. Administer the ongoing business, activities, and operation of the alumni relations office, ensuring responsiveness to alumni needs and inquiries as well as university and divisional priorities.
13. Administer the budgets for the overall alumni relations program.
14. Perform all other duties and responsibilities as assigned or directed by the supervisor.
15. Develop a working knowledge of Lee University in general and funding priorities specifically so as to articulate a compelling case for support to all constituents.
16. Research and incorporate annual fund “best practices” into Lee University annual giving strategies.
17. Develop overall short and long range plans for annual giving, work with advancement team members by setting goals and objectives in line with the annual goals for the institution and manage the budget for all annual giving activities.
18. Organize and manage all aspects and segments of annual giving including phone based fundraising teams, direct mail appeals, online giving, and personal visits for annual fund gifts.

19. Assisted by the Office of Publications, create a communications plan that positions and promotes giving to the Fund.

20. In collaboration with the VP for University Relations and other advancement staff, recruit, oversee and motivate call team members and their activities as they relate to annual giving, and maintain timely communication with those members.

21. Manage annual stewardship correspondence with constituents and oversee acknowledgement of Fund gifts as part of the advancement gift receipting and acknowledgement policy.

Alumni Association
The Alumni Association is guided by an Alumni Advisory Board. The Vice President for University Relations is in charge of all matters relating to the Association and to the Alumni as a body. A principal purpose of the association is the creation of broad support of the university by the alumni.

Distinguished Alumnus Award
Every year Lee University honors one of its former students as its Distinguished Alumnus. The Alumni Advisory Board makes an annual survey of the alumni family for one whose life after leaving Lee has exemplified and personified its ideals, principles, and purposes. The person designated as Distinguished Alumnus is one who was fostered and nurtured by Lee University and whose life patterns reflect those ideals in later years. The person chosen each year is one who has gained distinction for himself/herself and Lee University through achievements and service to God and man.

Those who have received the award since its inception in 1960 are:

<table>
<thead>
<tr>
<th>Charles W. Conn</th>
<th>1960</th>
<th>Kenneth Hall</th>
<th>1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>James A. Cross</td>
<td>1961</td>
<td>Loran Livingston</td>
<td>1991</td>
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<tr>
<td>J.H. Walker, Sr.</td>
<td>1962</td>
<td>J. Patrick Daugherty</td>
<td>1992</td>
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<tr>
<td>R.E. Hamilton</td>
<td>1963</td>
<td>Raymond A. Conn and Gary Sharp</td>
<td>1993</td>
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<tr>
<td>Charles R. Beach</td>
<td>1964</td>
<td>Dennis McGuire</td>
<td>1994</td>
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<tr>
<td>James A. Stephens</td>
<td>1965</td>
<td>Mark Harris</td>
<td>1995</td>
</tr>
<tr>
<td>Paul H. Walker</td>
<td>1966</td>
<td>Robert J. Jenkins</td>
<td>1996</td>
</tr>
<tr>
<td>O. Wayne Chambers</td>
<td>1968</td>
<td>DeWayne Knight</td>
<td>1998</td>
</tr>
<tr>
<td>W.C. Byrd</td>
<td>1969</td>
<td>Raymond F. Culpepper</td>
<td>1999</td>
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<tr>
<td>W.E. Johnson</td>
<td>1970</td>
<td>Bill Balzano</td>
<td>2000</td>
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<tr>
<td>Dora P. Myers</td>
<td>1971</td>
<td>Martin D. Smith</td>
<td>2001</td>
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<tr>
<td>Ray H. Hughes, Sr.</td>
<td>1972</td>
<td>W. Donald Price</td>
<td>2002</td>
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<tr>
<td>Odine Morse</td>
<td>1974</td>
<td>Bill George</td>
<td>2004</td>
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<tr>
<td>Bill Higginbotham</td>
<td>1975</td>
<td>John Gentry</td>
<td>2005</td>
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<tr>
<td>Ralph E. Williams</td>
<td>1976</td>
<td>Judy Markham Pittman</td>
<td>2006</td>
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<tr>
<td>Jerry Lambert</td>
<td>1977</td>
<td>Steve Dorman</td>
<td>2007</td>
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<tr>
<td>Charles Paul Conn</td>
<td>1978</td>
<td>P. Jeffrey Conn</td>
<td>2008</td>
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<tr>
<td>Cecil B. Knight</td>
<td>1979</td>
<td>Andrea Hudson</td>
<td>2009</td>
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<tr>
<td>Bennie S. Triplett</td>
<td>1980</td>
<td>Marcus Lamb</td>
<td>2010</td>
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<tr>
<td>Zeno C. Tharp</td>
<td>1981</td>
<td>Darlia Conn</td>
<td>2011</td>
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In 1994, a new tradition began with the selection of an Honorary Alumnus, recognizing exceptional friends of the institution who exemplify the ideals of Lee University.

**HONORARY DISTINGUISHED ALUMNUS AWARDS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Duncan</td>
<td>1995</td>
<td>Raymond Crowley</td>
<td>2008</td>
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<tr>
<td>Henry and Iris Atkins</td>
<td>1996</td>
<td>Matthew Yelton</td>
<td>2009</td>
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<tr>
<td>H. Bernard Dixon</td>
<td>1997</td>
<td>Tom Rowland</td>
<td>2010</td>
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<tr>
<td>Mark Walker</td>
<td>1998</td>
<td>A Allan Lockerman</td>
<td>2011</td>
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<tr>
<td>Betty Baldree</td>
<td>1999</td>
<td>Al Hartgraves</td>
<td>2012</td>
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<tr>
<td>J. Hoyle Rymer</td>
<td>2000</td>
<td>Andy Sinclair</td>
<td>2013</td>
</tr>
<tr>
<td>Carolyn E. Dirksen</td>
<td>2001</td>
<td>Robert Bernhardt</td>
<td>2014</td>
</tr>
<tr>
<td>Christine Paynter</td>
<td>2002</td>
<td>Bob Barnett</td>
<td>2015</td>
</tr>
<tr>
<td>Jack Higgins</td>
<td>2003</td>
<td>Mike Seago</td>
<td>2016</td>
</tr>
<tr>
<td>David Holsinger</td>
<td>2004</td>
<td>Forrest Preston</td>
<td>2017</td>
</tr>
<tr>
<td>Edward E. Hollowell</td>
<td>2005</td>
<td>MaryBeth Wickes</td>
<td>2018</td>
</tr>
<tr>
<td>Lois Underwood Beech</td>
<td>2006</td>
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**Director of Church Relations**

The Director of Church Relations is directly responsible to the Vice President for University Relations. The duties include:

1. Develop and maintain relationships with local congregations and encourage them to participate in student enrollment, funding, and maintain goodwill with the institution.
2. Assist local congregations and pastors in the selection of staff members from the Lee graduate pool.
3. Visit local congregations for the purpose of Lee University Relations.
4. Represent Lee University at the Church of God Administrative Council.
5. Assist in special events including Frontline, Lee Day, Homecoming, Celebrations.
6. Director of Voices of Lee.

**Director of Community Relations**

The Director of Community Relations is responsible to the Vice President for University Relations, and in collaboration with various offices across campus, including the President’s Office, implements community and public relations strategies that advance the University’s goals with key external and internal constituents. Represents the University to the community at large through the development and maintenance of relationships with key community groups, external agencies, and/or other interested parties. Serves as a campus or division-based liaison of the University Relations office to assigned area. Develops written content and story material for Lee publications. Other duties include:
1. Develops and implements a plan to support the University’s communications, community and public relations goals with activities specific to assigned area, as part of the Lee’s overall Relations goals.
2. Serves as key point of contact for neighboring businesses, institutions, residents and others in assigned area. Initiates and supports opportunities for them to be engaged in university/campus life, engages them in university/campus issues or changes affecting them, and addresses their concerns.
3. Regularly attends meetings of neighborhood associations, chambers of commerce, city councils, and other key associations and partners in assigned area. Regularly represents the university at external partner events. Coordinates communications with external organizations in assigned area, in collaboration with University Relations.
4. Provides marketing and public relations support to programs and departments of the university and in assigned area, that adhere to university brand standards and communications goals, and in coordination with the University Relations Office.
5. Writes news releases, profiles, and stories highlighting students and programs that support university and campus communications goals for the University Relations Office.
6. Conceptualizes, manages, organizes and supports university-wide and campus-based events, meetings, and other activities to promote the university and/or assigned area in collaboration with University Relations.
7. Supports University Relations staff and President’s Office in promoting the university and liaising with the media, elected officials, donors, alumni and other key constituents, in alignment with university goals led by the University Relations Office.
8. Serves as key point of contact for both University Relations and the President’s Office for faculty, staff, and students in assigned area. Initiates and supports opportunities for them to be engaged in campus life, engages them in university/campus issues or changes affecting them, and addresses concerns.
9. Supports University Relations and the President’s Office with crisis and other university and campus communications.
10. Supports special projects as directed by University Relations and the President’s Office.
FACULTY CONSTITUTION AND BYLAWS

Preamble
Having been nominated by the President and appointed by the Board of Directors for the conduct of instruction, research, and all other facets of the academic program, the members of the Faculty of Lee University establish this Constitution and Bylaws for the better discharge of their responsibilities, as they are indicated by the Charter of the University, delegated by the Board of Directors through the President.

ARTICLE I. MEMBERS OF THE FACULTY

Section 1. Voting Members
The President of the university and full-time personnel who hold academic rank of lecturer or above shall constitute the voting members of the faculty.

Section 2. Associate Members
Non-ranked members of the Cabinet, Administrative Staff and adjunct faculty shall constitute the associate members. Associate members attend faculty meetings, but the privilege of speaking on issues extends only to voting members except by invitation of the presiding officer.

Section 3. Emeritus Members
The emeritus members of the faculty shall have the privilege of associate members.

ARTICLE II. OFFICERS OF THE FACULTY

Section 1. Presiding Officer
The President or the Vice President for Academic Affairs shall preside at all regular meetings of the University Faculty. When necessary, a voting member of the faculty shall be designated by the President as presiding officer pro-tem.

Section 2. Secretary of the Faculty
The Vice President for Academic Affairs shall appoint annually a secretary of the faculty who shall keep a record of the proceedings, promptly distribute the minutes of each meeting, and attest to the accuracy of all recorded actions of the faculty. The secretary shall assume office at the first regular meeting of the faculty in each academic year. In the event the secretary is absent, the presiding officer shall appoint an acting secretary for the meeting.

Section 3. Parliamentarian of the Faculty
The President shall appoint annually from the voting members of the faculty a Parliamentarian who shall advise the presiding officer and members of the faculty as to the proper conduct of faculty concerns in accordance with this Constitution, Bylaws, and other parliamentary rules as may be adopted. (Robert's Rules of Order Newly Revised shall be followed). The Parliamentarian shall assume office at the first regular meeting of the faculty in each academic year.
ARTICLE III. CONDUCT OF FACULTY CONCERNS

Section 1. Regular Meetings
The University Faculty shall meet in regular session once each month during the academic term.

Section 2. Special Meetings
Special meetings may be called by the President or Vice President for Academic Affairs. Three days prior to the meeting date notice shall be given to the faculty except in cases of emergency.

Section 3. Quorum
In all meetings of the faculty, a majority of the voting members shall constitute a quorum. All substantive questions at issue, excepting amendments to this Constitution and the adoption or amendment of Bylaws, shall be decided by a simple majority of the voting members present and voting. Amendments to the Constitution and Bylaws shall require a two-thirds vote of those present and voting, and the approval of the Board of Directors. Any voting member may request a secret ballot for the entire faculty on a given item. This request shall be granted unless there is an objection by a voting member, in which case a simple majority vote of all those present shall be required for the secret ballot motion to be denied.

Section 4. Agenda
The Vice President for Academic Affairs shall distribute the agenda three workdays preceding each regular meeting of the faculty. Individual faculty members may submit proposals in writing to the Vice President for Academic Affairs, who in turn may submit these items and/or proposals to the President for inclusion in the agenda. Recommendations shall be considered a part of the agenda and curriculum items not on the agenda may not be acted upon by the faculty until a second reading at a subsequent meeting of the faculty.

Section 5. Powers and Duties of the Faculty
A. The faculty, in conjunction with the administration and Board of Directors, is entrusted with the conduct of the academic programs of the university and has responsibility in such fundamental areas as curriculum, subject matter and methods for instruction, research, faculty status and welfare, and those aspects of student life which relate to the educational process. In matters wherein the power of review or final decision lodged in the Board of Directors or delegated by it to the President is exercised adversely, the faculty shall have opportunity of transmittal of its views to the President or to the Board of Directors.
B. The faculty shall establish the requirements for all degrees offered and for course work required. In the case of honorary degrees, the faculty will enjoy the privilege of recommendations of the same.
C. The faculty shall recommend to the administration and/or Board of Directors on all matters indirectly but substantially related to those areas in which the faculty has responsibility or vital concern, as in the selection of the President of the university, the Vice President for Academic Affairs, deans, and department chairpersons; the formulation of the annual budget of the university; and the establishment of administrative policy.
ARTICLE IV. COUNCILS AND COMMITTEES OF THE UNIVERSITY

Section 1. Councils of the University

Academic Council

The Academic Council is chaired by the Vice President for Academic Affairs and is comprised of the Director of Student Records and Registrar, school deans, the department chairpersons, the Director of Academic Services, Director of Library Services, the Executive Director of the Division of Adult Learning, an elected faculty representative, and a member of the Faculty Council designated by the Faculty Council. The Academic Council establishes academic policies and procedures, making recommendations to appropriate councils and committees for implementation. The Council also considers special requests and concerns of students and university community constituents regarding academic matters. The Academic Council meets monthly, as needed.

University Undergraduate Curriculum Committee

Each department faculty (including the library) will elect a representative to serve on the Undergraduate Curriculum Committee chaired by the Vice President for Academic Affairs. The committee will also include the Director of Academic Services and the Registrar. The Registrar will be a non-voting participant of the University Undergraduate Curriculum Committee. The duties of the Undergraduate Curriculum Committee are to review and approve all changes in department curricula, including addition and deletion of courses; significant revisions in course syllabi; all changes in the catalog copy for any program of studies; and changes in requirements for any major, minor, or professional sequence in any program of studies controlled by the school’s faculty.

Deans Council

The Deans Council is chaired by the Vice President for Academic Affairs and is comprised of the deans of the colleges and schools of the university, the Director of the Division of Adult Learning and the Director of Library Services. The Deans Council recommends academic policies and procedures to the Academic Council who may approve, reject, or refer policies or procedures back to the Deans Council for clarification or modification. New majors, new minors, changes in the General Education Core and other new programs are to be sent to the Deans Council for assessment of their possible impact on institutional resources.

Approved proposals will be sent to the appropriate governing body; unapproved proposals will be returned to the originating group. Undergraduate curricular proposals will be sent to the University Undergraduate Curriculum Committee and graduate proposals to the Graduate Council.

Graduate Council

The Graduate Council serves as the administrative advisory group for all graduate programs and review board for all academic policies and regulations for graduate programs; reviews and approves the university-wide guidelines regarding graduate matters (forwarding to other appropriate bodies for decision); and reviews and approves curricular changes recommended by departments and schools relative to graduate curricula.

Composition: Vice President for Academic Affairs; all graduate program directors; deans; two faculty representatives elected at large from the graduate faculty; Graduate Enrollment Director; and one graduate student selected by the Council. Department
chairs will attend meetings as recommended by the appropriate dean. The Director of Academic Services or designee will serve as secretary to the Council.

Committee on Rank
The Committee on Rank consists of seven persons elected from full-time, tenured academic personnel holding the rank of Associate Professor or Professor, but excluding full-time administrators. Elections will take place on a rotational basis, with members serving a two year term of office (four members to be elected in academic years ending with an odd number; three to be elected in academic years ending with an even number). The committee shall not include more than two members of any one department. The function of the Committee on Rank is to review all nominations for promotion, using the guidelines set forth in the Faculty Handbook.

The committee shall vote by secret ballot on the nominees, approving or disapproving the nominations for promotion in rank. Promotion recommendations shall be received by the Vice President for Academic Affairs from the respective deans. By four-fifths vote the committee may also initiate the nomination of not more than two faculty members for promotion in rank, but shall not use this prerogative to nominate its own members. The first-elected member shall serve as chairperson.

Faculty Council
The Faculty Council consists of members elected from each of the University’s academic departments. For the purpose of this section, the library shall be considered as any other academic department. Members will serve two year terms. Elections will take place on a rotational basis. Representatives of the departments from the College of Arts and Sciences shall be elected in the spring of the years ending in even numbers and representatives of the departments from the other colleges and schools including the library shall be elected in the spring of the years ending in odd numbers. Each department shall be responsible for electing its representative by secret ballot. The chairperson of the Faculty Council, who must be tenured, shall be elected from the membership of the Council and by the Faculty Council in the spring of the year prior to assuming office. The Faculty Council shall be responsible for electing a recording secretary and other officers as it deems necessary.

The Faculty Council’s functions are: (1) to advise the President concerning any faculty interests, (2) to consult with the Vice President for Academic Affairs on matters of general faculty concern, and (3) to consult with other administrators and staff as needed. Administrators and faculty may submit recommendations in writing to the Faculty Council. All proposed amendments to the Faculty Constitution shall be presented in writing to the Council. The Faculty Council conducts meetings, as needed.

Tenure Review Committee
The voting members of the Tenure Review Committee for each school will be composed of the President, the Vice President for Academic Affairs, the Department Chairperson, the Faculty Council Chairperson (or an alternate member of the Faculty Council appointed by the Council), the Dean of the school, and one administrator appointed by the President.

The VPAA, in consultation with the appropriate department chairperson and dean, may add additional current and/or previous direct supervisors as non-voting members to the
committee. The faculty candidate will be notified of these additions at least thirty days prior to the tenure review hearing.

Tenure review candidates may also request a separate meeting with the President and the Vice President for Academic Affairs for the purpose of discussion of tenure within thirty days prior to the hearing. The faculty candidate may also have the privilege of selecting a peer advocate to present him or her to the tenure review committee.

Senior Faculty Review Committee
The Review Committee is composed of one representative from each school or college except the College of Arts and Sciences, which has three representatives. The deans of the respective schools or colleges appoint the members upon recommendation from department chairs. Committee members must be full-time tenured Professors, excluding administrators. Members serve for a term of three years and are eligible for reappointment. A committee member is not eligible to serve during the year of his or her own review. The committee elects its chair for a one-year term. Chairs may serve two consecutive terms. The Director of Faculty Development and the department chair of the faculty member under review will serve as *ex officio* members of the committee. The committee performs a summative review of senior faculty members six years following the completion of the promotion cycle.

Upon completion of a senior faculty review, the committee may recommend “exceptional” and “highly exceptional” candidates to the Board of Directors for consideration of a merit pay increase. Faculty candidates are eligible for merit consideration at their first two senior reviews only. Board approval of committee recommendations will result in a merit-based salary increase equivalent to 3% (exceptional) or 5% (highly exceptional) of a Full Professor base salary.

Senior faculty previously reviewed by this committee prior to the adoption of this amendment will be eligible for merit consideration at their next two reviews.

Budget and Planning Committee
The Chair of the Faculty Council or his/her designee shall serve on the Budget and Planning Committee.

Other Faculty Committees
Other committees are appointed annually by the President and the Cabinet. The duties of the committee are set forth in the Faculty Handbook.

Section 2. Membership on Standing Faculty Committees
A. No full-time teaching faculty member need serve concurrently on more than three standing committees.

B. No member shall serve more than two consecutive terms on the same elected committee.

Section 3. Time of Meetings
All meetings of committees involving appointed or elected faculty or student representatives shall be set at such a time that the meetings will not conflict with regularly scheduled duties of the member.
ARTICLE V. CONDITIONS AND BENEFITS OF FACULTY SERVICE

Section 1. Recruitment and Employment Procedures
A. The creation of a new faculty position or the declaration of a faculty vacancy is a function of the Board of Directors.
   1. Prior to any announcement of vacancy in any department, the chairperson of that department, in consultation with department faculty, will furnish to the dean a statement of the vacancy and the necessary proficiency an applicant must have in any one or more areas in order to meet the needs of that department. The dean will request approval for the vacancy from the Vice President for Academic Affairs, who in turn will consult the President.
   2. After a vacancy is approved, the chairperson, working with the dean, will be responsible for recruiting potential candidates and sorting all applicant files.
   3. Tenure track positions are open to individuals with the appropriate terminal degrees (see “Lee University Appropriate Discipline Degrees” chart). Persons without the appropriate terminal degree but with graduate degrees and/or professional experience may be accepted on a year-to-year renewable, temporary or part-time basis (see degrees chart).
   4. The chairperson, in consultation with department faculty, will select those persons who are believed to meet the minimum qualifications for the position and will review these with the dean. The dean will then confer with the Vice President concerning the vacancy with a report on the progress to date.
   5. If the interview involves expense to Lee University, the interview should be scheduled at such a time that the department may be visited and that the person be interviewed by the Dean, the Vice President for Academic Affairs and the President during the same visit.
   6. The chairperson will be responsible for making a formal recommendation to the Dean after interviews are completed. He/she will include with that recommendation all qualifications both academic and personal which are available to him/her.
   7. The Dean will then, if he/she concurs, recommend to the Vice President the hiring of that individual subject to approval of the President and the Board of Directors.
   8. The completed credentials of all persons hired will remain in the office of the Vice President for Academic Affairs. The Board of Directors acts on the nomination. If the applicant is hired, the President, as the representative to the Board of Directors, signs a contract and presents it to the prospective teacher for his/her signature. The teacher signs the contract, if it is acceptable to him/her, and returns it to the President.

B. Each contract will be for nine months. The contract will consist of two semesters and in-service professional development sessions. The winter meeting of the Board of Directors is usually the meeting in which teachers are approved for the following school year. The President shall ordinarily issue contracts for the following academic year not later than March 1. The contract becomes effective on August 1 of each year, unless otherwise stated. Exceptions in length of contract may be made for librarians and other faculty positions.

Section 2. Academic Freedom
Employment at Lee University places upon both the institution and the teacher certain obligations.

In the institution an academic atmosphere should prevail that encourages investigation and the sharing of such investigation with academic peers in a responsible and
professional manner. Subject to adequate performance of his/her other academic duties, each teacher is given freedom in investigation of all fields of learning and in research, with this exception: he/she must not advocate in his/her teaching or publications anything contrary to the Declaration of Faith of the sponsoring denomination. Lee University is sponsored by the Church of God; a denomination committed to a conservative, evangelical and Pentecostal religious position. There is a necessity on the part of the teacher for investigation of the doctrinal position of the sponsoring denomination as stated in the Declaration of Faith so that he/she can in good conscience feel that his/her service within this religious framework is a sound academic position in the fulfillment of his/her profession.

The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial concepts which have no relation to his/her subject.

As a part of his/her contract, each teacher is required to sign that he/she will not advocate in his/her teaching or publications anything contrary to the Declaration of Faith, which is as follows:

We believe:
1. In the verbal inspiration of the Bible.
2. In one God eternally existing in three persons: namely, the Father, Son, and Holy Ghost.
3. That Jesus Christ is the only begotten Son of the Father, conceived of the Holy Ghost, and born of the Virgin Mary. That Jesus was crucified, buried, and raised from the dead. That He ascended to heaven and is today at the right hand of the Father as the Intercessor.
4. That all have sinned and come short of the glory of God and that repentance is commanded by God for all and necessary for forgiveness of sins.
5. That justification, regeneration, and the new birth are wrought by faith in the blood of Jesus Christ.
6. In sanctification subsequent to the new birth, through faith in the blood of Jesus Christ, through the Word, and by the Holy Ghost.
7. Holiness is to be God’s standard of living for His people.
8. In the baptism with the Holy Ghost subsequent to a clean heart.
9. In speaking with other tongues as the Spirit gives utterance and that it is the initial evidence of the baptism of the Holy Ghost.
10. In water baptism by immersion, and all who repent should be baptized in the name of the Father, and of the Son, and of the Holy Ghost.
11. Divine healing is provided for all in the atonement.
12. In the Lord’s Supper and washing of the saints’ feet.
13. In the premillennial second coming of Jesus. First, to resurrect the righteous dead, and to catch away the living saints to Him in the air. Second, to reign on the earth a thousand years.
14. In the bodily resurrection; eternal life for the righteous, and eternal punishment for the wicked.

If an individual faculty member’s study leads him/her to conclusions that compel him/her to violate his/her previous commitment to the institution, he/she should discuss the matter with the administration. If a mutually satisfactory agreement between the teacher and the administration concerning the problem cannot be reached, the teacher should have the
privilege of terminating his/her services with the university in a professional and non-intimidating manner subject to the specifications of his/her current contract. If he/she does not choose to resign, he/she will be considered to have violated his/her contract, and the Board of Directors shall terminate his/her services within the limitations of the contract and the provisions of due process.

If during his/her service at Lee University a member of the faculty advocates in his/her teaching or publications anything contrary to the Declaration of Faith of the Church of God, the President and the Vice President for Academic Affairs will request the teacher to discuss the matter with them in an attempt to reach a mutually satisfactory resolution. If the problem is not resolved after such discussions, the administration shall initiate dismissal proceedings in accordance with the due process provisions of the dismissal policy (Section 5).

Section 3. Tenure
Full-time teaching faculty members may be granted tenure if they are retained after six years of service on the Lee University faculty.

Qualifications and Terms of Service
A. The faculty member must hold the appropriate terminal degree from an accredited institution or have demonstrated commensurate professional achievement.
B. The faculty member must hold the rank of assistant professor or higher.
C. The faculty member must demonstrate:
   1. Excellent teaching skills as judged by the "pool of information which has been systematically gathered" by the Faculty Evaluation System (Faculty Evaluation System, 1985:1).
   2. Continuing professional development in such areas as additional graduate work, attendance at workshops and seminars, research, active participation in professional organizations, and recitals and/or other high-quality public performance.
   3. Contribution to the life of the university in areas other than the classroom.

Consideration for Tenure
A. The faculty member will be considered for tenure in the sixth year of full-time, uninterrupted service at Lee University if holding the rank of assistant professor or above and the appropriate terminal degree from an accredited institution. Professional achievement in lieu of the doctorate must be established in advance with a Portfolio of Evidence reviewed by experts in the field and approved by the Tenure Review Committee. If tenure is approved, it will become effective in the seventh year of service.
A maximum of three years toward tenure may be negotiated by the faculty member at the time of a full-time, tenure track appointment at Lee University for one of the following reasons:
   1. Full-time teaching and service at Lee University at a rank lower than Assistant Professor or as an adjunct professor.
   2. Commensurate teaching and service at an accredited college-level institution other than Lee.
   3. Outstanding commensurate professional experience in his or her field.

B. The faculty member who is not approved for tenure in the sixth year of service at Lee University may be terminated, granted continuing contract status, or may continue in a probationary status. Probationary faculty members will have a final tenure review no
later than the ninth year of full-time service. The faculty member whose tenure is delayed in the sixth year of service at Lee University may be continued in a probationary status with a subsequent tenure review. Such faculty members may be reviewed again at any time specified by the Tenure Review Committee, but the final review must be no later than the ninth year of full-time service. A faculty member who fails to receive tenure in the ninth year of full-time teaching may be terminated at the end of that academic year or be considered for continuing contract status.

Procedures for Evaluation, Granting of Tenure, and Notification
A. A Tenure Review Committee will evaluate faculty candidates for tenure and forward recommendations to the Board of Directors.
B. The President will chair the committee and present committee recommendations to the Board of Directors.
C. The committee will be composed of the President, the Vice President for Academic Affairs, the Chairperson of the Faculty Council, the dean of the school of the tenure candidate under consideration, the chairperson of the department of the tenure candidate under consideration, and one administrator appointed by the President.
D. All non-tenured faculty who will be renewed for their fourth year of service will receive a written evaluation of their performance and progress toward tenure by the Third Year Review Committee.
E. All members of the full-time teaching faculty, ranked assistant professor or higher, and holding the appropriate terminal degree from an accredited institution or commensurate professional achievement will automatically become candidates for tenure in their sixth year of full-time teaching. They will be reviewed by the committee during the fall semester of the sixth year.
F. It is the responsibility of the department chairperson and the tenure candidate to submit a tenure portfolio to the Tenure Review Committee. The portfolio of each tenure candidate will include a copy of the department chair’s recommendation which has been made available to the candidate. The department chair’s recommendation will be for the granting of tenure, its deferment, or the denial of tenure.
G. Candidates will receive from the Chairman of the Tenure Review Committee written notification of the tenure decision and a summary of the assessment of their performance by January 15 of their sixth year.
H. The committee may make one of four recommendations in respect to a tenure candidate: to grant tenure, to deny tenure, to defer a decision until the candidate’s next tenure evaluation period (1-3 years), or put on continuing contract without further consideration. A candidate given a deferred decision, being subsequently evaluated in her or his ninth year, must be either granted or denied tenure at that time. A faculty member who fails to receive tenure in the ninth year of full-time service may be terminated at the end of that academic year or be considered for continuing contract status.
I. To enable the committee to undertake a thorough review of the candidate’s overall teaching record at Lee University and to facilitate the professional development of a non-tenured faculty person, department chairpersons will file an annual written evaluation of each non-tenured teacher in his or her department with the dean of the school or college. The department chairperson will furnish a copy of the evaluation to the faculty member.
J. The Tenure Review Committee will make use of this file and other relevant materials in reaching its tenure decision about a particular candidate.
K. Competence in teaching, professional attitude toward one’s duties, faithful performance of the terms of the contract and Christian conduct of one’s personal life.
and individual social obligations always will be expected of the faculty member, whether or not he/she has been granted tenure.

L. The granting of tenure shall not abridge the normal prerogatives of the academic officers of Lee University to transfer members of the faculty from one position to another within the faculty.

M. The awarding of tenure means that employment as a member of Lee University Faculty will not be terminated by the institution, except for adequate cause. Adequate cause shall be interpreted as incompetence, continued failure to discharge professional duties in an effective manner, unprofessional conduct, moral turpitude, drinking of alcoholic beverages, illegal use of drugs or narcotics, use of tobacco, conviction of a criminal offense, advocating or publishing any doctrine contrary to the Declaration of Faith of the Church of God, and financial exigencies which require the abolition of the faculty member’s teaching position. Such adequate cause must be demonstrated by due process as set forth in the section on termination of employment and dismissal procedures.

N. Upon awarding of tenure the faculty member may be considered for promotion by the Committee on Rank in the same year, using the guidelines set forth in the Faculty Handbook.

Section 4. Senior Faculty Review

A. Tenured faculty who have attained their highest possible rank through the regular promotion process will be reviewed every six years by a committee of peers whose primary purpose is to provide professional development in the form of advice, affirmation, evaluation and recommendations for improvement. The summative review performed by the review committee is meant to complement the existing faculty evaluative process and provide senior faculty an opportunity to assess their contribution with the benefit of peer perspectives.

B. The Senior Faculty Review Committee will conduct the senior faculty reviews. The Review Committee is composed of one representative from each school or college except the College of Arts and Sciences, which has three representatives. The deans of the respective schools or colleges will appoint the members upon recommendation from department chairs. Committee members must be full-time tenured Professors, excluding administrators. Members serve for a term of three years and are eligible for reappointment. A committee member is not eligible to serve during the year of his or her own review. The committee elects its chair for a one-year term. Chairs may serve two consecutive terms. The Director of Faculty Development and the individual’s department chair will also serve as ex-officio members of the committee.

C. Senior Faculty Reviews take place in the fall of the sixth year following the final regular promotion of the faculty member. The faculty member will prepare a portfolio for the committee that will include the five Annual Evaluation Portfolios (as defined in Section 11 of the Faculty Handbook) completed since the last evaluation, student course evaluations for all courses taught in the year prior to the review and other information the faculty member may choose to submit. The faculty member will write a cover letter for the review portfolio and present it in person to the review committee members.

D. The Senior Faculty Review Committee members will evaluate the sixth-year review portfolio using the criteria listed above in Section 3 under Qualifications and Terms of Service for the awarding of Tenure. Once the committee has completed its work, the committee chair and the individual’s department chair will meet with the faculty member to review the findings and make recommendations.
E. Recommendations by the review committee may be affirmative, developmental and/or prescriptive. Specific recommendations regarding incentives and professional resources will depend upon the availability of such resources.

F. If deemed necessary, the Director of Faculty Development will work with the faculty member to create a six-year development plan. The goals and activities of the plan will then become part of the annual Professional Activities Contract and Report.

Section 5. Termination of Employment and Dismissal Procedures

A. Resignations and Voluntary Termination

Professional ethics require a professor to give written notice in advance, when possible, if he/she does not intend to renew his/her contract. This is especially true of those on tenure. If a contract has not been signed and returned within 30 days after it is mailed from the President’s office, the administration shall consider it to have been declined. The faculty member may properly request a waiver of this requirement of notice in case of hardship.

B. Renewal and Termination of Faculty on Probationary Status

During the period of probation, the faculty member is entitled to the same guarantee of academic freedom as the tenured faculty. He/she shall not be dismissed before the expiration of a term contract except for adequate cause demonstrated by due process. If he/she asserts that he/she has been given notice of non-reappointment in violation of the university’s standards of academic freedom, he/she is entitled to establish his/her claim in accordance with the provisions of due process outlined below.

The faculty and administration have an important responsibility to evaluate the performance of a non-tenured Lecturer and to recommend for tenure only those who have demonstrated high standards of professional performance. The following principles should govern the interaction of the non-tenured faculty member and his/her colleagues:

1. Criteria and notice of standards: The faculty member should be advised, early in his/her appointment, of the substantive and procedural standards generally employed in decisions affecting renewal and tenure. Any special departmental standards must be brought to his/her attention.

2. Periodic review: There should be provision for periodic review of the faculty member’s situation during the probationary service. He/she should be advised of the time when decisions affecting renewal and tenure are ordinarily made, and he/she should be given the opportunity to submit material which he/she believes will be helpful to an adequate consideration of his/her circumstances.

3. Notice of reasons: In the event of a decision not to renew his/her appointment, the faculty member should be informed of the decision in writing, and, if he/she so requests, he/she should be advised of the reasons which contributed to that decision. He/she should also have the opportunity to request a reconsideration by the administration. But it should be understood that these procedural rules do not imply that the administration and faculty are obligated to prove that the decision not to reappoint was a good one. In the absence of a violation of his/her academic freedom rights, the burden of proof regarding competence and performance for the faculty member on probationary status, unlike the tenured faculty, rests with the individual in question.

4. Written reasons: If the faculty member expresses a desire to petition the Faculty Council or an ad hoc committee elected by the faculty for this purpose, to use its good offices of inquiry, recommendation, and report, or if he/she makes the request for other reasons, he/she should be given a written explanation by the President of the reasons for the non-renewal.
5. Petition for review alleging an academic freedom violation: insofar as the petition for review alleges a violation of academic freedom, the functions of the committee which reviews the faculty member’s petition should be the following:
   a. To determine whether or not the notice of non-reappointment constitutes on its face a violation of academic freedom.
   b. To seek to settle the matter by informal methods.
   c. If the matter remains unresolved, to decide whether or not the evidence submitted in support of the petition warrants a recommendation that a formal proceeding be conducted in accordance with the due process provisions below, with the burden of proof resting upon the complaining faculty member.

6. Petition for review alleging inadequate consideration: Insofar as the petition for review alleges inadequate consideration, the functions of the committee which reviews the faculty member’s petition should be the following:
   a. To determine whether the decision of the appropriate faculty body was the result of adequate consideration in terms of the relevant standards of the university, with understanding that the review committee should not substitute its judgment on the merits for that of the faculty and its offices.
   b. To request reconsideration by the academic administration when the committee believes that adequate consideration was not given to the faculty member’s qualifications.
   c. To provide copies of its report and recommendation to the faculty member, the academic administration, and the President.

C. Provisions of Due Process in Cases Involving: (1) Suspension of Services and (2) Allegations of Academic Freedom Violation. In order to safeguard the rights of the individual teacher while protecting the interests of the institution, the following procedures shall apply in situations requiring suspension of a teacher’s services before the expiration of a period covered by a contract:

1. The administration and Board of Directors of Lee University reserve the right to suspend temporarily the services and campus activities of any employee at any time. Full compensation as specified in the employee’s contract will continue during such suspension pending the outcome of discussions or dismissal proceedings.
2. In addition to any other possible communications regarding the suspension, the President will provide the suspended faculty member a written statement of the reasons for the suspension.
3. If an agreement cannot be reached, the President shall inform the faculty member that he/she has a right to a hearing before a committee of his/her peers elected by the faculty, if he/she feels that adequate cause for his/her dismissal does not exist. The President shall inform the faculty member of the time and place of the meeting at least three days prior to the date established for the meeting. The faculty member shall have the right to be assisted at the hearing by counsel of his/her choice.
4. If the faculty member does not indicate a desire for a hearing in response to the President’s communication, the President will present the grounds for dismissal of the faculty member to the Board of Directors for decision.
5. The purpose of the ad hoc committee in the hearing will be to assess the evidence bearing on charges against the faculty member, together with his/her defense, and to render judgment concerning the adequacy of the grounds for dismissal according to the terms of the employment contract and the stipulations of the tenure policy in the Faculty Handbook.
6. After due consideration, the ad hoc committee will, by majority vote, formulate an assessment of the evidence and present a recommendation concerning dismissal,
reinstatement, or other disposition of the matter to the President for consideration by the Board of Directors. If the ad hoc committee recommends dismissal, the faculty member shall have the right to appear before the Board of Directors. If the Board of Directors, after consideration of evidence, feels that the decision should be reversed or reconsidered, it will refer the case back to the faculty committee for a second hearing. The final decision will be made by the Board of Directors, and no appeal may be taken to any other body.

D. Termination of Tenured Status

The due process procedures to be followed in the termination of the employment of a faculty member who is on tenure will be the same as those in Section C, above, except that a year’s written notice must be given of intent not to reappoint for adequate cause. In the case of interruption of teaching duties of a tenured faculty member, his/her salary and fringe benefits will continue until the decision of the ad hoc faculty committee is acted on by the Board of Directors. In all cases of revocation of tenure involving causes other than moral turpitude, the faculty member will be entitled to full salary for one year after notification of the decision of the Board.

Section 6. Academic Rank

The ranks of full-time academic personnel at Lee University include Lecturer, Associate Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, and Professor. Special appointments include Visiting Lecturer, Part-time Faculty, Continuing Contract Faculty, Adjunct Faculty, Senior Adjunct Faculty, Professor Emeritus, and Distinguished Professor. Special appointment categories are defined as:

Visiting Lecturer – a non-voting member of the faculty serving a one-year contract.

Part-time Faculty – a non-voting member of the faculty serving on a per-class basis.

Continuing Contract Faculty – a voting member of the faculty with all rights and privileges granted the rank of Lecturer or Assistant Professor. Continuing contracts are 1, 2, or 3-year contracts offered after the initial probationary period, renewable at the discretion of the university administration and board of directors.

Adjunct Faculty and Senior Adjunct Faculty – a non-voting member of the faculty hired annually. Pay is negotiable as related to duties required.

Professor Emeritus – an associate member of the faculty with rights and privileges defined in Chapter 6 – Benefits of Faculty Service.

Distinguished Professor – a rank awarded by the Board of Directors in those rare circumstances in which a Lee professor has performed with great distinction over an extended period of time, and has performed at a level of excellence which has been recognized as exceptional among fellow Professors at the university. It is awarded at the recommendation of the President.

A. Purposes

1. To encourage the development of professional excellence on the part of individual faculty members.
2. To provide a clear understanding of one’s status and one’s opportunity for advancement.
3. To establish a basis for a pay scale commensurate with academic credentials, experience, and responsibilities.
4. To develop an appealing program for recruiting and for maintaining an excellent faculty.

B. Personnel
1. The ranking system is provided for the ranking of full-time academic personnel.
2. Academic rank pertains to teachers. Members of the administration who also teach are ranked on the basis of their preparation for and participation in the task of teaching.

C. Methods of Assignment
1. Assignment of Rank upon Employment
   a. Teachers holding only a Bachelor’s degree may be employed only as temporary faculty.
   b. Teachers holding at least a Master’s degree or a first professional degree (i.e., M.Div., or their equivalent) may be assigned the rank of Lecturer.
   c. Teachers holding a Doctoral degree or other terminal degree may be assigned the rank of Lecturer or Assistant Professor.
   d. Teachers holding rank from other institutions may be employed at the same rank, provided their rank meets approximately the same criteria as that in practice at Lee University. However, at the discretion of the President, such persons may be employed at lower rank or advanced not more than one grade above their present rank.

2. Criteria for Promotion
   a. General Guidelines
      (1) Promotions from one rank to another shall be based primarily upon merit by the criteria below and secondarily upon seniority.
      (2) All faculty members are eligible for promotion in rank until retirement. Upon retirement they may be considered eligible for the rank of Professor Emeritus if they hold the rank of Professor or Associate Professor at time of retirement.
   b. General Criteria
      (1) Completion of earned academic degrees and professional training.
      (2) Excellence in teaching or excellence in professional service for non-teaching faculty.
      (3) Demonstration of professional expertise through research studies, publications, performances or projects applicable to the field and responsibilities of the individual.
      (4) Recognition of professional achievement, such as leadership in, contribution to, or recognition by professional organizations.
      (5) Participation in non-teaching activities which contribute to professional growth and reflect credit upon the university.
      (6) Cooperation with university academic community in assuming fair share of extracurricular assignments.
      (7) Exemplification of an appropriate attitude toward professional responsibilities.
      (8) Compatibility with educational philosophies and purposes of the university.
   c. Minimum Requirements for Promotion in Rank
      The qualifications listed shall serve as guidelines for those making and approving nominations for promotion in rank. The requirements may be waived in exceptional cases where clear equivalency is established in
terms of (a) distinctive or specialized performance or (b) recognized contributions in teaching through research, professional service, and performance; (c) meritorious full-time service in the ministries of the church other than Lee University may be considered by the administration and board as equivalency for the determination of rank and salary status of faculty members.

1. Lecturer
   (a) Master’s degree, or equivalent, appropriate to the teaching field.
   (b) When possible, persons in education and religion should have a minimum of two years appropriate professional experience.
   (c) For all others appropriate professional experience is desirable.
   (d) Any Lee University Lecturer, upon successful completion of the requirements for the Doctoral degree or appropriate terminal degree, may be reclassified Assistant Professor.

2. Associate-Lecturer
   (a) Master’s degree plus at least three years of Lee University teaching experience;
   (b) Demonstrated excellence in teaching and effective guidance of students; and
   (c) Demonstrated ability in at least one of the following:
      i. Excellence in service to students;
      ii. Excellence in service to the University and/or community;
      iii. Participation and/or positions of leadership in professional organizations

3. Senior Lecturer
   (a) Master’s degree plus at least six years of Lee University teaching experience;
   (b) Demonstrated excellence in teaching and effective guidance of students and;
   (c) Demonstrated ability in at least one of the following:
      i. Excellence in service to students;
      ii. Excellence in service to the University and/or community;
      iii. Participation and/or positions of leadership in professional organizations

4. Assistant Professor
   (a) A Doctoral or appropriate terminal degree (such as J.D. or M.F.A.); or
   (b) Demonstrated excellence in teaching or excellence in professional service for non-teaching faculty and effective guidance of students, and a second graduate degree (such as Th.M., or Ed.S.), with two years appropriate professional experience, or a professional degree (such as M.Div.), with three years appropriate professional experience, or a Master’s degree with five years appropriate professional experience.
(5) Associate Professor
(a) A Doctoral or appropriate terminal degree (such as J.D. or M.F.A.), plus five years appropriate professional experience or a second graduate degree (such as Th.M., Ed.S.) plus six years appropriate professional experience, or the completion of all requirements except the dissertation for the Doctoral degree plus six years appropriate professional experience, or a professional degree (such as M.Div.) plus seven years appropriate professional experience, or a Master’s degree plus eight years appropriate experience; and
(b) Demonstrated excellence in teaching or excellence in professional service for non-teaching faculty and effective guidance of students; and
(c) Demonstrated ability in at least one of the following:
   i. Research beyond that which is required in the conferral of the advanced degree;
   ii. Publications, performances, presentations, compositions, or other scholarly activity appropriate to one’s discipline
   iii. Participation and/or positions of leadership in professional organizations;
   iv. Successful educational administrative experience; or
   v. Service to students, to the University, and/or to the community.

(6) Professor
(a) A Doctoral or appropriate terminal degree (such as J.D. or M.F.A.) plus ten years appropriate professional experience, or a second graduate degree (such as Th.M., or Ed.S.) plus fifteen years appropriate professional experience or the completion of all requirements except the dissertation for the Doctoral degree, plus fifteen years appropriate professional experience, or a professional degree (such as M.Div.) plus fifteen years appropriate professional experience, or a Master’s degree plus fifteen years appropriate professional experience;
(b) Demonstrated excellence in teaching or excellence in professional service for non-teaching faculty and effective guidance of students; and
(c) Demonstrated excellence in at least one of the following:
   i. Research beyond that which is required for the conferral of the advanced degree;
   ii. Publications, performances, presentations, compositions, or other scholarly or professional activity appropriate to one’s discipline
   iii. Participation and/or positions of leadership in professional organizations;
   iv. Successful educational administrative experience; or
   v. Service to students, to the University, and/or to the community.
(d) A minimum of five years at the Associate Professor rank;
(e) The promotion to Professor is reserved for those who have earned tenure and have maintained the excellent standards of teaching, scholarship, and service required for tenure. In addition, those awarded the rank of full professor will have demonstrated continuing growth after receiving the rank of Associate Professor, and should have made significant contributions to the University beyond those required for the awarding of Associate Professor rank. These contributions should encompass two or more of the following areas: teaching, scholarship, campus leadership, and/or service.

(7) Special Appointments

(a) Visiting Lecturer
Terminal appointments may be for a special session (workshop, summer school), for a semester or for a time up to one year. Appointments as Lecturer may be made for special contributions by persons of competence in various fields;

(b) Temporary (part-time or emergency faculty)
These shall be terminal appointments with requirements for rank the same as for regular faculty;

(c) Professor Emeritus
This honorary designation may be awarded to those faculty members who have retired after at least twenty years of distinctive service to the university;

(d) Adjunct Faculty
This non-voting faculty designation is for individuals hired annually. Pay is negotiable according to the duties required;

(e) Senior Adjunct Professor
The non-voting faculty appointment is conferred on tenured faculty who retire and desire to continue a half-time workload and involvement with the university;

(f) Distinguished Professor
This rank is awarded by the Board of Directors in those rare circumstances in which a Lee professor has performed with great distinction over an extended period of time, and has performed at a level of excellence which has been recognized as exceptional among fellow Professors at the university. It is awarded at the recommendation of the President;

(g) Continuing Contract Faculty
A voting member of the faculty with all rights and privileges granted the rank of Lecturer. Continuing contracts are 1, 2 or 3-year contracts that may be offered after three years of service on the faculty, annually renewable at the discretion of the university administration and board of directors;

(h) Faculty-in-residence
A member of the faculty with specifically negotiated individual status, role, responsibilities and salary. May be an artist-in-residence, writer-in-residence, teacher-in-residence or other similar designation.
D. Committee on Rank

Procedures in Promotion

1. Department chairpersons shall make nominations to their academic dean. The Vice President for Academic Affairs, in consultation with the dean, shall review the faculty files of the candidates.

2. The Vice President for Academic Affairs shall make his/her promotion recommendations to the Committee on Rank by March 1 of each year.

3. The Committee on Rank shall review all nominations for promotion, using the guidelines set forth in the Faculty Handbook. The Committee shall vote by secret ballot on nominees, approving or disapproving the nominations for promotion in rank.

4. By March 15 the Committee on Rank will arrange a meeting with the President and Vice President for Academic Affairs for the purpose of discussing the nominees for promotion in rank currently before the Committee. Within ten working days following the meeting with the President and Vice President, the Committee on Rank will send its nominations for promotion to the President of the university.

5. By the end of Spring Semester, the President will inform all candidates for promotion by letter of the action of the Lee University Board of Directors regarding their candidacy, including any appropriate explanation.

ARTICLE VI. AMENDMENTS

A. All proposed amendments to this document shall be presented in writing to the Faculty Council. The Faculty Council shall submit proposed amendments to the Vice President for Academic Affairs for inclusion on the agenda of the next faculty meeting. Faculty members will be given one month’s notice of meetings pertaining to amendment changes.

B. A two-thirds vote of faculty members present and voting in an authorized session shall be required to amend this document.

C. Amendments passed by the faculty will be sent to the Board of Directors for final approval.

D. The Board of Directors shall have the right to amend this Constitution after giving the faculty due notice and providing the opportunity for faculty response.

ARTICLE VII. RATIFICATION

A. This document shall become effective immediately upon a two-thirds vote of faculty members present and voting in authorized session, and upon a majority vote of members of the Board of Directors present and voting in authorized session.

B. The foregoing statement shall also apply to amendments in this document.
# Lee University Appropriate Discipline Degrees

## College of Arts & Sciences

<table>
<thead>
<tr>
<th>BEHSC</th>
<th>Terminal Degree for Tenure Track</th>
<th>Minimum Degree Renewable</th>
<th>Minimum Degree 1-Yr Temporary</th>
<th>Minimum Degree Part-time/Adjunct</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Anthropology</td>
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<th>Minimum Degree Part-time/Adjunct</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Art/Graphic Design</td>
<td>Ph.D./MFA*</td>
<td>MA*</td>
<td>MA</td>
<td>BA*</td>
<td>*MFA requires professional portfolio. MA and BA require portfolio and minimum 10 years of professional experience</td>
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<td>Communication Studies</td>
<td>PhD</td>
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<td>Comm Mass Media</td>
<td>Ph.D</td>
<td>MA*</td>
<td>MA</td>
<td>BA*</td>
<td>*MFA requires professional portfolio. MA and BA require portfolio and minimum 10 years of professional experience</td>
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<td>Cinema</td>
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<td>Theatre/Drama</td>
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<td><strong>LANLT</strong></td>
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<td><strong>Comments</strong></td>
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<tr>
<td>English</td>
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<tr>
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<td>PhD</td>
<td>MA, MD, MPH, DC, DDS, DVM*</td>
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<td>MA</td>
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### College of Education

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<td>Recreation</td>
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### School of Business

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<th>Minimum Degree Part-time/Adjunct</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>PhD/DBA</td>
<td>MA/MBA/MS</td>
<td>MA/MBA/MS</td>
<td>BA/BS*</td>
<td>*For part-time a candidate holding only a Bachelor’s degree, but with exceptional business experience, accomplishments, certification (e.g., CPA, CMA), and skills will be accepted.</td>
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<tr>
<td>Business Admin</td>
<td>PhD/ DBA/DM</td>
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## School of Music

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<th>Minimum Degree Part-time/Adjunct</th>
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<tr>
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<td>DMA/MM*/MA*</td>
<td>MM/MA</td>
<td>MM/MA</td>
<td>BM*</td>
<td>*Performer Portfolio</td>
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<td>MM</td>
<td>*Performer Portfolio</td>
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<tr>
<td>Music Theory</td>
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<td>Applied Music</td>
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<tr>
<td>Ensembles</td>
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<td>MM/MA</td>
<td>BM*</td>
<td>*Performer Portfolio</td>
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*All performance portfolios as judged by jury or critical review in compliance with published standards

## School of Nursing

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<th>Minimum Degree Part-time/Adjunct</th>
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<th>Minimum Degree Part-time/Adjunct</th>
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**School of Religion**

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<th>Minimum Degree 1-Yr Temporary</th>
<th>Minimum Degree Part-time/Adjunct</th>
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<tr>
<td>Children’s Ministry</td>
<td>PhD/DMin</td>
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<td>Christian Education</td>
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<td>Christian Ministry</td>
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*Any Master’s Degree listed under any specified discipline must contain 18 semester hours in that discipline*
### Squires Library

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<tr>
<th>Library</th>
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<th>Minimum Degree 1-Yr Temporary</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Library</td>
<td>Doctrate or Master’s degree in library science or equivalent (MSLS, MLIS, MALS etc.) from a library school program accredited by the American Library Association, and an additional discipline-specific degree (masters or doctorate) or a Portfolio of published and/or independently reviewed research</td>
<td>Master’s degree in library science or equivalent (MSLS, MLIS, MALS etc.) from a library school program accredited by the American Library Association</td>
<td>Master’s degree in library science or equivalent (MSLS, MLIS, MALS etc.) from a library school program accredited by the American Library Association</td>
<td>Section 54.2.1 of the ALA Policy Manual under Academic Librarians states the master’s degree in library science from a library school program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians. The American Library Association Committee on Accreditation is recognized by the Council for Higher Education Accreditation as the accrediting agency for these programs.</td>
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RESPONSIBILITIES OF THE FACULTY

Teaching Load

Assumptions of the Workload Profile Development

1. All academic assignments such as courses and preparations will be made first. Faculty are expected to teach Monday through Friday. Requests from faculty for special schedules that are not five days a week require approval, so the faculty member should send his/her department chair a rationale and a request in writing. If the department chair agrees with the request, it should be forwarded to the dean and the Vice President for Academic Affairs for approval. University Service assignments will be determined after the teaching load has been established.

2. Overloads will only be compensated when they result from a request made by the department chair. The respective dean and the Vice President for Academic Affairs must approve the overload. Additionally, a dean or the Vice President for Academic Affairs may request an overload. Individuals may not initiate overloads for pay. If an overload is the result of another school/department, the dean/chair/director of the school/department causing the overload must also approve the overload request.

3. The scope of service for faculty will be established in meetings with the faculty and departmental chair at the beginning of each academic year. Standing university, departmental, and school committee and sponsorships can constitute service defined in the faculty’s PAC. Ad hoc committees of the department and the university will be considered to be part of the faculty member's commitment to the university. All service is subject to the approval of the Dean and Vice President for Academic Affairs in the PAC review process.

4. It is the responsibility of non-tenured faculty to establish a reasonable amount of involvement with students outside the classroom. Department chairs and deans should keep this important value in mind while negotiating workloads with probationary faculty.

5. Community service, service to students beyond academic and Student Development assignments, and service to community of faith are expected elements of a faculty member’s Christian and professional commitment in the Lee University context and will not be given specific load credit.

6. Profiles that provide release for research or administrative release (9-12) must be requested and approved before the assignment is finalized by the department chair, Dean, and Vice President for Academic Affairs.

7. Faculty in Profiles that provide release for research (9-12) may not teach overloads. This includes overloads generated by teaching LEEU101, LEEU 102A and LEEU 102B.

Profile 1: 24 Hours Teaching Faculty

This profile is considered to be the default faculty profile. Service expectations will be balanced with the teaching loads with consideration of class size and number of preparations. People with larger classes or more preparations will be expected to do less university service.

Faculty members are expected to remain current in their fields, to participate in professional organizations, and to do research for excellence in the classroom, but they are not required to publish or present papers. Some teaching and advising loads may be dictated by departmental demands.
Profile 2: 6 Hours Deans
This profile is specifically designed for Deans. Many of their committee assignments are ex officio and are included as part of their administrative assignment. Deans are expected to teach 6 hours per year.

Profile 3: 12 Hours Chairs
Department chairs are expected to teach 12 hours per year. Their remaining 12 hours are credited for administrative responsibilities and ex officio committee assignments. Any exceptions to this minimum must be approved in advance by the immediate supervisor.

Profile 4: Full-Time Business Hours per week Librarian
Degreed librarians with faculty rank work under this profile. They will serve normal full-time business hours per week in the performance of professional duties which include, but are not limited to, reference assistance and library instruction for students, faculty research assistance, collection development, general and Strengths Vocational Advising, cataloging, database maintenance, and operational and supervisory duties. In this profile, faculty are expected to remain current in their field and to participate in professional organizations. Librarians may teach at the request of an academic department with prior approval of the Library Director.

Profile 5: 0 hours Part-Time
Faculty who are hired on a semester basis to teach specific campus classes contingent upon enrollment demands and Division of Adult Learning faculty who are hired for 8 -week sessions are assigned this profile. Teaching administrators fall into this category. Administrative staff members with appropriate academic preparation are encouraged to participate as teachers in their disciplines under the following guidelines:

a. Some administrative staff have teaching as part of their job description. In this case, courses can be scheduled during the normal work day, and administrators will not be compensated for their teaching. The agreement to teach as part of the normal workload will be made clear to the administrator at the time of hiring, and their availability to teach during the normal work day will be communicated to the appropriate department chair or dean. Upon contract renewal each year, it will be the responsibility of the President, in consultation with the appropriate vice president, to determine whether teaching is part of the job description for the upcoming contract period.

b. When teaching is not part of the job description courses should be taught outside the timeframe of the usual work day (8:00 – 5:00) and teaching will be compensated at the standard pay for faculty overloads.

Profile 6: 12 Hours / Senior Adjunct
Faculty who have received a Senior Adjunct Letter of Agreement are assigned this profile. The teaching responsibilities are considered to be 6 hours per semester with expectation of half-time office hour availability. No service expectations are required. Overload compensation is possible.

Profile 7: 18 Hours Adjunct / Senior Adjunct
Faculty who have received an Adjunct Letter of Agreement are assigned this profile. They generally teach 9 hours per semester and assume other responsibilities as assigned by the department chair.
Profile 8: 12 Hours Sabbatical
Faculty who are granted a sabbatical by the Board of Directors are assigned to this profile.

Profile 9: 18 Hours Full-time with Release/Research
Profile 10: 20 Hours Full-time with Release/Research
Profile 11: 21 Hours Full-time with Release/Research
Profile 12: 22 Hours Full-time with Release/Research

Some full-time faculty members have reduced teaching loads to compensate for university service or research.

University service includes but is not limited to discipline coordinators who are given varying amounts of credit for their administrative responsibilities, assigned short-term services such as directing a self-study, doing a limited project in institutional research, researching or launching a new program, etc. or other service roles that are determined to be of value to the university to deserve load reduction. This is individual negotiated and release is approved by academic administration.

Research profiles include release for faculty research. The amount of load credit given for research will vary according to the assignment to be negotiated between the faculty member and the academic administration.

Profile 13: 27 Hours Teaching/Limited Service
Some faculty members may request to focus their professional energies on teaching. If so, the expectation for university service will be removed. In these profiles, faculty members are expected to remain current in their fields, to participate in professional organizations and to do research for excellence in the classroom, but they are not required to publish or present papers. This profile can only be requested by the faculty member and not assigned administratively. It is anticipated that this profile will not be chosen for an indefinite period of time.

Profile 14: 24 Hours Adjunct
Faculty who have received an Adjunct Letter of Agreement are assigned this profile. They generally teach 12 hours per semester and assume other responsibilities as assigned by the department chair.

Profile 15: 0 Hours Contracted Assignment
Some faculty members are assigned positions within the university that are non-standard and individually negotiated in terms of load and service required at a special contracted amount. These faculty include but are not limited to artist-in-residence and special assignment. The workload profiles assigned indicates 0 hours required, but load and compensation are determined by individual contract and not the workload profile. Deans and Chairs will supervise fulfillment of contract on a case-by-case basis.

This profile should only be used if the faculty member has an individually negotiated contract which precludes overload pay.

Graduate Pay for Final Projects, Thesis, and Recitals
In most programs a minimum of $500 will be paid to each director of a thesis or final project with the amount to be determined by the appropriate program director and dean.

The total amount paid for thesis supervision must not exceed the amount of tuition paid by the student for the thesis or project. If the graduate program requires an area or comprehensive exam in lieu of a thesis, the total amount paid to a board of examiners would be determined by the program.
must not exceed the amount of tuition paid by the student for the area or comprehensive exam.

In most cases, pay should not be requested until the project or thesis is completed and a grade assigned. In cases where students require additional semesters for completion, a stipend of $100 for the project/recital director may be requested at the beginning of each additional semester in which the student enrolls in a continuation graduate project/recital/thesis course.

**Directed Studies**

If a scheduling problem makes it necessary for students to take a course through Directed Study, the faculty member supervising one to three students in the study will be given load credit for 33% of the total number of hours of the study. Faculty members must be requested to teach Directed Studies by the department chair with the approval of the dean. No faculty member may supervise more than one Directed Study. No faculty member may supervise more than three students in a Directed Study on the same topic. Faculty may volunteer for non-required Directed Studies for no compensation.

**Summer School**

The maximum load for any session of summer school should not exceed eight hours, and any load in excess of six hours should be approved by the department chair. This load should include all teaching activities such as Summer Honors and Music, Drama and Art Camp. Load credit for Summer Honors will be 1.5 hours; and credit for Music, Drama and Art Camp will be 1 hour.

Summer school compensation will be based on the scale below. Enrollment will be determined at the end of the final day to add a class. Students who are auditing courses will not be counted in the enrollment number.

**Faculty Summer School Compensation Scale**

<table>
<thead>
<tr>
<th>Traditional</th>
<th>1 hr</th>
<th>2 hrs</th>
<th>3 hrs</th>
<th>4 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 students</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>4-7 students</td>
<td>$500</td>
<td>$1,000</td>
<td>$1,500</td>
<td>$2,000</td>
</tr>
<tr>
<td>8-12 students</td>
<td>$667</td>
<td>$1,335</td>
<td>$2,000</td>
<td>$2,670</td>
</tr>
<tr>
<td>13-18 students</td>
<td>$835</td>
<td>$1,667</td>
<td>$2,500</td>
<td>$3,330</td>
</tr>
<tr>
<td>19-28 students</td>
<td>$1,000</td>
<td>$2,000</td>
<td>$3,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>29+ students</td>
<td>$1,170</td>
<td>$2,335</td>
<td>$3,500</td>
<td>$4,670</td>
</tr>
</tbody>
</table>

Excluded from this compensation model:

- GNST sections
- Courses taken as part of study abroad trips
- Internships and practicums
- Summer Honors sections
- Non-course work (Major and general field testing, service hours, etc.)
- Directed studies
- Music Applied lessons
- All Division of Adult Learning classes
Overload Policy

If the needs of the department make it necessary for a faculty member to surpass the guidelines for the selected profiles, the dean or department chair may request that the faculty member accept an overload. If the faculty member agrees, the terms of the overload should be submitted to the dean and Vice President for Academic Affairs for approval. Overloads will be compensated at the rate of $700 per credit hour on a semester basis for faculty with a doctorate in the discipline or $600 per hour for faculty with a master's degree. Faculty may volunteer for additional service or teaching, but additional pay will be reserved for overloads requested by the administration. Hours will be calculated, and compensation will be based on each individual teacher's overall load.

The following procedures will govern the assignment of overloads for full-time university faculty:

1. The chair and faculty member should first arrive at a workload that falls within the parameters of the workload profiles. This profile will be posted to the shared drive for the dean’s and VP’s approval.

2. If, in working on the class schedule, the chair determines that additional sections or courses will be needed, the chair can go back to the faculty member and request that he/she teach an overload. If the faculty member declines this offer, the chair must find a part-time person to teach the class. Faculty members can do overloads only if requested by the dean or chair, but it is the faculty member’s prerogative to decline the addition of an overload.

3. If the faculty member agrees to teach the overload, an overload request form should be filled out by the chair and signed by the faculty member, the chair, and the dean, then sent to the vice president for final approval. The current workload of the faculty member should be attached to this form. Faculty will not be considered for more than 3 hours of overload per semester except in unusual circumstances.

4. If the Division of Adult Learning needs a full-time on-campus faculty member to teach an online or intensive class, the Executive Director of the Division of Adult Learning will request approval from the department chair before assigning the class to the full-time faculty member. These classes will typically be overload, added after the full load of on-campus classes.

5. The Vice President for Academic Affairs will expect to receive overload request forms in August for Fall semester and December for Spring semester.

6. Department chairs are expected to teach 12 hours per year, and deans are expected to teach 6 hours per year. The Vice President for Academic Affairs is expected to teach a minimum of 3 hours per year. Any exception to this minimum must be approved in advance by the immediate supervisor.

Timely Grades

Completion of each term depends on timely submission of final grades. Mid-term grades are also collected for two student populations:

- **Mid-term Grades** - Mid-term grades (Pass or Fail) are collected for student-athletes and for Trio Grant (LEAP) students. NCAA has strict “progress toward degree” and GPA requirements in order to remain eligible to practice and participate in the respective sport. The Trio Grant (LEAP) also has strict academic guidelines in order to remain compliant with the terms of the grant. For these purposes, timely mid-term grades posted in Portico are required for compliance in both areas.
• **Final Grades** - Final grades are due at the end of each term *for each and every class* (including Encore, service learning, dual-enrolled, labs/cafés, directed studies, etc.). Under normal circumstances, senior grades are due at noon on Wednesday before Commencement in order to prepare the Commencement program. All remaining final grades are normally due on Monday or Tuesday following Commencement. **However, these dates can change at the discretion of the VPAA due to calendar conflicts.**

*Administrative tasks are dependent on final grades.* There are a limited number of days for completion of these administrative tasks due to Christmas break and the fact that summer school begins immediately following Commencement. For this reason, grades should be posted as soon as they are calculated for timely completion of administrative tasks.

**Final grades are necessary for completion of the following administrative tasks:**
- Graduation clearance
- Return of unused federal aid (which has a strict deadline)
- Fulfillment of end-of-term transcripts held for final grades
- Determination of probation status
- Calculation of students’ financial aid for the following term
- NCAA eligibility for the next term
- Clearinghouse reporting of students who quit
Request for Teaching Overload

This form should be filled out by the immediate supervisor of the faculty member (i.e., department chair or dean) and sent to the dean and vice president for final approval.

*If this is a revised request (one has already been sent to the Vice President for Academic Affairs and approved), please staple the previously approved overload hours worksheet and insert the combined total on this form so the actual TOTAL overload hours requested is indicated.

*****Please attach the approved workload for this faculty member to this form.*****

Name __________________________________________

Semester for which overload is requested _____________________

Number of load hours required by Workload Profile for this semester _____________________

Number of hours of overload requested for this semester _____________________

<table>
<thead>
<tr>
<th>Breakdown of Overload Hours</th>
<th>Course</th>
<th>Dean/Chair/Director (that is funding the overload course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Department</td>
<td>______</td>
<td>___________________________</td>
</tr>
<tr>
<td>DAL</td>
<td>______</td>
<td>___________________________</td>
</tr>
<tr>
<td>Directed Study</td>
<td>______</td>
<td>___________________________</td>
</tr>
<tr>
<td>Other (Identify department)</td>
<td>______</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

Total number of hours to be taught this semester _____________________

Briefly explain the circumstances that make this request necessary:

Department Chair ___________________________ Date __________

I am volunteering for this overload and understand that I will be paid at part-time rate per credit hour in extra compensation only if I have an overload for the academic year. My agreement to take this overload does not change my profile and will not affect previously agreed to service points or commitments to sponsorships and committees within my regular profile.

Faculty Member ___________________________ Date __________

I concur with this recommendation:

Dean ___________________________ Date __________

Approved _____ Not Approved _____

Vice President for Academic Affairs ___________________________ Date __________

5 - 7 Responsibilities of the Faculty
Academic Advising

All faculty members are expected to participate in academic advising. The department chairperson determines the number of advisees an individual teacher may be assigned and the Director of Academic Services assigns the individual student to an advisor. The maximum number of advisees assigned to any academic advisor should not exceed 50.

Whenever possible, students are assigned advisors in the area of study for which they have expressed an interest. Students who have not declared a major or area of interest will be referred to specially designated faculty advisors.

Division of Adult Learning students are advised on-line by non-traditional academic advising staff. This staff includes faculty, administrators and continuing academic advisors.

Faculty Advisor’s Role

A. The advisor should serve as coordinator of the student’s learning experience, assisting the student in selecting proper courses, interpreting course requirements, and selecting a well-balanced program.
B. The advisor should offer assistance in exploring vocational and professional plans, making referral to the Center for Calling and Career when more specialized help is needed.
C. The advisor should assist the student in periodic evaluation of his/her academic progress, including recommending substitutions or adjustments on the student’s degree audit evaluation.
D. The advisor should be available at designated academic advising times and at other times during the semester by appointment.
E. It is the advisor’s responsibility to check the student’s proposed course plan for accuracy and to make sure the student is following all academic policies.

Some Suggestions for Advising Beginning Students

A. Talk with students about their ACT/SAT scores, high school GPA, and extracurricular interests.
B. Encourage them to verbalize their expectations and any anxiety about the university situation.
C. Go over the general education core and explain that these are requirements for graduation.
D. Discuss the suggested curricula for freshmen.
E. Explain what is meant by semester hours and quality points. Compare college class scheduling and grading with high school scheduling and grading.
F. Explore the problem of overloading with non-academic activities such as club activities, sports, and working.
G. When possible allow students to select their courses within the following guidelines: one course in religion is required each semester until the four core religion courses have been completed; students should take English Composition each semester until they have completed the core requirement; probationary students are limited to 12–14 hours; the following levels are permissible according to classification: freshmen 100–200; sophomore 100–300; junior 200–400; senior 300–400.
H. Impress upon the student the advantages of talking with his/her academic advisor and a Strengths/Vocational advisor during the semester.
Any questions related to the assignment of or change in advising should be directed to the Director of Academic Services. Academic department chairpersons have the privilege of recommending changes in advisor/advisee assignments. Any questions related to the assignment of or change in advising for Division of Adult Learning students should be directed to the Director of Faculty Services for the DAL.

Center for Calling & Career
The Center for Calling & Career (CC&C), provides resources for students, faculty and staff to examine their strengths and discover a clearer sense of calling by understanding who they are as God’s “work of art.” Students visit the CC&C to declare or change their academic program, explore career information, receive individual career counseling, or employment preparation. The CC&C uses a strengths-based approach to advising that allows time for students to enter into dialogue with a Strengths/Vocational Advisor (SVA) to discuss who they are, what they enjoy, what they do best, and what they believe they are called to do in their lives. The CC&C SVA team consists of over a dozen faculty and staff members who volunteer to advise students in their callings and coach them in their strengths. Any faculty or staff member interested in serving as an SVA is invited to contact the CC&C office.

Strength/Vocational Advisor’s Responsibilities and Expectations
1. Contribute 1 hour per week for scheduled or drop-in student advising in the CC&C.
2. Participate in workshops and seminars to prepare for this role.
3. Attend Fall and Spring meetings for debriefing and continuing advisor education.
4. Support the activities and events sponsored by the Center for Calling & Career.
5. Represent the interests of the Center to your department.
7. Affirm and celebrate each advisee as a “work of art” created for God’s glory.
8. Adhere to the standards of confidentiality as stated in the Advising Handbook.

All faculty and staff are invited to take the Clifton Strengths Assessment and schedule an individual strengths coaching session with the CC&C. Faculty and staff members interested in strengths coaching, classroom workshops or serving as an SVA may contact the Director for more information.

Faculty Attendance Expectations¹

Faculty Meetings and Seminars
Seminars for the purpose of in–service training are provided for the faculty three times during the school year. All faculty members are expected to take advantage of these educational opportunities. Attendance at monthly faculty meetings and all pre–session and post–session faculty seminars is required of both regular and associate faculty. Faculty members should have absences approved in advance by the Vice President for Academic Affairs by submitting a request in writing prior to the absence.

¹ For DAL faculty attendance expectations please see the Division of Adult Learning section.
Commissioning Services, Graduation Exercises, and Special Events

All faculty are expected to attend Spring and Winter graduations and commissioning services unless they have received prior approval for absence from the Vice President for Academic Affairs. All faculty who teach in any session of summer school are expected to attend Summer graduation and commissioning unless they have received prior approval for absence. Graduate faculty are expected to attend hooding ceremonies. Occasionally, the university has additional events requiring academic regalia. Faculty attendance at all such occasions is required.

Chapel and Convocation

Although faculty members are not required to attend all chapel and convocation services, it is expected that they will be present in chapel regularly and as much as their schedules allow. Chapel provides the campus community with an opportunity for corporate worship which is central to the mission of Lee University, and it is essential that the faculty be part of that worship. Faculty attendance to these services makes a significant statement about the faculty member’s concern for the spiritual life of the campus and of individual students.

During convocation week, evening classes on Monday through Wednesday will meet from 5:30 p.m. to 6:45 p.m. Required study should be limited and faculty members are asked not to give exams during convocation week.

Homecoming, Lee Day, and New Student Orientation

Lee University sponsors special events for former, prospective and new students. Each department usually has a role to play in these events, and the full participation of department faculty is essential to the success of these occasions. Department chairs will inform faculty members about their duties at these events and about the department’s expectations for participation. All advisors must be available for Lee Day.

Advising for Early Class Selection during Summer

Summer school faculty may be asked to advise during summer periods of early class selection. If not enough summer faculty members are available, other members of the faculty may be asked to come to campus for these events. Although no one is required to participate, willingness to come in during summer will be greatly appreciated.

Faculty Absences from Class

When a faculty member must be absent from a class, the university requires that prior notification be given the department chair. If an absence results from unexpected circumstances which make prior approval impossible, the faculty member should notify the department chair as soon as possible so that appropriate arrangements can be made. When possible, the department chair will assist the faculty member in providing for a make-up class or a teacher substitution. Prolonged absences will be handled under the institutional sick leave policy. Department chairs should keep a record of faculty absences to be included as part of the annual personnel report.

Faculty Committee Assignments

Academic Council establishes academic policies and procedures, making recommendations to appropriate councils/committees for implementation. It also considers special academic requests and concerns of students and university constituents.
Athletic Training Education Committee is composed of the Director of the Athletic Training program and administrative staff trainers. Its work is to monitor and ensure the quality of the program.

Asian Studies Program Committee seeks to promote awareness of Asian studies through special campus events, ensure curricular offerings in the Asian Studies minor, interface with the Asian Council (student organization), and maintain the objectives achieved with the UISFL grant. This committee will be composed of the chair and three other faculty members.

Campus Events Committee is composed of the Vice President for Student Development, chairperson; two staff persons; two faculty members; and two students. Its functions are to plan and promote cultural and social events and to approve disbursements from student activity funds. The duties of the committee are approval of the activities, dates, funding, facilities, and staging of campus cultural, social, religious, and educational events.

Center for Teaching Excellence Advisory Board is appointed and includes one full-time faculty member from each department. Members offer guidance to the Director of Faculty Development for the programming of the Center. The board will help in setting Center policies, goals, and strategies and will develop ideas for Center function.

Commencement Marshals serve during the Spring, Summer and Winter commencement ceremonies. There is a head marshal, student marshals and faculty marshals who are responsible for lining up the students and faculty prior to each service and for leading their assigned groups in the processional and recessional.

Committee on General Education is composed of two representatives from each department in the College of Arts & Sciences, two from the School of Religion and one representative from each of the other colleges and schools. Committee members are selected by their respective departments, colleges or schools. The Vice President for Academic Affairs chairs the committee, and the Deans of the College of Arts & Sciences and the School of Religion are ex-officio members. The committee is responsible for regular review of the General Education Core and its content, for ensuring that institutional core competencies and values are adequately addressed across courses, for assessing the overall effectiveness of the Core, and for approving revisions or exceptions to General Education prior to review by the Dean’s Council. New courses proposed for the General Education Core must be approved by the Undergraduate Curriculum Committee before review by the General Education Committee. Changes to the General Education Core must be ultimately approved by the Faculty.

Committee on Rank consists of seven persons elected from full-time, tenured academic personnel holding the rank of Associate Professor or Professor, but excluding full-time administrators. Elections take place on a rotational basis, with members serving a two year term of office. The committee shall not include more than two members of any one department. The function of the Committee on Rank is to review all nominations for promotion, using the guidelines set forth in the Faculty Handbook.

Committee on Undergraduate Research shares and promotes opportunities for undergraduate students to engage in research and presentation, supported by faculty mentors.

Cultural Diversity Committee raises awareness of diversity issues on campus and implements programs which highlight minority cultures. This committee is also responsible for creating and implementing a plan for increasing the cultural diversity of the faculty and the student body.
Disabilities Review Committee works on strategies for making the campus accessible to students with disabilities. Their work includes a consideration of needed changes in the physical plant as well as recommendations for modifications in teaching/learning strategies.

Faculty Council advises the President concerning any faculty interests, consults with the Vice President for Academic Affairs on matters of general faculty concern, and consults with other administrators and staff as needed.

Faculty Parliamentarian is appointed by the President from the voting members of the faculty. The Parliamentarian advises the presiding officer and members of the faculty as to the proper conduct of faculty concerns.

Faculty Scholarship and Research Awards Committee is comprised of the chair and five full–time faculty members with doctorates appointed by the President. The committee includes the immediately previous recipients of the Excellence in Scholarship Award. The purpose of the committee is to select the Excellence in Scholarship Award winner and to award research grants based on faculty proposals.

Fine Arts Committee is composed of three faculty members, three student representatives and a chairperson. This committee plans programs designed to enrich the students’ cultural life, such as concerts by professional entertainers, film series, dramas, lectures, art exhibits and music festivals presented each fall and spring.

Fulbright Fellowship Advising Committee’s mission is to assist students who are graduating in attaining the Student Fulbright Fellowship. The members of this committee spend time with the students who apply to guide and direct them by evaluating their applications and proposals. The FFAC will make recommendations upon interview completions on behalf of the students to Fulbright.

Global Perspectives Committee is the governing body for the Global Perspectives portion of the General Education Core. They standardize existing study abroad programs, approve new programs, and approve independent experiences for Global Perspectives credit.

Graduate Council serves as the administrative advisory group for all graduate programs and as a review board for all academic policies and regulations for graduate programs. They also review university-wide guidelines regarding graduate matters; and approve curricular changes recommended by departments and schools relative to graduate curricula.

Human and Animal Subjects Research Advisory Committee reviews research proposals to make sure they meet federal guidelines and the highest ethical standards for working with human subjects and with animals as research subjects.

Institutional Effectiveness Committee works with the Office of Assessment to develop the assessment plan for university-wide programs and initiatives. In addition, the committee periodically reviews the annual unit assessment process for adherence to “best practices” in higher education assessment.

Institutional Technology Steering Committee sets the technology vision, ensuring close alignment with the vision and mission of the university. It reviews, approves and prioritizes important technology projects and reviews and affirms the standards of operational effectiveness.

Intellectual Property Review Board is an advisory body responsible for evaluating intellectual property generated by Lee University employees as described in the Intellectual Property Policy. The board reports its recommendations directly to the Vice President for Academic Affairs.
Judicial Council Appeal Board hears appeals brought by students who have seen the Judicial Council for Student Discipline.

Judicial Council for Student Discipline works with the Dean of Students to determine penalties for infractions of the rules established by the Administration Sector.

Latin American Studies Committee seeks to promote awareness of Hispanic studies through special campus events, ensure curricular offerings in the Latin American Studies minor, interface with the LeeTinos and the Spanish Honor Society (both student organizations), and maintain the program objectives achieved with the UISFL grant. This committee is chaired by the Director of the Latin Studies Program and has 3 other faculty as committee members.

Lee Environmental Action Force (LEAF) promotes environmental awareness through increased curricular programming, suggests ways to conserve energy and enhance recycling activities, interfaces with student groups that are also working on environmental issues and promotes campus ecology efforts to the wider community. The committee is open to all faculty, staff and administrators.

Library Committee is composed of representatives from the humanities, the natural sciences, religion, and education, as well as the Library Director and one student representative. The purposes of the committee are: (1) to consult with the Library Director concerning the balance of the collection; (2) to recommend general library policies pertaining to the hours of the library and the extension or change of library service; (3) to recommend development and utilization of library facilities; (4) to recommend library acquisition policies in relation to the distribution of the general collection and specific acquisitions in department areas; and (5) to serve as liaison between the library and the faculty and students.

Ministerial Examination Committee is composed of the Campus Pastor, chairperson; and two ordained ministers from the college community who serve as a committee to examine those candidates for ministerial licensing who have been referred to them by the State Bishop.

Missions Week/Missions Team plans, coordinates and oversees the annual missions week activities in and out of Chapel.

NCAA/GSC Faculty Representative is appointed by the President to represent the university in the development of sound educational policies for athletics. The representative is responsible for ensuring that all participants in intercollegiate competition are eligible in accordance with the rules and regulations of the NCAA.

New Faculty Mentors are selected by department chairs and are responsible for facilitating for new faculty a smooth transition to life at Lee.

New Student Orientation Committee chaired by the Director of First-Year Experiences, plans and implements the orientation of freshmen and transfer students.

Semester in the UK Committee selects students to participate in the United Kingdom: Semester Study Abroad program. Committee members also evaluate the programs on an ongoing basis and make recommendations for improvements.

Senior Faculty Review Committee performs a summative review of senior faculty members six years following the completion of the promotion cycle. The committee is composed of one representative from each school or college except the College of Arts and Sciences, which has three representatives. Committee members must be full-time tenured Professors, excluding administrators.
Service Learning Committee is comprised of the Director of the Leonard Center, the Vice President for Academic Affairs, and other faculty and staff appointed by the President. This committee is the governing body for the Service-Learning component of the General Education Core, and it oversees the implementation of the various projects of the Leonard Center, the center for Christian service funded by the Lazarus Foundation. Some of the committee's specific duties include standardizing opportunities for service credit, assisting faculty in designing service learning activities for their classes, approving new programs, and approving individual experiences for service-learning. The committee also awards service grants based on proposals.

Strength Vocation Advisors (SVAs) are a group of trained faculty members who volunteer their time to meet with students to discuss their strengths and their calling. After analyzing a student’s gifts, SVAs counsel with him/her about major and career choices. SVAs work under the auspices of the Center for Calling and Career.

Student Success Committee – Meets at least once a semester to facilitate and coordinate various student success initiatives and services.

Teaching Coaches are appointed by the Vice President for Academic Affairs to serve the faculty by working with individual faculty members on best practices in the classroom.

Teacher Education Committee is the policy-making body for the Teacher Education Program at Lee University. The committee usually meets monthly but may meet more or less often according to need. The Teacher Education Committee considers recommended curricular and program changes from the various departments or schools that offer teacher education programs. The committee also acts on applications for the Teacher Education Program and applications for student teaching. The committee, chaired by the Director of Teacher Education, is composed of representatives from the College of Education, one representative from each of the other departments or schools that offer education majors, and representatives from the local school systems.

Undergraduate Curriculum Committee includes one elected representative from each academic department, the Registrar, the Director of Academic Services and Enrollment, Director of Curriculum Development of the DAL, and a representative from the Library. It is chaired by the Vice President for Academic Affairs and considers all significant changes in the University’s undergraduate curriculum.

Web Site Development Committee, chaired by the Vice President for Information Services, designs and updates the Lee University Web site.

Faculty Sponsorships

Each faculty member may request the sponsorship of a club or organization as part of his/her faculty workload. Administrative staff may indicate their preferences to the Vice President for Student Development.

Spiritual Unity Organizations

The spiritual life organizations are dedicated to the development of mature Christians through worship, training, practical experience, and other Christian service, placing their main emphasis upon individual involvement in the advancement of the Kingdom of God.

Backyard Ministries brings together Lee University students and neighborhood kids for tutorial and mentoring opportunities.

Baptist Collegiate Ministries provides an opportunity for social interaction among students and faculty from Baptist church backgrounds.
Big Pal/Little Pal presents the love and redemptive power of Jesus Christ to the children of Cleveland.

Deaf Ministry Outreach (Outreaching Hands) is an organization whose purpose is to bring an awareness of the deaf and their culture to the Lee University campus and to the Church of God; to educate students, faculty, and churches about deafness and the need for deaf ministry; administer training in American Sign Language and Pidgin Signed English to enable better communication when working with the deaf; to organize and conduct educational workshops that would aid the deaf community and provide teaching and training for hearing workers to the deaf; to provide effective ministries and services to the deaf in the community; to provide churches with trained workers in deaf ministry through a summer and career placement program; and to assist other religious and service organizations to the deaf as needed.

Fellowship of Christian Athletes is an opportunity for student athletes of all sports to share by their ministry and fellowship as they study God’s Word.

Life 423 is a female spiritual life club. Members provide an after school program once a week for Cleveland Middle School female students which includes various activities and ministry.

Missions Alive is organized to promote Christian missions throughout the world, to sponsor an interest in and current knowledge of the progress in world missions, and to pray for missions and missionaries.

Pioneers for Christ seeks to stimulate Christian services by encouraging personal evangelism and providing opportunities for the Christian collegian to improve his/her personal witnessing abilities.

Street Reach Children’s Program is an outreach to children in the local community working with the Boys and Girls Clubs in the area. The purpose is to help these children realize their potential and to fulfill the destiny God has placed in their lives.

Academic Clubs

The academic or professional organizations at Lee University are to provide activities and associations that will create interest and increase appreciation in students’ chosen professions. The organizations also seek to offer opportunities for useful training and professional growth.

Advertising Federation is the Lee chapter of the American Advertising Federation. Its purpose is to provide and promote a better understanding of the functions of advertising and its values; to stimulate and encourage advertising professionalism; and to apply the skills, creativity and energy of advertising to help solve social problems.

Alpha Chi is a national honor society whose major purpose is the promotion and recognition of scholarship. Membership is limited to the top ten percent of the junior and senior classes.

Alpha Kappa Delta is an international sociology honor society whose primary focus is to promote social research and provide students with an opportunity to engage in academic discussions to supplement their in–class lectures. In addition, the chapter will provide for special recognition of those students who show a particular interest and are doing outstanding work in the field of sociology.

Alpha Phi Delta (Pre-Med) is Lee University’s pre-medical and allied health honor society. Its objectives are to (1) encourage excellence in scholarship, (2) stimulate an
appreciation of the importance of premedical education, (3) promote relationships between medical and pre-medical students and educators, (4) benefit health organizations, charities, and the community, and (5) instill in each member the significance of Christian character in the practice of medicine.

**Alpha Psi Omega (Drama Honor Society)** seeks to develop dramatic talent and the art of acting, to cultivate a taste for the best in drama, and to foster cultural and spiritual values.

**American Choral Directors Association-Student Chapter** fosters and promotes choral singing, the finest types of choral music and attaining the highest level possible in musicianship and artistic performance.

**Anthropology Club** is for students who have interest or professional goals in the discipline of anthropology. The club will bring guest speakers to campus to present information on topics that are timely and who will enhance the research and professional development of the club’s membership.

**Aria da Capo** exists to familiarize students with the world of opera and to provide opportunities to attend performances of opera companies in Atlanta, Knoxville, and Chattanooga. Membership is not limited to voice majors but is open to all who are interested in opera, whether they perform or just enjoy listening.

**Art Club** (C.I.V.A.-Christians in Visual Arts) is an open membership club dedicated to promoting the visual arts on the university campus and giving interested students opportunities to engage in creative artistic activities and events.

**Association of Women in Mathematics (Lee Chapter) (AWM)** is organized and will be operated for educational and scientific purposes to promote the following: an increased knowledge of and greater interest in the mathematical sciences, including pure and applied mathematics, statistics, and their applications’ greater understanding of the contributions of women in the mathematical sciences; and mentoring and encouraging women and girls as they prepare for careers in the mathematical sciences.

**Collegiate Middle Level Association** is a student organization which supports and encourages teacher candidates interested in the education of young adolescents. Through campus and community activities, members will promote the importance of middle level education, concepts and practices. Membership is open to all students with a major or minor in middle grades education but especially those with any subject focus and includes grades 6-8, 6-12, or K-12. CMLA is a division of the Association for Middle Level Education which is the leading international organization advancing the education of all students aged 10 to 15.

**Council for Exceptional Children** advances the education of individuals with exceptionalities and promotes related educational, scientific and charitable purposes. The organization is open to students, faculty and local persons interested in the education of individuals with exceptionalities.

**Delta Mu Delta** is the business honor society that recognizes and encourages academic excellence of students at qualifying colleges and universities to create a DMD community that fosters the well-being of the individual members and the business community through life-time membership.

**Forever in Training (FIT)** has a mission to provide students in Wellness, Education, Exercise Science and Recreation with opportunities to share their passion for education and practice in the realms of recreational activities and exercise with Lee University and the Cleveland community, by on and off campus educational opportunities.
Humanities Coalition encourages and facilitates a spirit of Christian intellectualism across the varied disciplines and propensities of the student body by engaging in critical dialogue with the complex ideas and identities advanced through cultural expressions of the past and present.

Iota Tau Alpha is the honor society for students in the Athletic Training Education Program.

Kairos Honors Scholars (from “Kairos,” Greek for the right moment) is designed to challenge, engage, and expand the educational experience of highly motivated students. Kairos Scholars are invited to interact with select instructors to create a meaningful community of learners who use their gifts to serve others.

Kappa Delta Pi is the international honor society for education and is open by invitation to students in teacher education programs who distinguish themselves academically.

Kappa Lambda Iota (History Club) brings together students who have a shared interest in history to develop this interest through activities.

Kappa Mu Epsilon is the National Honor Society of Mathematics. Its members are selected from students of mathematics, and other closely related fields, who have maintained standards of scholarship, have professional merit, and have attained academic distinction. Kappa Mu Epsilon strives to foster student interest and involvement in the science of mathematics among undergraduate students. Lee University’s chapter has been founded as the Tennessee Zeta.

Lambda Alpha National Honor Society, Beta chapter, is offered to junior and senior students in anthropology who meet the requirements for overall academic achievement and for academic achievement in the major of anthropology. Some competitive scholarships are offered by the Lambda Alpha Honor society. The Lambda Alpha Honor Society encourages students to pursue excellence and professionalism in the discipline of anthropology.

Lambda Pi Eta is an organization to provide a forum for interaction between students, students and faculty, and students and professionals interested in the speech communication discipline, and provide social and educational functions that are relevant to the membership of the association.

Lee’s Future Educators seeks to interest capable young men and women in education as a life-long career, to develop among students preparing to be teachers an understanding of the teaching profession through professional associations, to give students preparing to teach practical experience in working with professional associations on the problems of the teaching profession and society, and to provide students preparing to teach with the history, organizations, policies, ethics and programs of the professional associations.

Lee University Creation Care Club seeks to honor God’s workmanship through conservation of the natural world. Club members meet twice a month to discuss environmental issues and prepare for their next community service projects. Projects have included collecting recycling, litter removal, trail maintenance, community gardening to contribute to local food banks, and hiking.

Lee University Composers Forum serves the Lee Community in three ways. It creates opportunities for student composers to perform and discuss their music. It provides meaningful encounters between student composers and seasoned professionals. It fosters Christian camaraderie among creative musicians at Lee. The forum promotes the
view that creating new music should not be self-serving, but should be for the benefit of others and to the glory of God.

**Math Club** (Lee Prime) provides enrichment activities for students interested in mathematics. The purposes of the club are to culture a medium for the fermentation of the science of mathematics and the fellowship and the interchange of ideas of mathematicians. Its purpose is also to decisively take on the future of mathematics in this university while provide opportunities for its members. These do not include tutoring students and members except on special arrangements.

**Middle East Club** is an advocacy group whose primary purpose is to educate and foster participation among the campus and local communities on issues concerning the countries, people and interest of the Middle East region of the world.

**The Model U.N.** is designed to furnish a structure and forum for students to work with the most pressing international issues from a perspective outside of the classroom, and thus broaden their awareness of the world of politics. The club will promote interest and understanding of the nations of the world, help students gain a broader perspective of global issues and the role of the United Nations in world politics, and encourage investigation into the field of international studies.

**National Association for Music Education** is a professional organization for anyone planning to go into any phase of music teaching. Programs, activities, and lectures are designed for the spiritual, intellectual, and professional growth of the student.

**National Association of Teachers in Singing** purpose is to educate and inspire. The goal of this organization is to contribute guidance toward the academic, intellectual and social welfare of its members, to provide supplementation where present education leaves off and to encourage public interest and support of vocal music.

**Student Nurses Association** mission is to establish and advance at Lee University School of Nursing witnessing communities of students and faculty who follow Jesus as Savior and Lord and growing in love for God, God’s Word, God’s people of every ethnicity and culture and God’s purposes in the world. Nurses Christian Fellowship pursues this purpose of equipping students and faculty to integrate Christian faith and professional nursing, to engage in evangelism and service, to practice spiritual formation in the context of community.

**Percussive Arts Society** mission is to promote and encourage interest in the study of percussion on our campus and in the surrounding community through the sponsorship and promotion of musical productions (recitals, master classes and concerts) which feature percussion as well as sponsorship and promotion of percussion education and instruction in the local community; to collaborate as partners in learning; to nurture every person toward Christian maturity through music, leadership and service; and to provide opportunities for all members to participate in music for service to the community, the church and the world.

**Phi Beta Lambda** is the collegiate division of the largest business career student organization in the world. PBL exists to bring business and education together in a positive working relationship. The Lee University Chapter of PBL encourages members in the development of projects which contribute to the improvement of business and community. Students from all majors are welcome to join.

**Phi Delta Psi (Psychology Club)** promotes interest in the field of psychology; develops social and academic interest for fellowship among psychology majors; provides opportunities for learning and for keeping up with Christian developments in the field by
sponsoring and attending seminars, lectures, and regularly scheduled meetings; and promotes any campus activities relating to psychology.

**Phi Eta Sigma (National Freshman Honor Society).** Eligible sophomore scholars must be currently enrolled in a Lee University baccalaureate degree program, have achieved a cumulative grade-point average of at least 3.5 and be ranked in the top 20 percent of his/her class. The academic work upon which the grade-point average is based is completed during the first year of enrollment at Lee.

**Phi Mu Alpha (Sinfonia)** encourages and actively promotes the highest standards of creativity, performance, education, and research in music in America. This fraternity purposes to develop and encourage loyalty to the Alma Mater, to foster the mutual welfare and brotherhood of students of music, to develop the truest fraternal spirit among its members, and to instill in all people an awareness of music's important role in the enrichment of the human spirit.

**Phi Sigma Iota (Honor Society)** is designed to recognize and support excellence in the field of TESOL at Lee. It serves as a vehicle for students to focus on Global outreach, cultural awareness, and academic excellence in TESOL within a Christ-centered context.

**Philosophy Club** meets biweekly to discuss philosophical issues that arise in various readings, films and cultural events. The club offers interested students the opportunity to explore topics in greater depth than the time constraints of the classroom setting allows.

**Pi Alpha Sigma (Koine Greek Language Club)** is dedicated to maintaining the interest of and active participation of students in the reading of the New Testament in its original language.

**Pi Delta Omicron** is an honor society for religion majors.

**Pi Delta Phi (French Honor Society)** purposes to acknowledge excellent work in pursuit of French language and cultural studies. Students in Pi Delta Phi are encouraged to propagate the study of French language and culture via special events such as sponsoring French film nights, inviting guest speakers of renowned French studies, and the sharing of world-wide francophone culture with those in our community.

**Pi Kappa Lambda (Music Honor Society)** seeks to recognize and encourage the highest level of musical achievement and academic scholarship. The Society recognizes and honors persons who have enhanced their talents by serious, diligent, and intelligent study.

**Pi Sigma Alpha (Political Science Club)** is an honor society that was founded with the purpose of bringing together students and faculty in order to stimulate scholarship and intelligent interest in political science. The society functions at the national and chapter levels, sponsoring programs and events of value to the profession and teaching of political science.

**Psi Chi** is the national honor society in psychology. Its purpose is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.

**Public Relations Student Society of America** seeks to cultivate a favorable and mutually advantageous relationship between students and professional public relations practitioners. PRSSA has more than 7,000 members in 227 chapters on college campuses across the country.

**Sigma Alpha Iota** is an international music fraternity for women who have a sincere interest in music. Members purpose to uphold the highest standards of music, to further the development of music in America and throughout the world, to give inspiration and
encouragement to members, and to adhere to the highest standards of citizenship in school, community, and fraternity life.

**Sigma Delta Pi** (Spanish Honor Society) aims to encourage university students to acquire a greater interest in, and a deeper understanding of, Hispanic culture; and to foster friendly relations and mutual respect between Spanish-speaking and English-speaking nations. The Spanish Honor Society Sigma Delta Pi is based on scholastic attainment, character, and a genuine interest in things Hispanic.

**Sigma Tau Delta** recognizes students for their outstanding work and high achievement in any English-related field. The society strives to foster all aspects of the discipline of English, including language, literature, and writing. Seeking to create a community of students and professors who share a love of language and literature, Sigma Tau Delta encourages high standards of academic excellence.

**Society for Collegiate Journalists** promotes an understanding of journalism and its function in society and promotes the development and support of Lee's journalism program. The organization provides students with co-curricular opportunities and encourages them to adhere to the highest ideals and principles of journalism.

**Society for Law and Justice** attempts to advance student involvement in public service and to help create better citizens in both the secular political system and our Lord’s kingdom.

**Sociology Club** strives to minister in the area of Christian service, to aid in career preparation, and to create fellowship and social support for each of its members.

**SOR Roundtable** is committed to the well-being and holistic personal development of students in the School of Religion. The Roundtable exists to encourage students in their endeavors both ministry-related and academic; to facilitate interpersonal relationships among students within the School of Religion.

**Theta Pi Chi** mission shall be to maintain the interest of and active participation from students in the exploration of theological literature and issues. It shall endeavor to maintain a high degree of professional fellowship among its members, to quicken professional growth and to honor achievement in educational work.

**Tri-Beta Biological Honor Society** promotes scholarship in the biological sciences and the dissemination of biological knowledge and encourages research. These purposes will be achieved through the directed study of relevant peer-reviewed journal articles, community service to Lee University and the Cleveland-area, sponsoring seminars on biological topics, and by the facilitation of student presentations and attendance at national conferences. TriBeta is dedicated to improving the understanding and appreciation of biological study and extending the boundaries of human knowledge through scientific research.

**Greek Letter Clubs**

Lee University does not have any nationally affiliated sororities or fraternities. All Greek Letter Clubs are local and are operated under strict guidelines to ensure the enactment of Christian principles.

**Alpha Gamma Chi** desires to promote Christian brotherhood on campus in cultural, academic, and religious activities and to develop fellowship and cooperation between students and campus, representing various points of view and differing areas of campus life.
Delta Zeta Tau society seeks to serve the Lee University administration, faculty and student body by striving to excel spiritually, academically, and socially. The women of Delta Zeta Tau serve as hostesses at official university functions and special events.

Epsilon Lambda Phi society seeks to maintain the moral character expected of all Christians by portraying the model set forth by Jesus Christ through dedicated worship, academic excellence, and Christian service. The organization name stands for faith and hope, service and friendship. Their motto is “Striving to become one in Christ.”

Omega Alpha Phi strives to set the standard in Christian grace, excellence, and sisterhood.

Pi Kappa Pi is established in the spirit of social service, stewardship, unity, and, above all, Christian character. The organization proclaims faith in God, scholarly pursuit, and campus fellowship as preeminent goals.

Sigma Nu Sigma women’s society endeavors to benefit church, school, and community through Christian and social service. This practical application of Christian character is exemplified through contribution to civic and campus affairs, campus-wide projects, social functions, acts of benevolence, and academic achievement.

Tau Kappa Omega is devoted to the advancement of the Kingdom of Christ.

Theta Delta Kappa’s purpose is to establish Christian brotherhood among a diverse group of men, all maintaining their individual identity while attaining a unified body.

Upsilon Xi is Lee’s oldest Greek-letter society for men and is concerned primarily with Christian fellowship and service in all areas of campus life. The guiding philosophy of the men in black and gray is “for the good of university, society, and self.” Membership is by invitation.

Zeta Chi Lambda’s purpose is to create unity among Christian sisters where there is freedom from condemnation and judgment. Growth is encouraged, love and honesty are always present and joy abounds. The foundations for this sisterhood are based upon love, trust, protection and service.

Social Service Organizations

The social service organizations serve the student body, faculty, administration, and community in various academic, cultural, and religious activities while emphasizing Christian fellowship.

Adopt-a-Grandparent seeks to develop relationships with the senior adults of Cleveland, Tennessee and the surrounding areas. The primary focus will be on residents of nursing homes and assisted living facilities but those who live independently are also eligible. Members will visit their adopted grandparent on a consistent basis and commit to praying for and encouraging their grandparent.

College Democrats seeks to promote interest in and debate about political issues in American government as well as in the state and local arena.

College Republicans seek to promote interest and education in American government and local leadership.

Fiber Arts Club serves the community through service projects and the utilization of such skills as knitting, crocheting and other textile arts.

Lee Best Buddies mission is to establish a volunteer movement that creates opportunities for one-to-one friendships, integrated employment, and leadership development for people with intellectual and developmental disabilities.
Mu Kappa is a student organization for missionary kids on campus. The purpose is to provide support, encouragement, and adjustment assistance to students at Lee University who have grown up in a country other than their passport country (Third Culture Kids/Adults – TCKs).

Sew It Seems is dedicated to providing students with a basic foundation in creating textiles and apparel. The purpose is to enhance the sewing abilities of members while creating an atmosphere of community with those with similar interests.

Shenanigans is the Lee Improv Team and promotes activities which allow members to develop improvisational abilities and to widen the knowledge and appreciation of theatre and the arts within the student body.

Student Leadership Council (SLC) seeks to enhance students’ leadership skills by developing, utilizing, and modeling servant leadership principles based on the life of Jesus Christ. They focus on preparing students for leadership roles in their communities by allowing for practical application of skills while in college.

Students for Life seeks to promote respect for life at all stages and to educate on issues regarding life, its sanctity and purpose.

Social Justice Council

On the Lee campus, social justice clubs promote social justice awareness through a variety of activities, both on and off campus. Of particular concern are issues that affect the most vulnerable and disadvantaged groups in the local communities. Two social justice organizations on Lee’s campus:

Cleveland Against Sex Trafficking (CAST) strives to empower the public with tools and information needed in the fight against the existence of human trafficking in America.

SOR Women’s Roundtable has a mission to encourage women in their endeavors both ministry-related and academic. It is our goal to facilitate interpersonal relationships among women within the School of Religion, provide a social space for listening to the concerns of women and other minority voices. Further, we will raise awareness of the presence of women in the School of Religion to both incoming students and the campus as a whole.

Diversity Organizations

Asian Student Council is a student organization that highlights Asian culture on campus.

Bahamian Connection serves as the official club for Bahamian students. The main purpose of this club is to plan activities for its members, allowing them to grow socially, intellectually and spiritually.

International Student Fellowship is an organization designed to promote goodwill and a better understanding between American and foreign students.

LeeTinos (formerly Familia Unida) is the Lee University Hispanic Cultural Awareness club. It was established to provide the opportunity for Hispanic and non-Hispanic Lee students to grow socially, spiritually and academically through the integration of faith, culture and the Spanish language and culture.

Lee University African Student Association (LUASA) mission is to increase awareness of the continent of Africa and exhibit the cultures of the African fathers in order to educate fellow students on Lee’s campus. The club’s goal also is to aid African countries in the areas of health, education and living.
Student Publications

*The Lee Clarion* is the student news service published online under the auspices of the Department of Communication Arts.

*The Lee Review* is the student literary magazine published through the Department of Language and Literature.

*The Vindagua*, the university yearbook, is published twice annually under the auspices of the Department of Communication Arts.

Other Faculty Responsibilities

Office Hours

Each teacher is expected to arrange a schedule of 8 office hours per week during which he/she is available for student consultation. The schedule should include hours each day during times which are generally convenient for students. If some special circumstances make it impossible to have office hours on each day from Monday through Friday, an explanation of the circumstances should be made to the department chair. Office hours must be posted on the office door and included in each course syllabus.

Addressing Written Student Complaints

Written complaints by students addressed to individual staff or faculty members should be given appropriate attention and a written response by the employee. If the written complaint is signed, and the student can be located, a direct acknowledgement and response should be provided either by the employee or by an appropriate official of the university to whom the written complaint is referred.

The institution encourages employees to deal directly with complaints without undue delay and without referring to other offices where feasible for effectiveness. If a referral is deemed appropriate, the student should be informed of the office to which the complaint has been referred. Students are encouraged to seek resolution of problems with a specific office or faculty member in discussion with that individual. If a satisfactory resolution cannot be achieved in such discussions, the student has the right to appeal, in person or in writing, to the employee’s supervisor.

Each supervisor is committed to assist in resolving problems and complaints in accordance with professional standards. These standards include respect for the differences in viewpoints that inevitably characterize situations of disagreement, protection of rights of students to seek clarifications of policy or changes in policy, and delivery of satisfactory services in accordance with stated program objectives.

Limitations on Off–Campus Employment

Full–time teachers must have prior permission from their school dean to engage in teaching at another educational institution during the regular academic year, or to serve in a paid staff position at any church agency or local congregation. All off–campus employment during normal working hours is prohibited except by permission of the Vice President for Academic Affairs.

Notice of Retirement or Departure

The university is committed to providing timely advance notice to non–tenured faculty members if the institution is not extending another contract. A reasonable effort will be made to give faculty members who will not be given a contract renewal for the following academic year a semester’s notice. The university expects faculty members who plan to resign to provide a full semester’s notice if the faculty member is not tenured. Tenured
faculty are asked to notify the administration of tentative retirement plans twelve months in advance, if possible, and, at the latest, by December 1 of the last regular contract year.

**Reporting Suspected Child Abuse or Neglect**

According to Tennessee law (T.C.A. 37-1-605), ANY PERSON who has knowledge of or suspects abuse or neglect of a child MUST report it IMMEDIATELY. It must be reported to either the Department of Children's Services, the local sheriff, or the local police department. The law makes no distinction between professionals and non-professionals on the issue of reporting (including doctors, mental health professionals, children care providers, dentists, ministers, family members, and friends). Failure to report child abuse or neglect is a violation of the law, and subjects the person failing to report to criminal penalties. Reports of abuse/neglect or suspected abuse/neglect are confidential.

If a university employee believes that a child has been abused or neglected, they should call 877-237-0004 anytime to report it. In Tennessee, a person is considered a legal adult at 18 years old.

**Misconduct**

Lee University follows in the tradition set by other institutions of higher learning to maintain a tradition of integrity, honesty, professionalism and dignity and appreciates the support of all employees. Therefore, the University sets forth the following policy regarding the reporting and investigation of any acts of unprofessional or illegal conduct.

All employees of the university are required to report any alleged or suspected unprofessional or illegal activity directly to the President or an individual appointed directly by the President for this purpose. Unprofessional or illegal activity is not condoned and appropriate disciplinary action will be taken against any of the university's employees, volunteers or students who, after an investigation have been deemed to have participated in such unprofessional or illegal conduct. If the unprofessional or illegal conduct is of such a character that outside agencies are needed, the university, in its discretion and in its sole judgment, will cooperate with appropriate federal, state and local agencies. All university employees are encouraged to report any suspected unprofessional or illegal activity in order to maintain the integrity and dignity of Lee University.

Every reasonable effort will be made to limit voluntary disclosure of information about any suspected unprofessional or illegal conduct to those within or outside the university. Certain records of the University, however, are open to the public and the university cannot limit access to those records.

Any employee believing he/she has knowledge of or suspects unprofessional or illegal activity by any employee, volunteer or student at Lee University is responsible to communicate this information to the President or the individual designated by the President to receive this information. The information will be reviewed, and if deemed necessary, an inquiry will be initiated into the allegations. All reasonable efforts will be made to protect the confidentiality of the individual who reports the alleged unprofessional or illegal activity. This includes every reasonable effort to prevent retaliation by employee of the university. However, if the allegation is deemed to be false and motives other than those set forth in this policy are determined in the investigation, the university reserves the right to pursue disciplinary action against the individual who reported the false allegation.

As a part of the investigation process, the President or the duly appointed representative may request the individual making the allegations and the individual against whom the allegations are made to present evidence on their behalf, either orally
or in writing. Additionally, a three member panel may be appointed by the President, or the duly appointed representative. The three member panel may be made up of one senior member of administration, one tenured university professor and another appropriate individual selected by the President. The three member panel will conduct an investigation and make a report to the President within sixty days regarding the allegations or unprofessional or illegal conduct. The report must include evidence the committee reviewed, including the individuals with whom the committee talked and all documents reviewed. Based on the report of the committee, the university will determine the appropriate disciplinary action to be taken.

If an allegation of unprofessional or illegal conduct, after investigation, proves to be unfounded, the President will undertake diligent efforts to give notice to all participants of the inquiry or those involved in the inquiry that the allegations against the individual were unfounded. The President, or the duly appointed representative, will initiate the appropriate disciplinary procedures.

Failure to report any unprofessional or illegal activity will result in disciplinary procedures instituted against the employee failing to report the activity.

**Harassment Policy**

Lee University is committed to providing a work environment free of harassment and/or hostility. The University maintains a strict policy prohibiting harassment because of race, color, sex, religion, disability, national origin, age, veterans’ status, or other basis protected by law.

This Policy applies to all persons involved in the operations of the University. The University will not tolerate harassment towards or by any faculty, supervisor, co-worker, student, visitor or representative of other businesses with whom you interact as part of your employment.

Unlawful harassment may include:

(i) Racial epithets, derogatory remarks relating to one of the categories protected by federal, state, or local law (e.g., race, color, religion, sex, national origin, age, disability, veterans’ status and other basis protected by law), and unwanted sexual advances, invitations, or comments;

(ii) Any discriminatory conduct that creates a hostile work environment for employees because of their race, sex, age, national origin, religion, color, disability, veteran status, or other basis protected by law;

(iii) Retaliation for having reported or threatened to report harassment, or participating in an investigation.

**Sexual Harassment – Definition**

The Equal Employment Opportunity Commission (EEOC) has issued guidelines interpreting the Civil Rights Act of 1964’s (Title VII) sexual harassment prohibition. Sexual harassment is defined in these guidelines as follows:

... Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment. 29 C.F.R. ‘1604.11 (1993).
Any sexually harassing conduct in the workplace, whether committed by supervisor, non-supervisory personnel, or customers, is strictly prohibited, including, but not limited to:

1. Unwelcome sexual flirtations, advances, or propositions;
2. Verbal or written abuse of a sexual nature;
3. Graphic verbal comments about an individual’s body;
4. Sexually degrading words used to describe an individual; and
5. The display in the workplace of sexually suggestive objects or pictures.

**Reporting Harassment**

While the University encourages you to communicate directly with the alleged harasser, and make it clear that the harasser’s behavior is unacceptable, offensive, or inappropriate, it is not required that you do so. It is essential, however, that you notify your supervisor immediately even if you are not sure the offending behavior is considered harassment. If your complaint involves your supervisor, you are to contact your dean. If the complaint involves your dean, you are to contact the Vice President for Academic Affairs. Appropriate investigation (in a manner that seeks to ensure confidentiality to the extent possible under the circumstances) and disciplinary action will be taken.

Allegations of unlawful harassment will be taken seriously and will be promptly investigated. Any employee found to be responsible for unlawful harassment will be disciplined as appropriate, up to and including termination of employment.

The University prohibits any employee from discriminating or retaliating in any way against anyone who has raised any concern about harassment or discrimination against another individual. No adverse employment action will be taken for any employee solely for making a good faith report of alleged harassment. In fact, any employee found to be responsible for discrimination or retaliation against anyone who has raised any concern about harassment or discrimination will be disciplined as appropriate, up to and including termination from employment.

The University recognizes that the question of whether a particular course of conduct constitutes sexual harassment requires a factual determination. The University recognizes also that false accusations of sexual harassment can have serious effects on innocent persons. If an investigation results in a finding that a person who has accused another of sexual harassment has maliciously or recklessly made false accusations, the accuser will be subject to appropriate disciplinary action including discharge.

**“FERPA” for Faculty**


**The education record**

The protected education record consists of all student records maintained by the University (excluding records protected by other laws), and maintained in all formats: paper, electronic, your computer screen, class schedule, documents with student’s name and/or student ID, letters of recommendation, grades/GPAs, microfilm, etc. Non-education records include medical records (covered by HIPAA), law enforcement records, and employment records (unless the student is a student worker.) However, once non-education records are shared with an academic office, that record becomes covered by FERPA. The protected education record also includes all “personally-identifiable” information (i.e., information by which the individual can be identified).
academic and financial information, information maintained in the Dean of Students Office, and information from any other office (e.g. health records) when shared with a FERPA-covered officer, which becomes part of the education record at that point.

**Students covered by FERPA**

The education record for every current Lee student and all alums since 1974 are covered by FERPA. This includes campus, Encore, distance, dual-enrolled, and seminar students.

**Student rights**

Students have basic rights regarding their education record: (1) to review it, (2) to amend it, (3) to release it as they wish, and (4) to file a complaint with the US Dept of Education if their rights are violated.

**Review of the education record**

Students who wish to see their education record maintained in any form at Lee University is to be granted that privilege within 45 days of the request. Once the student submits the request, nothing may be removed, deleted, or shredded from that student’s file.

**Amendment of the education record**

Students may amend information maintained in their education record by adding their own statement to that file. *Amending a file does not constitute a grade change.* Grades are an agreement between the instructor and student and are based on performance of academic work.

**Release of the education record**

Students may release their own education record with a written consent. One such example is a transcript request for their transcript to be shared with potential employers.

**Student complaints**

Students are provided the US Dept of Education address in order to file a written complaint within a reasonable time after their rights have been violated.

**Parental rights**

Parents lose all rights to access their student’s information on the first day of class when the student first matriculates to any post-secondary institution. That is, if the student just graduated from high school and enters Lee University as their first post-high school enrollment, FERPA begins on the first day of class of their first term. If, however, the student is a transfer from another college or university, then FERPA began on their first day of enrollment at that other institution and applies even while the student is an applicant to Lee.

**Consent to Release form**

In order for faculty to share confidential information with parents, the student must have a signed “Consent to Release” which is on file in their permanent academic record in the Records Office. The Registrar can inform you if there is a signed consent on file.

Two types of information: Directory and Non-Directory. Directory information is considered “public” information (name, address, phone, email, etc) and can be released with caution, if needed, and if the student has not placed a Directory Hold on his/her account. However, if vendors, such as insurance companies, ask for a student list with contact information, Lee does not release that information.
Instead, the vendor is invited to share their information with the Lee employee, who can in turn share it with students. In this way, the student decides if they want contact with the inquirer. Non-directory information includes information which requires the student’s signed consent to release: SS#, Student #, GPA, ethnicity, country of origin, race, religion, gender.

**Directory Hold**

If a student has a Directory Hold on their account at Lee, no one is allowed to provide any information to anyone regarding that individual, including whether that person is enrolled at Lee. Think of this student as an “invisible student”. The Directory Hold remains in place until removed or amended by the student, the holder of the academic record. If the student has consented to release confidential information to his/her parents, this consent trumps the Directory Hold.

**No Directory Hold**

If the student does not have a Directory Hold in place, FERPA allows officers of the University to release directory information, with caution. Lee University’s policy is that Directory Information is generally not shared. Release should only be to a trusted entity, such as to an alum with whom contact with Lee has been maintained, who is searching for potential Lee graduate hires. Even with that release, it is recommended to mention release of information to the student as a courtesy. If a student’s whereabouts is requested, refer the requester to Residential Life during the workday or Campus Security after office hours or at any time, day or night.

**Responsibility to protect the education record**

It is the responsibility of all “Officers of the University” to protect the confidentiality of each student record. “Officers” include all University employees, as well as third-parties hired by the University, such as auditors. Therefore, before faculty release student information, he/she must verify if the student has agreed to release academic information to the parent(s) and if there is a Directory Hold to release information to requesters. This verification is sought by emailing or phoning the Lee University Registrar.

**Authentication of an inquirer**

It is extremely difficult to determine the identity of an inquirer by email or by phone. Emails can be generated by anyone, and the phone caller could be anyone. You will need to ask several questions to identify the inquirer as best as possible: first or last term the student was enrolled at Lee, grade received for a specific class taken, program of study, degree pursuing or earned, cumulative GPA, three courses taken at Lee, name of academic advisor, or previous name used at Lee. But still use caution: one stepmother who impersonated the biological mother knew all the answers in order to gain access to her stepdaughter’s information. Remember: it is the student’s choice whether information is shared or whether the student makes contact with an inquirer who wishes to see them. It is in the student’s and your best interest to have the student present when responding to phone calls. The student knows the voice of the mother or father and can share whatever the student wishes to share about their own record.

**Release of confidential information to employees**

If a Lee employee (“officer”) needs confidential information in order to perform his/her job, that person is allowed access to that information. Thus, access to information is on a “need-to-know”, or legitimate educational, job-related basis. Curiosity does not suffice.
Emergencies
FERPA allows release of student information in the event of *imminent* danger (i.e., happening right now) with the goal to provide safety for all. The University officer releasing the information must be able to defend release of information. The University officer must also document the incident, response, and release of information. If the emergency happened in the past, FERPA does not allow unauthorized release of information.

Sole possession notes
Notes made and maintained by one person are not covered by FERPA. However, they must remain in the possession of the originator and not shared with anyone. At the moment of sharing, the information becomes FERPA-protected.

Information released only with student’s signed consent
Although all of the student’s information, including “personally-identifiable” information, is protected by FERPA, there are pieces of information that require the student’s signature to release. These are grades, GPA, SS#, Student #, gender, race, ethnicity/country of origin, and religion. Regarding the Student #, FERPA allows University employees to use it internally to identify a student. Otherwise, the Student # should be treated as confidentially as the SS#.

Consequences of unauthorized release of information
There are extreme consequences of unauthorized release of student information. The US Dept of Education will perform an investigation. The President will be notified. Further, we will be required to create a plan of action to prevent future breaches of information. Also, Lee could lose its federal funds, and the person who created the breach could be personally liable.

Complaint filed by student
A student may feel his/her rights have been violated (1) if not allowed to view their own records, (2) if not allowed to contest the contents of the record, (3) or if personal information was disclosed without their written consent. Students may file a written complaint to the following address:

Family Policy Compliance Officer  
U.S. Dept of Education  
400 Maryland Ave, SW  
Washington DC  20202-8520  
202.260.9001/2 (fax)  
202.260.3887 (phone)

More FERPA information is available at these sites:
www.ed.gov  
www2.ed.gov/policy/gen/guid/fpco/index.html  
www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html  
www2.ed.gov/policy/gen/guide/fpco/ferpa/parents.html  

Use extreme caution
Faculty should use extreme caution when sharing confidential information. Faculty should be mindful of the following specific guidelines:
Do not post grades on the web, or publicly anywhere, even with the student’s signed consent. Grades should only be shared with the individual, respective student, or with the parent(s) identified on the Consent to Release form.

Do not leave graded tests in a stack, bin, or door slot for students to rummage through.

Do not circulate a printed class list with SS#, Student #, or grades as an attendance roster. A class roster with student names and emails is ok to use in your class.

Do not discuss student progress with anyone other than the student, unless the student has consented, in writing.

Do not share a student schedule. If a visitor or inquirer seeks to know a student location, refer that person to Residential Life (if during office hours) or Campus Security (after office hours).

If vendors ask you for a list of your students, ask the vendor for information that you may share with your students and let the student(s) decide if they wish to identify themselves and make contact or not.

When releasing allowed academic information, only answer the question asked. Do not answer questions that have not been asked. (e.g., “She also failed her history test and dropped two other classes.”)

Peer-graded papers used in the classroom as instructional tools are allowed. However, once the instructor records the grades, at that point they become part of the education record and are covered by FERPA.

Opt-out Directory Information in the classroom is not allowed. Even if the student has a Directory Hold on their account, s/he must provide name, cell #, email address, or whatever is required to fully participate in the class. Withholding contact information would impede classroom progress.

Shred transcripts/graded papers or any papers with positive identification of a student, when no longer needed instead of openly exposing them.

Lock your office door and files so that students cannot obtain graded papers and reports.

Position your computer so that visitors see the back of your computer instead of your screen.

If sending emails to several students, use the “mass emailer” in Portico or “blind copy” their email addresses so as not to share the email of a student with a Directory Hold.

When sending emails, only include information specific to one student in the email.

Do not email GPA or grades unless you password-protect your email to secure the contents of the attachment or remove all information which identifies grades/GPAs of specific students.

Use caution when accessing your computer away from campus. On campus, intense security is in place. At McDonalds, not so much. When away from campus, all your information travels through a public server and can easily be hacked, distorted, and shared indiscriminately.

Use secure passwords that are combinations of letters, numbers, and symbols, and not words.
- Lock your computer each and every time you step away.
- Be cautious of information shared on the phone. Who is listening outside your door?
- Regarding letters of recommendation, if you include grades, GPA, Student #, SS#, gender, nationality, or religion, you must get the student’s written consent. Keep that consent on file forever.
- Do not release student information to spouse or parents without written consent.
- Remember: the information belongs to the student. We are stewards of that information. It is the student’s choice whether their information is shared or not.

If you have FERPA-related questions, feel free to ask the Registrar.
Acceptable Use and Technology Policy

Acceptable Use Policy

1.0 Overview

Information Technology Services (ITS) intentions for publishing an Acceptable Use Policy are not to impose restrictions that are contrary to Lee University's established culture of openness, trust and integrity. ITS is committed to protecting Lee University's employees, partners and the company from illegal or damaging actions by individuals, either knowingly or unknowingly.

**Internet/Intranet/Extranet-related** systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, **WWW** browsing, and FTP, are the property of Lee University. These systems are to be used for business purposes in serving the interests of the company, and of our clients and customers in the course of normal operations. Please review Human Resources policies for further details.

Effective security is a team effort involving the participation and support of every Lee University employee and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

2.0 Purpose

The purpose of this policy is to outline the acceptable use of computer equipment at Lee University. These rules are in place to protect the employee and Lee University. Inappropriate use exposes Lee University to risks including virus attacks, compromise of network systems and services, and legal issues.

3.0 Scope

This policy applies to employees, contractors, consultants, temporaries, and other workers at Lee University, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by Lee University.

4.0 General Use and Ownership

1. While Lee University's network administration desires to provide a reasonable level of privacy, users should be aware that Lee University retains the right to review, backup, and otherwise control data created on the university systems. This does not supersede the Intellectual Property Rights policy, IP Policy, but is intended to preserve the security and integrity of the Lee University computing environment. Lee University management cannot guarantee the confidentiality of information stored by users, on any network device belonging to Lee University.

2. Employees are responsible for exercising good judgment regarding the reasonableness of personal use. Individual departments are responsible for creating guidelines concerning personal use of Internet/Intranet/Extranet systems. In the absence of such policies, employees should be guided by departmental policies on personal use, and if there is any uncertainty, employees should consult their supervisor or manager.

3. For security and network maintenance purposes, authorized individuals within Lee University may monitor equipment, systems and network traffic at any time, per ITS’ discretion.
Lee University reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.

**MOODLE Policies and Procedures**

**Introduction**

This document is intended to serve as a set of guidelines for decision-making related to the use of the MOODLE LMS at Lee University. This document will reside online for ease of access, as well as to ensure its currency. Do not rely on printed copies of this document without first verifying their accuracy against subsequent updates. Changes to these policies will be reflected in the “Last Updated” date listed at the end of the online document.

**Access**

Access to MOODLE learning management software, materials, and affiliated online tools will be granted as follows:

**One User Account**

All Lee University students, faculty members, and staff are allowed one MOODLE account each intended to be used for all of their MOODLE activities. Employees who are enrolled in a course or courses will be assigned a student account that is to be used for course work.

Student access to MOODLE will be upon population of course(s) students are enrolled in for a given semester.

**Exceptions**

A limited number of users who are not officially affiliated with the Instructional Technology Department (guest discussants or mentors) may each be provided an account that is a MOODLE-only username and password, at the request of a “sponsor” (faculty or staff member). These accounts (referred to as “exceptions”) are considered temporary, but are renewable with the approval of the Center for Teaching Excellence sponsor. Such accounts are assigned only to individuals who are working with the Center for Teaching Excellence faculty/staff on officially recognized activities on the MOODLE system (i.e., those included under the institution’s license for MOODLE).

**Guests**

The Lee University MOODLE system will not allow guest accounts in general, but an instructor may request that a guest account be set up for a specific course. Guest accounts will be considered on a case by case basis.

**Student Access**

Students who are registered for classes with MOODLE components will be given full access to those course sites no later than the first official day of classes for each semester (given that course sites are requested no later than 48 hours in advance). Instructors may not provide full access to their course site(s) to currently enrolled students who are not yet registered for the course, or who are in the process of adding the course to their schedule. As students add courses to their schedule, after classes begin, they will typically be added to the appropriate MOODLE rosters (“enrolled”) within
48 hours. Students who drop courses after registration closes will not automatically be removed from the course.

**Length of Access to Course Site**

At the end of a given semester, course sites will remain viable until 30 days after the semester is over. Reasons for extending course access may include providing access to students who are finishing “incompletes” or the continuation of an online discussion. In general, retaining MOODLE course sites beyond the usual cut-off date will be discouraged, due to amounts of space required, potential confusion generated for students, increased work created for the Center for Teaching Excellence staff, and possible copyright concerns where materials are shared within a semester course.

**Acceptable Use**

Sites on the MOODLE server are managed in order to reduce the time and effort faculty and staff need to utilize online tools and materials, and to improve server performance by eliminating redundant or unnecessary demands on the database.

**Courses Kept on the MOODLE Server**

To meet the goal of using server space efficiently, the only course sites that will be maintained on the MOODLE server are those in use during the current semester, and course sites and community groups that will be used in a future semester. These could include previously used course sites that will be “recycled” for use with another group of students, or course sites that are in development. There is one exception to this and that is in cases of DAL courses. DAL courses may stay on MOODLE for an indefinite amount of time while actively being used. The Lee University MOODLE Administrator will not be responsible for these courses. The DAL program has a MOODLE Administrator that will remove, add, and maintain courses.

**Course Size Limitations**

At this time, there is no set limitation on the size of MOODLE course sites. The MOODLE Administrator will work with faculty and instructors whose MOODLE sites contain extremely large files (video clips, for example) to provide advice and assistance to help them compress files in order to utilize space as efficiently as possible.

**End of Semester Notification and MOODLE Site Deletion**

At the end of each semester, all MOODLE faculty and instructors will receive an e-mail message detailing their options for re-using or deleting course sites. In this announcement, they will receive instructions on how to archive their course files. Courses not recycled for re-use (see Course Archives below) will be deleted no sooner than three months after the last day of final exams.

**Course Archives (grade concerns / material backup)**

Prior to deleting or recycling the semester’s course sites, an archived copy of each course will be made. These copies will be retained for later retrieval, if this becomes necessary; however, instructors will be reminded to print out the gradebook and any other documentation of student work in case a grade is contested.

Retrieving these records from the archive is a time-consuming and imperfect process, and should be considered a last resort for retroactive grade information. Once a course site has been archived, it will only be retrieved upon request of the original instructor who created/offered it (usually the instructor on record). The exception to this would be if the MOODLE Administrator received permission from the original instructor to make the
archived course materials available to another instructor/staff member or if the instructor left the university and the supervisor requested access in order to resolve a student dispute.

**Recycling Courses for Future Use**

Each semester, instructors will be given the option to retain their MOODLE course sites for re-use in a later semester. The Administrator will copy these course sites, and rename them with the appropriate (future) semester designations (e.g., 2012SP Introduction to Computing (CISS-101) so that instructors will recognize them in their My Courses list. The roster will be emptied, the gradebook cleared of names and scores, and the discussion boards threads will be deleted, keeping the discussion topic intact. Until the semester when the course returns to active use, the instructor(s) and/or their designee will be the only individual(s) with continued access to the site.

**Transferring Course Sites**

Instructors may elect to transfer their course site and its materials to another faculty member or instructor, or give other faculty members access to their course site. Course sites will not be re-assigned to a new instructor for re-use without written permission from the original instructor. If a faculty member leaves the university for other employment, he/she may request a copy of the course site(s) or request that a copy of their site be transferred electronically to their new institution, where it may be usable (within technological limits).

**Requesting a MOODLE Course Site**

Any faculty or instructional staff member may request that a MOODLE course site be established for their use. Course name and number, instructor name, and course line number are required to set up a course site. Before the site will be made available, however, the instructor (or his/her assistant) must attend an orientation workshop to become familiar with the MOODLE software. This is done to reduce the number of support calls made to the Administrator and to provide constructive teaching ideas for using Internet resources and instructional development advice for online teaching. Individuals who have experience working with MOODLE at other institutions may have this prerequisite waived, although it is recommended that they meet with a MOODLE administrator to discuss the course management protocols that are specific to the Center for Teaching Excellence.

**Non-instructional Uses**

The MOODLE system is maintained for instructional use (i.e., to support courses offered by Lee University). Organizational sites may be setup on MOODLE after an electronic request and only with the MOODLE Administrator's approval.

**Gradebook Information**

The MOODLE Online Gradebook is a tool designed for the convenience of students and faculty. Thus, it is not an official record of student grades, nor should it be considered a legally binding record of student scores. Faculty members are strongly encouraged to periodically print out a copy of the Online Gradebook, and to print a final copy for their records after the semester ends. In addition, faculty members are strongly encouraged to post student grades only in the secure MOODLE gradebook.

**Information Security**

The MOODLE user database is populated with information attained from the Colleague system, thus allowing users to login with an already-familiar username. The
security of these systems is of paramount importance in maintaining a reliable and trusted resource for virtually available instructional materials and tools.

**Controlling Access to Student Information**

As with other university records, faculty are cautioned to assure that student information (including, but not limited to, grades, test scores or usernames) be closely guarded. All Lee University faculty and staff, being versed in FERPA guidelines, are advised to refer to these guidelines when questions arise.

**E-mail Address Display**

All MOODLE users have the option to limit the display of their e-mail address within MOODLE. Due to system design, the one exception to this is the Discussion Forum areas, where the user’s e-mail address will appear unless messages are posted anonymously. Instructions for disabling this, or for enabling the display of other directory information within the MOODLE system, are included in the MOODLE help files, accessible from the homepage.

Additional instructions can be found on the MOODLE training website, located on the CTE site. [http://webpages.leeu.edu/cte](http://webpages.leeu.edu/cte)

**Copyright Issues**

Posting Copyrighted Materials

Copyright law and Fair Use Guidelines allow faculty to provide access to copyrighted materials using the MOODLE system. Information regarding these uses and legal constraints on such uses are available at [http://www.copyright.gov/fls/fl102.html](http://www.copyright.gov/fls/fl102.html)

**Linking to External Sites from MOODLE**

The MOODLE software provides an easy-to-use interface for integrating links to other Websites into course materials. Instructors are encouraged to link to other sites, rather than attempting to integrate the desired materials directly into the MOODLE course site. This alleviates copyright concerns and also retains the integrity of the materials (and associated links) in their original environment. It is the responsibility of the instructor to confirm that links from MOODLE to external sites are viable.

Please note the library has multiple eReserves that can be used. This would help alleviate some of the copyright concerns and issues.

**Student-Created Materials on MOODLE**

Instructors may choose to share students’ work (or expect students to post their own work(s)) on the MOODLE course site. Students must be informed of this (preferably in writing) at the beginning of the course. They must also be told if their work will be retained in the course site beyond the duration of the semester and whether others will have access to it. No evaluative commentary or grade information from the instructor may be included with student work if the work includes information identifying its creator. Students retain all rights to their work. These policies also apply to student-posted messages in Discussion Forums.

Privacy of Student Records are protected as stated in Section 7 of the Faculty Handbook.
System Management Data

Information regarding MOODLE system performance or usage is considered the property of the Informational Technology Department. Information regarding specific MOODLE sites or individual accounts will be held in confidence, although data may be gathered and presented in aggregated form by staff / faculty members for professional development activities, such as conference presentations and/or scholarly/industry publication.

Academic Integrity

Rationale

As a Christian community of scholarship, we at Lee University are committed to the principles of truth and honesty in the academic endeavor. As faculty and students in this Christian community, we are called to present our academic work as an honest reflection of our abilities; we do not need to defraud members of the community by presenting others’ work as our own. Therefore, academic dishonesty is handled with serious consequences for two fundamental reasons: it is stealing – taking something that is not ours; it is also lying – pretending to be something it is not. In a Christian community, such pretense is not only unnecessary, it is also harmful to the individual and community as a whole. Cheating should have no place at a campus where Christ is King because God desires us to be truthful with each other concerning our academic abilities. Only with a truthful presentation of our knowledge can there be an honest evaluation of our abilities. To such integrity, we as a Christian academic community are called.

Definitions

Students will not knowingly perform or assist others in performing acts of academic dishonesty. The following acts are those which we consider to be dishonest:

1. Plagiarism

   Plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others’ words or ideas as their own without fair attribution [documentation], are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another’s words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

   Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

   a. Directly quoting all or part of another person’s words without quotation marks, as appropriate to the discipline.
   b. Paraphrasing all or part of another person’s words without documentation.
   c. Stating an idea, theory, or formula as your own when it actually originated with another person.
   d. Purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one’s own.

2. Unauthorized assistance

   Giving or receiving assistance that has not been authorized by a faculty member in connection with any exam or academic work is academically dishonest. Students should assume that any assistance on exams, quizzes, lab work, etc., is unauthorized unless the faculty member involved in the exercise has approved it. Examples of prohibited actions include, but are not limited to, the following:

   a. Copying or allowing others to copy answers to an exam.
b. Transmitting, receiving, or in some form obtaining information during an exam which would offer answers within the framework of the material being tested.
c. Giving or receiving answers to an exam scheduled for a later time.
d. Completing for others or allowing others to complete for oneself, all or part of an assignment.
e. Submitting as a group assignment, work, which was prepared by less than all of the members of that group. It is the responsibility of the student to inform an instructor of the lack of participation of one member of a group.
f. Unauthorized use of calculators or other electronic devices.

3. Lying/ Tampering/ Fabricating
   Offering false information with regard to one's performance in academic work is academically dishonest. Such activity includes, but is not limited to, the following:
   a. Giving false reasons for failure to complete an academic assignment.
b. Falsifying the results of a laboratory talk or other data.
c. Altering academic work after it has been submitted.
d. Altering grades, lab work, or attendance records.
e. Falsely signing another person as present when he/she is absent in a class.
f. Submitting for academic advancement an assignment which has previously been submitted for academic advancement (unless so authorized by the faculty member supervising the work).

4. Theft
   Stealing or otherwise taking in an unauthorized manner information which relates to Academic work is academically dishonest. Such activities include, but are not limited to the following:
   a. Removing from a professor's office materials which would give a student an unfair advantage on an academic assignment.
b. Procuring information from a professor's computer hardware or software.
c. Taking exams, grade records, forms used in grading, books, papers, or other materials related to grading or evaluation of academic performance.

Procedures
Faculty Discretion
   When any form of academic dishonesty occurs, the teacher has the authority of deciding how to deal with it. Faculty members have the following options:

1. The faculty member may determine an appropriate course of action ranging from giving the student an F on the assignment or exam to awarding an F for the course. Students given an F for cheating will not be permitted to withdraw from the course.
2. If the faculty member wants additional input from colleagues, he/she may ask the department chair to convene a committee to discuss the situation. If the incident involves students in courses from other departments, the school dean may convene a committee including members of other departments’ faculties. The committee may then determine the penalty. The committee has the ability to prevent the student from dropping the course during the consideration of the situation and after the penalty has been determined.
3. If the academic dishonesty is of the most serious nature, the committee may refer the case to the Dean’s Council. The Vice President for Academic Affairs may then determine the penalty or refer the case to the Judicial Council.

Student Appeal
   If a student is accused of academic dishonesty, and he/she feels this judgment is in error, or the penalty is inappropriate, he/she may appeal to the department chair of the faculty member making the decision. If the committee determined the penalty, the student...
may appeal to the Vice President for Academic Affairs. If the Judicial Council determined the penalty, he/she may appeal through the Judicial Appeal Board.

For the DAL Academic Integrity Policy, please see the Division of Adult Learning section.
BENEFITS OF FACULTY SERVICE

Financial Benefits

Monthly Salary

Faculty salaries are paid in twelve monthly checks on the fourth Friday of the month. The December check is paid before the Christmas holidays. The contract period is from August 3 through May 21. Payroll checks are paid by direct deposit to the employee’s account of choice.

Leaves of Absence

Faculty and staff members may request a leave of absence. The school provides six categories of leaves of absence. These include: (1) sick leave, (2) maternity leave, (3) bereavement leave, (4) FMLA, (5) professional leave, (6) military leave and (7) personal leave.

Sick Leave

Faculty members may accumulate sick leave on the basis of one day for every month of full–time employment. Accumulated sick leave may not exceed 30 class days. Sick leave should not be used for purposes other than the illness of the faculty member or of an immediate family member of the faculty member.

The faculty member who takes sick leave is responsible for ensuring that his/her classes have met at least the minimal required number of times during the semester with any substitute or alternative arrangement approved by the department chairperson. Each class must convene a minimum of fifteen times the clock hours scheduled per week. For example, a class that meets three hours a week must meet a minimum of forty–five hours per semester.

The university will pay the substitute’s salary during the period covered by the faculty member’s accumulated sick leave days. After the faculty member has expended all of his/her sick leave days, the substitute’s salary will be deducted from the teacher’s salary.

The faculty member is required to notify their department chair in writing at least 5 days in advance of returning to work. If the employee has been under a doctor’s care, a medical release from the attending physician may be required.

Maternity Leave

Full–time female faculty members will be granted a parturition leave, to begin on a day mutually agreed upon by the faculty member, department chairperson, the dean, and the Vice President for Academic Affairs. The school will provide six weeks of salaried leave. The faculty member’s accumulated sick leave days will go toward this leave. When the faculty member’s sick leave days have been expended, the remaining period of the six weeks will be subsidized by the university. During the parturition leave, the teacher will continue to receive the fringe benefits that she has received prior to the leave.

Faculty members may elect to extend their parturition leave beyond the six-week period to include up to one academic school year. Faculty members may elect to extend their parturition leave beyond the six-week period to include up to one academic school year. Tennessee State Law (as detailed below) provides, full–time employees who have worked at least 12 consecutive months may take up to four months of unpaid leave for pregnancy or childbirth. This additional leave will be without pay. Employees participating
in Lee University insurance plans will continue to be covered during the leave period as long as the employee portion of premiums continue to be paid. During the first sixteen weeks of leave, the university will continue to pay its portion of premiums. Beginning with the seventeenth week of leave, the employee will be responsible for total premium costs. The university recognizes that individual capacities, roles, and circumstances differ. Therefore, faculty members may vary in their use of parturition leave. The employee must give at least three months advance notice of intent to take such a leave (unless a medical emergency makes the leave necessary) in order to be reinstated to the same or equivalent position upon returning to work.

**Tennessee Maternity/Adoption Child Care Leave**

Employees who have been employed by the same employer for at least twelve (12) consecutive months as full-time employees, as determined by the employer at the job site or location, may be absent from such employment for a period not to exceed four (4) months for adoption, pregnancy, childbirth and nursing an infant, where applicable, referred to as "leave" in this section. With regard to adoption, the four-month period shall begin at the time an employee receives custody of the child.

Employees who give at least three (3) months' advance notice to their employer of their anticipated date of departure for such leave, their length of leave, and their intention to return to full-time employment after leave, shall be restored to their previous or similar positions with the same status, pay, length of service credit and seniority, wherever applicable, as of the date of their leave. Employees who are prevented from giving three (3) months' advance notice because of a medical emergency that necessitates that leave begin earlier than originally anticipated shall not forfeit their rights and benefits under this section solely because of their failure to give three (3) months' advance notice. Employees who are prevented from giving three (3) months' advance notice because the notice of adoption was received less than three (3) months in advance shall not forfeit their rights and benefits under this section solely because of their failure to give three (3) month’s advance notice.

Leave may be with or without pay at the discretion of the employer. Such leave shall not affect the employees' right to receive vacation time, sick leave, bonuses, advancement, seniority, length of service credit, benefits, plans or programs for which the employees were eligible at the date of their leave, and any other benefits or rights of their employment incident to the employees' employment position; provided, that the employer need not provide for the cost of any benefits, plans or programs during the period of such leave, unless such employer so provides for all employees on leaves of absence. If an employee's job position is so unique that the employer cannot, after reasonable efforts, fill that position temporarily, then the employer shall not be liable under this section for failure to reinstate the employee at the end of the leave period. The purpose of this section is to provide leave time to employees for adoption, pregnancy, childbirth and nursing the infant, where applicable; therefore, if an employer finds that the employee has utilized the period of leave to actively pursue other employment opportunities or if the employer finds that the employee has worked part time or full time for another employer during the period of leave, then the employer shall not be liable under this section for failure to reinstate the employee at the end of the leave. Whenever the employer shall determine that the employee will not be reinstated at the end of the leave because the employee's position cannot be filled temporarily or because the employee has used the
leave to pursue employment opportunities or to work for another employer, the employer shall so notify the employee.

Nothing contained within this section shall be construed to: (1) Affect any bargaining agreement or company policy that provides for greater or additional benefits than those required under this section; (2) Apply to any employer who employs fewer than one hundred (100) full-time employees on a permanent basis at the job site or location; or (3) Diminish or restrict the rights of teachers to leave pursuant to title 49, chapter 5, part 7, or to return or to be reinstated after leave.

Faculty members should direct all questions about the Tennessee Maternity/Adoption Child Care Leave Act to the Benefits Coordinator in the Office of Human Resources.

FMLA Leave
The federal Family and Medical Leave Act of 1993 (FMLA) provides certain rights to employees who have worked for or the University a total of at least 12 months and who also have worked for the University at least 1,250 hours in the past 12 months immediately preceding their need for leave.

Any employee who meets these eligibility requirements is entitled to take up to 12 weeks of leave during a rolling look back 12-month period when (1) a son or daughter is born, (2) a son or daughter is being placed with them for adoption or foster care, (3) a son, daughter, spouse, or parent experiences a serious health condition which requires the employee’s care, (4) the employee’s own serious health condition prevents him or her from working, or (5) the employee’s son, daughter, spouse, or parent is called into active military service in a foreign country and time off is needed for certain qualifying exigencies relating to this call. Questions regarding what qualifies as a “qualifying exigency” should be directed to the Benefits Coordinator in the Office of Human Resources. Leave to care for a newborn, adopted or foster child must be completed within one-year of the birth or adoption/foster care placement.

Eligible employees also may qualify to take up to 26 weeks of leave during a 12-month period (which begins the first day they take leave for this purpose) to care for an injured service member or veteran (who has been discharged from the military within the past five years under conditions other than dishonorable) whose serious illness or injury arose or was aggravated in the course of active military service. In order to take this type of leave, the employee must be the spouse, child, parent, or next of kin of the injured service member or veteran. This type of FMLA leave can only be used once per service member/veteran per illness or injury. All FMLA leave which is taken for any purpose during this 12-month period also will be counted toward the eligible employee’s 26 weeks of available FMLA leave.

If both spouses are employed by the University, they will need to “share” their 12 or 26 weeks of FMLA leave in some situations. Questions regarding this should be directed to the Office of Human Resources.

In situations where it is medically necessary to do so, eligible employees may take FMLA leave intermittently or on a reduced leave schedule. This is not permitted in connection with the birth, or placement for adoption or foster care of a child with the
employee (i.e., leave for these purposes must be taken on a continuous rather than on an intermittent basis). Accrued sick leave and vacation days may be used during FMLA.

When the need for FMLA leave is foreseeable, employees must provide at least 30 days’ advance notice of such need to the Office of Human Resources. Leave involving planned medical treatment or recovery therefrom must be coordinated with the employee’s supervisor, so that it does not unduly disrupt business operations, unless it is not medically possible to do so. When the need for leave is not foreseeable, employees still must comply with the call-in or other notice policies which are applicable to their positions in letting their supervisor know they need to use FMLA leave, unless they can show it is not medically possible to give this notice. In these circumstances, notice still must be given as soon as practical to the employee’s supervisor or the human resources department.

In any situation involving leave because of a serious health condition, either the employee’s or that of an applicable family member; the University is expressly authorized by law to obtain a medical certification of the condition and the need for leave from a qualified health care provider. An employee’s failure to return a medical certification form as requested by the University will result in their leave not being certified/covered by the FMLA and therefore being subject to the University’s usual attendance policies. Documentation also may be requested to support other FMLA leave requests; and the same consequences will follow from an employee’s failure to return the same upon the University’s request. Recertification forms, new certification forms, or other documentation also may be requested as permitted by law during an FMLA leave.

Employees may be asked to provide periodic updates to the University concerning their continued need for leave. Employees who take FMLA leave due to their own serious health condition also will be required to provide a return-to-work release stating that they can perform all of the essential functions of their job before being permitted to return to work. Employees who are unable to provide this at the end of their approved FMLA leave should consult with the Office of Human Resources.

Continued coverage under any group health plan will be provided for the duration of an employee’s FMLA leave at the level and under the same conditions coverage would have been provided if the employee had remained at work. In other words, the employee’s group health benefits will be continued, but if the University requires employee co-payment for any part of the premium when the employee is working, the same co-payment will be required when the employee is on leave. In certain circumstances, employees who do not return to work following an FMLA leave will be required to reimburse the University for some or all amounts paid for this continued coverage during their leave.

Employees who are able to return to work at the end of an FMLA leave will be placed in the same or an equivalent position to the one they held when their leave began. Employees on an FMLA leave are not shielded from layoff, termination, or discipline, however, if they otherwise would have been laid off, disciplined, or terminated even if they had not taken FMLA leave. Employees also may not continue to remain eligible for job protection once their FMLA leave is over even if they are placed on some other type of leave.
Initial notice of the need for FMLA leave and any questions regarding an FMLA leave should be directed to the Office of Human Resources. A form requesting leave under the FMLA may be obtained in the Benefits Office of the Human Resources Department. Fraudulent use of FMLA leave will be grounds for immediate termination.

Bereavement Leave

In case of death in the immediate family, employees are granted, when necessary, up to three days leave with pay. Immediate family consists of spouse, parent, child, sibling, grandparent, grandchild, mother–in–law, father–in–law, daughter–in–law, son–in–law, spouse's grandparent, or a relative living in the employee’s residence.

Professional Leave

A faculty member may apply to the dean for a professional leave without pay. The dean in consultation with the department chairperson will make a recommendation to the Vice President for Academic Affairs, who will make a recommendation to the President. Other professional employees would apply to the President through their supervisor.

Military Leave

Lee University supports armed forces personnel by granting military leave when an employee is called to active duty. When the necessity for military leave is known in advance, the employee should provide his/her supervisor at least two weeks’ written notice. Otherwise, the employee should give notice as soon as possible. Military leave is unpaid. The employee will accrue seniority and benefits while on military leave. The employee should notify his/her supervisor at least two weeks prior to returning from active duty to arrange reinstatement. Upon return from military leave, the employee will be reinstated to the same or an equivalent position.

Personal Leave

Three personal days are allowed per year and may be taken at the discretion of the employee provided approval has been obtained through the supervisor.

Adoption Assistance Policy

Lee University recognizes the challenges faced by employees from many different backgrounds. For this reason, the university has decided to provide a unique benefit for families adopting a child. An employee meeting eligibility and wishing to legally adopt a non-family member may apply for reimbursement of eligible adoption-related expenses.

An eligible employee is one who has been continually employed full-time for 12 months or more at the time the child is placed in the home. The child being adopted must be under the age of 18 and may not be a relative, step-child, or step-grandchild of the employee or the spouse of the employee. This benefit is not available in the case of either parent being a natural parent or if the adoption is for legal guardianship.

Domestic adoption-related expenses will be reimbursed to a maximum of $2,500 per adopted child. An international adoption or adoption of a child with special needs with a permanent mental or physical disability will qualify for an additional $1,000 reimbursement per child. The additional benefit is offered for either international or special needs; not both. (Documentation from the placement organization of international and special needs will be required.) Most expenses directly related to the adoption are
reimbursable. In the case where both parents are employees of the university, the benefit is applicable to only one parent.

These expenses may include but are not limited to:
- Home studies
- Agency and placement fees
- Legal fees and court costs
- Temporary foster care costs
- Medical expenses of the child, not covered by insurance
- Immigration, immunization and translation fees
- Transportation and lodging

Reimbursed adoption benefits will be reported in Boxes 3, 5, and 12 of the employee’s W-2 form. Though federal and state income taxes will not be withheld, FICA and FUTA taxes will be withheld consistent with federal and state regulations. The employee is responsible for accurately reporting Adoption Assistance reimbursements to federal, state, and local tax authorities. For further information on federal income tax provisions for adoption expenses, visit www.irs.gov or call (800) 829-3676.

To apply for this benefit, the employee may make a request in writing to the Director of Human Resources. The request must include the date of the placement of the child, the date of the completed adoption, and a detailed accounting of the expenses incurred in the adoption process. The payment of this benefit will be made with the employee’s next regular payroll disbursement.

**Group Insurance Program**

**Health Insurance**

Faculty members are classified as key employees. Health insurance is available to key full-time employees within the first 30 days of employment. The university offers all employees their choice of three different health insurance plans. The employee’s premiums are subsidized by the university by fifty-five percent up to seventy-five percent for the employee and by thirty-two percent up to fifty-seven percent for dependent coverage based on the plan chosen by the employee. Employees who elect to enroll in plans that qualify as high deductible health plans (HDHPs) may also elect to open a health savings account and contribute via payroll deduction.

**Dental Insurance**

All key, full-time employees are eligible to participate in a dental insurance plan after 30 days of employment. Fifty percent of the employee’s premium and twenty-five percent of the premium for dependent coverage will be paid by the university.

**Vision Insurance**

All key, full-time employees are eligible to participate in a vision insurance plan after 30 days of employment. Fifty percent of the employee’s premium and twenty-five percent of the premiums for dependent coverage will be paid by the university.

**Consolidated Ombus Budget Reconciliation Act (COBRA) of 1985**

Under COBRA, plan participants (employees and insured family members) who receive coverage under a Group Health Plan may be eligible to elect to purchase continued coverage at group rates if a qualifying event occurs (termination of
employment, reduction to part-time status, retirement, death, divorce, or disability). If requirements are met, employees may extend their coverage for 18 months. Disabled employees may extend their coverage for 29 months. If a covered dependent child ceases to be eligible for dependent coverage under a Plan, the child can elect to purchase COBRA coverage for up to 36 months. An administrative fee not exceeding 2% will apply.

Health Insurance Portability and Accountability Act (HIPAA) of 1996

HIPAA provides better access to health insurance coverage for those employees who change or lose their jobs; limits exclusions for pre-existing conditions; prohibits discrimination against employees and dependents based on their health status, provides for guaranteed renewability and availability of health coverage to certain employees and individuals, administrative simplification of health plans and develops privacy standards for the protection of an individual’s medical information.

The employee must show that his/her previous health insurance coverage was “creditable coverage” provided by a group health plan, an individual policy, Medicare, Medicaid, Military coverage, or state coverage such as: Tenncare. Creditable coverage is lost if the individual has a break in coverage that exceeds 63 days.

With the passage of HIPAA, Lee University and its employees are unable to discuss specific medical history, treatment, and or condition of any employee. These types of questions may be discussed with our insurance plan provider directly. Contact information is available through Human Resources.

Life Insurance

A Life/AD&D insurance policy in the amount of $50,000 is available to all full-time employees after 60 days of continuous employment. Dependent life coverage includes $5,000 for an employee’s spouse and coverage for dependents based on age. One hundred (100%) percent of the premiums are paid by the university.

Long-Term Disability Insurance

Long-term Disability Insurance provides financial protection for employees in the event of disability. Eligibility for participation is open to all full-time employees after 60 days of continuous service. Fifty percent (50%) of the employee’s premium is paid by the university.

Optional Insurance Program

The university sponsors several optional insurance plans for permanent employees. Eligible employees may purchase insurance for cancer, critical illness, accident protection, hospital indemnity, short-term disability, term life, automobile and home insurance at discounted rates. Premiums are paid 100 percent by the employee through payroll deduction. Enrollment materials and information are available in Human Resources.

Retirement Plans

Two retirement plans are offered to employees: the Church of God Minister’s Retirement Plan and the Lee University Retirement Plan through Teachers Insurance and Annuity Association (TIAA). Contributions to either of these plans are matched by the institution up to 5% of the employee’s regular salary (see schedules below). The employee may select the plan of his/her choice.
Church of God Minister’s Retirement Plan

The Church of God Retirement Plan was established January 1, 1983, to provide benefits to the plan members and their surviving spouses and beneficiaries upon the retirement, disability, or death of such members in accordance with plan provisions. Each participant may contribute any amount of his/her salary annually per the guidelines set by the Internal Revenue Service through a salary-reduction agreement. The university will match up to 5% of the employee’s contributions and forward these contributions to the Church of God Benefits Board.

Lee University Retirement Plan

An employee becomes eligible to participate in the TIAA defined contribution retirement plan at the beginning of the 12-month period during which they are credited with at least 1,000 hours of service and have attained the age of 21. Students are not eligible to participate in the Plan if employment is incidental to an educational program. Plan contributions are made on a before-tax (salary reduction) basis.

**PLAN CONTRIBUTIONS AS A PERCENTAGE OF REGULAR SALARY**

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*The Institution will contribute 2% for all Eligible Employees, whether or not they elect to make a contribution. All employee contributions are voluntary. An opportunity is given twice annually, January and July, for employees to change their contribution election. The Institution will match employee contributions beyond the 2% level if the employee contributes 3, 4, or 5%. The University’s contribution percentage is paid on an employee’s base pay and includes overtime, but does not include bonuses, or other types of additional pay.

Employees will receive an informational e-mail upon meeting eligibility, which provides the enrollment process.

Flexible Benefits Plan and Health Savings Account

New full-time employees may elect to participate in the Flexible Benefits Plan after 60 days of employment. Flex consists of three types of accounts: Non-Employer Sponsored Premium Reimbursement Plan (NESIP), Health Care Reimbursement Account, and Dependent Care Reimbursement Account.

The Health Care Reimbursement Account allows an employee to set aside money tax-exempt to help pay for expenses not covered by medical insurance. The Dependent Care Reimbursement Account allows an employee to set aside money tax-exempt to help pay for dependent care services that are necessary in order for the employee or spouse to go to work. Non-employer sponsored premium reimbursement plan offers the employee the opportunity to be reimbursed for privately purchased insurance premiums including health, disability, and dreaded disease insurance. Group insurance premiums deducted from the employee’s paycheck for employer-sponsored plans do not qualify.
within this category. Nor are the insurance premiums deducted from an employee’s spouse’s employer eligible.

Employees may elect to participate or make changes in their Flex accounts during the month of October for the following plan year (November 1-October 31). This benefit plan is covered under the Health Insurance Portability and Accountability Act (HIPAA) of 1996. A Privacy Statement will be disseminated to all new participants of the plan at the time of enrollment.

Employees enrolled in qualifying high deductible plans (HDHPs) may elect to open a Health Savings Account in which they can contribute funds via payroll deduction and/or at their own discretion up to the appropriate IRS defined limits. Money deposited into an HSA can be used for qualified medical expenses, excluding health insurance premiums, and is not subject to “use it or lose it” rules.

Christmas Gift

Each December, if funds are available, a decision may be made to provide regular employees of Lee University a gift equal to 2% of their regular salary or equal to one week’s pay. The following criteria will be used to determine how a gift may be calculated.

1. Employees who were employed before September 1 of each year may receive the full amount of the Christmas gift.
2. Employees who were employed after September 1 and prior to November 15 may receive 50% of the gift.
3. Employees who work less than forty hours per week shall receive a gift according to the same schedule as full-time employees based on their average weekly hours.
4. Employees must be actively employed before November 15 and continually employed until December 31st in order to receive this gift.

Social Security

The university participates in the Federal Insurance Contributions Act (Social Security). Employees of the university are eligible to participate. The university contributes 7.65 percent of salary to match monthly employee contributions.

Credit Union

Two credit unions are available for membership by university employees and their immediate family members. Cleveland/Bradley County Teachers Federal Credit Union and Pathway Credit Union offer a full range of financial services for their members. These services include but are not limited to savings accounts, draft accounts, loans and/or automobile insurance by payroll deduction. In addition, tax deferred contributions to Individual Retirement Accounts (IRA) can be handled through payroll deduction. Applications for membership in the Pathway Credit Union are available in the Office of Human Resources. Membership applications are made directly to the Cleveland/Bradley County Teachers Federal Credit Union office at 420 Central Avenue.
Tuition Discount

Undergraduate Studies

Full-time employees are eligible to take 6 undergraduate credit hours tuition-free per semester (benefit does not apply to summer sessions). The spouse and dependent children of full-time faculty are entitled to 100% tuition remission immediately. Other fees are to be paid by the employee. Disqualification may occur because of chapel probation (see Student Handbook). Any judgments or interpretation regarding this policy are to be made by the President. The university Cabinet has set a two-trip maximum for employees using their tuition benefit for payment toward a study abroad trip.

Faculty members who may pass away during their service with Lee University who have a spouse or dependents currently receiving the tuition discount will receive an extension of the benefit to the completion of the spouse or dependents’ educational pursuit.

Graduate Studies

Full-time employees are eligible to apply for a graduate tuition scholarship provided by the university. The scholarship is awarded on a semester basis to qualified employees, their spouse and dependent children. For full-time faculty, the scholarship provides 100 percent of the tuition expense for 6 hours of graduate level courses for the employee. Additionally, the scholarship provides 100 percent of the graduate-level tuition expense for the spouse and 50 percent of the graduate-level tuition expense for the dependent of a full-time faculty member. This does not apply to fees other than tuition. Any judgments or interpretation regarding this policy are to be made by the President.

Worker’s Compensation

All Lee University employees are covered by insurance as specified in the Worker’s Compensation Law. In the event an employee is injured on the job, no matter how slight, he/she should report the injury to his/her supervisor within 24 hours of the occurrence. The employee should come to Human Resources to fill out the proper paperwork and receive further instruction. In the event that the injury is significant, the employee should receive emergency treatment or call 9-1-1. The supervisor will file an Accident Report with Human Resources.

Medical treatment is available at no cost to the employee if he/she selects a doctor from the Panel of Physicians. This panel contains health care providers approved by the University for treating on-the-job injuries and is posted on the Human Resources bulletin board in the Office of Human Resources – Lower Simmons, and on the Physical Plant bulletin board. Human Resources will notify the Workers’ Compensation Insurance carrier when a work injury occurs. Documentation of an injury must be reported within 48 hours in order for benefits to be paid.

Employee Wellness Program

All faculty teaching seven hours or more are eligible to participate in HealthQuest, at no cost to the employee. The HealthQuest program was developed to promote a culture of health and wellness. Participants have the opportunity to attend educational meetings on campus and log their activities through the academic year. Incentives are given to all program participants. Faculty members should contact the Recreation Center for more information.
DeVos Recreation Complex

All employees may have access to the DeVos Recreation Complex under the following guidelines: (1) Entrance is obtained by showing your Lee University staff identification card. Family members must also present a Lee University identification card. Cards may be obtained in the Campus Safety Office. (2) Children under the age of 16 MUST be supervised. (3) Guest passes may be obtained through the Administration office and are the property of the staff member. Staff must accompany their guests when visiting the complex.

Employee Counseling

In an effort to help employees perform well and succeed, cost-free counseling services are available. Employees may schedule a counseling session with a program offered through USAble. The Employee Assistance Program through US Able offers counseling for a wide range of personal and financial needs with 24-hour assistance via a toll free number and an interactive website. For more information on the US Able Employee Assistance Program please go to their website, www.ndbh.com and use the password, “SGE3F”. Or, contact the Employee Benefits Coordinator in the Human Resources Office.

Purchase Discounts

Lee University employees will receive purchase discounts as follows:

- Follet Campus Store: 10% discount
- Deacon Jones Dining Hall: discounted meal prices

Other Benefits

Computer Purchases

A full-time employee interested in purchasing a computer through the University should submit a request in writing to the Director of Human Resources for a payroll deducted loan. If the loan is approved, a promissory note must be signed by the employee affirming that the full purchase price of the computer (including sales tax) will be reimbursed to the University through payroll deduction. This loan MUST be paid in full by May 31 of the fiscal year in which the loan was approved or upon separation from the University. Should the employee leave the University, for any reason, the remaining balance of the loan will be due and may result in the balance of the loan being paid from the employee’s final paycheck.

Computers purchased for personal use will be sold at the university’s cost plus applicable sales tax. However, all ongoing support will be the responsibility of the employee and the vendor. If an employee wishes to use his/her personal computer on campus and utilize the backbone for connecting to the Internet and campus related file servers, the Information Technology Services staff will assist in the setup and maintenance of the computer, provided enterprise hardware standards are followed.

Tenured Faculty Regalia

When faculty are awarded Tenure, the university will contribute up to $525 toward the cost of regalia if the faculty member wishes to purchase their own regalia. Newly tenured faculty should contact the Office of the Vice President for Academic Affairs with questions.
Faculty Development Opportunities

Mentoring. Each new faculty member is assigned to an experienced faculty member who will assist him/her through the first three years at Lee University. Mentors facilitate three major areas of adjustment: social, institutional and professional. It is the mentor’s responsibility to introduce the new faculty member to people with shared interests and to help him/her make a successful adjustment to Cleveland. If necessary, the mentor will also assist the new faculty member in acquiring the requisite classroom skills by observation, coaching, and modeling. Throughout the first three years of the faculty member’s career, the mentor will serve as his/her advocate.

New Faculty Seminars. New faculty also have the opportunity to attend a monthly orientation seminar intended to provide information about teaching at Lee University. Faculty with fewer than five years’ teaching experience also attend a monthly Excellence in Teaching Seminar.

Professional Organizations. Faculty members are strongly encouraged to join and participate in professional organizations, and the university provides $150 for professional dues and journal subscriptions. Each full-time faculty member may also receive $600 for travel to attend a professional meeting. (Please see the Travel Policy at the end of this section.) If the faculty member is presenting a paper, responding to a paper, or chairing a session, or if he/she holds an office in the organization, the university will pay all expenses for attendance at the meeting unless there are extenuating circumstances; e.g., if the conference is in a foreign country, if the faculty member presents several papers in the same year, or if the department chair and/or dean do not feel that the professional organization is appropriate to the faculty member’s discipline, or teaching responsibilities.

Sabbatical Leaves. Professors, associate professors, and assistant professors who have had six years of continuous service on the Lee University faculty are eligible to apply for a sabbatical leave. Teaching years in the rank of full-time instructor, and three years of time in the rank of lecturer, may be counted as part of the six years of service. Sabbaticals may be awarded on the basis of one semester at full pay and fringe benefits or, in some circumstances, for a full year at half pay. Recommendation for such leave will be made to the President by the Vice President for Academic Affairs after consultation with the dean and recommendation by the department chair. The President will decide whether it will be presented to the Board of Directors. Application for leave, paid or unpaid, must be made in writing at least one year prior to the desired time so as to provide sufficient time for securing replacement faculty.

Sabbaticals at Lee University are offered for the intellectual refreshment and engagement of its professors. When writing a sabbatical proposal, faculty members should reflect on the task/s or project/s that they are intending to do as well as offer a clear, detailed agenda of their work. One may consider writing this proposal as if writing for a grant that is worth one-half (½) of his/her annual salary at Lee. Along with a timeline for the sabbatical, the details of what one plans to do should be clearly stated and the results of that work should be projected. The sabbatical is not granted for the purpose of individual rest from the admittedly exhausting duties of a professor, but rather is offered for individuals to improve their contribution to the academic community—both locally and globally—at Lee University and beyond. In preparing this proposal, faculty should keep in mind two questions:

(1) what will this time away from teaching at Lee University contribute to the academy in general and this university in particular? and,
(2) is the time away from teaching worthy of the monetary investment of the university? This is the faculty member’s case to make—to the chair, dean, Vice President for Academic Affairs, the President and the Board of Directors.

Paramount in any sabbatical leave is the issue of time—especially time to reflect on one’s research material and bring it to life in writing or production of some type. The freedom of a sabbatical is a precious gift from the academy so that learning may occur throughout one’s lifetime, not merely in one’s formative educational years. Such work away from campus offers our students a model for life-long learning. The university hopes that the sabbatical leave will produce something that will make faculty members better professors and academicians.

It should be noted here that we realize family constraints may impinge upon a faculty member being gone for extended periods of time. Therefore, in speaking of being “away from campus” or the town of Cleveland, Tennessee, we are not suggesting that one needs to be away the entire sabbatical semester. Rather, we are encouraging at least some research time away from campus during the semester, not necessarily all research time.

Types of Research Activities Considered Appropriate

Not every proposal for sabbatical research leave is worthy of consideration for a semester away from the university. Therefore, the faculty member is encouraged to make a strong case for the value of his/her projected work for both the academic community and Lee University.

Appropriate sabbatical research proposals tend to include measurable activities whose primary location is away from Cleveland, Tennessee, or the university campus. These may be placed in the following categories. (This list is meant to be illustrative, not exhaustive):

a. taking post-doctoral courses related to one’s teaching discipline at other educational institutions;
b. engaging in academic research appropriate to one’s discipline at other university/college libraries;
c. writing a chapter in a book, an article for a peer-reviewed academic journal, or a research-level book;
d. singing, playing, conducting, directing, or acting in juried performances;
e. teaching and researching in a PreK-12 school;
f. producing works of art;
g. composing music;
h. studying statistics and data for one’s academic discipline;
i. renewing one’s ability in a foreign language—if one can show how that language is useful for research in his/her discipline;
j. performing a “literature review” that evaluates previous work in the realm to be investigated.

The following types of research and work will be given less consideration for sabbatical leave than those above: writing a book (or dissertation) while remaining in town; preparing teaching material/lessons for future courses; preparing new course curricula for one’s department; travel—without designating how that travel will engage one in research or benefit the academic community; visiting a conference or academic society meeting (only); teaching at another institution—without giving clear expression as
to the benefit that Lee University might gain from such work; or doing research that could be performed during time off in the summer.

Presentation Summary of Sabbatical Research

While not all the benefits of a sabbatical leave can be compiled in a finished product, there does need to be some accounting for the granting of a leave by means of a presentation summary to the President and Board of Directors. Within one calendar year from the conclusion of a sabbatical, faculty members are requested to provide a brief description of the work accomplished during the leave time. In addition, they may attach or forward appropriate documents that have been prepared or published as further evidence of the work performed. This is not meant to be a threatening dimension of the sabbatical leave, but rather a joyful celebration of the tasks projected and completed during this time.

All leaves shall be controlled by the administration and Board of Directors, and a leave may be withheld whenever it is felt that the absence of the candidate will seriously impair the interest of the university. It is expected that those receiving a sabbatical leave will return to Lee University for at least six full semesters. This obligation applies to all types and lengths of sabbatical whether one year of less. If one does not return or gives only partial service, he/she will reimburse the university on the following basis:

- No subsequent service ........................................ all to be reimbursed
- One year of service ........................................ 2/3 of leave payment
- Two years of service ...................................... 1/3 of leave payment
- Three years of service ................................. Sabbatical obligation is fulfilled

The terms of repayment shall be 20% per year until the remaining indebtedness is paid. Death or total and permanent disability relieves the faculty member of this obligation. In the event that a person is elected by the General Church to another position in the Church, the sabbatical leave indebtedness will be reviewed by the Board of Directors for adjustment.

The number of sabbatical leaves made available each year will be determined by the administration and Board of Directors. Other criteria for the selection of candidates are personnel needs of the department, personal initiative, academic position, and availability of personnel for the release of an individual.

No faculty member shall be eligible for a sabbatical leave within five years of his/her retirement date. Faculty members are requested to pursue every avenue possible to secure fellowships and grants. Those whose initiative and performance enable them to obtain supplementary funding will not be penalized in the awarding of university funding. The goal of the university is to fund two sabbatical leaves each year. Personnel who are on sabbatical leave may be reimbursed by the university for tuition and fees for the period of one year.

The Procedure for Applying

1. Since the Board of Directors considers sabbaticals in its Winter Session (usually January) applications and supportive materials must be handed in to a professor’s Chair by September 15 of the year prior to the year for which the sabbatical is requested. Since sabbaticals are granted for professional development, applications should include a detailed description of the proposed study following the format of proposals made to the Faculty Research Committee.
2. The Chair will evaluate all sabbatical requests in the department and will make recommendations to the Dean. Evaluation will be based on the value of the proposed research to the department and the ability of the department to cover classes during the absence. If there is more than one request for sabbatical within a department, the Chair will also write a letter to the Dean that offers a prioritization of the applicants. All materials from the professor and letter(s) from the Chair will be forwarded to the Dean for assessment.

3. In conjunction with the Chair, the Dean will ascertain how the professor’s classes will be covered and evaluate the viability of each candidate for sabbatical and the quality of the proposed study. The Dean will then add his/her own letter of recommendation for each applicant to their materials and the Chair’s letter. In addition, the Dean will provide a letter of prioritization of the various applicants in his/her school or college; all of this material is passed on to the Vice President for Academic Affairs, who in turn will offer her/his own recommendation to the President.

4. Timetable:
   a. September 15: All materials, forms, and an official letter of request for a sabbatical for the following academic year must be delivered to the Chairperson by this date.
   b. September 20: The Chairperson passes along to the Dean all of the materials prepared by the professor; in addition, the Chair will offer his/her letter of recommendation and – if more than one application for sabbatical has been made within the department – his/her letter of prioritization for the multiple departmental applicants.
   c. September 20-30: The Dean will work with the Chair in order to determine appropriate replacement(s) for the applicant(s); the Dean will collect all materials and write a letter of recommendation for each applicant as well as a letter of prioritization for the applicants. On September 30, the Dean will forward all items to the Vice President for Academic Affairs.
   d. October 15: By this date, the Vice President for Academic Affairs will forward all sabbatical application materials to the President.

**Professional Leave.** A faculty member may apply to the dean for a professional leave without pay. The dean in consultation with the chairperson of the department will make a recommendation to the Vice President for Academic Affairs, who will make a recommendation to the President. Other professional employees should apply to the President through their supervisor.

**Other Paid Leaves for Professional Development.** Administration, faculty, and administrative staff may apply to the President of the university through their supervisor for a paid leave for professional development. The granting of such a leave will be subject to the guidelines approved by the administration and Board of Directors.

**Faculty Research Grant Award.** The recipients of the Faculty Research Grant awards are selected by the Faculty Research and Scholarship Awards Committee. The composition of the committee and the guidelines for the selection of the Research Grant recipient will be the same as those listed for the “Excellence in Scholarship Award” (see Section 6).

Applicants are required to submit a research proposal, the format of which is available from the deans or the Vice President for Academic Affairs. The committee has the option of dividing research money among applicants. Recipients will file a report on
the outcome of the research project with the Scholarship Awards Committee the following year.

**Mini-Sabbaticals.** Money for study, professional travel, and other projects conducted during the summer is awarded annually through the President’s Office. The President and the Vice President for Academic Affairs will announce or publish the application deadlines.

**Leonard Center Grants.** The Leonard Center for Christian Service will fund competitive grant applications for projects which combine community service with an academic discipline.

**Tuition Assistance.** Full-time faculty members are eligible to apply for assistance with tuition by following the steps outlined below. If approved, tuition assistance will be granted to an individual for a maximum of 4 years.

1. The individual should write out a plan for the proposed degree including all the following elements:
   a. The exact degree sought
   b. The university in which he/she plans to pursue the degree
   c. Any courses which might be required prior to admission
   d. The estimated date of admission to the program
   e. The estimated number of hours in the total program
   f. Other requirements in addition to the required curriculum (e.g. language)
   g. An estimated time-frame for completion of the degree including the number of courses to be taken each semester and summer
   h. An estimate of requests for financing over the entire period broken down by semester
   i. An estimate of other requests such as released time or special scheduling of classes
   j. A summary of how this degree will benefit the university

2. In addition to the general plan, the faculty member should submit a specific request for the next semester. Requests should be submitted at least one month prior to registration.

3. The individual should submit the proposal to his/her department chair and schedule a time to discuss it.

4. If the department chair agrees that the proposal has merit and warrants full or partial funding, he/she will submit the proposal with a recommendation to the Dean who will pass it on to the Vice President for Academic Affairs, and in some cases, to the President. Approval of the general plan does not imply that full funding will be available.

5. Before receiving funding, the faculty member will be asked to sign a letter of understanding which outlines the university’s expectation of service after the financial assistance is provided. The expectation of the university is that the faculty member will provide three full years of service after completion of their course of study and obtaining the doctorate. Should the faculty member decide to leave their position at Lee, the repayment of all tuition assistance paid by the university will be required according to the following schedule:
<table>
<thead>
<tr>
<th>No subsequent service</th>
<th>-</th>
<th>All tuition costs will be repaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year of service</td>
<td>-</td>
<td>2/3 of the tuition costs</td>
</tr>
<tr>
<td>Two years of service</td>
<td>-</td>
<td>1/3 of the tuition costs</td>
</tr>
<tr>
<td>Three years of service</td>
<td>-</td>
<td>Obligation will be fulfilled</td>
</tr>
</tbody>
</table>

6. Subsequent requests for funding should be made at least one month prior to registration for each semester or summer directly to the office of the Vice President for Academic Affairs.

7. Following each semester for which funding is granted, the instructor will provide an official transcript to the office of the Vice President for Academic Affairs.

8. It is the responsibility of the faculty member to keep the plan updated and to keep the department chairperson fully informed.

**Tuition Waiver Benefits**

**Undergraduate Tuition Waiver Exchange Program**

As a member of the Council for Christian Colleges and Universities, the Council of Independent Colleges and The Tuition Exchange Plan ("TWEP"), Lee employees or their dependents may attend other participating member institutions with a waiver of regular tuition for provision of full educational benefits. Lee University employees may be eligible for this benefit if they are employed fulltime as administrator, faculty, and/or support staff. Guidelines, student application, and list of participating institutions may be found at the websites: [www.cccu.org](http://www.cccu.org) for the Council for Christian Colleges and Universities, [www.cic.org](http://www.cic.org) for the Council of Independent Colleges and [www.tuitionexchange.org](http://www.tuitionexchange.org) for The Tuition Exchange Plan.

In order to request a slot in the TWEP at one of the participating institutions the employee should submit the student application form to the TWEP Liaison Officer, in the Department of Human Resources. The student must have made application to the accepting institution prior to submission of the student application form. The employee’s status will be evaluated and the student application validated and forwarded to the TWEP Liaison Office of the accepting institution. When the Lee University TWEP Liaison Officer has been notified of a successful application request, the employee and the student will be notified.

Each participating member institution is required to accept at least one new and up to three incoming students each year. Students who have been accepted by the member institution and wish to graduate from that institution may continue their studies by submitting the student application each year through the Lee TWEP Liaison Officer. Recertification of eligibility will be forwarded to the member institution on the student’s behalf in April of each year. The student’s continued eligibility requires that they continue to meet the academic and social standards of the host institution.

**Graduate Tuition Waiver Exchange Program**

The Councils’ TWEP is extended to graduate studies only in member institutions who have agreed to accept graduate students through the program. The list of participating institutions on the websites is noted as to whether the graduate tuition waiver will be accepted by the institution. The guidelines and procedures for making application, attaining eligibility and being re-certified are the same for graduate studies as for undergraduate.
Faculty Honors

**Excellence in Teaching Award.** The recipient is selected by an unannounced Selection Committee appointed annually on or before February 1 by the President. The Committee is composed of three faculty members, each from a different department; and three students, each from a different department. No two members of this committee shall be from the same academic department.

Nominations may be submitted in letter form to the President by faculty members and students. Deadline for nominations shall be March 15. Candidates are not limited to those nominated by students and faculty; therefore, any member of the Selection Committee may nominate a candidate. The committee shall consider each candidate on the basis of the established criteria and, by means of secret balloting, select the recipient of the award by majority vote (4 of 7). The selection is submitted to the President by the Selection Committee Chairperson by April 15. This award carries with it recognition at commencement and a stipend.

The criteria for selection are as follows:

**SCALE I: Demonstration of Ability for Effective Teaching (1–10 rating)**

A. **Analytic/Synthetic Approach**
   1. Discusses points of view other than his/her own.
   2. Emphasizes conceptual understanding.
   3. Seems well read beyond the subject he/she teaches.

B. **Organization/Clarity**
   1. Is well prepared.
   2. Presents well organized lectures, discussions, and demonstrations.

C. **Instruction–Group Interaction**
   1. Encourages class discussion and sharing experience.
   2. Knows when students are bored or confused; is aware of student reaction to his/her lecture.
   3. Has students apply concepts to demonstrate understanding.
   4. Allows enough flexibility in assignments, testing, and requirements to provide for individual differences and to encourage creative and original thinking.

D. **Dynamism/Enthusiasm**
   1. Is enthusiastic about his/her subject.
   2. Varies the speed and tone of his/her voice.
   3. Has a sense of humor.
   4. Expresses interest and concern about the quality of his/her teaching.

**SCALE II: Relations with Students (1–7 rating)**

A. Has a genuine interest in students.
B. Is friendly towards students.
C. Relates to students as individuals.
D. Recognizes and greets students out of class.
E. Is accessible to students out of class.
F. Is valued for advice not directly related to the course.
G. Respects students as persons.

SCALE III: Participation in the Academic Community (inside and outside the university) (1–5 rating)
A. Is involved in on–campus and off–campus activities that affect students.
B. Attends many lectures and other events on campus.
C. Has a congenial relationship with colleagues.

SCALE IV: Research Activity (1–5 rating)
A. Presents papers at meetings.
B. Publishes book and articles.
C. Keeps current with development in field.
D. Makes practical application of results of research in teaching.

The recipients of the Excellence in Teaching Award are as follows:

Carolyn Dirksen 1972 Penny Mauldin 1996
Charles R. Beach 1974 Eleanor Sheeks 1998
French L. Arrington 1975 Michael Laney 1999
Lois Beach 1976 Terry Cross 2000
J. Martin Baldree 1978 Ruth Crawford Lindsey 2002
William Snell 1979 Jim Wilkins 2003
Charles Paul Conn 1981 Paul DeLaLuz 2005
Jerome Boone 1982 Carlanna Gill 2006
Karen Mundy 1983 Tony Deaton 2007
John Sims 1984 William Estes 2008
Sabord Woods 1985 Trevor Milliron 2009
William T. George 1986 Virginia Horton 2010
Dewayne Thompson 1987 Eric Moyen 2011
Robert Herron 1989 Laura Anderson 2013
Jerald Daffe 1990 Skip Jenkins 2014
Murl Dirksen 1991 Shane Griffith 2015
Pamela Browning 1992 Donna Summerlin 2016
Lonnie McCalister 1993 John Coats 2017
Clifford Schimmels 1994 Matthew Fisher 2018
Jean Eledge 1995 Chad Schrock 2019

Excellence in Scholarship Award

1. The award may be given annually at spring commencement ceremonies, in conjunction with the Excellence in Teaching Award.
2. A stipend will be given to the recipient of the scholarship award.
3. The recipient of the scholarship award will receive a certificate of recognition during the award ceremony.
4. The recipient of the award will be selected by a committee appointed by the President at the beginning of the school year.
   a. This committee will be comprised of the Vice President for Academic Affairs, chairperson; and five full–time faculty members holding earned doctorates. The committee will include the immediately previous recipient of the award.
   b. Members of the committee will be ineligible to receive the award.
   c. A member of the committee who is nominated for the award may resign, to be replaced by a new member appointed by the President.

5. All persons holding faculty rank will be eligible for the award.

6. Administration and faculty members will be notified through the mail of the names of committee members during the fall semester.

7. Administration and faculty members may nominate individuals holding faculty rank by sending a letter of nomination and a resume to the chairperson of the committee.

8. Members of the committee may request additional information on the nominees.

Faculty members who have received the Excellence in Scholarship Award:

Donald Bowdle 1986  David Holsinger 2003
William R. Snell 1987  Emerson Powery 2004
Karen Carroll Mundy 1988  Dale Coulter 2005
Robert O’Bannon 1989  Steven Lay 2006
Kathaleen Reid 1990  Michael Freake 2007
Carolyn Dirksen 1992  Mike Iosia 2009
Murl Dirksen 1993  Kevin Brown 2010
William Simmons 1994  Richard Jones 2011
John Sims 1995  Lisa Stephenson 2012
Milton Riley 1996  Aaron Johnson 2013
Jerome Boone 1997  Christopher Stephenson 2014
Dora Vargas 1998  Chad Schrock 2015
Dan Hoffman 1999  Daniela Augustine 2016
Erik Lindquist 2000  Lori West 2017
Terry Cross 2001  Brian Peterson 2018
H. Lee Cheek 2002  Drew Bledsoe 2019

Twenty-Five Year Award

The fulfillment of twenty–five years service to Lee University is regarded as a significant milestone in service to the institution. In recognition of this attainment of longevity and seniority, the university honors such persons with a special citation and modest gift during the commencement exercises of the twenty–fifth year.

Excellence in Advising Award

Each spring a committee chaired by the Registrar selects a faculty member to receive the Excellence in Advising Award from nominations made by department chairs or school deans. The nominations are based in part on information gathered from student evaluations of their advisors. This award carries a stipend.

The winner of this award should be a faculty member who strives for excellence in filling the role of academic advisor by doing the following:
• demonstrating Christian care and concern for each advisee
• being available and accessible
• providing accurate information about institutional policies, procedures, resources and programs
• assisting students in their consideration of life goals
• assisting students in developing an educational plan consistent with life goals and objectives
• assisting students in evaluation or re-evaluation of progress toward established goals and educational plans

Faculty members who have received the Excellence in Advising Award:

<table>
<thead>
<tr>
<th>Name</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Rahamut</td>
<td>1996</td>
<td></td>
</tr>
<tr>
<td>Debbie Murray</td>
<td></td>
<td>2005</td>
</tr>
<tr>
<td>Ingrid Hart</td>
<td>2014</td>
<td></td>
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<tr>
<td>Carlanna Gill</td>
<td>1997</td>
<td></td>
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<tr>
<td>Thomas Doolittle</td>
<td>2006</td>
<td></td>
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<tr>
<td>Randy Sheeks</td>
<td>2015</td>
<td></td>
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<tr>
<td>Robert Barnett</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Louis Morgan</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Mary Dukes</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Jerald Daffe</td>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>Jeff Sargent</td>
<td>2008</td>
<td></td>
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<tr>
<td>Mark Wickam</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Matthew Melton</td>
<td>2000</td>
<td></td>
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<tr>
<td>Shane Griffith</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Jason Robinson</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>Paul DeLaLuz</td>
<td>2001</td>
<td></td>
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<tr>
<td>Patricia McClung</td>
<td>2010</td>
<td></td>
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<tr>
<td>Heath Quagliana</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td>Pamela Browning</td>
<td>2002</td>
<td></td>
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<tr>
<td>Kevin Brown</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Donna Summerlin</td>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>Skip Jenkins</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Lee Cheek</td>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>Sherry Kasper</td>
<td>2013</td>
<td></td>
</tr>
</tbody>
</table>

**Distinguished Professor**

Distinguished Professor is a rank awarded by the Board of Directors in those rare circumstances in which a Lee professor has performed with great distinction over an extended period of time, and has performed at a level of excellence which has been recognized as exceptional among fellow professors at the university. It is awarded at the recommendation of the President. No individual will be considered for this rank with less than 15 years of service at Lee.

**Senior Adjunct Professor**

Senior Adjunct Professor is a rank conferred on a tenured faculty member who relinquishes tenured status and requests continuation as a member of the faculty with all normal faculty privileges except a formal vote and the fringe benefit package. This status carries a minimum teaching load of 12 credit hours per year. Senior Adjunct Professors also assist colleagues with advising, recruiting, letters of recommendation, etc.

**Professor Emeritus Status**

Faculty members who have attained the rank of Associate Professor or Professor by retirement at age 62 or later and who have served a minimum of twenty years at Lee University, the last 10 of which must be continuous, are eligible for nomination to Professor Emeritus status.

The procedure for granting emeritus status is as follows: any member of the faculty or administration may offer a recommendation to the Vice President for Academic Affairs, who then makes recommendations to the President; the President submits nominations
to the Board of Directors, and the Board grants final approval for emeritus status. An appropriate resolution and certificate are presented at commencement.

The criteria for selecting emeritus faculty are dedication to teaching, loyalty to the institution, and outstanding contributions during one’s tenure at Lee University.

The emeritus members of the faculty have the rights and privileges of associate members: they may attend faculty meetings (without a vote); participate in commencement exercises; enjoy faculty rights and privileges when teaching part-time; receive a free pass to all athletic events, campus events, and library; be entitled to faculty discounts at the bookstore and the cafeteria; and receive a parking permit when space is available.

Faculty members who are granted emeritus status are listed in the University Catalog and Faculty Handbook as Emeritus Professors and shall receive an invitation to all university functions that faculty members of the institution (or their spouses) receive.

The Vice President for Academic Affairs is responsible for implementing the procedures as outlined in the policy for emeritus faculty.

Present faculty emeriti are:

- Jimmy W. Bilbo, Professor Emeritus of Education
- Ollie Lee, Professor Emeritus of Sociology
- Ruth Crawford Lindsey, Professor Emeritus of Sociology
- Barbara McCullough, Professor Emeritus of Library Science
- Robert O’Bannon, Professor Emeritus of Biology
- George Voorhis, Professor Emeritus of Biblical Studies
- Sabord Woods, Professor Emeritus of English
- Carolyn Dirksen, Distinguished Professor Emeritus of English
- Jerome Boone, Professor Emeritus of Old Testament and Christian Formation
- Karen Mundy Judkins, Professor Emeritus of Sociology
- Steven Lay, Professor Emeritus of Mathematics

**Non-traditional Teaching Opportunities**

As part of the general education core, each student must meet the requirements of a Global Perspectives component before graduation. In addition to an introductory seminar course, students must participate in a cross-cultural study opportunity either stateside or abroad.

Faculty members coordinate and lead these trips and are encouraged to develop new study abroad opportunities for students. Trips may be associated with a specific major or open to all majors. The majority of these trips are taken over the summer, but a few are scheduled during Spring break and between the Fall and Spring semesters.

Faculty pay is determined by number of credit hours taught and the number of students on the trip. Standard pay is $600 per credit hour for faculty with Masters degrees and $700 per credit hour for faculty with Doctoral degrees. The GNST 251/252/253 course is always $300 per credit hour regardless of the number of students or faculty education.

Some study abroad trips are offered annually, while others are offered on alternate years, and new trips are developed each year. With this in mind, the full list of study abroad opportunities change each year. Here are examples of our offerings:
<table>
<thead>
<tr>
<th>Country/Program</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska:</td>
<td>Education</td>
</tr>
<tr>
<td>Alaska:</td>
<td>Nursing</td>
</tr>
<tr>
<td>Australia:</td>
<td>Wildlife Biology</td>
</tr>
<tr>
<td>Central America Medical Missions:</td>
<td>Guatemala</td>
</tr>
<tr>
<td>Central America Medical Missions:</td>
<td>Honduras</td>
</tr>
<tr>
<td>China:</td>
<td>Psychology</td>
</tr>
<tr>
<td>Colombia:</td>
<td>Spanish Language and Culture</td>
</tr>
<tr>
<td>Colombia:</td>
<td>TESOL</td>
</tr>
<tr>
<td>Ecuador:</td>
<td>Summer Spanish Institute</td>
</tr>
<tr>
<td>Egypt:</td>
<td>Mathematics</td>
</tr>
<tr>
<td>England:</td>
<td>Literature &amp; Writing</td>
</tr>
<tr>
<td>England &amp; Scotland:</td>
<td>History</td>
</tr>
<tr>
<td>Europe:</td>
<td>Psychology</td>
</tr>
<tr>
<td>Germany:</td>
<td>Reformation</td>
</tr>
<tr>
<td>Hawaii:</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>Honduras:</td>
<td>Religion</td>
</tr>
<tr>
<td>India:</td>
<td>Religion &amp; Language</td>
</tr>
<tr>
<td>Ireland:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Israel:</td>
<td>Archaeology</td>
</tr>
<tr>
<td>Israel:</td>
<td>Biblical Lands</td>
</tr>
<tr>
<td>Israel:</td>
<td>Business</td>
</tr>
<tr>
<td>Italy:</td>
<td>Art &amp; Humanities</td>
</tr>
<tr>
<td>Italy/Austria:</td>
<td>Music</td>
</tr>
<tr>
<td>Italy/Greece:</td>
<td>Business</td>
</tr>
<tr>
<td>Jamaica:</td>
<td>Deaf Studies</td>
</tr>
<tr>
<td>Japan:</td>
<td>Language &amp; Culture</td>
</tr>
<tr>
<td>Kenya:</td>
<td>Nursing</td>
</tr>
<tr>
<td>Mexico:</td>
<td>Education</td>
</tr>
<tr>
<td>Native American:</td>
<td>Nursing</td>
</tr>
<tr>
<td>New England:</td>
<td>American Ethnic Studies</td>
</tr>
<tr>
<td>New Zealand:</td>
<td>Education</td>
</tr>
<tr>
<td>Philippines:</td>
<td>Education</td>
</tr>
<tr>
<td>Spain:</td>
<td>Humanities</td>
</tr>
<tr>
<td>St. Pierre &amp; Miquelon:</td>
<td>French</td>
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<tr>
<td>Thailand:</td>
<td>Education</td>
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<tr>
<td>Ukraine:</td>
<td>Communication</td>
</tr>
<tr>
<td>United Kingdom:</td>
<td>Semester Study Abroad</td>
</tr>
<tr>
<td>United Kingdom:</td>
<td>Theatre</td>
</tr>
<tr>
<td>Uruguay &amp; Argentina:</td>
<td>Business</td>
</tr>
<tr>
<td>Vienna:</td>
<td>Theatre</td>
</tr>
</tbody>
</table>

Student Teaching placements are also offered in China, Ghana, Saipan, Thailand, and other locations.

**Study Abroad Proposals**

Faculty are encouraged to develop and lead study abroad trips for students. The university has a strong commitment to cross-cultural education and is proud of the ongoing growth and success of the Global Perspectives Program. Guidance for preparing a study abroad proposal is available to faculty by contacting the Global Perspectives Office.
Opportunities Available Through the Appalachian College Association

What is the Appalachian College Association?

It is a non-profit organization governed by an Executive Board composed of presidents and CAOs of liberal arts colleges in the mountains of Kentucky, North Carolina, Tennessee, Virginia and West Virginia. Funding is provided by a variety of foundations and federal agencies including the Teagle Foundation, Mellon Foundation, National Science Foundation, the Appalachian Regional Commission and the Department of Commerce. Originally an outgrowth of the Appalachian College program which originated in 1979 at the University of Kentucky, the ACA is now located in Richmond, Kentucky.

The mission of the ACA is to help Appalachia’s small independent colleges to improve the quality of education throughout central Appalachia; to have a significant, positive impact on the residents of this frequently neglected area; and to better facilitate, organize and apply the schools’ resources of time, knowledge and expertise by enhancing cooperation between member colleges and by strengthening the professional credentials of their faculties.

Who is eligible for ACA fellowships?

Full-time faculty members at ACA colleges with continuing appointments in the humanities, social sciences, mathematics and natural sciences are eligible for fellowships. The funding supports one-year pre- or post-doctoral research, one-semester pre- or post-doctoral research, summer or short-term pre- or post-doctoral work, and faculty/student research grants. Priority is given to applications that emphasize the use of technology in teaching and research.

I. One-year, one semester, or short-term (generally summer) residency pre-doctoral fellowships:

These fellowships provide up to $30,000 for study or research, to be achieved within a twelve-month period, towards completion of a doctoral degree. Applicants should have held their current teaching position for at least two years, and must agree to return to their home institution to teach for at least twice the term of the fellowship. The applicant must arrange leave time for the fellowship, and the home institution is responsible for the applicant’s fringe benefits during the fellowship term. The fellowship may be renewed once, providing significant progress is evident, but proposals for second-year residency grants receive low priority.

Each applicant should submit an application form and a letter of intent of no longer than two double-spaced pages no later than November 10 of the year prior to the fellowship period. This preliminary application must be followed with a formal application no later than January 15.

This application must include:

1. Project narrative, no longer than five double-spaced pages explaining the research project (i.e., dissertation) or plan for graduate study.
2. Explanation of the importance of the project to the applicant and his/her home institution.
3. Proof of admission in the applicant’s selected graduate program, a plan of study detailing completion of the degree within five years, and a transcript of doctoral work already completed. Although study or research at one of the six regional research universities—University of Kentucky, University of North Carolina, University of Tennessee, University of Virginia, Virginia Polytechnic Institute and State University, West Virginia University—is encouraged, work at any research university will be considered for a fellowship.
4. Three letters of support: one from the applicant’s advisor/mentor at the university selected, and two from any combination of the applicant’s academic dean, department chair and/or president at the home institution.
5. Current curriculum vitae.
6. Writing sample: a research summary statement, an article, book review, essay or dissertation chapter.

Selection for a fellowship is based on a strong likelihood of the recipient’s completion of the proposed doctoral work.

Applications are considered by the ACA Fellowship Selection Committee at a meeting in February. The committee is composed of academic officers from ACA member institutions and graduate deans at the six regional research institutions. Applications are notified of the status of their proposal in March. The chief executive officer of the home institution of successful applicants signs a Letter of Agreement for the term of the fellowship, outlining the disbursement and monitoring of fellowship funds by that school. At the end of the fellowship period, the home institution sends a statement to the ACA verifying that the full amount of the award was properly distributed to the fellowship recipient. Also, the home institution agrees in this Letter of Agreement to provide a full-time teaching assignment to the fellowship recipient for twice the term of the fellowship, i.e., two academic years for a one-year fellowship, when the fellowship period is completed.

Successful applicants submit a signed Fellowship Agreement, provided by the ACA, enumerating conditions and terms of the award and procedural remedies should the ACA Executive Board determine that the fellow is in default of the conditions or terms. The fellow agrees to:
1. Cite any relevant academic department at the fellow’s research institution in any publications emerging from the fellowship.
2. Supply the ACA and the research institution department with a copy of such publication(s).
3. Make at least one informal presentation about his/her research to other fellows and members of the University community, if asked to do so.
4. Provide the ACA with a fifteen-page typed report detailing the research and/or study within a month after the completion of the fellowship.
5. Return to the home institution for no less than twice the term of the fellowship.
6. Accept no other fellowship, award, or employment during the term of the Fellowship Agreement without prior approval of the ACA and the home institution.

Applicants who do not receive a fellowship are invited to reapply.

II. Post-doctoral residency/research fellowships:

The same guidelines, conditions, deadlines, endorsements and eligibility requirements apply as with the pre-doctoral fellowships except that no formal admission to a graduate program is required. However, the applicant should arrange for a faculty member at a research institution to agree to serve as mentor/colleague during the fellowship. (Research projects by faculty who do not plan to pursue a doctoral degree may be supported, but priority is given to post-doctoral research.)

III. Conference Travel Grants Procedures:

A limited amount of funds are available to assist faculty taking an active role in professional conferences, seminars, and workshops. The funds cannot be used to sponsor research trips.
Travel grant applications are turned into the Vice President for Academic Affairs office. The Vice President for Academic Affairs reviews the proposed travel to assure that it falls within ACA guidelines. (The person should be making a presentation at a professional, discipline-based regional, national, or international conference, or attending an intensive workshop focusing on a single topic that lasts 5 or more days.) The Vice President for Academic Affairs decides who receives the grants and in what amounts (one award of $1,000, two awards of $500 or 10 awards of $100, or any other combination). The university issues a check to the faculty member.

Once the trip(s) is taken, the faculty member submits receipts and a brief report to the Vice President for Academic Affairs. The report should mention what was accomplished at the conference, how attending the conference is beneficial to them, their students, the school, etc. Ideally, the report is about one page long.

At the end of each semester or when the Vice President for Academic Affairs has advanced $1,000 in ACA Travel Grants (whichever comes first), the Vice President for Academic Affairs completes a reimbursement request to the ACA. The reimbursement request must contain a list of the recipients; the name, dates and location of the conference; the title of the person's presentation (if applicable); the person’s discipline area; the amount each person received; and a copy of the person's report on the conference.

When the request is received by the ACA office and the documentation attached verifies the eligibility of the grants under the guidelines on the website, the ACA will write a single check reimbursing the university for the funds allotted in association with the ACA travel grants with a maximum amount of $1,000.

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Travel Policy and Guidelines

This policy is intended to provide all employees with guidelines to encourage sound judgment in the manner and extent to which institutional funds are used for travel. University-related travel should be exercised with integrity and is defined as reasonable food, beverage, transportation, lodging and other related travel expenses required while conducting Lee University business. Whether an employee obtains funds via a travel advance or a reimbursement, this policy applies to ALL employees. Reimbursed expenses incurred and not approved will be included in the employee's gross income as fringe benefits and will be added as taxable income. The university reserves the right to withhold reimbursement for any expenditure that is deemed too frequent or unacceptable business expenditure. The policies and procedures described are to allow reasonable flexibility and do not cover every possible situation. Items of an unusual nature should be explained on the corresponding Travel Expense Form. Exceptions to this policy must be approved by the Vice President for Business and Finance or the President.

Travel Advance

A cash advance is an authorized pre-payment of funds from Lee University, directly to an individual or third party in support of anticipated travel expenses for university business. A travel advance to or on behalf of an individual not related with Lee University will only be issued upon written pre-approval of the appropriate Vice President. An employee
may choose to sign for an advance on behalf of a student or non-employee. In so doing, the employee is fully responsible for the entire amount of the advance and is subject to collection procedures if left unpaid. Cash advances cannot be used to pay for any services performed by individuals. Payments to individuals must follow standard university Contract Labor procedures.

Travel advances are considered a loan. All requests for travel advance must be received in Accounts Payable no later than ten (10) days prior to the travel date.

An employee receiving an advance must submit adequate documentation supporting the use of the advance via a Travel Expense Form and return any unused portion of the advance to the Head Cashier no later than thirty (30) days following the completion of the travel for which the advance was made. A Travel Expense Form can be obtained from the Accounting Services website.

Any advances not cleared within ninety (90) days of the completion of the travel will be considered taxable income and the taxes for this income will be deducted from the employee’s next paycheck. NOTICE: Cash advances will not be issued to individuals who have prior outstanding advances with the university.

Reimbursement

A Travel Expense Form for reimbursement of university-related expenses is to be approved by the department chair/director at a minimum or next higher level of authority. The authorizing individual is accountable for ensuring compliance with all university travel policies. The Travel Expense Form presents all costs incurred and is to be accompanied by original receipts where required. When receipts are missing, it is up to the individual to attach an explanation and to obtain duplicates before the request for reimbursement is submitted. All Travel Expense Forms are reviewed by Accounts Payable to determine compliance with policies concerning reimbursable travel expenses before a reimbursement will be processed.

Procedure

Within thirty (30) days of completion of university-related travel, the employee (or employee on behalf of a non-university individual) will do the following:

1. Print and complete a Travel Expense Form.
   a. Any expenses which have been charged by a personal credit card or advance money used should be reported in the appropriate section. (i.e. airline tickets, registration fees, lodging, etc.) Reimbursement cannot be claimed for any expenses charged to an Institution credit card, as these expenses are paid directly by the University.
   b. Expenses should be reported under the day incurred and in the appropriate line item, (i.e. breakfast, lunch, dinner, taxis, tolls, etc.)
   c. Attach the original receipts to the Travel Expense Form in order of documentation.
2. If you received an advance and money is owed to the university, deposit the appropriate amount directly to the Head Cashier. Along with the deposit and deposit slip, attach the Travel Expense Form and receipts.
3. If the expenses incurred exceed the travel advance amount, a voucher must be entered into Datatel for reimbursement. It must be approved by the department chair/director or next level of authority.
4. Forward the completed voucher along with the Travel Expense Form, all supporting documentation, and receipts to Accounts Payable.
Registration Fees
An employee who is to attend a conference/seminar will send a completed voucher to Accounts Payable. Registration materials and documentation indicating what the registration fee includes should be attached to the voucher. The payment will be issued and mailed directly to the payee along with the registration forms.

Lodging
Lee University will pay actual room costs only as supported by the hotel bill for each day that lodging away from home is required for business reasons. When traveling, employees are expected to use good quality, but reasonably priced accommodations whenever practical. The original hotel bill should be paid in full and attached to the Travel Expense Form for reimbursement or as documentation for a travel advance.

It is the employee's responsibility to cancel reservations in the time required by the hotel. The person canceling the hotel reservation should note the cancellation number and the name of the person accepting the cancellation call. Room costs due to failure to cancel will be deducted from subsequent reimbursement. If there is a chance that arrival will be later than the required check-in time, employees should request a guaranteed late arrival reservation.

Travel by Personal Vehicle
Individuals who use their personal vehicle for university-related travel will be reimbursed for actual miles traveled at the effective mileage rate of $0.45 per mile. Insurance coverage, gas, oil, towing, repairs, etc. are included in the mileage rate. When traveling on university business, the departure and termination point for determining the actual mileage will be the employee's home. Reasonable vicinity mileage will be reimbursed; however, a log of vicinity mileage should be attached to the Travel Expense Form when it exceeds 100 miles.

Individuals driving privately-owned vehicles on official University business are afforded NO protection under the University's insurance policy.

Those individuals approving this mode of travel should consider that air travel may be less expensive when time and subsistence costs are included. Every effort should be made to travel at the most economic means practical.

Rental Car
The use of a rental car should be justified as an economical, business necessity and not as a matter of personal convenience. All rentals should be at the corporate/government rate or the lowest possible rate per day. When traveling in groups, sharing of cars should be practiced to minimize costs. The use of rental cars is appropriate for those situations where other methods of transportation are unavailable or impractical. The University has preferred pricing with Enterprise-Rent-A-Car which includes insurance coverage. When renting from other vendors, insurance would be purchased at your own expense.

All terms and conditions of the car rental agreement should be read and followed, particularly with regard to the person authorized to drive the vehicle and driving on non-paved roads. Violations of the agreement or any driving regulation may leave the university responsible for additional damages.

Procedure
An employee requiring the use of a rental car for university-related travel, will do the following:
1. Make all necessary arrangements with the rental car agency via legacy.enterprise.com - Customer Number XZ56Q37, Direct Bill 17115231. Inform the rental agency that you are an employee of Lee University. This will ensure proper billing.
2. Save all receipts (gas and car rental).
3. Attach documentation from the rental agency and gas receipts to the Travel Expense Form for reimbursement if applicable.
4. If billed to the Lee University account, send a completed voucher to Accounts Payable along with the rental invoice. Accounts Payable will issue the payment to the rental agency.

**Travel by Commercial Airlines**
Employees have two options for purchasing airline tickets:
1. Request an advance for travel expenses
2. Personal credit card*

Upon completion of travel, complete a Travel Expense Form indicating the charges for the airline ticket.

Attach the airline ticket and baggage fees. Travel by commercial airlines should be on the most reasonably priced flights available between points of departure and destination.

*No reimbursement of frequent flyers, coupons, personal vouchers, or certificates.*

**Meal per Diem Rates**
The University will reimburse employees for reasonable meal expenses (breakfast, lunch, dinner) incurred. Meals not covered in a conference fee are reimbursable at the per diem rates noted below.

The standard maximum allowances for meals, including tips are:

<table>
<thead>
<tr>
<th>Meal</th>
<th>Allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$8.00</td>
</tr>
<tr>
<td>Lunch</td>
<td>$12.00</td>
</tr>
<tr>
<td>Dinner</td>
<td>$20.00</td>
</tr>
<tr>
<td>Full Day Rate</td>
<td>$40.00</td>
</tr>
</tbody>
</table>

Business meals while traveling must be reported on the Travel Expense Form under the "Meals" section. For meals that exceed the allotted per diem rate, a receipt along with proper explanation for the excess university-related expense must be attached to the Travel Expense Form.

If you are requesting meal money for a group trip, supply a list of names and the amount each individual will be receiving.

**Miscellaneous Expenses**
Incidental expenses such as bridge toll charges, parking fees and excess baggage handling charges require receipts when the costs exceed ten dollars ($10.00). These types of expenses must be reported on the Travel Expense Form under "Other Expenses". Include an explanation.
Taxi
The cost of taxis or other transportation to and from hotels, airports, etc. in connection with business activities is reimbursable.
Taxi costs must be reported on the Travel Expense Form under “Transportation” section. Receipts are required when the costs exceed ten dollars ($10.00).

Non-Reimbursable Expenses
Expenses not reimbursed are personal in nature and not directly associated with university business. Non-reimbursable expenses include, but are not limited to: travel expenses for family members or other individuals (unless approved by your VP or President) and entertainment while traveling. The purchase of alcohol with university funds for any meal or entertainment purpose is prohibited.

Business Expense Reimbursement Policy
This policy gives regulation of institutional funds providing any reimbursable business related expense and is based on IRS Code section 1.132-6(d)(2)(i).

Expense Reimbursement Reporting
Lee University maintains an accountable plan as defined by the IRS, and therefore three requirements must be met for all expense reimbursements:
There must be a business connection and the expense must be reasonable.
There must be reasonable accounting for the expenses.
All excess reimbursements must be repaid in a reasonable time.
The Accounting and Budget Coordinator will periodically audit reimbursement requests to check compliance with IRS and University policies.
In the normal course of business, some employees are required to work overtime or odd hours that allow for appropriate meals to be provided to the employees. Institutional funds may be used by groups of employees engaged in work-related business off-campus. These practices are acceptable as long as they are in accordance with all other institutional policies.
Institutional funds are not to be used for frequent, non-travel, personal meals. In order to comply with this policy, it is expected that all reimbursement receipts must include the date, names of employees, and nature of the business surrounding the meal. Otherwise, no reimbursement will be given. A clearly substantiated business purpose should exist for any meal purchased with university funds. Off-campus meals for departmental meetings should be pre-approved by the Department Head, Dean or Vice President. The purchase of alcohol with University funds for any meal or entertainment purpose is prohibited.
Reimbursed expenses incurred and not approved outside of this policy will be included in the employee’s gross income as fringe benefits. The University reserves the right to withhold reimbursement for any expenditure that is deemed too frequent or an unacceptable business expenditure.
ACADEMIC POLICIES AND PROCEDURES

Curriculum Development

Undergraduate Curriculum Development Procedures

The duties of the Curriculum Committee include:

1. To review and approve all changes in department curricula, including addition and deletion of courses;
2. To review and approve significant revisions in course syllabi;
3. To review and approve all changes in the catalog copy for any program of studies;
4. To review and approve changes in requirements for any major, minor, or professional sequence in any program of studies controlled by the school's faculty.

The procedure for adding or deleting a course is as follows:

1. Curricular changes originate at the department level where proposals for additions or deletions generally initiate under the leadership of the discipline coordinators in discipline group discussions. After a recommendation from the discipline group, the discipline coordinator sends the proposed change to the department chair for inclusion on a department meeting agenda. Following department approval of the change, it is presented to the school dean by the department chairperson with recommendation. All materials for the Undergraduate Curriculum Committee should be in the office of the dean three weeks prior to the meeting of the Undergraduate Curriculum Committee.

2. The dean reviews proposals from the department chairs and either consults with the department chair about suggested revisions or sends them on to the Vice President for Academic Affairs for inclusion on the agenda of the Curriculum Committee with or without recommendation. Courses which are part of any teacher education program are sent to the Teacher Education Committee for approval prior to being considered by the Curriculum Committee. All material for the Undergraduate Curriculum Committee should be in the office of the Vice President for Academic Affairs two weeks prior to the meeting of the Undergraduate Curriculum Committee.

3. Curricular changes in general education requirements recommended by the Curriculum Committee are submitted to the faculty for final ratification. Any amendments proposed at the general faculty meeting must be referred to the Curriculum Committee unless adopted by a unanimous vote.

4. Once it has completed the approval process, the course will be added to the university undergraduate catalog.

5. Curriculum in the Division of Adult Learning that crosses traditional departments will be developed and updated in conjunction with the traditional department maintaining ownership in that discipline. Full-time faculty in the traditional schools will be given preference to serve as Subject Matter Experts for DAL curriculum development with approval of the appropriate deans and department chair/graduate program director. New courses will be approved by the full-time faculty in the disciplines and the DAL before being presented to the Curriculum Committee for review and approval.
Changes in Division of Adult Learning curriculum will be recommended by the Director of Curriculum Development in consultation with the Executive Director of DAL, faculty and department chairs of the traditional departments where applicable.

See pages 7 – 3 through 7 – 6 for an example of the format for course proposals.

Course proposals must include the following:
1. The course title and number, the credit hours, any prerequisites, any additional fees attached to the course and whether or not the course is designed for computer-assisted instruction which requires that it meet in a computer classroom.
2. The university mission statement.
3. A catalog description and purpose statement for the course.
4. A statement of the general and behavioral objectives of the course.
5. An outline of the topics to be covered.
6. Instructional procedures, responsibilities of students, and evaluation.
7. A statement of 504 Compliance. (A statement concerning students with disabilities.)
8. Academic Integrity Statement
9. A reading list.
10. Suggested textbooks and supplementary reading lists.
Format for Course Proposals

[Discipline Code – Course Number]
[TITLE OF COURSE]

TEXT:

UNIVERSITY MISSION STATEMENT:
Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

CATALOG DESCRIPTION:

Prerequisites: Credit Hours:

Computer-Assisted Instruction (Y/N): Additional Fees:

I. PURPOSE
This course is intended to:

II. OBJECTIVES OF COURSE
A. General Learning Objectives
   This course seeks to:
   1.
   2.
   3.
   4.
   5.
   6.
   7.
B. Specific Behavioral Objectives
   As a result of the activities and study in this course, the student should be able to:
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
   9.
   10.

III. TOPICS TO BE COVERED
   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.
   I.
   J.
IV. INSTRUCTIONAL PROCEDURES

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

V. RESPONSIBILITIES OF STUDENTS

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

VI. EVALUATION

A. Evaluation Activities
   1.
   2.
B. Grading Scale

VII. STUDENTS WITH DISABILITIES:
Lee University in conjunction with the Academic Support Office works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office or call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student’s responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

VIII. ACADEMIC INTEGRITY:
As a Christian community of scholarship, we at Lee University are committed to the principles of truth and honesty in the academic endeavor. As faculty and students in this Christian community, we are called to present our academic work as an honest reflection of our abilities; we do not need to defraud members of the community by presenting others' work as our own. Therefore, academic dishonesty is handled with serious consequences for two fundamental reasons: it is stealing – taking something that is not ours; it is also lying – pretending to be something it is not. In a Christian community, such pretense is not only unnecessary, it is also harmful to the individual and community as a whole. Cheating should have no place at a campus where Christ is King because God desires us to be truthful with each other concerning our academic abilities. Only with a truthful presentation of our knowledge can there be an honest evaluation of our abilities. To such integrity, we as a Christian academic community are called.

IX. READING LIST

Introduction of New Majors or Minors
Phase 1:
Initial proposals for majors and minors should be developed by faculty in the appropriate disciplines and approved by the originating department. The department chair should present the proposal to his or her dean for review and feedback. The dean will then
forward the proposal to the Vice President for Academic Affairs who will distribute copies to
the members of the Deans Council two weeks prior to the Deans Council meeting.

Proposals for new programs of study may follow a two-step process. First, a proposal
in the form outlined below should be approved by the department(s) and submitted through
the dean to the Dean’s Council, as indicated above. The department chair should make
sure that the proposal is complete and contains all the relevant documentation, including
course descriptions for new courses, before sending it to the dean. The dean should also
read through the proposal carefully before presenting it to the Dean’s Council.

The dean should also consider the proposal in light of the department’s master plan and
the master plan for the school or college. If he/she does not agree with the proposal,
he/she may discuss it with the chair and the department, but it is his/her responsibility to
send it on to the Deans Council if the department does not withdraw it.

All proposals for majors, emphases, and minors for the following year must be
approved by the Deans Council. If the proposal is approved by the Dean’s Council, it will go
to the Undergraduate Curriculum Committee, University Faculty, the President and the
Board of Directors. Approval by these bodies implies a willingness on the part of the
institution to pursue the academic and financial support necessary for the full
implementation of the program.

New programs must then be approved by the Southern Association of Colleges and
Schools Commission on Colleges and if the new program is a substantive change, a
Substantive Change Proposal must also be submitted to SACS Commission on Colleges.
(See p. 7-12 for the Substantive Change Policy.)

The initial proposal should include:
1. Description of the Program
   a. What is the official statement of purpose of the program?
   b. Who would benefit from it?
   c. Who would administer it?
   d. What purpose would it serve?
   e. What current need does it fulfill?
2. Relationship to the university mission
   a. How does the proposal move the university toward its long-range goals?
   b. How does it fit with the Expanded Statement of Institutional Purpose?
   c. Which of the University’s goals is addressed by this proposal?
3. Implications and effects
   a. What department(s) initiated the proposal?
   b. What is the extent of support or resistance in the rest of the university community?
   c. To what extent are other departments involved in the planning, studying, or
      implementing of the proposal?
   d. What are the advantages and disadvantages of this proposal to the department and
to the university community as a whole?
4. Outcome Goals
   What knowledge and skills should graduates of this program be able to demonstrate?
5. Curriculum Overview
   The proposal should include a listing of all the courses included in the program of
   studies with a title, proposed course number, and proposed catalog description.
   Courses which need to be developed should be distinguished from courses already in
   the catalog. Each proposal should also include a four-year projected sequence of
   courses including the General Education Core.
6. Data support
   a. What institutional effectiveness data have led to the development of this proposal?
b. What do surveys indicate about the interest of current students in this program of study?
c. What evidence is there that additional students would choose Lee if this program were offered?
d. What evidence is there that this program provides a background for further study or for future employment?
e. What additional research supports the need for this program?

7. Resources required
   a. What specific resources—existing and additional—are needed to implement this program?
   b. What indirect and overhead costs are involved?
   c. How will resources be acquired or reallocated to fund this request?
   d. What grants or other funding have been or will be pursued?

8. Library Impact

9. Implementation process
   The proposal should include a time line with resources, staffing requirements, and accountability for each step.

10. Assessment plan
    Show the assessment criteria and techniques for each outcome goal in section 4 above.
    a. What data and analysis will be implemented for evaluation of this program?
    b. Who will be responsible to evaluate and to recommend and implement improvements?
    c. Under what circumstance should termination of the program be considered?

Phase 2:
   After the overall program proposal has been approved by the Board of Directors, those responsible for the program should develop the individual course proposals which will be submitted by the department to the dean who will send them on to the Vice President for Academic Affairs for review by the Curriculum Committee. Once the curriculum has been approved, the new program of studies will appear in the university catalog. All new programs and course syllabi must be approved by the November Curriculum Committee (and December faculty meeting) in order to appear in the catalog.

Implementation. Once the catalog has been published, no new major or minor will become effective until the next catalog is published. A new major or minor will become effective in the year it is announced in the catalog.

Format for Proposing a New Graduate Program

1. ABSTRACT
   Describe the proposed program, its location; initial date of implementation; projected number of students; description of primary target audience; any extra fees associated with the course; and instructional delivery methods including computer-assisted which will require the course to be taught in a computer classroom.

2. BACKGROUND INFORMATION
   Provide a clear statement of the nature and purpose of the new program in the context of the institution’s mission and goals. Also, explain whether the program will be offered on the main campus or at other off-campus sites.

3. ASSESSMENT OF NEED AND PROGRAM PLANNING
   Discuss the rationale for the new program, including an assessment of need; evidence of inclusion of program in the institution’s on-going planning and evaluation processes;
4. DESCRIPTION OF THE PROPOSED PROGRAM

Provide a description of the proposed change, including the specific outcomes and learning objectives, a schedule of proposed course offerings for the first two years, and a copy of course descriptions. [NOTE: Approved syllabi must be submitted with SACS prospectus.]

5. FACULTY

Provide a complete roster of those faculty who will teach in the new program, including a description of those faculty members’ academic qualifications and course load in the new program as well as course work taught in other programs currently offered; evidence that adequate faculty members are assigned to support the program; and the impact the new program will have on workloads. If additional faculty will be needed to support the program, include these salaries in the budget proposal. Document the scholarship and research capability of the faculty.

6. LIBRARY AND LEARNING RESOURCES

Describe library and information resources specific to the program and staffing services that are in place to support the initiative. Outline additions to the collection that will be mandated by the approval of this program.

7. PHYSICAL RESOURCES

Provide a description of physical facilities and equipment to support this program. Assess the impact the proposed new program will have on existing programs and services.

8. FINANCIAL SUPPORT

Provide business plan that includes the following: (a) a description of financial resources to support the program, including a budget for the first year; (b) projected revenues and expenditures and cash flow; (c) the amount of resources going to institutions or organizations for contractual or support services; and (d) the operational, management, and physical resources available for the program. Provide contingency plans if required resources do not materialize.

9. EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of degree programs or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For distance learning or compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

10. APPENDICES

Appendices may include items such as (1) vitae of key faculty; (2) selected letters of support.

Initiation of New Graduate Programs

Proposals for new graduate programs follow the same phases of development as undergraduate programs. A new program may be proposed by a department chair (if the discipline does not already have a graduate program) or by a graduate program committee or graduate program director/Coordinator. As with undergraduate proposals, graduate proposals should be submitted to the dean to be considered by the Deans Council. The initial proposal should follow the format on the
preceding pages. Special attention should be given to the feasibility study for the recommended program.

If the Deans Council approves the proposal, it will be presented to the Graduate Council. If approved by the Graduate Council, it will be presented to the Graduate Faculty. All new programs must be approved by the Board of Directors.

After the first stage of approvals, the course proposal will move to phase 2. Those responsible for the program will develop course proposals to be approved by the department(s), the Graduate Council and the Graduate Faculty. They will prepare a prospectus and Substantive Change Proposal, if appropriate, for the Commission on Colleges of the Southern Association of Colleges and Schools. (See page 7-12 for the Substantive Change Policy.) The prospectus must be approved by SACSCOC before students are recruited for the program. After full approval, the new program will appear in the graduate portion of the catalog.

Graduate Curriculum Development Procedures

1. The chair of the graduate program committee and/or the director/coordinator of the graduate program may solicit course proposals for his/her program. Individual faculty members or faculty teams will develop proposals and submit them to the program director.

2. The program director/coordinator will present course proposals to the program committee with recommendation.

3. If a course bears a discipline prefix (e.g. ENGL, HIST, THEO) it will be presented to the faculty of the department in which the discipline is offered. They must approve the use of the discipline designation.

4. The graduate program committee processes the recommendation and, if approved, sends it on to the Graduate Council.

5. If approved by the Graduate Council, the course is then presented to the Graduate Faculty for ratification.

6. Once approved, the course will appear in the graduate catalog.

Course Syllabi

Once a course has been approved for addition to the curriculum, the course proposal becomes the official syllabus for the course. The official syllabus must be kept on file in the offices of the department chair or program director/coordinator and the school dean, and it must be updated as changes occur in the course. It is suggested that the last day to withdraw from a class and the day and time of the final exam be stated on each syllabus before it is distributed to the students.
Course Level Policy

Last Revised: March 29, 2019

The level of a course is recommended by the appropriate disciplinary faculty when the course is developed, using the system detailed below. The level of coursework is one of the factors considered by the primary approving bodies in the curriculum approval process. The Undergraduate Curriculum Committee approves undergraduate courses (000 – 499), and the Graduate Council approves graduate courses (500 – 799). (These committees may approve, question, and/or reject the proposed course level.)

Definition of Course Levels

000-level course designation
• Remedial courses designed to prepare students for college-level competencies.

100-level course designation
• Survey courses, or courses defining basic concepts/terms of a discipline, or courses with no prerequisites.

200-level course designation
• Courses of intermediate college-level difficulty; some with 100-level pre-requisites; general education survey courses; courses devoted to particular fields within a discipline; or introductions to majors.

300-level course designation
• Courses of advanced college-level content taken by majors and upper division students; these are typically courses within a major offered for students who have met the requirements for taking a more advanced course.

400-level course designation
• Advanced upper-division courses and/or seminars and special topics courses.

500-600 level course designation
• Masters-level and Education Specialist graduate courses numbered 500-600 require a bachelor’s degree and admission to a graduate program. 500-level courses are more rigorous than undergraduate courses. These courses require a higher level of critical thinking, necessitate considerably more intellectual rigor, and demand integration of information into frameworks of knowledge.

600-700-level course designation
• Doctoral-level courses require admission to a doctoral program. 700-level courses are restricted to doctoral programs.
Substantive Change Policy

Last Revised: May 9, 2014

Policy: Lee University will maintain compliance with Substantive Change policies and procedures of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Purpose/Definition: Substantive Change is defined by SACSCOC as “a significant modification or expansion of the nature and scope of an accredited institution.” According to federal regulations, substantive change includes the following:

- Any change in the established mission or objectives of the institution;
- Any change in legal status, form of control, or ownership of the institution;
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated;
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation;
- A change from clock hours to credit hours;
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program;
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program;
- The establishment of a branch campus;
- Closing a program, off-campus site, branch campus or institution;
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution;
- Acquiring another institution or a program or location of another institution;
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution; and
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs.

In addition to these requirements, the SACSCOC Board of Trustees has approved additional substantive changes that require notification and/or approval prior to implementation.

Procedures: It is the responsibility of the institution to follow SACSCOC substantive change procedures. The Vice President for Academic Affairs, who serves as the SACSCOC Accreditation Liaison, has the following responsibilities as it relates to Substantive Change:

1. Be aware of both Lee University and SACSCOC policies on substantive change;
2. Work with the President, Vice Presidents, Deans and Chairs to determine whether a proposed change is substantive;
3. Determine what action with respect to SACSCOC is needed when a change is substantive;
4. Submit the appropriate notice and/or prospectus to SACSCOC;
5. Coordinate any required follow-up activity; and
6. Update the President and Cabinet on the status of Substantive Change submissions to SACSCOC.

References:

Credit Hour Policy

Last Revised: May 9, 2014

Policy: A semester credit hour is defined by Lee University as approximately 50 minutes of class work or faculty instruction per week for approximately fifteen weeks of the semester. Additionally, the average minimum requirement for out-of-class work is the equivalent of two hours per credit hour, per week for the fifteen-week term. Practices for awarding credit hours in various academic activities are consistent with commonly accepted practices in higher education and are reviewed by the various bodies in the curriculum approval process to ensure compliance and consistency.

Purpose/Definition: For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid. Because of the significance of the awarding of credit for coursework or experiences, an institution is obligated to ensure that credit hours awarded for courses and programs conform to commonly accepted practices in higher education.

Lee’s definition of a credit hour corresponds to the Federal definition of the credit hour. “In accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates (1) not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

Procedures: As stated in the Lee University Faculty Handbook, credit hours for each course are determined within the curriculum development process.

References:

1. Lee University. FACULTY HANDBOOK: ACADEMIC POLICIES AND PROCEDURES.  
   http://www.leeuniversity.edu/uploadedFiles/Content/publications/FacultyHandbook.pdf

   RESOURCE MANUAL FOR THE PRINCIPLES OF ACCREDITATION: FOUNDATIONS FOR QUALITY ENHANCEMENT.  

   http://sacscoc.org/pdf/081705/Credit%20Hours.pdf
Classroom Procedures

Syllabus Distribution
The official syllabus, with the addition of the teachers’ office hours, telephone number, e-mail address, attendance policy, methods of student evaluation, and daily course guide with specific assignments and due dates must be distributed to students within the first two weeks of class. (Posting the syllabus on the course Web page is an appropriate method of distribution.) A copy of this individualized version of the file syllabus should also be submitted to the department chair at the beginning of each semester.

Class Devotions
Teachers are expected to open each class with prayer, scripture reading or brief devotional comments. The format for this time is left to the individual teacher’s discretion; however, time for class devotions should not be excessive.

Students with Disabilities
Each syllabus should include an official statement concerning students with disabilities, and teachers should encourage such students to identify themselves to the teacher and to the Academic Support Program Office. Once a student meets with the Academic Support Office to set up academic accommodations, the student is responsible for providing the teacher a copy of their accommodations form. The teacher must work with Academic Support to ensure proper accommodations are provided for the student from that point forward.

If a student with a physical disability has a class located in a building which is inaccessible to the student, every effort is made to accommodate the student without impacting the classroom experience. The student should be directed to the Director of Academic Support who will complete a Class Schedule Revision form to move the class to a handicap accessible location. The form is submitted to the Office of Academic Affairs where a search is made for an open classroom. The size of the class, the teacher’s schedule and the type of class must be taken into consideration. When an accessible room is identified, the class is moved. If there are no unassigned rooms to meet the need, a class is selected whose location can be switched with the class that needs special access. The department secretary and the faculty member(s) impacted are informed of the change, and the room changes are entered into the Colleague system. The students from each class impacted by the change are also notified via e-mail.

While every attempt is made to accommodate all special needs, some classes, such as chemistry labs, cannot be relocated due to OSHA regulations. In those cases, the instructor will work with the student to establish alternatives to class attendance. Also, with a limited number of computer labs on campus, students may need to adjust their schedules if a move cannot be made.

Class Rolls
Teachers can access their class rolls through the WebAdvisor any time after pre-registration. After the last day to add, faculty members will receive the official roll sheet for the class. This should be carefully checked, corrected and returned to the Registrar’s Office with the teacher’s signature. Any student who is attending the class but does not appear on the roll sheet must be sent to the Registrar’s Office to complete the registration process. If the name of a student who has not attended the class appears on the sheet, the teacher should make a note of this when the sheet is returned to the Registrar’s Office. The corrected official roll sheet will be used as the grade report sheet for the class. The Registrar’s Office will notify teachers when students drop the class or withdraw from school.
If a student stops attending class, the faculty member should make a note of the last time the student attended even if that student does not officially drop the class or withdraw from the university.

**Attendance Policies**

Each teacher has the prerogative of developing his/her own attendance policy within certain limits. The teacher may develop a system by which grade reduction can be made not to exceed one letter grade per semester based on absence alone. Some consideration should be given to students who are absent because of school-related activities such as participation in athletic teams or music organizations, provided the student is responsible in his/her attempts to make up work according to the teacher’s guidelines. Students’ attendance in 100-level courses should be more closely monitored. Absences totaling two weeks should be reported to the Vice President for Academic Affairs and the Vice President for Student Development.

The teachers’ attendance policy must be given to students in writing as part of the course syllabus within the first two weeks of the semester.

Due to the nature of the delivery system of courses, the Division of Adult Learning has established a separate attendance policy. Please see the Division of Adult Learning Section 8 of this handbook.

**Non-confirmed Students Attending Classes**

The Registrar will send email to students notifying that they are not enrolled and cannot attend class after the 2nd purge on the morning after the 12th day.

Any non-confirmed student attending class after the 12th day of registration should be referred to the Director of Student Financial Services by the instructor immediately following the 12th day of registration.

If the student is approved to register by Student Financial Services, the Director will share with him/her the registration form, *Registration Process for Purged Students After Registration Period.*

If the student cannot yet confirm enrollment, the student would appeal to the Director of Student Financial Services for the extension to confirm enrollment (not to exceed 30 calendar days after the 1st day of class). The chair and instructor of the courses will be notified if the appeal is granted.

After the 30-day deadline, the student cannot take tests and cannot get a grade. The Director of Student Financial Services will communicate with the student via email with a cc to the VP for Business and Finance, the Registrar, the VP for Academic Affairs, and the instructors.

If student still attends class after the 30-day deadline and after the Director of Student Financial Services has communicated to him/her (in writing via email) that they should cease attending classes, the instructor needs to reiterate to the student that they are no longer allowed to attend class.

If the student persists, the instructor should contact the VP for Business and Finance who will then contact the student.

In only extreme circumstances, Campus Security will be contacted to remove the student from the class. If the Director of Student Financial Services and the VP for Business and Finance have both communicated to the student, then they will determine whether to contact the Director of Campus Security.
Traveling Group Academic Policy
(as approved by the Academic Council in January 2000)

A student placed on Academic Probation will have two semesters to raise his/her GPA. If the student fails to be removed from Academic Probation, the student will not be allowed to continue membership in the traveling group. We will follow the Academic Probation Standard set by the Admissions and Retention Committee. They are as follows:

- **1.6** Freshman 1-29 Hours
- **1.7** Sophomore 30-59 Hours
- **1.9** Junior 60-89 Hours
- **2.0** Senior 90-120 Hours

Traveling Group Directors will also be at liberty to create a higher GPA requirement for their groups. Some groups are already doing this, and the consensus was to allow this flexibility.

Change of Schedule
1. The student who seeks to change his/her schedule should be encouraged to first consult with his/her advisor.
2. A fee is charged to the student for changing his/her schedule unless the change resulted from an error other than the student’s. The amount of that fee is currently $10 per course.
   Each request for a change in schedule must be approved by the faculty member who is in charge of the class as well as the advisor.
3. All schedule additions must be made by the end of the second week of class.
4. All withdrawals must be made by the Monday of the 11th week of class.
Grades and Student Records

Withdrawal from School

Although students drop individual courses through the schedule change process described above, students wishing to withdraw from the university must do so through the Office of the Student Success and Retention before Reading Day. Faculty members do not sign for these withdrawals but will be informed of them by the Registrar’s Office. Teachers who are aware that students wish to withdraw from school can be helpful in advising them to complete the process through the Office of Student Success and Retention.

Residence Requirement

The academic policy of the university requires that the last thirty hours be completed in residence. Any exception to this requirement begins with the student initiating a Petition for Exception for Academic Policy. Petitions are reviewed and granted or denied by the Deans Council.

Final Examinations

A schedule for final semester examinations is prepared by the Vice President for Academic Affairs and is posted on the Lee University web site each semester. Teachers must adhere to this schedule. No exams are to be given other than at the time designated in the published schedule. A student with three or more exams on the same day may appeal to the school dean for a change in his/her examination schedule. Accounts must be cleared prior to final examinations.

Grades

Grades and quality points are assigned and recorded as listed below. A grade change can be requested in writing by the student and approved by the instructor. Grade changes must be made within one semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality points per semester hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade “I”

A grade of “I” indicates the student’s work is incomplete. The grade becomes “F” if the work is not completed by the end of the following semester or unless a written extension has been approved by the Vice President for Academic Affairs. A grade of “I” should be given very sparingly and only to students who encounter some personal difficulty such as...
illness or a family emergency near the end of the semester. The “I” grade should not be given in order to allow students additional time to complete assignments.

Grade “NG”
A grade of “NG” represents “no grade”. One month after the deadline for faculty to submit grades at the end of each term, the Registrar will post a grade of “NG” for all missing grades. The “NG” grade carries no academic weight and will not be averaged into the GPA. It can be changed via a paper grade submission form at any time in the future by the respective faculty member.

Grade “W”
A grade of “W” is assigned to a student who, for any reason, officially withdraws from the university or withdraws from a course at any time after the registration (add/drop) period. The “W” is assigned without academic penalty to the student.

Privacy of Student Records
The Privacy Act of 1974 requires that all claimants be informed of the purposes and uses to be made of the information in their records. The following is the policy of the Registrar’s Office:
1. Transcripts made for students’ use will be stamped “UNOFFICIAL COPY.”
2. The Registrar’s Office requests at least one day’s notice for lists of students’ GPAs.
3. Only authorized personnel in the Registrar’s Office have access to the records (except by permission).
4. Because of the Privacy Act the students’ grades are not to be posted by name or social security number at the close of the semester.

Non–Traditional Credit

Proficiency Credit
In some courses a proficiency examination may be given to qualified students in a course offered and/or required by Lee University on the recommendation of the department chairperson and approval of the school dean and the payment $30.00 fee for each hour of credit received. Students taking proficiency examinations will be required to present evidence that they have developed those abilities and aptitudes expected of students who have taken the course involved. When possible this evidence should be in the form of recognized and standardized tests. Upon passing the examination with a minimal grade of B, the student may be given credit. The maximum number of hours that can be earned by proficiency examination and/or correspondence is 32 semester hours. Credit earned through proficiency will be recorded with a grade of P and will not affect the student’s grade point average.

The provision that permits proficiency credit is an attempt to give credit for skills already achieved so that the student avoids needless repetition. This is not a program of “directed study” and cannot be used as a means of obtaining credit outside the classroom. Therefore, the student should not expect the teacher to provide study guides or other detailed direction in preparation for a proficiency examination. The teacher may indicate the minimum level achievement for credit.
Process of Approval for Proficiency Credit

1. Signature of the administering teacher. The teacher by signature signifies:
   a. That he/she is willing to administer the test.
   b. That he/she has an adequate instrument for determining proficiency in the course
      named and that the test has been approved by the department faculty.

2. Signature of the chairperson of the department where the course is taught. The
   department chairperson by his/her signature certifies:
   a. That the student’s record indicates a reasonable prospect of success in the course
      named.
   b. That the proficiency credit applied for is acceptable to the department for either
      required or elective credit.

3. Signature of the school dean. The school dean by his/her signature certifies:
   a. That the proposed test is satisfactory.
   b. That the applicant has offered previous training or experience which has prepared
      him/her for this examination.
   c. That he/she grants permission to the student and the teacher to proceed with the
      examination.

   Three copies of the application are completed. The original is filed in the Office of the
   Registrar, one duplicate is filed in the student’s advising folder, and one copy is filed in the
   Business Office. Students may not repeat proficiency examinations in the same subject.

Correspondence Work

Lee University accepts correspondence courses for credit from accredited
baccalaureate institutions. All such courses must be completed prior to the time the student
begins his/her final thirty hours of work at Lee University. All correspondence courses must
be approved by the school dean prior to the time of enrollment in the course. Any
correspondence courses to be applied toward the student’s major must also be approved
by the department chairperson.

Students enrolled for twelve or more semester hours will not be given permission to
take correspondence courses simultaneously with the regular course work. Full–time
students may not be concurrently enrolled in residence at Lee and in correspondence
courses.

General Academic Procedures

Procedure for Establishing Graduate Faculty Membership

1. A faculty member must be nominated by a graduate program director/coordinator
   prior to listing the proposed faculty member in any graduate class schedule.

2. The program director/coordinator, must submit the nomination to the dean of the
   school in which the program is offered and to the dean of the faculty member’s
   school. The nomination should include the following documentation:
   a. A letter of nomination written by the program director/coordinator.
   b. A letter from the nominee’s department chair.
   c. The nominee’s updated vita.
   d. The syllabus of the course(s) the individual would teach.

   If the individual’s highest earned degree is not a doctorate in the discipline of the
   proposed courses, the nomination must also include either a justification of the
Master’s degree as the terminal degree in the field or a portfolio of evidence justifying the recognition of the nominee as graduate faculty based on exceptional scholarly or creative activity or professional experience. This option should be used only in unusual cases.

3. The Dean will present his/her recommendation for approval or disapproval to the Deans Council. The names of faculty who have been approved for graduate faculty status will be forwarded to the chair of the Graduate Council by the Vice President for Academic Affairs.

4. Minimum criteria for graduate faculty status include:
   a. Earned doctorate or appropriate terminal degree.
   b. Rank of Assistant Professor or higher.
   c. Research or creative productivity.

5. Associate graduate faculty status may be extended to individuals who perform vital academic services for graduate programs but who do not meet the minimum criteria for graduate faculty status. The procedure for establishing associate graduate faculty status will be the same as outlined above.

Adjunct Faculty

Occasionally, the institution may extend adjunct faculty status to individuals who carry more than six hours of part-time teaching, who teach part-time for several years, or who bring special expertise to a curricular area. Adjunct faculty receive different compensation than part-time faculty and often have additional responsibilities such as advising or office hours.

Budget Preparation

Budget requests are submitted by the faculty member to his/her department chairperson. Chairpersons should consult with the department faculty to review the proposed departmental budget. The department chairperson sends his/her recommended budget requests to the office of the school dean. The dean then presents his/her recommendations to the Vice President for Academic Affairs who then makes his/her recommendations to the Vice President for Business and Finance for inclusion in the proposed budget.

The university’s fiscal year begins on July 1. The Vice President for Business and Finance will have posted to Colleague on that date the approved budget for each department. A timeline for processing end-of-the year expenses will be distributed by the Business Office sometime in June in order to assist departments in using funds remaining or encumbered at the end of the budget year.

Budget summaries are available through Portico for every department. Beginning budgets, expenditures, and balances can be reviewed at any time by the department chairs and deans.

Some line items are the same for all departments: e.g. allocation for professional meetings ($600 per year per faculty member), dues and memberships ($150 per year per faculty member), and membership in associations specific to each department. These line items are funded by the Vice President of Business and Finance according to the number of full-time faculty in the departments.

The Budget and Planning Committee considers all budget requests prior to presentation of the final budget recommendations to the Board of Directors. After the Budget and Planning Committee has considered the budget, the Vice President for Business and Finance apprises appropriate persons of the recommended budget amounts for the coming
fiscal year. Appeals for reconsideration by the Budget Committee are made to the President through the supervisor.

**Requisitions**

In the annual budget each department is allotted an appropriation for salaries, student labor, instructional supplies and other expenses, travel, and equipment. In order to purchase supplies and equipment, faculty members will direct a request to the department chairperson. Upon approval of the request by the department chairperson, a voucher will be entered into Colleague which goes through the approval process to the dean of the school and the Vice President for Academic Affairs. After the voucher has received appropriate approval, the Business Office processes the voucher by issuing a check or effects the acquisition of supplies and equipment by issuing a purchase order. Purchases violating the above procedures may not be honored by the institution. Liability for such purchases would then be assumed by the individual employee. (The University Travel Policy can be found in Section 6).

**Textbook Adoptions**

Lee University has a contractual agreement with Follett Higher Education Group to provide comprehensive bookstore services.

**Adoption vs. Ordering**

When a faculty member reads, researches, and decides on a particular book for a class, he or she has then “adopted” it. It is then their responsibility to get that information to the bookstore in a timely manner. After receiving the textbook information, the bookstore looks at the previous enrollment and sales history. It is then the responsibility of the bookstore to place the “order” with the publisher. The bookstore also makes certain that a sufficient quantity of books are ordered and communicates with the faculty member in the case of new editions being offered or books that have gone out-of-print.

**Required vs. Recommended**

Special attention should be given to whether a book is *Required, Recommended, or Suggested*. This often dictates whether or not a student buys the book. If a textbook is indicated as being *required* on the adoption form, it must be used in class. Faculty members, in consultation with their department chairs, may decide whether a textbook is required in a class, but if it is decided that the book is not a primary source, it should be listed as a *recommended* or *suggested* title.

**Procedures**

Contact the bookstore directly at bookstore@leeuniversity.edu or submit via your department secretary. This varies by Department Chair.

Textbook adoptions will be due on the following dates: Adoptions for Fall are due April 15th, for Spring, October 15th, and for Summer, March 15th.

**Note:** Departments may differ on how adoptions are to be submitted. The department chair or secretary can explain any variation in the adoption process specific to that department.
Student Workers

Secretarial help and other student assistance is requested by the department chairperson from the Director of Financial Aid (federal work study) or from the Human Resource Office (institutional work study). Teacher requests for student assistance should go directly to the chairperson of the department. Normally, a faculty member will be given a student worker for 5 hours a week. Teachers should give consideration to their student assistants so as not to overload them in special rush periods such as final and mid-term examinations.

Procedure for Event Approval

1. Any person wishing to schedule any meeting, event, or activity on campus must first call the staff member responsible for reserving a particular room. Persons who are not sure which room they wish to use, should call the person in charge of the areas noted below.

2. If the room is available, the person requesting the event will then submit a form requesting that the event be approved.

3. The person requesting the event will be notified by e-mail if the event has been approved and whether a fee is to be assessed. They will also be sent a contact form/application to send in with a deposit.

4. The contact form/application must be submitted to the staff person in charge of scheduling the room within two weeks of the official event approval to officially confirm the event. If a fee is charged for the use of the room, a 50% deposit must be submitted along with the form. The remaining balance is due two weeks prior to the event.

5. All facilities should be left as neat as they are found and should be vacated at the specified time.
Use of Campus Facilities

The use of campus facilities for meetings, activities and events must be scheduled by the offices listed as follows:

**Director of Facilities Management**
- Conn Center
- Dixon Center
- Squires Recital Hall
- Pangle Hall

**Office of Student Development**
- Paul Conn Student Union
- Mayfield Annex Commons

**Director of Campus Recreation and Intramural Sports**
- Souther Field
- Carroll Courts Field
- DeVos Recreation Center

**Athletic Director’s Office**
- Butler Field
- McKenzie Building
- Olympic Field
- Soccer Field
- Walker Arena

**Director of Event Planning**
- Alumni Park
- Alumni Amphitheater
- Centenary Room
- Center for the Humanities
- Communication Arts Building
- The Chapel & John Nichols Room
- Deacon Jones Dining Hall Patio & Conference Rooms
- Curtsinger Music Building*
- Helen DeVos Education Building
- School of Business*
- School of Nursing*
- School of Religion*
- Science/Math Complex
- Sharp Pedestrian Mall
- Forum
- Vest Building*
- Walker Memorial Building*
- Watkins Building

*S: The conference rooms in these buildings are reserved through the respective deans’ offices.

The scheduling of rooms for classroom teaching is processed through the academic deans and department chairs and the Office of the Vice President for Academic Affairs.

**Room Reservation Guidelines**
1. Rooms are reserved on a first-come, first served basis. Tradition does not guarantee a reservation.
2. Rooms may be reserved on a weekly basis for the length of one semester. No reservation carries over from one semester to the next. (For example, if a club reserves a room for a meeting every Monday night for the fall semester, someone must call again near the end of the fall semester to reserve the room for the spring semester).

**Jury Duty**

Lee University supports its employees in their civic responsibilities and community activities. In the event a member of the faculty is summoned to jury duty, the department chair should be notified immediately. If it is felt that jury duty will create a hardship on students and tax departmental resources, the University will support the faculty in...
appealing the summons. If an appeal is desired, the department chair or dean will furnish a letter outlining reasons that the work of the faculty member can not be made up or performed by another person.

If an appeal is denied, the faculty member should make every effort to perform as many of his/her duties as possible. It is important that the department chair be kept updated on jury schedules and be informed, in advance if possible, of conflicts that will impact classes.

The University will pay the difference between jury pay and the employee’s regular pay. The State of Tennessee provides the opportunity for employees summoned to jury duty to also count their hours for travel to and from the court for the jury duty. The employee should submit a statement from the court clerk, showing travel time, hours served and amount paid for jury service, to the Office of Human Resources.

Parking

The university provides parking areas for all faculty members. To secure a parking permit each faculty member must register his/her automobile with the office of Campus Security.

Campus Emergency Plan

The university Campus Emergency Plan can be accessed by the following link: https://www.leeuniversity.edu/uploadedFiles/Content/safety/emergencyplan.pdf The Plan is updated annually by October 1 and is maintained by the office of the Director of Campus Security. Faculty should review the plan and become familiar with any responsibilities and procedures that may fall to faculty in the case of an emergency.

Teaching Schedule

Faculty are expected to teach Monday through Friday. A member of the faculty may request a temporary exception to this requirement by submitting a rationale and request to the department chair. If the department chair approves the request, it will be forwarded to the dean who will send approved requests to the Vice President for Academic Affairs for final approval.
Faculty Grants

External Funding Opportunities and Grants
Faculty may apply for external funding for university projects or programs in cooperation with and approval through the university’s Office of Grants and Foundation Relations. The Director of Grants and Foundation Relations is available to provide assistance to faculty who seek external funding. Contact Vanessa Hammond (vhammond@leeuniversity.edu) or extension #8511, Vest Building #203.

Types of Grant-Related Assistance:
1. Funding research
2. Review of grant program guidelines
3. Project development
4. Proposal development and writing
5. Budget development
6. Proposal editing & review
7. University data, support letters and coordination
8. Project management – guidance & oversight
10. Report preparation

Lee University Grants Development and Approval Process:
All grant applications submitted from Lee University must be approved through the Office of Grants and Foundation Relations. Most faculty-driven grant proposals begin in one of two ways: the faculty member identifies a project of interest that would benefit from external funding; or the faculty member identifies a grant program or funding opportunity that seems to fit with an individual research project or a Lee program or project.

Faculty members are advised to proceed according to the following steps:

1. Discuss the proposed project or funding need with your department chair to ensure academic administrative support. For the Department of Mathematical Sciences and the Department of Natural Sciences, please see Grants Coordinator Sheila Daft for departmental approval form.
2. Contact the Director of Grants and Foundation Relations to discuss the project or program and plan the next steps depending on the project or funder identification.
3. Once a project and a specific funding source are identified, the Office of Grants will assist with development of the project, proposal, and budget, as needed. The Grant Project Development Guide includes helpful questions to consider when developing a proposal for external funding.
4. Complete a Grant Proposal Approval Form to secure internal administrative approval of project details, particularly personnel time and compensation, university impact (curricular, programmatic, etc.) and requests for use of university resources (facilities, cash cost sharing or match, or other in-kind support) through the Office of Grants. This form requires signatures from the appropriate Department Chair, Dean, and Vice President for Academic Affairs.
5. Obtain final submission approval from Office of Grants and Foundation Relations. The Director will assist with submission of the proposal or application on behalf of Lee University.

6. All Lee University personnel time and compensation related to a grant-funded project require the approval of the Department Chair, Dean and Vice President for Academic Affairs (see Grant Pay Request Form) and Office of Grants.

Post-Award Grant Management

If a grant is awarded to the University, the Office of Grants and Foundation Relations and the Office of Institutional Risk & Compliance will assist with coordination of post-award grant and financial management and reporting requirements. Contact Vanessa Hammond (vhammond@leeuniversity.edu) or extension #8511, Vest Building #203, or Byron Whittington (bwhittington@leeuniversity.edu), extension #8168, Dixon Center 204. For the Department of Mathematical Sciences and the Department of Natural Sciences, the Grants Coordinator will assist with post-award financial management and reporting requirements. Contact Sheila Daft (sdaft@leeuniversity.edu) or extension #8331, Science and Math Complex Suite 251.

The University maintains policies and procedures related to grant management, including compliance with federal award guidelines as required in OMB 2 CFR 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Documents and forms related to grant award management are available in Portico under University Services - Grants Office site. Written policies and procedures related to Conflict of Interest, Time & Effort, Intellectual Property, Responsible Conduct of Research, Research Involving Human Subjects, Participant Support, Grant Budget Set-Up, Grant Pay Request, Award Close-out and others are available on the Grants Office Portico site.

All Lee University personnel time and compensation related to a grant-funded project require the approval and signature of the Department Chair, Dean and Vice President for Academic Affairs (see Grant Pay Request Form) prior to submission to the Office of Grants or Office of Institutional Risk & Compliance to process payment.

GRANT PROJECT DEVELOPMENT GUIDE

Use the following questions as a guide for developing a project for grant proposal submission. You do not need to answer all of these questions before submitting a Grant Proposal Development Form for approval. They are simply questions to consider as you develop the project idea.

A. PROJECT SUMMARY:

1) What are the specific purposes and needs for this project? (Whom will this project serve?)

2) What are the goals for this project, both immediate and long-term?

3) What are measurable outcomes for this project?
4) What are the major components of this project? (What methods will you use to achieve the stated outcomes?)

5) What is the project's timetable?

6) How will it be evaluated or assessed?

7) How will the results be disseminated to others (if applicable)?

8) How will this project be sustained, or will it?

B. ESTIMATED BUDGET:

1) What are the major categories and amounts of funding needed? (i.e., compensation, benefits, equipment, travel, student help, materials, etc.)

2) If this is a multi-year project, what is the estimated amount needed per year?

C. UNIVERSITY IMPACT

1) Do you anticipate any cost sharing/matching requirements by Lee University?

2) Are there costs to Lee University following the grant period?

3) How will you proceed with this project/program if you receive partial funding?

4) Are other departments or sectors of the university impacted by this proposal?

5) Are there needs for classroom/facility space or equipment?

D. PROJECT DEVELOPMENT NEEDS

1) What types of assistance will you need to develop the grant proposal?
Lee University
Grant Proposal Development Form

Name of grant applicant: __________________________ Date: ____________

Department: ___________________________________________

Project Title: __________________________________________

Estimated Project Cost $_________ Date Funds Needed ____________

Grant Request $_________ Lee Funds Requested / Committed $_________

List potential funders (if known): ___________________________

Due date for proposal submission (if applicable): ________________

PROJECT SUMMARY
Please briefly describe the basic outline of the project. Include a statement of NEED (i.e. whom will this project serve or what problem will this project solve?), the primary GOALS, a general DESCRIPTION, the project TIME LINE, and EVALUATION plans. Also indicate areas of potential impact to the institution, such as facilities, personnel, student involvement, funding. You may use a separate sheet of paper.

BUDGET
Please attach a one-page draft of your budget and list any requests for institutional resources.

The following signatures indicate that the project has the approval and support (administrative and financial) of the Academic Affairs sector.

Applicant Signature __________________________ Date __________

Department Chair Signature __________________________ Date __________

Dean Signature __________________________ Date __________

Vice President for Academic Affairs __________________________ Date __________

Submit this completed and signed form to Vanessa Hammond, Director of Grants, Vest 203.
Pay Request for Regular Employees
Externally-Funded Grants

Grant/Project Title: ___________________________ Date: __________________

Project Dir./Pl/Admin: ______________________ Grant Period: __________

<table>
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<tr>
<th>Payee’s Name</th>
<th>Employee ID #</th>
<th>Schedule of Payment(s) &amp; Amt</th>
<th>*Account Number</th>
<th>Hours **Worked</th>
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Explanation for method of payment:
_______________________________________________________________________
_______________________________________________________________________

BENEFITS:

FICA/MEDICARE: ______________________

OTHER: ______________________________

*If a worker is to be paid from more than one account, please list on separate lines.
**If a worker is nonexempt status, provide total number of hours worked per pay period.

Requested by: ___________________________ Dean Approval: ___________________________
Signature: ______________________________ Sector Vice-President Approval: _____________
Department/Unit Approval: ___________________________ Grant Director Approval: ____________

Return forms to the Office of Human Resources. Payment for these requests will be included in the next payroll check issued to the employee.

For Office Use Only
Human Resources: __________________________ Payroll Office: __________________________
Budget Impact: __________ POSD: __________ Data Entry: __________
Approval: ______________ Completed: __________
Lee University

Intellectual Property Policy

I. Preamble

Lee University (the “University”) recognizes that commercially valuable intellectual property may be produced in the course of research conducted or other work performed by faculty, employees and students using University resources and facilities. The purpose of this policy is to define the conditions of ownership, legal protection, development, and licensing of intellectual property created by any University faculty member, employee or student. Under this policy, intellectual property can be managed so as to further the University’s mission and enhance the value of such intellectual property for the University, and for the authors and inventors thereof.

The Policy applies to all persons employed by the University, all students and all persons using Lee facilities under the supervision of University personnel, including, but not limited to, visiting and adjunct faculty and students. All exceptions to the Policy must be negotiated in advance and agreed to in writing by the Vice President for Academic Affairs or the Vice President’s designee.

The influence of new technologies on teaching, learning, research, and creative activity will continue, and their impact on higher education and intellectual property law are difficult to predict. Thus, this Policy is subject to periodic review. The Intellectual Property Review Board and the Vice President for Academic Affairs shall work closely with deans, directors and faculty to achieve an equitable approach to resolving these complex issues as they arise.

II. Definitions

- **Intellectual Property** - legal rights granted in certain creations of the human mind. Forms of intellectual property include Patents, Copyrights, Trademarks, know how, Trade Secrets, and any other such rights that may be created by law in the future.

- **Software** – any set of instructions for a computer or other information processing device, whether in machine or human readable form, or any database or other set of data to be read by such a device. Software may be protected by Patent, Copyright, Trademark or Trade Secret.

- **Invention** – a new, process, art, method, technique, machine, device, Software, or composition of matter, or improvement thereof, whether or not patentable.

- **Inventor** – an individual associated with the University who makes an Invention, or an individual who is a member of an “inventorship entity” comprising two or more individuals, one or more of whom are associated with the University, who jointly make an Invention.

- **Invention Disclosure Form** – a form to be completed and signed by the Inventors that reports and describes a new Invention, signed by the Inventor(s).

- **Patent** – a legal right issued by the U.S. or another country that gives its owner the right to exclude others from making, using, selling or importing the subject matter of an Invention within such country for a fixed period, usually measured from the date of filing of the patent application.

- **Employment Responsibilities** – Any activity an employee performs routinely as a necessary part of their job description.
• **Copyright** – a set of legal rights in an original work of authorship that has been fixed in a tangible medium of expression from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. Copyright includes a bundle of rights: the right to make reproductions of the work, the right to distribute copies of the work, the right to make derivative works based upon the work, and the right to display or perform the work in public.

• **Intellectual Property Agreement** – an agreement to be signed by faculty, students and employees (collectively referred to herein as "University Personnel") which is to be signed by all University Personnel and which constitutes acceptance by such Personnel of the application of this Policy and their agreement to comply with its terms in regards to the ownership of Intellectual Property.

• **Courseware** – The electronic platform (developed, purchased, rented, or otherwise licensed by the university) for the electronic delivery of class materials. Courseware includes the delivery of university property such as course syllabi, the basic structure of the course, and standard, appropriate, department tools or content that is understood to be the property of Lee University. Integration of these materials constitutes a Courseware shell.

• **Trademark** – a word, symbol, design or device (or any combination thereof) that identifies the source of goods or services. A Trademark may be registered or unregistered.

• **Trade Secret** – confidential information, including a formula, pattern, compilation, program, device, method, invention or discovery technique or process, which derives independent economic value from not being generally known or readily ascertainable by others, and is the subject of reasonable efforts to maintain its secrecy.

• **Author** – a person who creates a copyrightable work.

• **Tangible Research Property (TRP)** – research results in their physical form, and includes, but is not limited to, software, biological organisms, reagents compositions of matter, instruments, machines or devices, and other property that can be physically distributed. Tangible Research Property may be subject to Intellectual Property rights.

• **Sponsored Research Agreement (SRA)** – a contract between the University and a sponsoring organization that sets the terms and conditions for the conduct of a research or training project. An SRA typically includes a description of the work to be performed, the terms of payment, use of data, ownership of intellectual property, publication rights, and other legal assurances.

• **Royalties** – all consideration of whatever kind received from the sale, license, or other transfer of Intellectual Property rights by the University to another entity, usually a company. Royalties include, but are not limited to, percentage payments, up-front fees, milestone payments, shares of stock, and any other financial or in-kind consideration.

• **Data** – all notes, workbooks, prototype drawings, or information, in a tangible form, related to research or inventions.

• **Intellectual Property Review Board** – the board, when needed, is appointed by the Vice President for Academic Affairs with recommendations from the Deans Council.
III. Copyright

This Policy addresses Copyright ownership, the assignment of rights associated with Copyright ownership, licensing of those rights, and the distribution of any Royalties therefrom. The University encourages the preparation and publication of copyrightable works that result from teaching, research, and scholarly and artistic endeavors by members of the faculty, staff and student body. The University's general policy is to permit faculty members to retain primary control over their works. However, the sharing of knowledge is central to the success of the University and Copyright policies should encourage, not inhibit, productive work. Thus, Copyright ownership is treated as a divisible bundle of rights to be allocated among different parties to promote learning and the sharing of information.

A. Ownership of Copyrighted Works

1. In keeping with academic tradition, except to the extent required by the terms of any grant or Sponsored Research Agreement, the University does not claim ownership of the Copyright in pedagogical, scholarly or artistic works, regardless of their form of expression. Such works include, but are not limited to, novels, poems, musical compositions, popular nonfiction, textbooks, course materials, refereed literature, recordings, audio/visual productions and most works created by students in the course of their education, such as dissertations, theses, papers and journal articles (subject to paragraph XI below).

2. Authors of teaching and classroom materials, such as class notes, curriculum guides, or laboratory notebooks, shall retain ownership of the Copyright therein, but shall grant the University a non-exclusive, Royalty-free, perpetual license to use, display, copy, and distribute such works, and prepare derivative works based upon such works, for internal University use.

3. The University is the Author of all copyrighted works, including Software, Courseware, or other electronic media, that are created for an institutional purpose in the course of employees' prescribed duties. These include simultaneous or sequential contributions over time by numerous faculty, staff, or students. Accordingly, works that are created as part of a faculty member's independent research or scholarship are not owned by the University. Whether a copyrighted work is owned by the University depends upon the purpose for which the work is created and not the form of its expression.

4. The emergence of the World Wide Web has led to a new category of work called Courseware. Lee University recognizes the intellectual property rights of the faculty member (who partners with the university in development of Courseware content) as the owner of materials incorporated into or augmenting the approved university Courseware shell (see definitions.) These incorporated materials are defined as, but are not limited to: lecture notes, examinations and quizzes, handouts, presentations, and the like. Developing Courseware requires the contribution of extraordinary University resources, including, but not limited to, technical support staff, computer programmers, legal and business counsel, computer hardware and software, and Internet access. Whereas the University provides such resources to Authors of Courseware shells, authors shall assign their rights in/for such Courseware shells to the University in exchange for the compensation described in section VII below. This compensation is deemed for development, not delivery of the Courseware shell materials. Compensation for the development applies to the original author of the Courseware, and not to the subsequent instructors who make use of the Courseware shell. Instructors who
teach the course are expected to augment the course as appropriate, but this action does not constitute development as defined above, and incurs no further compensation for development. Faculty teaching on-line courses will be compensated at the rate established by the University for instruction. In exchange for the compensation relative to the development of Courseware shells, the author understands that Lee University retains: a royalty-free, non-exclusive license to use the Courseware shell materials for educational purposes; the right to update, alter, and revise the original work for educational purposes; and the right to assign others to teach using the Courseware shell. The University’s title shall include all rights provided by U.S. Copyright law. Such title is necessary to guarantee the University’s right to control the method and manner in which its educational programs and courses are offered to the public and to secure new revenues from which to replenish and enhance University technology resources. Nevertheless, Authors retain the copyright to their texts and other original works of authorship (including items addressed in III.A.2) incorporated into Courseware.

5. Whenever deans, directors or administrators commission new works, copyright issues should be clarified and fixed in a written agreement prior to the start of the project, according to the guidelines of this policy. In the absence of such an agreement with respect to a commissioned work, the IP Review Board will determine application of this Policy thereto. In determining the ownership of any commissioned work not covered by a written agreement, the IP Review Board will consider: (a) at whose initiative the work was created (b) control over the content and final approval, and (c) any funding or extraordinary resources provided by the University.

B. Authorship and Permissions

1. Collaborators on a single work are joint Authors, as that term is defined under U.S. Copyright law. Because joint ownership of Copyrights creates complex management problems, it is recommended that joint Authors have agreements that define the rights and duties among them prior to beginning work.

2. All copyrighted works owned by Lee University shall prominently bear the legend “© 20__ Lee University. All rights reserved.”

3. All individuals associated with the University are responsible for securing permissions or licenses from the owners of Copyrights before reproducing, distributing, displaying or performing any works in which such individual does not own the Copyright, or creating derivative works based upon any such work. It should be assumed that all material displayed on the World Wide Web is copyrighted and not freely available for use unless permission is expressly granted by the owner of the Copyright in such material, or it is clearly in the public domain. Whether a particular use constitutes “fair use” under U.S. Copyright law can be difficult to ascertain.

4. Use of University logos or other trademarks requires permission of the University. Requests for permission should be directed to the Office of University Relations.

C. Disclosure, Licensing and Commercialization

1. The University’s attorney shall draft standard agreements consistent with this Policy for the University to enter into with faculty members and others in order to clarify ownership of Copyrights and the allocation of rights associated with
specific projects. Such agreements shall set out a framework for unbundling rights associated with new works in order to make them most appropriately available for teaching, learning, and research. Such agreement will be ratified by the IP Review Board.

2. Agreements that grant to third parties the rights to commercially develop Software, Courseware, or any other copyrighted work owned by the University are encouraged. The University’s attorney is responsible for negotiating such agreements on behalf of, and in close coordination with, Authors. The policies for disclosure and assessment of such works shall be the same as those described in V, Patentable Inventions, part B.

3. Licenses, sales, or other transfers of Copyrights owned by the University must be approved by the Vice President for Academic Affairs on the advice of the University’s attorney.

4. Authors of works in which the University owns the Copyright shall, whenever practicable, be advised and consulted on the progress of license negotiations, but in no event shall they have a right of approval to the legal or payment terms of any agreement. The University shall not have a duty to such an Author to secure a minimum Royalty.

IV. Tangible Research Property

1. The University owns all Tangible Research Property (TRP), except data as defined in Section II. If the TRP arises as a result of a grant, contract or SRA which has been negotiated and approved by the University, rights in the TRP will be subject to the terms and conditions of such agreement.

2. Principal investigators and laboratory directors are primarily responsible for the custody, care, and control of TRP, including its storage, use, and distribution.

3. Principal investigators are encouraged to make TRP broadly available for the scientific use of other academic non-profit researchers. As a rule, scientific exchanges should not be inhibited due to potential commercial considerations. The Vice President for Academic Affairs should be contacted for instructions prior to distribution of any TRP that is the subject of, or related to Inventions that have been or will be disclosed under this Policy.

V. Patentable Inventions

A. Ownership of Inventions

1. Inventions may rise directly related to an individual’s employment or as a consequence of the individual using University resources. In such cases:
   a. Any Inventions arising from activities directly related to an individual’s employment responsibilities with the University using University resources, any Patents or applications therefore, are owned by, and must be assigned to the University.

b. For any invention arising not directly related to an individual’s employment, but with use of University resources, ownership will be negotiated on a case by case basis. Permission for the use of university resources in the invention process must be obtained from the Dean in advance of any purchase(s). Should the use of University resources be determined to be incidental, sole ownership will be assigned to the Inventor.
2. An Invention arising from but not directly related to an individual's employment responsibilities and developed on his or her own time and without University resources will be owned by the Inventor.

3. Inventions may arise in the course of, or result from, work supported by a grant or contract with a governmental entity, or an SRA with a non-profit or for-profit non-governmental entity. Such Inventions will be subject to the terms of the grant, contract or SRA, and will be owned by and must be assigned to the University unless otherwise specifically required by the terms of the grant, contract; or SRA

B. Disclosure, Assignment and Protection

All persons subject to this policy shall promptly disclose their Inventions that are governed by article V section A, item 1a and 1b above using the prescribed Invention Disclosure form, which must be signed by each of the Inventors and submitted to the Vice President for Academic Affairs. Each Inventor must at the same time submit to the Vice President for Academic Affairs a signed Intellectual Property Agreement. Disclosure of inventions described by article V, section A, item 2 is not required, but may be disclosed at the discretion of the Inventor.

1. To protect and preserve the Intellectual Property rights defined in this policy and to comply with applicable federal regulations, Inventors shall execute assignments and other appropriate documents as may be requested by the Vice President for Academic Affairs to perfect, evidence, or enforce the University's ownership and rights to Inventions.

2. The Vice President for Academic Affairs shall, with the assistance of the Intellectual Property Review Board, review all Invention Disclosures, evaluate patentability and potential commercial value, and provide an interim report to the Inventor within 45 days after receipt of completed and fully signed Invention Disclosure Forms.

3. The Intellectual Property Review Board shall make a determination whether the University should seek patent protection for an Invention within 3 months of formal submission of a patent to the Vice President of Academic Affairs. That determination will depend upon the availability of funds and an assessment of the Invention's commercial value, and at the request of the Inventor. When the decision not to seek patent protection is based solely upon lack of funds, any Dean or Director may commit University funds that are under his/her discretionary control to patent an Invention. In the event such an Invention is licensed, the Dean or Director may recover out of gross Royalties costs incurred in connection with seeking patent protection.

4. Nothing in these policies creates an obligation in the University to seek patent protection for Inventions. Should the University determine to refrain from seeking patent protection for an inventor, the invention is released to the Inventor(s). Any grant of release to the Inventor(s) will be subject to any restrictions that may be imposed by a grant, contract or SRA, or applicable law. The University expressly reserves the right to refuse to release any invention that it deems to conflict with or compromise the university mission. In such cases where a violation or compromise of the university mission is claimed, the University shall provide the inventor(s) a written explanation of the conflict or compromise within 7 days. In cases where a violation or compromise of the university mission is claimed, the inventor(s) can appeal the decision to the Vice President for Academic Affairs and the IP review board (see Section X of this policy entitled Dispute Resolution), but there shall be no appeal beyond the
University to a mediator or arbitrator. The University shall release an invention in this situation if the Inventor(s) resign their position and choose to pursue the invention separate from the University.

5. Faculty, students and employees are strongly encouraged to publish the results of research. However, any public disclosure of an Invention, such as a presentation, publication, or grant proposal, prior to filing a Patent application, may limit Patent rights and may reduce an Invention’s commercial value. Therefore, faculty, students and employees are encouraged to disclose their Inventions as early as possible and prior to submitting any manuscripts, abstracts or grant proposals or applications or making any other public disclosure.

6. In some instances, the terms of a grant, contract or SRA may require the University to maintain confidentiality of results or TRP for a period of time pending the filing of patent applications. In order to comply with such requirements, Inventors may take reasonable precautions to assure the confidentiality and physical security of confidential information, including formulas, methods, processes, patterns, computer code, devices, compositions of matter, and Tangible Research Property. In such cases, faculty and employees shall endeavor to provide students the reasonable opportunity to publish and otherwise participate in the research efforts. Submission of abstracts, papers or theses involving students may not be delayed more than 30 days except with prior approval of the Vice President for Academic Affairs.

C. Licensing and Other Disposition of Intellectual Property Rights

1. The University, at its discretion, may seek to license or otherwise transfer rights in Intellectual Property to other entities, usually for-profit companies. The Vice President for Academic Affairs will have primary responsibility for licensing activities. Each license negotiation is unique. The University will not be obligated to any Author or Inventor to negotiate for or secure Royalties, in any amount; however, Inventors or Authors will be party to all licensing negotiations, in accordance with the stipulations outlined in any contractual agreement between the university and the inventor.

D. Duty of Disclosure under Federal Grants

1. The federal government retains Intellectual Property rights for Inventions created, conceived or first reduced to practice, in whole or in part, with federal funds. Under federal regulations, 37 C.F.R., 401, et seq., the University must report all such Inventions to the federal funding agency and may elect to file for a Patent within a prescribed period of time, i.e. one year prior to any statutory bar date. If the University elects not to retain title to or file for a Patent, it must so inform the agency, which then has the right to take title to the Invention. Invention disclosure forms will be submitted to the government if the disclosed Invention was made using federal funds.

2. Authors and Inventors whose inventive work has been conducted under federal grants should be aware that the federal government retains a perpetual, non-exclusive license to all research results.

VI. Sponsored Research Agreements

A. Sponsored Research Agreements

1. The Sponsored Research Agreement (SRA) is the primary funding instrument used by the University to contract with companies and other non-grant-making
entities that wish to sponsor faculty research, clinical or training projects ("Sponsors"). An SRA must be used with respect to sponsored research in any instance when University personnel conduct any activity using University resources in exchange for payment or other benefit from an external entity. Every SRA must name a Principal Investigator who will be primarily responsible for the conduct of the research program under the SRA. The Principal Investigator will be responsible for developing the research program and for providing the research budget.

2. To retain maximum flexibility and effectuate the goals of this Policy, the Vice President for Academic Affairs will negotiate each SRA individually in cooperation with the Director of Grants and the University’s attorney. The terms of such agreements will vary, depending upon the type of the work and the interests of the Sponsor, Principal Investigator, and the University. Standard terms for such agreements will be developed in cooperation with the Director of Grants and the University’s attorney. Only the Vice President for Academic Affairs or his/her designee has the authority to negotiate and sign SRAs; Faculty members do not have the authority to sign SRAs, or to otherwise bind the University in any dealings with Sponsors or other external entities.

3. An SRA and an Intellectual Property license may be negotiated simultaneously. Each such negotiation is unique. The University will not be obligated to any Author or Inventor to negotiate for or secure Royalties, in any amount, nor will any Author or Inventor be entitled to receive any portion of sponsored research funds. The University has sole discretion in determining whether the University’s interests will be best served by accepting either or both Royalties or sponsored research funds. Whenever practicable, Inventors and Authors will be advised and consulted in the progress of negotiations, but in no event will they have any standing in any negotiations, or any right to approve or reject the terms of any license or sponsored research agreement.

VII. Distribution of Copyright and Patent Commercialization Income

A. Financial Responsibility and Costs

1. The University assumes financial responsibility for Intellectual Property to which it takes ownership. This responsibility may include, for example, the costs of assessing patentability, filing and maintaining Patents, registering Copyrights, marketing and licensing Inventions, Courseware, and copyrighted works. The University is not obligated to protect or commercialize any particular Invention or copyrighted work, except as may be required by a grant, contract or SRA. Activities related to the protection and marketing of University Intellectual Properties are intended to be self-supporting. Thus, the Vice President for Academic Affairs is charged with the responsibility of using the University’s resources carefully, with a view to promoting the interests of the institution as a whole.

2. Income earned from the sale, licensing, or other transfer of Intellectual Property of the University will belong to and be received solely by the University and will, except where a grant, contract or SRA specifies otherwise, be distributed successively as follows: 1) Reimbursement to the University for all direct expenses related to prosecuting and maintaining Intellectual Property protection, and marketing and securing licenses, such as fees for outside legal counsel and other experts, if required; 2) reimbursement to the inventor(s) of any costs
related to the research, development, and production of the invention, if required; 3) and of the remainder, 50% to the Inventor(s) or Author(s), 45% to the University, and 5% to the Inventor’s or Author’s College, School or Program.

3. Where there is more than one Inventor or Author, distribution shall be prorated according to the contribution of each as may be agreed in writing between the parties. If an agreement cannot be reached, then the matter will be resolved in accordance with section X, Dispute Resolution.

4. Royalties are payable to Authors only upon actual receipt by the University. In the case of the death of an Inventor or Author, all Royalty distributions which would have been due such person shall be paid to his or her estate.

VIII. Waiver of University Rights

A. Time for Review

1. Inventors and Authors shall receive the written decision of the University’s intention to pursue or release rights to ownership within 45 days of the date of formal submission to the Vice President for Academic Affairs.

2. If the University decides to pursue rights to ownership within the 45 days, the University shall investigate the possibility of financial support for the patenting process. A final decision on funding will be given within 90 days of the date the invention disclosure form was submitted. If, at the expiration of 90 days, the University has not secured full patent application funding, ownership of the invention will revert to the Inventor(s); however, the university may request an extension from the Inventor(s) to obtain patent application funding.

3. In order to ensure that valuable patent rights are not lost during the review period by the University, the Inventor will be given the opportunity and may choose, at his/her own expense, to pay for the costs of filing a provisional patent application or full patent application. A provisional patent application can be prepared by the inventor(s). Full patent application will be made using an attorney that specializes in patent law and patent preparation. If the University thereafter determines to proceed with seeking patent protection, it will reimburse the Inventor(s) for all payments made. If the University determines not to proceed with the Invention, the University will release the Invention to the Inventor(s) as described below.

B. Release of Invention to Inventor(s)

The University may determine that an Invention will not be patented, and will not be licensed or otherwise commercialized by the University. In those cases, the Vice President for Academic Affairs will cause ownership rights to be waived by the University except in cases where a conflict with the university mission is claimed.

IX. Policy Administration

A. Intellectual Property Review Board

1. The Intellectual Property Review Board (“Board”) is an advisory body, reporting directly to the Vice President for Academic Affairs.

2. The Board members shall be appointed as needed by the Vice President for Academic Affairs with recommendations from the Deans Council. The Board
members shall include a representative from the Business and Finance sector and a representative from the Information Services sector. The remaining members will include at least 4 faculty members.

3. In addition to duties described elsewhere in this Policy, the Board shall advise the Vice President for Academic Affairs by a) interpreting the terms of this Policy; and b) recommending changes or exceptions to this Policy.

X. Dispute Resolution

The inventor(s) can request to resolve any dispute with the university. The first appeal must be made to the Vice President for Academic Affairs. The Vice President for Academic Affairs shall attempt to resolve any claim, dispute or controversy involving the rights to Inventions or copyrighted works within 2 weeks of the date of appeal by the inventor(s). Upon the failure of the involved parties to reach a negotiated agreement, the Vice President for Academic Affairs shall refer the matter to the Intellectual Property Review Board.

The Intellectual Property Review Board shall review all documents and records and hear testimony from all interested parties and attempt to resolve any claim within 4 weeks of the original date of appeal of the inventor(s) to the Vice President for Academic Affairs. Upon the failure of the involved parties to reach a negotiated agreement, the matter will be referred for mediation.

The choice of a neutral mediator is to be agreed upon by both parties. Mediation shall begin no later than 8 weeks from the original date of the appeal of the inventor(s) to the Vice President for Academic Affairs.

XI. Student Research and Scholarship

University students are subject to this Policy when they participate in faculty research programs. A student is an employee within the meaning of this policy. Intellectual Property created by a student during such employment or course of study shall be owned by the entity so designated in the SRA, or if no entity is so designated, by the University. Thus, in circumstances where a student originates Intellectual Property independently, using resources generally available to students, and without faculty supervision, such Intellectual Property is owned by the student.

A. Student Research in the Sciences.

In the disciplines of Chemistry, Biology, Physics, and Mathematics, and Computer Science, and Health Sciences, the model for faculty direction of undergraduate student research is that of master/apprentice. In this setting, all Inventions, Courseware, and copyrightable works by students originate primarily from faculty direction of the master/apprentice relationship and are owned by the University under the terms described in sections III. and IV. above.

1. Faculty who supervise undergraduate student research have custody and control over all Tangible Research Property (TRP) (See IV., Tangible Research Property), subject to the terms of any grant or SRA. Student researchers have the right to access and use TRP, and it is appropriate for them to have copies in so far as is practicable.

2. The faculty advisor decides all matters concerning the publication of research results. Such decisions include the timing and choice of manuscript submissions and all issues pertaining to co-authorship and inventorship.
3. Graduate student Authors own the Copyrights in their theses, essays, or dissertations, subject to the rights of any co-authors. Student Copyrights may be limited, however, when student manuscripts are based upon research conducted under an SRA or when manuscripts are accepted for publication. In those cases, the students’ rights will be subject to the rights of the sponsor, which may include prior review of publications, delay of publication for patent filing, excise of proprietary information or Trade Secrets, or other restrictions. Faculty have the obligation to ensure that students involved in sponsored research are aware of and understand the terms of any SRA.

4. Students are expected to maintain the confidentiality of proprietary information and trade secrets belonging to research sponsors and faculty. The University may require students to sign and agree to be bound by confidentiality agreements, reasonable in their scope, when such an agreement is required by a research sponsor or otherwise required by the Vice President for Academic Affairs to protect patentability. Such confidentiality extends not only to the research and TRP, but also to information received from Sponsors.

5. A student working under an SRA who violates this Policy becomes subject to appropriate academic discipline, including termination from his or her academic program, for the unauthorized oral, written, or electronic release of TRP to a third person not a party to the SRA.

B. Research and Scholarship in the Humanities

In the departments of the humanities, the model for faculty direction of students is that of critic or reviewer of independent scholarship. Thus, independent student scholars own the Copyrights, without limitation or license, to their written theses, essays, dissertations, or other copyrighted works and TRP. However, graduate students who assist faculty advisors by performing specific research tasks or functions or who become a scholarly collaborator of a faculty member are not independent scholars. In such a situation, rights to Intellectual Property are those described in paragraph XI, A. above.

C. Research and Scholarship in Business, and the Social Sciences

In the College of Education, and the Departments of Business, Communication, and Behavioral and Social Sciences, the model for faculty direction of students may be either that of master/apprentice or reviewer/critic of independent scholarship. Students should clarify their relationships with faculty advisors and note the above policies applicable to each model before undertaking a project. In the absence of a mutual understanding between faculty and student, the relationship will be determined by the Dean of the appropriate College.

D. Modification and Appeal

Faculty and students may mutually agree to work differently than described, provided that the disposition and use of Intellectual Property and TRP comply with this Policy. Such agreements must be reduced to writing, signed by the parties, and approved by the graduate program director at the beginning of the student-faculty relationship.

Students who believe that they may have been treated unfairly by faculty under this Policy should report such concerns to the Vice President for Academic Affairs for resolution as otherwise provided under this Policy.
Lee University
Policies and Procedures for the
Protection of Human Subjects in Research

Any research of any kind using Lee University students as subjects must be approved by the Cabinet before being submitted to the Institutional Research Review Board.

I. Code of Ethics for Research

All research at Lee University shall incorporate the integrity that would be expected from research conducted at a University where a personal commitment to Jesus Christ as Lord and Savior is the controlling perspective of the educational enterprise. Specific areas that require honesty and integrity include but are not limited to the following: developing steps to assure the accuracy of the results, using research tools and methods of analysis that are well suited to the research problem, interpreting results which are consistent with the data available, assigning the confidence level that the data warrants, and protecting the rights, privacy, and physical and mental welfare of all persons involved in human subject research. All findings and methods shall be honestly and accurately detailed in any resulting research reports.

The sacredness of human life as revealed in scripture is a predominant theme at Lee University. Therefore, human subject research shall follow the ethical principles and guidelines for protection of human subjects of research outlined in the Belmont Report as chronicled in the Federal Register (April 18, 1979). Lee University will also adhere to the Department of Health and Human Services policy on "Protection of Human Subjects" (Title 45 CFR, Part 46, revised June 18, 1991) in all research activities requiring human subjects.

It is expected that all researchers will familiarize themselves with these policies and design their research accordingly. In addition, all research involving human subjects will be reviewed and monitored by an Institutional Research Review Committee in accordance with the above mentioned policies.

In designing a study, the researcher at Lee University must assume the responsibility to evaluate its ethical acceptability. One fundamental principle to use as a guide in evaluation is respect for persons (subjects). Subjects should be treated as autonomous agents, and persons with diminished autonomy entitled to protection. Thus, the researcher should assess the risks and benefits of the study thoroughly. Another principle is beneficence. This implies not only respecting the decisions of the individual and protecting them from unnecessary risk, but making efforts to secure their well-being. The researcher is obligated to establish a clear and fair agreement with the research participants (informed consent) prior to their participation and then honor all promises and commitments in the agreement. Part of the informed consent agreement should include the method of reporting results and the plan for keeping records confidential.

A third fundamental ethical principle is justice. Justice in this sense involves the selection of subjects. Selection of the subjects should be monitored so that they are not chosen because of their easy availability, compromised position, or manipulability but for their relevance to the study. Justice also indicates that those subjects taking part in the study should benefit from the results of the study.

Upon completion of the investigation, the researcher should provide the participant with information concerning the nature of the study and attempt to remove any misconceptions that may have arisen in a debriefing session particularly if the methodology of the study
requires concealment or deception. Also, if any undesirable consequences have occurred, the researcher has the responsibility to detect and remove or correct these consequences. Research undertaken following these fundamental guidelines will not only add to the existing body of knowledge in a particular field, but honor the basic Christian principles upon which Lee University was founded.

"The Belmont Report", Federal Register, April 18, 1979
Practice of Social Research, Babbie
Experimental Psychology, Kantowitz

II. Definition

Human subject research is a systematic investigation including research development, testing and evaluation designed to develop or contribute to generalizable knowledge concerning living individual(s) about whom an investigator, whether professional or student, conducting research obtains data through intervention or interaction with the individual(s) or identifiable private information. This does not include research involving the collection or study of existing data, documents, records, pathological specimens if these sources are publicly available or research on elected or appointed public officials or candidates for public office. Title 45 CFR, Part 46.101-102.

III. Committee Membership

The Institutional Research Review Board (IRRB) shall consist of at least five members. The members of the board shall be sufficiently qualified through the experience, expertise, and diversity of its members to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects. The members, other than ex officio members, shall be appointed in staggered three year terms by the president/vice-president of the University. The membership shall include at least:

1. One member from the graduate program
2. One member whose primary concerns are in scientific areas
3. One member whose primary concerns are in nonscientific areas
4. One member who is not affiliated with the institution or who is not a part of the immediate family of a person who is affiliated with the institution

The IRRB may, at its discretion, invite individuals with competence in special areas to assist in the review of issues which require expertise beyond or in addition to that available on the IRRB. The faculty member whose research is being reviewed may attend the session in which their proposal is being reviewed. Students may also be nominated by faculty members to attend board meetings. These nominations should be submitted to the chairperson who will review the agenda and determine the feasibility of student attendance. Neither students, other expert individuals, faculty whose research is being reviewed, or ex officio members may vote with the IRRB. These persons will be asked to leave before a vote is taken.

IV. Functions and Responsibilities of the Institutional Research Review Board

The IRRB shall:

1. Review and approve, require modifications in (to secure approval), or disapprove proposals for all research activities covered by this policy.
2. Require information given to subjects as part of informed consent to be in accordance with Par. 46.116 of Title 45 CFR Part 46. The IRRB may require that information, in addition to that specifically mentioned in Par. 46.116, be given to subjects when in the IRRB's judgment the information would meaningfully add to the protection of the rights and welfare of subjects.

3. Require documentation of informed consent or may waive documentation in accordance with Par. 46.117.

4. Notify investigators and the institution in writing of its decision to approve or disapprove the proposed research activity, or of modifications required to secure IRRB approval of the research activity. If the IRRB decides to disapprove a research activity, it shall include in its written notification a statement of the reasons for its decision and give the investigator an opportunity to respond in person or in writing.

5. Conduct continuing review of research covered by this policy at intervals appropriate to the degree of risk, but not less than once per year, and shall have authority to observe or have a third party observe the consent process and the research.

6. Advise appropriate University officials of current federal regulations or proposed changes in federal regulations pertaining to the protection of human subjects, and advise on University policy development and regulation changes which will best ensure the safety and health of human investigative subjects.

V. Officers

A. Chairperson

The Chairperson shall be elected annually from and by the IRRB membership at the last meeting of the academic year. The chairperson shall:

1. Preside at all meetings or designate a member to serve in his/her absence.
2. Prepare and distribute a tentative agenda to IRRB members at least three working days prior to the meeting.
3. Call special meetings and appoint ad hoc subcommittees (or give individual assignments) when necessary.
4. Assume responsibility of execution of IRRB policies.
5. Assume chief responsibility to be familiar with federal guidelines. This can include but not be limited to attending seminars given on human subject research by the NIH.

B. Secretary

The secretary shall be determined by the chairperson and may be either appointed from the committee members or selected from student workers or department secretaries (with the knowledge and approval of the specific departmental chairperson). If the secretary is not a committee member, they do not have voting privileges. The secretary shall:

1. Record the minutes of all IRRB meetings. By federal law this includes keeping an actual numerical count of the votes pro and con on each proposal. It does not include keeping names associated with votes.
2. Assist with the preparation of the agenda.
3. Forward copies of all research proposals reviewed, scientific evaluations if any that accompany the proposals, approved sample consent documents, progress reports submitted by investigators, and reports of injuries to subjects to the Vice-President for Academic Affairs. The chairperson shall also keep copies. These copies are
required by law to be kept on file for 3 years after the completion of the research project.
4. Maintain records of continuing review activities.
5. Maintain copies of all correspondence between the IRRB and the investigators.

VI. Meetings and Attendance
1. There shall be a minimum of one meeting of the IRRB each semester (September, February). Special meetings may be called by the Chairperson as deemed necessary for the performance of IRRB responsibilities. The dates for IRRB board review in September and February shall be determined by the Chairperson in association with the Vice President for Academic Affairs and shall be announced to the faculty during faculty meetings at the beginning of each semester. Faculty must submit their proposals to the Chairperson two weeks in advance of the announced meeting dates. The Chairperson has the option of canceling the semester meetings if no research for review has been submitted.
2. Research proposals and agenda shall be made available to members for review prior to scheduled meetings.
3. The meeting agenda shall be approved at the beginning of each meeting.
4. A simple majority of the membership shall constitute a quorum.
5. Any committee member may call for a secret ballot vote.
6. If a member must be absent, notice should be given to the chairperson as soon as it is known.

VII. Review Procedures
All researchers involving human subjects in their work shall submit the Human Subjects Review Form to the chairperson of the IRRB. If the research is a proposal to an outside granting agency, the review form and the proposal must be submitted to the IRRB BEFORE the proposal is mailed to the granting agency.

The Human Subject Review Form and the research proposal must be submitted a minimum of two weeks prior to the scheduled meeting in order to receive a full review (See Section VIII) by the committee. The dates for full review shall be announced at the beginning of each semester. Applications not received by the deadline date will not be reviewed unless the chairperson deems it necessary to call a special meeting of the IRRB. Researchers will be notified in writing of approval/disapproval within one week of the meeting date of the committee.

Research qualifying for expedited review (See Section VIII) may be submitted at any time during the semester. Upon submission of the Human Subject Review Form, the chairperson (or a representative he/she designates from the IRRB) shall determine if the research qualifies for an expedited review (See Section VIII). If the research does qualify, the chairperson (or the representative) has the authority to approve the research without a full review by the committee. The chairperson (or designated representative) will then notify the researcher in writing within one week of the date of submission.

VIII. Project Categories
Once it has been determined that an activity is to be considered human subjects research, it will be reviewed under one of two categories: Category I is eligible for "expedited review" and Category II requires "full review". The review procedures for each
of these are described below. Each researcher should make the initial determination regarding the appropriate category of review, although the IRRB or its designee may require review under another category. The researcher can always request a higher level of review than that required.

Following are the project categories along with examples of the types of projects included in each category:

Project Category I (Expedited Review--minimal risk)

This research generally does not require written documentation of informed consent by law, but oral consent is required for all research involving direct interaction with subjects. However, it is undoubtedly safer to obtain written consent for all projects when possible. All research in schools requires written permission from the school district.

Examples:
1. Anonymous mail or telephone surveys on innocuous topics
2. Anonymous, non-interactive, non-participating observation of public behavior
3. Secondary analysis of existing data
4. Educational research involving no interaction with students: e.g., regular classroom activity
5. Research involving the use of educational tests such as cognitive, diagnostic, personality, aptitude, and achievement tests
6. Research involving the use of educational records if information taken from these sources is provided to the researcher in such a manner that subjects cannot be identified
7. Research on individual or group behavior of normal adults where there is no psychological intervention, physiological intervention or deception
8. Interviews and interactive surveys on non-sensitive topics (i.e. taste and food quality evaluation and consumer acceptance studies)

The IRRB has the authority to require full review of any research submitted (even if the researcher submits it under the category of expedited review).

Project Category II (Full Review)

For all research involving subjects who have been determined to be "at risk", written documentation of legally effective informed consent is required. Research on minors or subjects incompetent to give consent requires permission by a parent or legal guardian. Deception research will only be approved if it meets certain conditions (e.g. debriefing).

Examples:
1. Research which might put subjects at risk
2. Research involving psychological or physiological intervention
3. Non curricular, interactive research in schools
4. Research involving deception that might have adverse effects on subjects
5. Interviews or surveys on sensitive topics
6. Research on special populations: e.g. minors, prisoners, and the mentally incompetent
7. Research conducted outside the US regardless of the procedures involved
IX. Replication of Effort

Research that is reviewed and approved by an IRRB at another institution need not be reviewed again by the Lee University IRRB (allowable by federal law). However, a copy of the proposed research, the form submitted and approved, and any other documentation that was necessary for approval must be submitted to the chairman of Lee University IRRB to be kept on file for the length of the research (if the research involves subjects at Lee University or the surrounding community). This will be true for faculty or others completing research for their dissertation that requires the use of human subjects from the Lee University campus or surrounding community. After viewing the submitted material, the chairperson or the designated representative from the IRRB has full authority to require a second review by the Lee University IRRB if they deem it necessary.
LEE UNIVERSITY
HUMAN SUBJECTS REVIEW FORM

Completion of this form is required for each research project using human subjects. This document acts as a statement by the investigator that the project complies with The Public Health Service Act (P.L. 93-348) as implemented by HHS regulation 45 CFR 46 and Lee policies.

Principal Investigator: (If a student, please list faculty advisor as co-investigator)

Department:______________ Address:______________ Tel No.____________

Co-Investigator:

Department:______________ Address:______________ Tel No.____________

Estimated Period for This Project:__________________________________________

Source of Funds/Funding Agency:____________________________________________

Project Title:_____________________________________________________________

Please check one of the following:

☐ 1. This project meets the requirements of Paragraph 46.101(b) and is exempt. (Please complete sections A [check the appropriate exemption category] and B and attach a copy of the survey if applicable).

☐ 2. This project does not meet the requirements of Paragraph 46.101(b) and is not exempt from committee review. (Please complete Section B and C and attach a copy of the survey and/or Informed Consent form if applicable.)

Signature:

Principal Investigator______________________________________________________
COMMITTEE USE ONLY

EXPEDITED REVIEW

Protocol No. Date Received:

This project □ does □ does not meet requirements for exemption.

Comments:

Chairperson of IRRB (or assigned representative) ______________________________

[Signature if approved]
FULL REVIEW
Committee Review

Date of Disposition:

☐ Approved  ☐ Modified  ☐ Disapproved

Comments:

Reviewers:

Chairperson:
SECTION A
EXEMPT RESEARCH PROJECTS
[Par. 46.101(b)]

☐ 1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:
   a. Research on regular and special education instructional strategies; or
   b. Research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

☐ 2. Research involving the use of educational tests such as (cognitive, diagnostic, aptitude, achievement, personality), survey procedures or observation of public behavior unless:
   a. Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
   b. Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

☐ 3. Research involving the use of educational tests such as (cognitive, diagnostic, aptitude, achievement, personality), survey procedures or observation of public behavior that is not exempt under paragraph (2)(b) of this section if:
   a. The human subjects are elected or appointed public officials or candidates for public office; or
   b. Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

☐ 4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

☐ 5. Research and demonstration projects which are conducted by or subject to the approval of Department or Agency (federal govt.) heads, and which are designed to study, evaluate, or otherwise examine:
   a. Public benefit or service programs;
   b. Procedures for obtaining benefits or services under those programs;
   c. Possible changes in or alternatives to those programs or procedures; or
   d. Possible changes in methods or levels of payment for benefits or services under those programs.
6. Taste and food quality evaluation and consumer acceptance studies:
   a. If wholesome foods without additives are consumed; or
   b. If a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the FDA or approved by the EPA or the Food Safety and Inspection Service of the U.S. Dept. of Agriculture.
SECTION B

TITLE OF PROJECT: ____________________________________________________

PRINCIPAL INVESTIGATOR: ______________________________________________

CO-INVESTIGATOR: _____________________________________________________

1. Project Description: Provide a concise description including purpose and objectives.

2. Provide a detailed description of all procedures involving human subjects including (but not limited to):

   a. Subject Selection Procedure:

   b. Informed Consent Procedures (attach a copy of the Informed Consent) Describe the process to be followed for obtaining consent. If children are involved in your research, describe the process to be followed for also assuring their assent to participate.

   c. Measures to be collected on Human Subjects -- Describe all measures (i.e. tests, surveys, observations, questionnaires, interview questions, assessment scales to be collected or used on your subjects). Attach a copy of each measure.
3. Is this an experimental project? (involves any manipulation of human behavior or assigns subjects to experimental versus control groups?)

☐ YES  ☐ NO

4. Are any risks pertaining to subject's physical well being likely to occur?

☐ YES  ☐ NO

5. Do you expect any possible psychological or emotional risks?

☐ YES  ☐ NO

6. Will the responses or data be recorded in such a manner that the human subject can be identified?

☐ YES  ☐ NO

If yes, describe how the collected data will be secured.

PLEASE NOTE:
If an "expedited review" project extends beyond a 5-year period, you are required by federal law to submit a new application to be reviewed at the end of five years. The IRRB may require this more often if they deem it necessary. Please check with the chairperson. Exempting an activity from review does not absolve the investigator(s) from ensuring that the welfare of the subjects participating in the research is protected and that methods used and information provided to gain subject consent are appropriate to the activity. Also, it is the investigator(s) responsibility to notify the IRRB if any changes or modifications are made in the study's design, procedures, etc.
SECTION C

Please attach a copy of the proposal for the study (typed, double-spaced). This should be similar to the proposal for a dissertation in the field of study and should include categories that are specific to the discipline and the type of research under study. If the research is being submitted to or is supported by an external or internal funding agency or program, a copy of the grant or proposal that will be submitted for funding can be used. Since this research involves human subjects all proposals must also include: a discussion and analysis of all possible risks in the proposed methodology, rationale as to why the benefits of this study outweigh the risks, proposed method for absolving any negative consequences (such as debriefing, etc.)

PLEASE NOTE:
Research projects in the "full review" category must be reviewed and approved annually by the IRRB. It is the investigator(s) responsibility to notify the IRRB if any changes or modifications are made in the study’s design, procedures, etc. or if any accidents or problems have occurred involving the human subjects.
DIVISION OF ADULT LEARNING

DAL Curricular Design

Instructional Format
The Division of Adult Learning at Lee University offers six 7-week sessions throughout the year for adult students. Sessions A-F are offered each academic year between August and July. Each DAL course is built upon a recommended 112 hour instructional activity model per three hour course, so students are encouraged to not take more than two courses in each session. For each course, students are committing to roughly 16 hours per week of college-level work.

Each of the 7-week courses are instructed online in Moodle. The courses are primarily asynchronous, but some contain synchronous instruction opportunities for faculty. DAL faculty have the opportunity to add synchronous experiences if it adds to the instructional quality of the course; these should be coordinated with the Faculty Services Offices.

DAL Curriculum
Curriculum in the DAL is structured for adult students in 7-week sessions. All DAL curricula utilize a standardized template for the Master Syllabus and Master Course Outline. Faculty teaching in the DAL must utilize the respective DAL curriculum for their course that has been approved by the University.

The DAL Curriculum Development Office develops the curricula utilizing qualified subject matter experts and course designers. Curriculum is developed with consultation from the corresponding department/school responsible for the discipline on the traditional campus. Subject Matter Experts (SME’s) will meet or exceed faculty qualifications to teach the respective courses that they are developing. Preference is given to terminally-degreed faculty in each field who are experienced in adult learning based programs and understand online delivery of course content.

All DAL faculty and course developers will sign an agreement that states they understand the DAL curriculum is solely owned by Lee University. All DAL curriculum falls under the Lee Intellectual Property policy and will be the property of Lee University once developed. Any revenue that is derived from the usage or sale of DAL curriculum is the property of Lee University.

The DAL Curriculum Development Office utilizes faculty feedback on an ongoing basis to improve and update DAL curriculum. Faculty are surveyed at the end of each 7 week session on the course curriculum and its relevancy to the subject being taught. Faculty feedback is utilized in the ongoing assessment and development of DAL curriculum.

All new DAL courses are approved by the Undergraduate Curriculum Committee or the Graduate Council and are submitted to the respective body for approval prior to full development in the DAL.
DAL Faculty

Faculty Selection
To be considered for a full-time or part-time faculty member position in the Lee University Division of Adult Learning, faculty candidates must meet the following criteria:

- Provide a personal statement consistent with Lee University faith commitments.
- Agree to support an orthodox Christian theology.
- Commitment to a Pentecostal faith tradition is preferred, but not required. Candidates from other faith traditions must agree not to teach anything contrary to the Pentecostal commitments of Lee University.
- Submit official transcript(s) of an earned accredited degree at Master’s level or higher with a minimum of 18 earned credit hours in the teaching discipline. Preference is given to terminal degrees in each discipline.

DAL faculty are recommended by the DAL Faculty Services Office and approved by the DAL leadership team, the Vice President for Academic Affairs and the respective deans/department chairs, as applicable to the discipline. Once selected, faculty members are asked to agree to the Lee University practices and policies by signing an employment agreement for the stated term of service.

Faculty Scheduling
Faculty are scheduled into DAL courses by the DAL Faculty Services Office based on credentials, course availability, faculty meeting/development participation, and successful teaching experience. DAL faculty are not guaranteed a course each session but instead are used as needed at the university’s discretion.

New Faculty Orientation
As new faculty are hired in the DAL, they are required to participate in a new faculty orientation program. This training provides new faculty with a historical background of Lee University and the Church of God. In addition, the training identifies teaching expectations, tips for integrating faith into the discipline, and includes best practices for teaching adult students. New faculty are trained on how to use the Learning Management System (LMS) and the policies and procedures in the DAL.

Faculty Meetings and Development
DAL faculty are expected to attend all available faculty meetings and development opportunities as they are offered. The DAL offers a monthly online faculty webinar that highlights changes in the DAL, updates from the university, guest speakers, Learning Management System updates, FERPA regulations, and other helpful faculty news. Faculty who are unable to attend can watch faculty webinars and other faculty development sessions on the DAL Faculty Moodle page. Faculty attendance is taken at the monthly webinars, and faculty who watch the webinar recordings are also given credit for participating. Faculty may suggest faculty development topics by contacting the DAL Faculty Services Office.
Faculty Contracts and Pay

Once DAL faculty are hired, they may be offered a contract for 7-week courses at any point. The university reserves the right to staff courses as needed. DAL faculty are not guaranteed a contract for each 7-week session through the year, nor are they guaranteed to teach each year. Faculty assignments are based on faculty need, which is tied to course enrollment. The university reserves the right to staff courses first with full-time faculty and then part-time faculty, as needed.

The faculty compensation schedule will be made available annually to faculty through the DAL Director of Faculty Services.

Course Cancellation

Lee University reserves the right to cancel a course due to low enrollment, to change class times or class instructors, cancel classes or create new classes, and alter any other policies or dates related to registration and academics at any time without prior notice. Notification of such changes will be published in an appropriate manner.

Faculty Expectations

The DAL expects faculty to teach their courses, without altering the class schedule. Instructors may not cancel classes. If the instructor cannot be present for the course, he or she should contact the Office of Faculty Services so that a substitute can be found. Students are paying for instruction and deserve seven weeks of instruction in their courses. DAL faculty are expected to:

- Contact all students prior to the start of a course to welcome each student.
- Respond to students within 24 hours of an inquiry/question.
- Interact with students in a minimum of two discussion forums per unit.
- Have assignments graded and posted within seven days of the required due date.
- Place priority on proper writing and communication skills.
- Be comfortable in a more open, student-centered learning experience.
- Monitor student participation and report immediately students at risk (students not responding, not turning in assignments, not participating, etc.). Students at risk should be reported to the Faculty Services Office so the DAL staff can intervene.
DAL Faculty-related Policies and Procedures

Enrollment Verification and Participation

At the beginning of each course, students will verify enrollment by completing a mandatory course check-in placed inside the Course Information section of the Learning Management System. Students will not be able to view course content or participate in course assignments until they have completed the verification. Students who fail to complete the verification will be purged from the course for lack of participation after the first week. Student financial aid awarding and disbursements will be triggered by successful enrollment verification in each 7-week session. All DAL students will need to complete the online check-in process.

Further participation for each student is monitored by the faculty member of the course. Students who are not participating in discussion forums and regular course assignments should receive timely contact by the faculty member with encouragement to participate. Notifications on students who fail to respond or participate appropriately should be sent to the Faculty Services Office as soon as possible. This information will be passed on by Faculty Services to the students’ individual advisors who will also attempt to reach out to the students.

Excused absences due to extenuating circumstances (e.g., extended sickness, death in immediate family) are left to the discretion of the course professor. Students should present any and all documentation for absences as requested by the course professor in order to receive consideration for extenuating circumstances.

The DAL uses Continuing Advisors assigned on an annual basis. The advising team is primarily comprised of DAL part-time faculty who are committed to assisting students in their progress toward academic success. Advisors are assigned to students in degree programs according to their academic specialties. Face-to-face and web-assisted meetings are regularly held for purposes of improving communication with students. These meetings also provide an opportunity to evaluate advisor successes and problem areas as well as vision and team building.

Academic Integrity

As a Christian community of scholarship, Lee University is committed to the principles of truth and honesty in the academic endeavor. As faculty and students in this Christian community, we are called to present our academic work as an honest reflection of our abilities; we do not need to defraud members of the community by presenting others’ work as our own. Therefore, academic dishonesty is handled with serious consequences for two fundamental reasons: it is stealing – taking something that is not ours; it is also lying – pretending to be something it is not. In a Christian community, such pretense is not only unnecessary, it is also harmful to the individual and community as a whole. Cheating should have no place at a campus where Christ is King because God desires us to be truthful with each other concerning our academic abilities. Only with a truthful presentation of our knowledge can there be an honest evaluation of our abilities. To such integrity, we as a Christian academic community are called.

Students will not knowingly perform or assist others in performing acts of academic dishonesty. The following acts are those which we consider to be dishonest:

1. Plagiarism
   Plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others’ words or
ideas as their own without fair attribution [documentation] are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:
a. Directly quoting all or part of another person’s words without quotation marks, as appropriate to the discipline.
b. Paraphrasing all or part of another person’s words without documentation.
c. Stating an idea, theory, or formula as one’s own when it actually originated with another person.
d. Purchasing or receiving in any other manner a term paper or other assignment, which is the work of another person, and submitting that work as if it were one’s own.

2. Unauthorized Assistance
Giving or receiving assistance that has not been authorized by a faculty member in connection with any exam or academic work is academically dishonest. Students should assume that any assistance on exams, quizzes, lab work, etc., is unauthorized unless the faculty member involved in the exercise has approved it. Examples of prohibited actions include, but are not limited to, the following:
a. Copying or allowing others to copy answers to an exam.
b. Transmitting, receiving, or in some form obtaining information during an exam which would offer answers within the framework of the material being tested.
c. Giving or receiving answers to an exam scheduled for a later time.
d. Completing for others or allowing others to complete for oneself, all or part of an assignment.
e. Submitting as a group assignment work which was prepared by less than all of the members of that group. It is the responsibility of the student to inform an instructor of the lack of participation of one member of a group.
f. Unauthorized use of calculators or other electronic devices.

3. Lying/ Tampering/ Fabricating
Offering false information with regard to one’s performance in academic work is academically dishonest. Such activity includes, but is not limited to, the following:
a. Giving false reasons for failure to complete an academic assignment.
b. Falsifying the results of a laboratory talk or other data.
c. Altering academic work after it has been submitted.
d. Altering grades, lab work, or attendance records.
e. Falsely signing another person as present when he/she is absent in a class.
f. Submitting for academic advancement an assignment which has previously been submitted for academic advancement (unless so authorized by the faculty member supervising the work).

4. Theft
Stealing or otherwise taking in an unauthorized manner information which relates to academic work is academically dishonest. Such activities include, but are not limited to the following:
a. Removing from a professor’s office materials which would give a student an unfair advantage on an academic assignment.
b. Procuring information from a professor’s computer hardware or software.
c. Taking exams, grade records, forms used in grading, books, papers, or other materials related to grading or evaluation of academic performance.
**DAL Faculty Procedure for Academic Honesty**

When any form of academic dishonesty occurs, the faculty member should contact the DAL Faculty Services Office. The Director of Faculty Services will work with the respective faculty member to resolve the situation. The resulting course of action could range from a warning to a student being awarded an F for the course. **Students given an F for cheating will not be permitted to withdraw from the course.**

**Student Appeal Process and Faculty Communication**

DAL Faculty members should be aware that students will retain the right to appeal decisions made in regard to grades or cases of academic dishonesty. For this reason, all communications with students and staff should be conducted through the Lee University e-mail system or through the Learning Management System.

If the student would like to appeal a final decision made by the instructor of the course, the following process will be used:

1. The instructor will inform the student of the right to appeal and provide him/her with information on how to contact the Director of Faculty Services.
2. The student will submit his/her statement of the situation to the Director of Faculty Services along with any supporting documentation that can be provided.
3. The instructor will submit all available correspondence and documentation of the situation to the Director of Faculty Services.
4. On receipt of all documentation from the student and faculty member, the decision on the appeal will be decided by a three-person ad hoc committee, chaired by the Director of Faculty Services.
5. The final decision of this appeal will be submitted to the student and to the faculty member.

All students and faculty complaints and grievances may be elevated to the DAL Executive Director’s office for further review.

**Chapel and University Events**

Although DAL faculty members are not required to attend chapel and convocation services on campus, they are encouraged to attend on campus or via live stream when possible. Chapel provides the university community with an opportunity for corporate worship which is central to the mission of Lee University, and it is essential that the faculty be part of that worship.

The university broadcasts via live stream on the Internet a number of chapel services, Convocation, Homecoming, Commencements, select concerts, and sporting events. Additional events are also recorded and available to view on the university’s Live Stream channel.

The DAL will notify faculty when live stream chapels and events are upcoming when possible. A link to all university streamed events is located in all of the virtual classrooms on the Learning Management System.

**Commencement**

Lee University holds commencement exercises in May, July/August, and December each year for graduates. The DAL faculty are invited to attend and walk in the faculty line and otherwise participate in commencement ceremonies. The Vice President for
Academic Affair’s Office and the DAL Executive Director’s office send faculty invitations to participate in each of the respective ceremonies with the university faculty.

**Policies Relating to Traditional Campus Students**

Lee traditional, on-campus students

- may not take Division of Adult Learning courses for credit towards traditional campus programs without prior approval from the appropriate Advisor, Department Chair and Dean. The DAL curriculum is specifically designed for working adult professionals to be experienced in an accelerated format.

- are not permitted to transfer to the Division of Adult Learning to complete a college degree program. Students who have previously been enrolled in traditional classes and who have not been enrolled in the last academic year are eligible to apply for admission into the DAL assuming they meet all other criteria for admission. This includes the age requirement. Any exceptions to these policies must be approved by the appropriate Chair, Dean, and the Vice President for Academic Affairs.
UNIVERSITY FACILITIES

Academic Facilities

Conn Center, completed in 1977, is a 1,800-seat auditorium named for Charles W. Conn, who served as president from 1970–82.

Communication Arts Building completed in August 2014, is a 40,000 square foot building that provides classrooms, faculty offices and specialized teaching spaces, including the Doris Johnson Screen Room, the Buss Oates Theater, a converged newsroom and a TV studio.

Curtsinger Music Building, built and dedicated in 1995, houses 33,000 square feet of classrooms and faculty offices, 23 practice rooms, seminar rooms, and instrumental and vocal rehearsal rooms. It is named in memory of a Lee University benefactor, the late Thurman J. Curtsinger.

DeVos Center for the Humanities was dedicated in September, 2004. The 51,000 square foot building houses 13 classrooms, 2 computer centers, a 200-seat recital hall, a 125-seat lecture hall and a small ensemble rehearsal room. In addition, there are 10 music faculty studios, 10 music practice rooms, 26 faculty offices, departmental offices and workroom, 2 lounges and Einstein’s Bros. Bagels.

Dixon Center, built in 1992, includes a 500–seat theater and administrative offices. It currently houses offices of the Vice President for Business and Finance, the Vice President for Academic Affairs, the Academic Support Offices, and student testing rooms. It is named for board member and benefactor H. Bernard Dixon.

Education Building, built in 1998 to house the Helen DeVos College of Education. Offices for staff members as well as classrooms are situated in this building. It also houses the 205-seat Rose Lecture Hall.

Monument Building was purchased in August of 2013. It was renovated over the following months and became the home of the Division of Adult Learning and Graduate Enrollment. This two-story building sits between Ocoee Street and Broad Street.

School of Business opened in the Fall of 2017 to house the newly established School of Business. Formerly the Christian Education wing of the First Baptist Church, this space now includes an investment lab, two computer labs, eight classrooms and 18 faculty offices.

School of Nursing Building was built in 2016. The 41,000 square-foot building overlooks the university’s new South Campus quadrangle. The building includes a 140-seat Patricia Carroll Lecture Hall, two interactive classrooms, five standard classrooms, a learning resource center, a quiet room and 17 faculty offices. The facility features six hospital-like simulation labs along with control rooms, a competency lab, assessment lab and two debriefing conference style rooms.

School of Religion Building, built in 2008, is the primary classroom building for religion classes. The 35,000 square foot building houses a preaching lab, 203-seat Jones Lecture Hall, and the Jerry Dixon Reading Room housing the Charles W. Conn Collection and other books donated by influential members of the Lee community. The religion faculty, department chairs’ and dean’s offices are also located in this building.
Science/Math Complex opened for classes in Fall 2009 semester. With the completion of Phase II in summer 2010, the complex provides approximately 73,000 square feet on three floors. It has 14 classrooms, 10 science labs, a lecture hall which seats 100 and a seminar room. There are 30 faculty offices in the building and two administrative suites. The complex has a 4,500 square foot student lounge and commons area with Dunkin Donuts.

Squires Library, built in 1984, replaced the old library which is now the Vest Building. The Pentecostal Resource Center has more than 43,500 square feet and houses more than 138,000 volumes. It contains the Squires Library, which serves Lee University and the Pentecostal Theological Seminary, a chapel, a historical display, and the Dixon Pentecostal Research Center, which houses archives of the Pentecostal movement.

Vest Building, first built in 1939 by Bob Jones College as a library and administration building, was used by Lee College as an administration building and library from 1948 until 1963. It was the library until 1984. In 1988 it was completely renovated into a 22,000 square foot classroom building and named for Lamar Vest, the 17th President of Lee College. Located here is the department of Language and Literature. An elevator was retrofitted on the west side in 1996.

Walker Memorial Building was constructed in 1945 and is named in memory of J. H. Walker, Sr., fifth President of Lee (1930–1935, 1944–45). It houses 19 classrooms, 25 faculty offices and computer labs.

Athletic Facilities

Butler Field, named in honor of the late Lee Admissions Director, Stanley Butler, serves as the primary field of play for the Lady Flames softball team.

DeVos Tennis Center and Recreation Center, a six court tennis center and pro shop, was built in 1988. A gift from Richard and Helen DeVos funded it. A second gift from DeVos funded the DeVos Recreation Center which was completed in 1993. It contains a basketball court, three racquetball courts, weight and fitness rooms, classrooms and faculty offices.

McKenzie Building, named after the late Toby McKenzie, was built in 2002. This building houses offices for the athletic director and coaches, as well as training facilities for the athletes.

Larry Carpenter Stadium at Olympic Field, originally built in 1996 as a reminder of the Olympic games, the field is located on property owned by the Bradley County School System and was built entirely with Lee University funding. In 2018 the stadium was constructed on the same footprint significantly improving the facility by providing 400 chair back seats, expanded concessions and restrooms for spectators. The home locker rooms were expanded, as well as, the press box. The stadium was named for long time athletic director Larry Carpenter and the press box is named for the voice of the Flames, George Starr.

Soccer Field, completed in 1989, is used for varsity soccer and intramural football. In 2011, a large renovation took place at the facility to add locker rooms, new concession stand, new spectator restrooms and new team dugouts.

Walker Arena was built in 1983 as an expansion of the gymnasium which has occupied this location since the days of Bob Jones College. It was funded through a drive to
memorialize the late Paul Dana Walker (Class of ’78), a star basketball player for Lee College. The arena was expanded again in 2005 increasing the seating capacity, and enlarging the locker room areas, restrooms and meeting space. Access to the arena was improved by increased space in the lobby and entrance hallway areas. In 2016, a new gym floor was installed in the Arena and in 2017 the bleacher system was upgraded to include chair back seats.

**Campus Life and Recreation**

**Amphitheatre**, funded by the 1988 Alumni fund drive project and constructed in conjunction with the pedestrian mall, can accommodate over 1,500 sitting and standing.

**The Chapel** was built in 2011. This 350-seat structure was funded by gifts from over 2,000 individuals, and includes the John Nichols Room and Courtyard on the lower level.

**Clock Tower**, funded by gifts from the alumni of Upsilon Xi, was completed in 1994.

**Deacon Jones Dining Hall**, built in 1996 and named Deacon Jones Dining Hall for board member Deacon Jones, replaces the 50 year–old structure on the same site built by Bob Jones College in the 1930s. It contains seating for 600, an elevator, faculty/staff dining room and Presidential Dining Room.

**The Forum** was completed in the Fall of 2017. The Tower includes a four-sided clock, along with a set of nine bells which were originally cast in 1870 in Troy, NY. Prior to their installation on the Lee Campus, the bells hung in a church in Minnesota. The construction of this tower has been sparked by numerous Greek clubs, including Alpha Gamma Chi, Delta Zeta Tau, and others, as well as The Female and Male Music Honor Societies.

**Flame and Fountain** is located between Walker Arena and the DeVos Recreation Center. It was funded by gifts from the alumni of Alpha Gamma Chi in honor of the late Dr. Donald and Nancy Bowdle. The original flame and fountain was built in 1993 but was removed to make way for construction. It was rebuilt in 2009.

**Leonard Center**, completed in summer 2007, houses the Leonard Center offices and University Health Services. The Leonard Center section has 4 offices, a reception area, a work room and the campus food bank with food storage and food pick-up areas. The second floor has a conference room, a student lounge and 3 classrooms for benevolence classes and student organizations. The Health Services section of the building has a waiting area, 7 treatment rooms, a laboratory, hearing/vision testing area and office space for nurses and physicians.

**North Gate Arch** and the surrounding improvements were completed in November, 2012 as a part of the “Find Us Faithful” campaign.

**Paul Conn Student Union**, named for President Paul Conn, was built in 2000. It houses many high-traffic student services. It includes a post office, bookstore, computer lounge, meeting rooms and office space for student services staff. It also features a 150 seat cafe area with food service from Chick-Fil-A, Jazzman’s Café and Subway run by Sodexo-Marriott.

**Schimmels Park** is located on the corner of Parker and 20th Street. It was built in 2003 in memory of Dr. Cliff Schimmels who was a beloved faculty member in the Helen DeVos College of Education. The park is in a natural setting of green space and has picnic tables, a half-mile jogging track and a playground.
Sharp Pedestrian Mall, the 11th to 13th Street portion was built in 1988, and the 13th to 15th Street portion was built in 1990. It converted a city street into a strolling walkway of over 10,000 plants, underground utilities, benches and terraces. It is named for benefactors Jim and Sue Sharp.

Student Housing

Atkins–Ellis Hall was completed in 1994 as a replacement for Ellis Hall which was destroyed by fire in 1993. It contains rooms for 130 women, and is named for benefactors Henry and Iris Atkins and J.B. Ellis, third president of the college (1923-1924).

Bowdle Hall is a 128-bed men’s residence, completed in 2002 and named for Professor Donald N. Bowdle, who died in 2014.

Brinsfield Row Townhouses, phase one, opened in Fall 2003, the second phase opened in January 2004, the third phase in 2008, and the fourth phase in Fall 2010. The complex is named for J. Stewart Brinsfield, president 1948-51. Each two bedroom, one and a half bathroom townhouse is designed to house four students. The 59 units provide housing for 236 male and female students.

Carroll Court was constructed in 1973, in memory of R. Leonard Carroll, the school’s eleventh President (1952–1957). It provides housing for married students.

Cross Hall built in 1969 as a women’s dorm. It is named for former president James A. Cross (1966–70).

Davis Hall is the northern building of a dual, 240–bed complex built in two phases in 1989 and 1990. It is named in honor of the late Clinton C. Davis, a businessman from Greenville, S.C.

Dirksen Row built in 2017 is an 11 unit townhouse complex that sits on the Eastern edge of the South Campus. It will be home to 44 female students. It is named for Carolyn and Murl Dirksen, in honor of their long time service to the institution.

Hicks Hall was built in 1996. This 100–bed, three story complex mirrors Livingston Hall, built in 1995, and houses male students. It is named for former board member, B. L. Hicks.

Keeble Hall built in 1999 is a 30-unit apartment building housing 120 students. This hall was named for John and Dottie Keeble.

Livingston Hall is a 25–unit apartment building housing 100 students. It was built in 1995 and is named for friends and alumni of Lee, Loran and Sandra Livingston, pastors in Charlotte, N.C.

Medlin Hall, built in the 1930s by Bob Jones College, has been a men’s residence for Lee since 1948 and was renamed in 1983 from Walker Hall to Medlin Hall, honoring Don Medlin, a benefactor and member of the Board of Directors.

New Hughes Hall is the latest dorm to be built on campus (2011). It is a 126-bed men’s residence hall named for former president Ray H. Hughes Sr., who led Lee during two periods, 1960-66 and 1982-84.
Nora Chambers Hall, built in the 1930s by Bob Jones College, this 148-bed complex connects with Simmons and Tharp halls, also built in the 1930’s. It was given a complete renovation in 1994, enlarging the lobby and enclosing the stairwells.

O’Bannon Hall is a 128-bed men’s residence, completed in 2002 and named for Professor Robert O’Bannon and his late wife, Nancy.

Sharp Hall is the southern building of a dual, 240–bed complex built in two phases, 1989 and 1990. It is named in honor of the Reverend Joe and Mae Sharp, veteran pastors in Tennessee.

Storms Hall built in 2000, is a 30-unit apartment building housing 120 students. This hall was named for board member Lee and Tammy Storms and their parents, Don and Ruth Storms.

Tharp and Simmons Halls provide housing for women. These residences are named for sixth and seventh presidents, Zeno C. Tharp and E.L. Simmons respectively.

Offices and Administrative Buildings

Admissions Center, located at 890 Ocoee Street, is a renovated historical house from which the Admissions/Visitor staff conducts campus tours, interviews potential students, and counsels parents through their college search process. The Office of the Vice President for Enrollment is also located in this building.

Athletics Operations House is located on the northern end of campus. It houses the offices for the athletic coaches.

Campus Security is located on Barnes Street. It is the home of our Director of Campus Safety and his staff. The theatre department’s Scene and Set Shop, as well as Costume Shop, occupy a portion of the building.

Centenary Building, the second and third floors above the Centenary Room, served as student housing from the first days of Lee College until the fall of 1997. In 1998 it was renovated to provide additional office space. This space now houses the Financial Aid Office and the Residential Life Offices.

Higgins-Pressley Building was named in honor of Jack Higgins and Arthur Pressley in May 2016 and is the home of the university’s Physical Plant. It is a 13,000 square foot warehouse located on 8th Street that houses the office of the Director of Physical Plant, offices for Maintenance, Building Services and Grounds supervisors; storage space for supplies, tool storage areas; and work benches for all trades.

Higginbotham Administration Building was constructed in 1964 as a replacement for Old Main, a structure built in 1885 as the main building for Centenary Female College which operated on this site from 1885 until 1928. When first built, it housed female students on the second and third floors, so the offices are laid out like dormitory rooms. In 1983, the building was named for Bill Higginbotham, a member of the Board of Directors and benefactor of the university.

Mayfield Annex was an elementary school from 1920 to 2006 and was purchased by Lee in 2007 for use beginning fall semester 2008. This multi-use building is home to the
art major classrooms, the Play Therapy Center, the Marriage and Family Therapy Clinic, the International Student Lounge, and the Center for Teaching Excellence.

**Office of Student Development**, located at the corner of Parker and 11th Street, serves as home to the offices of the Vice President for Student Development and the Dean of Students.

**Pangle Hall** is a performance venue that opened in the fall of 2014. Formerly, the First Baptist Church sanctuary, the space was gutted, stage enlarged, side wing-walls added and 662 fixed seats were installed. A completely new sound system, as well as video capture and playback system were added during the renovation. The organ was also upgraded during this process.

**Watkins Building**, a 9,000 square foot academic building built in 1992, houses the Counseling and Testing Center, as well as the Writing Center. It is named for the late Bill and Joyce Watkins of Atlanta, benefactors of Lee.
ADMINISTRATION, FACULTY AND STAFF

THE ADMINISTRATION, FACULTY
AND STAFF OF LEE UNIVERSITY

The guidance, instruction and assistance you will receive at Lee University will come primarily from the people listed on the following pages. Each member of the faculty, administration and staff possesses great individual devotion to Lee University and our students. Whether conversing with you over coffee in the Student Center, assisting you with your career planning, or working behind the scenes ensuring the smooth operation of the school, you will find the Lee University family’s devotion genuine and contagious.

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Ph.D., Texas Tech University

*Allison Pierce (2016), Assistant Professor of Business Administration  
B.S., M.B.A., University of Tennessee, Chattanooga;  
Ph.D., Northcentral University
Betsy Poole (2017), Assistant Professor of Spanish and Linguistics
  B.A., Mississippi College;
  M.S., Ph.D., University of Alabama, Tuscaloosa

Bryan Poole (2013), Associate Professor of Psychology
  B.A., Lee University; M.A., Middle Tennessee State University;
  Ph.D., University of Alabama

Stephanie Pope (2019), Assistant Professor of Elementary Education
  B.B.A., Free-Hardeman University;
  M.Ed., Lipscomb University;
  Ph.D., Trevecca Nazarene University

Thomas Pope (2010), Associate Professor of Political Science
  B.A., Berry College;
  M.A., Ph.D., Baylor University

*Delia Price (2013), Associate Professor of Education
  B.S., Tennessee Temple University;
  M.Ed., Ed.D., Trevecca Nazarene University

*Jessica Price (2016), Lecturer in Nursing
  B.S.N., Tennessee Wesleyan College;
  M.S.N., Southern Adventist University

David Quagliana (2015), Assistant Professor of Counseling
  B.A., Wheaton College;
  M.A., Ph.D., Fuller Theological Seminary

*Heather Quagliana (2008), Professor of Psychology
  B.A., Lee University;
  M.A., Ph.D, Fuller Theological Seminary

Rachel Reneslacs (1999), Professor of English
  B.A., Randolph-Macon Woman’s College;
  M.A., Washington University in St. Louis;
  Ph.D., Indiana University of Pennsylvania

Beecher Reuning (2018), Assistant Professor of Cinema
  B.S., Lee University;
  M.F.A., Regent University

Rondall Reynoso (2019), Assistant Professor of Art
  B.F.A., M.S., M.F.A., Pratt Institute, Brooklyn, New York

*Barbara Richardson (2016), Assistant Professor of Nursing
  D.N.P., University of Florida;
  M.S.N, B.S.N., Florida Atlantic University

*Gary L. Riggins (1992), Professor of Education
  B.S., M.Ed., Georgia Southern University;
  Ed.D., University of Tennessee, Knoxville
*Lorinda Roberts* (2019), Assistant Professor of Youth and Family Ministry  
B.S., Lee University;  
M.A.D.C.F., Pentecostal Theological Seminary;  
D.Ed.Min., Southern Baptist Theological Seminary

*Jason Robinson* (2013), Associate Professor of Education  
B.S., Lee University; M.Ed., Lincoln Memorial University;  
Ed.D., University of Tennessee at Chattanooga

*Brandon Rodgers* (2018), Assistant Professor of Marriage and Family Therapy  
B.S., M.A., Appalachian State University;  
Ph.D., Virginia Polytechnic Institute and State University

*David Roebuck* (1991), Assistant Professor of the History of Christianity  
B.A., West Coast Christian College; M.Div., Church of God School of Theology;  
M.A., Ph.D., Vanderbilt University

Kathleen Rose (2016), Assistant Professor of Nursing  
B.S.N., Ball State University;  
M.S.N., University of Tennessee, at Chattanooga

Amy Russin (2019), Assistant Professor of Accounting  
B.S.B.A., M.B.A., Geneva College

Jeff Salyer (2001), Assistant Professor of Communication  
B.A., Lee University;  
M.A., Ph.D., Regent University

*Jorge Sandoval* (2010), Associate Lecturer in Special Education  
B.S., Lee University;  
M.Ed., University of Missouri

*Jeff Sargent* (2005), Professor of Psychology  
B.A., Lee College;  
M.A., M.S., Ph.D., University of Alabama

*Sarah Schlosser* (2012), Associate Professor of Chemistry  
B.S., Lee University;  
M.S., Ph.D., Purdue University

Jason Schmurr (2017), Associate Professor of Mathematics  
B.A., Wheaton College;  
M.S., Ph.D., Oregon State University

Chad Schrock (2010), Associate Professor of English  
B.A., Pensacola Christian College; M.Div., Eastern Mennonite Seminary;  
M.A., James Madison University;  
Ph.D., Pennsylvania State University

Mark Scully (2018), Assistant Professor of Political Science  
B.A., St. Johns College;  
M.A., Ph.D., Baylor University;
Beth Seymour (2017), Senior Lecturer in Accounting
   B.S., University of Alabama;
   M.A., Bryan College

Debbie Sheeks (2010), Adjunct in Music
   B.A., Lee College; M.M., Bowling Green State University

*Randy Sheeks (2010), Associate Professor of Church Music
   B.A., Lee College; M.M., Samford University
   D.M.A., New Orleans Baptist Theological Seminary

Ana Shippey (2013), Associate Professor of Political Science
   B.A., Pontificia Universidade Católica de Minas Gerais;
   M.A., Pontificia Universidade Católica do Rio de Janeiro;
   Ph.D., University of Virginia

John Simmons (1971, 1997), Senior Adjunct in Art
   B.A., Berea College; M.A., Louisiana State University

*William A. Simmons (1986), Professor of New Testament and Greek
   B.A., Lee College; M.A., Church of God School of Theology;
   M.Div., Ashland Theological Seminary;
   Ph.D., University of St. Andrews, Scotland

*Laura Singletary (2012), Associate Professor of Mathematics
   B.A., M.A.T., Lee University;
   Ph.D., University of Georgia

*David Smartt (2012), Associate Professor of Business
   B.A., Lee College; M.Div., Pentecostal Theological Seminary;
   M.B.A., Syracuse University; M.S., U.S. Army War College;
   Ph.D., North Central University

*Ashley Smith (2005), Professor of Education
   B.S., University of Florida;
   M.S., Middle Tennessee State University;
   Ed.D., University of Tennessee, Knoxville

Henry Smith (2010), Senior Adjunct in Christian Ministries
   B.A., Barton College; M.A., Fresno State University;
   D.Min., California Graduate School of Theology

Allison Sneed (2014), Associate Lecturer in Chemistry
   B.S., Lee University; M.S., University of Florida

Kevin Snider (2016), Visiting Lecturer in Christian Ethics
   B.A., M.A., Lee University; M.Div., Pentecostal Theological Seminary

Alexander Steffanell (2007), Associate Professor of Spanish
   B.A., Universidad del Atlántico, M.A., Miami University of Ohio;
   Ph.D., University of Florida
Ashlee Stephens (2016), Lecturer in Mathematics
  B.S., University of Louisiana;
  M.A.T., Clemson University

*Christopher Stephenson (2012), Assistant Professor of Systematic Theology
  B.A., M.A., Lee University;
  Ph.D., Marquette University

*Lisa Stephenson (2007), Professor of Systematic Theology
  B.A, M.A., Lee University;
  Ph.D., Marquette University

*H. Edward Stone (1998), Associate Professor of Counseling Psychology
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Holly Sullivan (2018), Lecturer in Business Administration
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*Donna Summerlin (1988), Professor of English
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Arlie Tagayuna (2011), Associate Professor of Sociology
  B.A., University of the Philippines;
  M.A., Ph.D., University of Hawaii at Manoa

*Jennifer Thomas (2018), Assistant Professor of School Counseling
  B.A., M.S., Lee University;
  Ph.D., Regent University

*Phillip E. Thomas (1977), Distinguished Professor of Music
  B.A., Lee College; M.M., Peabody Conservatory of Music;
  Ph.D., University of Cincinnati

*Dewayne Thompson (1981), Distinguished Professor of Business Administration
  B.S., Lee College; M.B.A., Middle Tennessee State University;
  D.B.A., Nova Southeastern University

*Rachel Tolliver (2017), Assistant Professor of Nursing
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  M.S.N., Western Governors University in Tennessee;
  D.N.P., Southern Adventist University

*Jayson VanHook (2012), Associate Professor of Educational Leadership for Adult Learning
  B.A., Lee College; M.S., University of Tennessee at Chattanooga;
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*Justin Walker (2019), Assistant Professor of Christian Ministries and Old Testament
  B.A., Lee University;
  M.Div., Th.M., Candler School of Theology, Emory University;
  Ph.D., Emory University
Mark L. Walker (2017), Professor of Pastoral Studies  
B.A., M.S., Georgia State University;  
Ph.D., Regent University  

Diette Ward (2010), Associate Lecturer and Instruction/Electronic Resources Librarian  
B.M.E., Lee University; M.L.I.S., University of Tennessee, Knoxville  

Jason Ward (2002), Associate Professor of History  
B.A., University of Washington;  
M.A., Ph.D., University of California, Riverside  

*Douglas G. Warner (2002), Professor of Music  
B.M., University of Tennessee at Chattanooga;  
M.M., D.M.A., University of Cincinnati  

*Charlotte Webb (2015), Assistant Professor of Nursing  
B.S.N., University of Tennessee at Chattanooga;  
M.S.N., Southern Adventist University;  
D.N.P., University of Tennessee, Knoxville  

Lori West (2006), Professor of Biology  
B.A., Maryville College;  
Ph.D., University of Tennessee, Knoxville  

Robert Paul West (1990), Professor of Biology  
B.S., M.S., Clemson University;  
Ph.D., Louisiana State University  

Alan Wheeler (2006), Lecturer in Anthropology  
B.A., Lee College, M.A., Indiana University;  
M.Phil., University of Cambridge  

*Michelle White (2018), Lecturer in Nursing  
B.S., M.S., Western Governors University  

*Charles Mark Wickam (1987), Professor of Health and Exercise Science  
B.S., Lee College; M.Ed., University of Southwestern Louisiana;  
D.A., Middle Tennessee State University  

Jared Wielfaert (2010), Associate Professor of Humanities  
B.A., M.A., Lee University;  
M.A., Ph.D., University of Toronto  

Ruth Wienk (2018), Assistant Professor of Sociology  
B.S., Southeastern University; M.S., Shenandoah University;  
Ph.D., South Dakota State University  

James Wilkins (1997), Professor of French  
B.A., Indiana University Northwest;  
M.A., Ph.D., Ohio State University
Christine Williams (2007), Professor of Theatre
   B.A., University of Dallas;
   M.A., Ph.D., Bowling Green State University

*Kirstee Williams (2012), Associate Professor of Psychology
   B.A., Southern Adventist University;
   M.S., Ph.D., Loma Linda University

Mava Wilson (2000), Associate Professor of Computer Information Systems
   B.B.A., Radford University;
   M.S., Ph.D., Nova Southeastern University

David Witherow (2013), Adjunct in English
   B.A., Emory University;
   M.Ed., Ph.D., Georgia State University

*Pam Womack (2014), Senior Lecturer in Physical Education
   B.S., M.Ed., University of Tennessee at Chattanooga

Randy R. Wood (1998), Professor of Humanities
   B.A., University of Tennessee at Chattanooga;
   M.T.S., Harvard Divinity School;
   Ph.D., Pennsylvania State University

William Woolfitt (2012), Associate Professor of Creative Writing
   B.A., Fairmont State College; M.A., Hollins University;
   M.F.A., Ph.D., Pennsylvania State University

*Alan Wyatt (1996), Associate Professor of Music
   B.M., M.M., University of Tennessee, Knoxville

*John Wykoff (2011), Associate Professor of Music Theory and Composition
   B.A., Covenant College; M.A., Queens College;
   Ph.D., City University of New York

*Xiaoqing Yu (2004), Associate Professor of Violin
   B.A., Beijing Central Conservatory of Music;
   M.M., University of South Carolina; M.M., Manhattan School of Music

*Member of the graduate faculty

FACULTY EMERITI

Jimmy W. Bilbo (1996), Professor Emeritus of Education
   B.A., Lee College;
   M.A., George Peabody College for Teachers;
   Ph.D., University of Southern Mississippi

R. Jerome Boone (2019), Professor Emeritus of Old Testament and Christian Formation
   B.A., Lee College;
   M.A., Wheaton College;
D.Min., Th.M., Columbia Theological Seminary

Carolyn Dirksen (2018), Distinguished Professor Emeritus of English
B.A., M.A., Northern Arizona University
Ph.D., University of Arizona

Evaline Echols (2019), Professor Emeritus of Business
B.S., Lee College;
M.Ed., University of Tennessee at Chattanooga;
Ph.D. Louisiana State University

Ronald Harris (1966), Professor Emeritus of Science Education
B.S., East Carolina College;
M.A.T., University of North Carolina

Karen Mundy Judkins (1980), Professor Emeritus of Sociology
B.A., Lee College;
M.A., Ph. D., University of Tennessee, Knoxville

Steven Lay (1998), Professor Emeritus of Mathematics
B.A., Aurora College;
M.A., Ph.D., University of California, Los Angeles

Ollie J. Lee (2016), Professor Emeritus of Sociology
B.A., Berea College;
Ph.D., University of Pittsburgh

Ruth Crawford Lindsey (2003), Professor Emeritus of English
B.A., Lee College;
M.A., Arkansas State University

Barbara McCullough (2014), Professor Emeritus of Library Science
B.S., Shippensburg State College;
M.S.L.S., Drexel Institute of Technology

Robert O'Bannon (2008), Professor Emeritus of Biology
B.S., East Tennessee State University;
M.S., Ph.D., University of Florida

George D. Voorhis (1999), Professor Emeritus of Biblical Studies
B.A., Northwest Bible College;
M.Ed., Winthrop University;
M.Div., D.Min., Luther Rice Seminary

Sabord Woods (2007), Professor Emeritus of English
B.A., M.A., Georgia Southern College;
M.A., Church of God Theological Seminary;
Ph.D., University of Tennessee at Knoxville
### JANET RAHAMUT AWARD

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Year</th>
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<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>2003</td>
<td>Hermillo Jasso</td>
<td>2009</td>
<td>Guy DeLoach</td>
<td>2015</td>
<td>Donna Summerlin</td>
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<td>2004</td>
<td>Carlanna Gill</td>
<td>2010</td>
<td>Edley Moodley</td>
<td>2016</td>
<td>Laura Singletary</td>
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<td>2005</td>
<td>Craig Sarine</td>
<td>2011</td>
<td>JoAnn Higginbotham</td>
<td>2017</td>
<td>Pam Womack</td>
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<td>2006</td>
<td>Robert Barnett</td>
<td>2012</td>
<td>Mike Iosia</td>
<td>2018</td>
<td>Alexander Steffanell</td>
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<tr>
<td>2007</td>
<td>Evaline Echols</td>
<td>2013</td>
<td>Skip Jenkins</td>
<td>2019</td>
<td>Alex Sandoval</td>
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</tbody>
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ADMINISTRATIVE STAFF

Morgan Adams, B.B.A. ................................................................. Director, Compliance
Rosie Adams, M.S. .............................................................................. Director, Student Development
Amy Ballard, M.B.A. ........................................................................... Director, Human Resources
Marlena Barber, M.S., L.P.C. ............................................................... Counselor
Larry Berry, B.S. ................................................................. Director, Physical Plant
Mark Brew, M.S.S. .............................................................................. Head Baseball Coach
Matthew Brinkman, M.B.A. .......................................................... Director, Campus Security
Kim Brooks .................................................................................. Head Women's Soccer Coach
Tracey Carlson, M.Ed .......................................................... Director, Academic Events
Larry Carpenter, B.S. ........................................................................... Athletic Director
Rachel Coffey, R.N. ........................................................................... Director, Health Services
Regenia Collier ................................................................................... Director, Publications
Brian Conn, M.F.A. ................................................................................ Director, Public Relations
Sheila Cornea, Ed.D. ........................................................................... Director, Center for Calling & Career
April Cross, B.S. .................................................................................. Assistant Director, Student Financial Aid
Michael Delbonis, M.A. .................................................................. Director, Kingdom Players
Marian Dill, M.Ed. .................................................................................. Director, Student Financial Aid
Darren Echols, M.B.A. .................................................................. Director, Admissions
Rob Fultz, M.A. .................................................................................. Campus Pastor
Chris Gates, MBA .............................................................................. Assistant Director of Housing
Chris Golden, M.S. ................................................................................... Director, Information Technology Operations
Vanessa Hammond, M.A. .................................................................. Director, Grants and Foundation Relations
Kristy Harner, M.B.A. ........................................................................... Director, Student Financial Services
Chris Hennessy, B.B.A. ........................................................................... Head Women’s Soccer Coach
Andrea Hudson, M.Ed ................................................................................ Assistant Athletic Director/Senior Woman Administrator
Kevin Hudson, M.S. .................................................................................. Director, Campus Recreation
Patric Hynes, B.S. .................................................................................. Head Coach, Tennis
Morgan Jones, M.S. .................................................................................. Assistant Director of Housing
William Lamb, Ph.D. .................................................................................. Director, Field Experiences-Leonard Center
Carman Lastoria, B.S. ........................................................................... Director, Sports Information
Sheila Lee, B.S. .................................................................................. Assistant Director, Student Financial Services
Erin Looney, M.S. .................................................................................. University Registrar
Darrell Martin, B.B.A. .................................................................................. Head Coach, Women’s Lacrosse
John Maupin, B.S. .................................................................................. Head Coach, Golf
Alan McClung, M.A. .................................................................................. Dean of Students
Jessica McIntyre, M.S.A. .................................................................................. Assistant Athletic Director of Internal Affairs
Angeline McMullin, M.L.A. .................................................................................. Director, Global Perspectives
Caleb Morgan, B.S. .................................................................................. Coach, Track and Cross Country
Jeff Mullins, M.A. .................................................................................. Head Athletic Trainer
Danny Murray, B.A. .................................................................................. Director, Church Relations
Duane Pace, M.Div. .................................................................................. Director, Accounting Services
Derek Potteiger, B.S. .................................................................................. Head Men’s Soccer Coach
David Quagliana, Ph.D. .................................................................................. Director, Counseling Center
Crystal Randolph, M.S. .................................................................................. Director, Academic Services and Enrollment
Laurie Richmond, B.S. ........................................................................... Assistant Director, Student Financial Aid
Marty Rowe, B.S. .................................................................................. Head Women’s Basketball Coach
Emily Russell, M.A.T. .................................................................................. Head Coach, Women’s Softball
Jarad Russell, M.A. .................................................................................. Director, Residential Life and Housing
Jeff Salyer, Ph.D. .................................................................................. Director, Media and Marketing
Ryan Smith, B.A. .................................................................................. Men’s Basketball Coach
Taylor Smith, B.A. .................................................................................. Assistant Director of Admissions
George Starr, B.A.S. .................................................................................. Director, Sports Broadcasting
Alex Staup, M.S. .................................................................................. Coordinator of First Year Programs
Diana Stevenson, B.A. .................................................................................. Assistant Director of Recruitment
Stephanie Taylor, B.A. .................................................................................. Executive Assistant to the President
Equal Employment Opportunity Guidelines

No person in whatever relationship with Lee University shall be subject to discrimination because of race, color, national origin, age, gender, disability, or other protected characteristics.

Further, Lee University is committed to providing a work environment free of harassment and/or hostility. The University maintains a strict policy prohibiting harassment because of race, color, gender, religion, disability, national origin, age, veterans’ status, or other basis protected by law.

Drug Free Workplace Policy

Lee University is committed to providing a drug and tobacco free work environment for all employees and contractors. The University maintains a strict policy prohibiting possession or use of alcoholic beverages, illegal drugs or tobacco in any form, during the course of the work day. This policy is set forth in accordance with providing a “smoke-free” environment and adherence to the Tennessee Nonsmoker Protection Act effective October 1, 2007.

This Policy applies to all persons involved in the operations of the University. The University will not tolerate employees or contractors being involved in any illegal activity related to drugs or alcohol and should the employee or contractor be found in this situation will be referred to the appropriate law enforcement agency. (A copy of this policy in its entirety may be requested from the Human Resources Office.)

Employee Moral Conduct

Lee University is committed to a wholesome and safe workplace environment. Lee affirms the importance of fidelity in marriage; and does not condone premarital and extramarital sexual relations, homosexual practices and other forms of sexual behavior which violate Scripture. Engaging in these types of practices expressly condemned in Scripture may result in suspension or termination.

All employees are expected to lead personal lives that reflect the mission of the University. Additionally, their choices should mirror a Christ-like example for students on a daily basis. Any employee who fails to comply with this policy may be suspended or terminated.
FACULTY EVALUATION SYSTEM

The system for faculty evaluation at Lee University seeks to gather data in a broad, fair, and consistent manner and seeks to have those data serve as criteria for the evaluation.

The Criteria for Evaluation

During Faculty Seminar each fall, each faculty member writes goals for the academic year. Each goal must be no longer than 250 words. Goals include both performance outcomes and self-development activities. Separate goals are written for each important area of work:

1. Teaching effectiveness
2. Scholarship
3. Service

Goals are negotiated and mutually agreed upon by the faculty member and the department chairperson. They are written in measurable terms and serve as the basis for evaluation. Once goals have been agreed upon, they become part of the faculty member’s Professional Activities Contract. Non-tenured faculty members are evaluated every year until they attain tenured status. Tenured faculty members write goals every year, but they are only evaluated fully on alternate years.

Sources of Evaluation Data

Students. In order to assess whether the faculty member has reached his/her goals, data are collected in a variety of ways. Each semester, non-tenured faculty have each course evaluated by students. Tenured faculty are evaluated by one class per semester. The Office of Institutional Research and Assessment is responsible for the distribution and analysis of Course Evaluations to and from academic departments and units. Academic departments and units may select courses to be evaluated after the last drop/add date each semester. Only courses with 5 or more students may be selected to ensure the anonymity and validity of data. Course evaluations are distributed after the final withdrawal date (with a W). Appropriate evaluation results are made available to instructors and department/college/school administrators via Portico after the grade submission deadline. The evaluation results are filed electronically with the instructor’s Evaluation Portfolio kept by the department chair.

Classroom observations. The department chair or his/her designee observes one class per semester for non-tenured faculty and one class for tenured faculty every other year. The observer completes a form during the observation. One copy of the form is given back to the teacher during a conference or along with a summary letter. Another copy is placed in the faculty member’s Evaluation Portfolio. All part-time and adjunct faculty classes should be observed by department chairs or discipline coordinators.

Advisees. Students evaluate their advisors each spring semester and results are reported back to the advisor and the department chair. This is also filed in the Evaluation Portfolio.
The Annual Evaluation Portfolio

Each spring the faculty member completes a Professional Activities Report in which he/she explains which goals were met and comments on those that were not met. This report also includes lists of committees, sponsorships, and other contributions to the university as well as a record of professional memberships, conferences and workshops attended, and papers presented or published. The Professional Activities Report also becomes part of the Annual Evaluation Portfolio.

After receiving the Professional Activities Report, the department chair reviews all the evaluation sources and completes the Department Chairperson’s Summary. This completes the Annual Evaluation Portfolio which is then reviewed by the faculty member in conference with the chair. Both parties sign the portfolio, and it becomes part of the evaluation record of the faculty member. The Annual Evaluation Portfolio includes the Professional Activities Report, the Professional Activities Contract, the Department Chairperson’s Summary Report, the annual statistical report of student evaluations, the advisors evaluation report, the observation form, and any other evidence the faculty member chooses to include. A copy of the Annual Evaluation Portfolio is sent to the office of the school dean.

Annual Evaluation Portfolios are kept on file in the department chair’s office until the time of the tenure review for non–tenured faculty and for six years for tenured faculty. After that time, the file is sent to the faculty member for his/her disposal.

After a faculty member has completed three years at Lee, the Third Year Review Committee meets for a preliminary evaluation of his/her progress toward tenure. All three annual portfolios are reviewed by the committee, and the faculty member is informed in writing of the committee’s assessment of his/her performance. This correspondence includes any suggestions the committee has about how weaknesses might be addressed before the sixth–year tenure review.

The compiled annual portfolios are also submitted by the department chair with any nomination for promotion and are considered again by the Tenure Review Committee in the fifth year.

The faculty member should submit to his/her department chair, a current resume each time his/her Evaluation Portfolio will be posted for review. This includes Third Year Review, Tenure Review, Promotion Recommendation and Senior Faculty Review. The resume should have the current date noted each time it is updated and submitted.

Retention Recommendations

Each October, department chairs present their deans with a Personnel Report for their department. The report has three main sections: the retention recommendations for all non-tenured faculty, request for new positions, and position announcements.

Department chairs make retention recommendations for each non-tenured faculty member in the department. The recommendation includes the Department Chairs Performance Memo summarizing the evaluation instruments.

If the faculty member is not recommended for retention, the dean and the chair will meet to discuss the situation before sending the recommendation for non-renewal to the vice president. If the chair and dean agree, the recommendation for non-renewal will be presented to the Vice President for Academic Affairs with accompanying documentation.

If the academic chain of command agrees that any non-tenured individual should not be offered another contract, his/her name will not be sent to the Board of Directors. After the winter Board meeting, the faculty member will be notified regarding non-renewal. The chair should schedule an appointment to discuss this decision. In some cases, the chair
and dean may mutually decide not to recommend retention in October but to discuss weaknesses with the faculty member and design a development plan that could lead to a later recommendation for a contract.

**Student Evaluation of Classes Taught by Part-time Faculty**

Every course taught by part-time faculty will be evaluated every semester through the use of the Student Rating of Instruction form. The only exception is when a person teaches multi-sectioned courses. Then the department chair will select only one of the sections for evaluation.

The Student Rating of Instruction is administered by the department chair, the department secretary, by another faculty member selected from within the department, or by a student worker who meets the guidelines to assist with student course evaluations. Fifteen minutes is to be allotted at the beginning of the class on the date assigned. Faculty will be notified in advance by the person administering the evaluation in order to work out the best date and time.

The data will be processed and returned to both the individual faculty member and the chair at the end of the semester, after final grades are submitted to the Registrar’s Office.

**Guidelines for PAC Goals**

On the Professional Activities Contract, faculty members are asked to submit two to three goals in each of these areas: Teaching, Scholarship and Service. Faculty members are encouraged to develop goals that express one or more of the following areas:

1. Achievement/ Improvement
2. Personal Strengths
3. University Mission

Below are tips and guidelines for developing these goals.

**Achievement.** The faculty member may have some specific things he or she wishes to accomplish during the coming year. For instance, in teaching, a faculty member may have a new preparation for a class, and this may require research and development of the course. In scholarship, a faculty member may wish to write and present research or create a grant proposal. In service, a faculty member may wish to volunteer service in his or her church, the community or at Lee University. These achievements may be viewed as “check list” items that the faculty member can check off at the end of the year.

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**Example:** Teaching Performance

In the spring, I will teach ENGL 360 for the first time in five years. In order to prepare for this, I will read extensively on pragmatics since this field has changed dramatically since I last taught this course. I will also update the reading list and partner with a librarian to add electronic resources and databases. I will use *What the Best Teachers Do* as a resource for rethinking the structure of the class and for integrating more critical engagement with students, particularly in the writing assignments and in the evaluation of student learning. I will put this course on Moodle to foster discussion and engagement with the material.
Improvement. The faculty member may wish to target areas that have been highlighted in course, advisor or chair evaluations. He or she will then write goals that reflect ways in which to address these improvements.

Example: Teaching Performance
My ratings in “encourages students to think for themselves” is below the mean for the department, school and university. To address this weakness, I will read Engaging Ideas to learn better methods for encouraging independent thinking; I will observe teachers who do this well to get an idea of their techniques; I will invite a colleague to observe my class and coach me in this area, and I will attend Excellence in Teaching sessions that relate to critical engagement.

Means of Assessment: To assess my progress, I will ask my department chair to observe my classes with this specific goal in mind and to give me targeted feedback on my engagement of students in independent thinking. My goal is to raise my mean student rating score on this item from 3.5 to 4.0 by the end of spring semester, and to receive a positive evaluation from my department chair’s observation.

Strengths. A faculty member may also wish to develop goals that correspond to his/her Gallup Strengths Profile. Lee University has access to many resources through the Center for Calling and Career that can assist in developing strengths-based goals in Teaching, Scholarship or Service. The books Now Discover Your Strengths, How Full is Your Bucket? and Teach With Your Strengths offer specific advice for this kind of goal development.

Example: Teaching Performance
My Strengths Profile includes Input. This means I like tangible learning resources. I will work on making those resources more available to students both in and out of class. I will develop assignments that help students develop strategies for doing research and make them understand what sources are better. This will also link with Critical Skill #2.

Means of Assessment: I will include copies of the new assignments in the attached classroom materials portfolio

University Mission. Faculty may wish to develop goals to complement specific university mission objectives. For instance, Lee University has many initiatives such as Global Perspectives, service learning, critical thinking and others. Faculty may wish to link their work in the classroom or in scholarship or service to any of these university emphases.
Example: Teaching Performance
I will include critical skill #2 in each of my classes. After discussing the writing assignment, I will take my classes to the library for multiple sessions of hand-on instruction in information literacy. At the end of the semester, students in all my classes will be able to access a wide range of electronic sources, distinguish between sources available on the open web and those available through data bases and specialized searches and assess the validity of each, distinguish between biased and unbiased sources, and give a rationale for the sources they select for their final project.
Means of Assessment: I will administer a pre-test prior to the first library assignment and a post-test at the end of the semester. Students’ scores will improve by at least 50%. I will also ask students to explain their search for and selection of sources for their final project to determine whether they were consciously using the skills taught in the class. My goal is for them to exhibit a high level of awareness and use of the steps in critical skill #2.

Teaching goals should address specific courses that require targeted attention, specific methods or techniques a faculty member wishes to try, new uses of technology in the classroom or documented areas of improvement on which the faculty member intends to focus.

Scholarship goals should be as specific as possible. Research to be proposed, presented or published should be listed here. Conferences, conventions, memberships and subscriptions may also go here. Books and articles reviewed or refereed are also good listings. Enrollment in academic courses may also be mentioned in this section. If a faculty member intends to do reading or research within his or her discipline, this should be stated in the form of a plan including titles, if possible.

Example: Scholarship
I will research, write and present a paper at the C.S. Lewis Conference in Kansas City next fall.

Or


Service goals may include service to the university, to students, to one’s church home or to the community at large. These goals should reflect voluntary effort in any or all of these areas. Memberships in university, church-related or civic organizations may be listed here as well as any volunteer activities performed for groups in various contexts. Some professional expertise provided in any of these contexts outside the normal course of events may be listed here. Mentoring, strengths-vocational advising and other services provided in the university context are also appropriate in this category.
Example: Service Goals
I will volunteer regular hours in the counseling center at The Caring Place.

Or

I will assist with the music ministry in my local church.

Or
As sponsor of the College Democrats I will devote extra time and resources to event planning, student recruiting and guest scheduling.

All faculty goals should represent fresh, targeted or significant effort and should not reflect the kinds of activities one is naturally expected to do either in employment or as part of good citizenship. For example, “being available to my students,” “being punctual to my classes,” “doing my best at teaching,” “attending faculty and department meetings,” “faithful church attendance,” “voting during elections” and other common activities that ordinarily form part of reasonable expectations are not legitimate goal items. Should any of these categories form part of cited areas of improvement, however, the faculty member would be advised to address them as goals in that context.

**Goals Assessment on the Professional Activities Contract (PAC) and Professional Activities Report (PAR)**

An important part of the Professional Activities Contract and the subsequent Professional Activities Report (PAR) is the assessment of performance goals. All the goals on the PAC should be assessed in some way on the PAR, but the most important goals for which some form of assessment is required are the teaching performance goals. The faculty member is asked to delineate on the PAC how he or she will know that the teaching goals are achieved.

Example: Teaching Performance
My ratings in “encourages students to think for themselves” is below the mean for the department, school and university. To address this weakness, I will read *Engaging Ideas* to learn better methods for encouraging independent thinking; I will observe teachers who do this well to get an idea of their techniques; I will invite a colleague to observe my class and coach me in this area, and I will attend Excellence in Teaching sessions that relate to critical engagement.

Means of Assessment: To assess my progress, I will ask my department chair to observe my classes with this specific goal in mind and to give me targeted feedback on my engagement of students in independent thinking. My goal is to raise my mean student rating score on this item from 3.5 to 4.0 by the end of spring semester, and to receive a positive evaluation from my department chair’s observation.

Assessment Outcomes: This goal was achieved. My department chair observation rating in fall semester was 3.5, and it was 4.0 in the fall. My mean student course evaluation score on this item for the year was 4.2. I found the book *Engaging Ideas* to be very helpful, but I benefited most from observing other classes and from having a “coach” observe my class and work with me on improving in this area.
Assessment will depend to some degree on the kind of goal written. In the case of achievement goals in which a list or a specific activity is projected, self-reporting is suitable. The faculty member need only report whether he or she accomplished the anticipated task or activity. If a documented need for improvement is cited, then the same documentation used to indicate the need can be used to indicate whether or not the goal was attained.

For strengths-based or mission-oriented goals, as well as other teaching-related goals, the faculty member may use a variety of possible assessment tools. Course evaluations and Chair observations may be used. Faculty may also implement a variety of informal feedback options, such as brief surveys strategically administered throughout the semester to document student response. Another option is to make use of peer review, a process that might entail allowing one’s self to be observed and reviewed by a colleague either in or out of the department or discipline.
## FACULTY EVALUATION SCHEDULE SUMMARY

<table>
<thead>
<tr>
<th>Evaluation Activity</th>
<th>Person Responsible for Administration</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Activities Contract</td>
<td>Department Chair</td>
<td>August</td>
</tr>
<tr>
<td>Conference with Chair</td>
<td>Department Chair</td>
<td>August</td>
</tr>
<tr>
<td>Retention Recommendations</td>
<td>Chair</td>
<td>October</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-tenured faculty must be recommended for termination or retention prior to the winter Board meeting.</td>
</tr>
<tr>
<td>Senior Faculty Review</td>
<td>School Dean</td>
<td>By end of October</td>
</tr>
<tr>
<td>Classroom Observation</td>
<td>Department Chair</td>
<td>October and February</td>
</tr>
<tr>
<td>Tenure Review Packets</td>
<td>President Department Chair assists sixth year faculty in assembling portfolios for review. Chair posts materials for review.</td>
<td>Portfolios posted by November 1 of the 6th year.</td>
</tr>
<tr>
<td>Student Course Evaluations</td>
<td>Department Chair</td>
<td>November and April</td>
</tr>
<tr>
<td>Third Year Pre-Tenure Review</td>
<td>School Dean/Vice President for Academic Affairs. Department Chair assists 3rd year faculty members in assembling their portfolios for review. Chair posts materials for review.</td>
<td>Portfolios posted by March 1; reviews to be completed by end of March.</td>
</tr>
<tr>
<td>Promotion Recommendations</td>
<td>School Dean/Vice President for Academic Affairs. Department Chair assists faculty in assembling portfolios for review. Chair posts materials.</td>
<td>Portfolios posted by 2nd Friday of February; Committee on Rank will be given access by March 1.</td>
</tr>
<tr>
<td>Advisor Evaluation</td>
<td>Director of Academic Services</td>
<td>Fall and Spring advance class selection</td>
</tr>
<tr>
<td>Sponsor Evaluation</td>
<td>Assistant Dean of Students</td>
<td>Spring semester</td>
</tr>
<tr>
<td>Professional Activities Report</td>
<td>Faculty Member</td>
<td>2 weeks after receipt of course evaluation results</td>
</tr>
<tr>
<td>Department Chair’s Summary</td>
<td>Department Chair</td>
<td>June</td>
</tr>
<tr>
<td>Annual Evaluation Portfolio</td>
<td>Department Chair</td>
<td>June</td>
</tr>
<tr>
<td>Conference with Chair</td>
<td>Department Chair</td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>When all evaluation data is available from spring semester, the chair completes the annual portfolio, shows it to the faculty member and conducts an evaluation conference.</td>
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Professional Activities Contract
For Academic Year 2019 - 2020
(This document is a significant component for tenure and faculty promotion.)

Name ___________________________________________ Date _____________________

Title/ Rank ____________________________________________

College/ School _________________________________________

Department _____________________________________________

Teaching Performance Goals*

*When listing your goals, if applicable, address the following questions:

“How does this goal further develop my skills as a teacher and/or address data from my Student Course Evaluations?”

“How will I know whether I have accomplished this goal?”
Scholarship Goals*

* Professional meetings, presentations, publications, performances, research, etc.
Service Goals

Department / Discipline Specific Goals (if applicable)*

* Goals can be teaching or service not already addressed in the previous sections. (i.e. student clinicals, teaching visitations, vocal or instrumental performances, etc.)
Off-Campus Employment:

List all off-campus employment, current and projected, for this academic year, including employer name, nature of activity and time commitment. Refer to Faculty Handbook, section 5-23 for policies and approval procedures.

Please attach an explanation of any other factors that will affect your workload.

Signatures:

Faculty Member ____________________________________________

Department Chair _____________________________________________

Dean _________________________________________________________
# Appendix: Service Commitments

<table>
<thead>
<tr>
<th>University Assignments</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>Responsibilities</td>
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<tr>
<td>Committees</td>
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<tr>
<td>Sponsorships</td>
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<td>Advising</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Total Semester Hours</strong></td>
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<tr>
<th>Non-University Service</th>
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<tbody>
<tr>
<td>Commitment</td>
<td>Responsibilities</td>
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<tr>
<td>Community of Faith</td>
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<tr>
<td>Community at Large</td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

* Complete only those categories that apply to you this academic year.
Department Chair
Professional Activities Report

Name_________________________________________________________Department____________________________

Academic Year________________________________________Date____________________________________

General Information: This report provides an opportunity to furnish your department chair and those to whom he/she is administratively responsible with information regarding your professional activities and our contributions to your department and the university during the past academic year. Your department chair will consult this report in composing his/her evaluation of your performance for this evaluation period. Your Professional Activities Report becomes part of your permanent evaluation portfolio and will also be used in evaluating you for retention, promotion and tenure.

PART ONE: Courses and Activities Listing
Please respond to the following items with reference to the past 12 months.

1. List by discipline and course number all the courses you taught during the evaluation period. For team-taught classes, specify your proportionate contribution.

2. List those committees of your department and those committees of the university on which you have served during the year. If you chaired any of these committees, please indicate so.

3. List your current membership(s) in professional and/or honor societies. If you have been an officer of such a society during the past year, please describe the office you held.
4. List any papers, books, articles, or reviews you have written and any papers you have refereed. Describe any research or other creative professional activity in which you have engaged or participated.

5. List by title, date, setting and audience any talks, addresses, concerts, recitals, etc., you have given during the past year.

6. List by organization, name, date, location, etc. any professional meetings you have attended during the past year. Please indicate for each meeting the percentage of your expenses paid by university funding.

7. List by name of sponsoring organization, date, location, content, any seminars, graduate courses or workshops in which you have participated during the past year. Please indicate for each activity the percentage of your expenses paid by university funding.

8. List any professional or related services that you have rendered to your department, the university, the community or to students or colleagues during the past year.

9. List all off-campus employment during the past year. Give name of employer, nature of activity and time commitment.
PART TWO: Professional Performance Self-Evaluation
Please comment on the following aspects of your professional performance during the past year.

I. Administrative Effectiveness.
List your administrative effectiveness goals from your Professional Activities Contract and indicate whether you attained each one. Include references to the method you used to measure your success.

! Discuss any activities which you consider to be noteworthy and describe any of your strengths which should be recognized.
II. Teaching Effectiveness.
List your teaching effectiveness goals from your Professional Activities Contract and indicate whether you attained each one. Include references to the method you used to measure your success.

Discuss any activities which you consider to be noteworthy and describe any of your strengths which should be recognized.

*Note: Attach a portfolio of your teaching materials (syllabus, handouts, etc.) from the course of your choice.*
III. Scholarship.
List your scholarship goals from your Professional Activities Contract and indicate whether you attained each one. Include references to the method you used to measure your success.

Discuss any activities which you consider to be noteworthy and describe any of your strengths which should be recognized.

Note: Attach a copy of any papers you have presented at professional meetings or had published in books or journals.
IV. Service
List your service goals from your Professional Activities Contract and indicate whether you attained each one. Include references to the method you used to measure your success.

Discuss any activities which you consider to be noteworthy and describe any of your strengths which should be recognized.

Note: Attach any letters, clippings, etc. which will illustrate the kinds of service you performed.
PART THREE: General Professional Department Self-Evaluation

Circle the letter following each statement which, in your estimation, best represents your description of your performance.

Rating Scale: 1=Outstanding  2=Very Good  3=Good  4=Adequate  5=Inadequate

1. Support of the spiritual life of the campus by regular chapel attendance.  1 2 3 4 5

2. Demonstration of exemplary character and Christian role model for students and colleagues.  1 2 3 4 5

3. Cooperative support of the goals of the department and the university.  1 2 3 4 5

4. Regular and consistent availability for conferences with individual students and advisees.  1 2 3 4 5

5. Consistency in keeping posted office hours.  1 2 3 4 5

6. Timeliness with written communications and punctuality in meeting deadlines.  1 2 3 4 5

7. Quality professional service on department committees and department projects.  1 2 3 4 5

8. Quality of written communications and record keeping.  1 2 3 4 5

9. Attendance at department and general faculty meetings.  1 2 3 4 5
Lee University
Professional Activities Report

Name________________________________________Department_____________________

Academic Year_____________________________Date____________________________

General Information: This report provides an opportunity to furnish your department chair and those to whom he/she is administratively responsible with information regarding your professional activities and your contributions to your department and the university during the past academic year. Your department chair will consult this report in composing his/her evaluation of your performance for this evaluation period. Your Professional Activities Report becomes part of your permanent evaluation portfolio and will also be used in evaluating you for retention, promotion and tenure.

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1. List by discipline and course number all the courses you taught during the evaluation period. For team-taught classes, specify your proportionate contribution.

2. List those committees of your department and those committees of the university on which you have served during the year. If you chaired any of these committees, please indicate so.

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5. List by title, date, setting and audience any talks, addresses, concerts, recitals, etc., you have given during the past year.

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7. List by name of sponsoring organization, date, location, content, any seminars, graduate courses or workshops in which you have participated during the past year. Please indicate for each activity the percentage of your expenses paid by university funding.

8. List any professional or related services that you have rendered to your department, the university, the community or to students or colleagues during the past year.
9. List all off-campus employment during the past year. Give name of employer, nature of activity and time commitment.
PART TWO: Professional Performance Self-Evaluation
Please comment on the following aspects of your professional performance during the past year.

I. Teaching Effectiveness. List your teaching effectiveness goals from your Professional Activities Contract and indicate whether you attained each one. Include references to the method you used to measure your success.

- Discuss any activities which you consider to be noteworthy and describe any of your strengths which should be recognized.

Note: Attach a portfolio of your teaching materials (syllabus, handouts, etc.) from the course of your choice.
II. Scholarship. List your scholarship goals from your Professional Activities Contract and indicate whether you attained each one. Include references to the method you used to measure your success.

- Discuss any activities which you consider to be noteworthy and describe any of your strengths which should be recognized.

Note: Attach a copy of any papers you have presented at professional meetings or had published in books or journals.
III. Service. List your service goals from your Professional Activities Contract and indicate whether you attained each one. Include references to the method you used to measure your success.

- Discuss any activities which you consider to be noteworthy and describe any of your strengths which should be recognized.

*Note: Attach any letters, clippings, etc. which will illustrate the kinds of service you performed.*
PART THREE: General Professional Department Self-Evaluation

Circle the letter following each statement which, in your estimation, best represents your description of your performance.

**Rating Scale:** 1=Outstanding  2=Very Good  3=Good  4=Adequate  5=Inadequate

1. Support of the spiritual life of the campus by regular chapel attendance.  
   1  2  3  4  5

2. Demonstration of exemplary character and Christian role model for students and colleagues.  
   1  2  3  4  5

3. Cooperative support of the goals of the department and the university.  
   1  2  3  4  5

4. Regular and consistent availability for conferences with individual students and advisees.  
   1  2  3  4  5

5. Consistency in keeping posted office hours.  
   1  2  3  4  5

6. Timeliness with written communications and punctuality in meeting deadlines.  
   1  2  3  4  5

7. Quality professional service on department committees and department projects.  
   1  2  3  4  5

8. Quality of written communications and record keeping.  
   1  2  3  4  5

9. Attendance at department and general faculty meetings.  
   1  2  3  4  5
Course number and title: ____________________________________________________

Date course was observed: _________________________________________________

Instructor’s name: _________________________________________________________

Observer’s name: _________________________________________________________

Section I: General Evaluation

Indicated below is the extent to which I agree or disagree with each statement:

1=strongly agree  2=agree  3=disagree  4= strongly disagree  5=nonapplicable

____  1. Your class presentation seemed to be carefully planned and organized.

____  2. The various elements of your class period (for example, lecture, blackboard material, transparencies, handouts, etc.) were effectively integrated and managed.

____  3. You answered questions in a straightforward, understandable manner.

____  4. You encouraged students with positive comments, a smile, eye contact, etc.

____  5. You conveyed enthusiasm about your course and subject matter.

____  6. Interaction by students required critical thinking.

____  7. Students were generally attentive throughout the class period.

____  8. You established a good learning atmosphere at the beginning of class.

____  9. You ended class with a good summary or conclusion or in an effective manner.

____  10. The classroom atmosphere (temperature, noise level, arrangement, etc.) allowed for a positive learning experience.

Below is an explanation for any rating of 3 or 4:
Section II: Instructional Procedures

11. I observed the use of the following media in this class.

☐ blackboard  ☐ handouts  ☐ overheads  ☐ video  ☐ other

Comments or suggestions concerning your use of media:

12. I observed the following examples of active learning in this class:

☐ Teacher-led Discussion  ☐ Group Work/Collaborative Learning

☐ Pair Work  ☐ Elicited Individual Responses (either oral or written)

☐ Other: ____________________

13. Comments or suggestions concerning your use of active learning:

14. I observed the following activities involving critical thinking in this class period:

15. Comments or suggestions regarding critical thinking:
Section III:  Strengths and Suggestions for Improvement

Strengths:

Suggestions for improvement:

Comments on the integration of faith and learning:
### Instructions:
Please select the appropriate response for each question below using a pencil. Each box should be carefully shaded and changed answers should be completely erased with a soft eraser. Examples of correct and incorrect responses:

**Correct:** □  **Incorrect:** □  □

---

### CAREFULLY READ KEYS BELOW FOR ITEMS 1 - 3

**Key for Question 1:** A = a core requirement, B = a major/minor requirement, C = a major/minor elective, D = a general elective, E = none of the above; I took it out of interest in the subject matter.

1. For me, this course is:

   - [ ] A
   - [ ] B
   - [ ] C
   - [ ] D
   - [ ] E

**Key for Question 2:** A = poor, B = average, C = above average, D = very good, E = excellent

2. I would rate my personal investment of time and effort in this course as:

   - [ ] A
   - [ ] B
   - [ ] C
   - [ ] D
   - [ ] E

**Key for Question 3:** A = almost never, B = less than half the time, C = about half the time, D = most of the time, E = every time

3. I attended this class:

   - [ ] A
   - [ ] B
   - [ ] C
   - [ ] D
   - [ ] E

---

### CAREFULLY READ KEYS BELOW FOR ITEMS 4 - 19: A = never, B = rarely, C = sometimes, D = frequently, E = always

4. The instructor is prepared for class.

   - [ ] A
   - [ ] B
   - [ ] C
   - [ ] D
   - [ ] E

5. The instructor encourages, when appropriate, an open exchange of ideas in class.

   - [ ] A
   - [ ] B
   - [ ] C
   - [ ] D
   - [ ] E

6. The instructor's presentation of the subject matter is clear.

   - [ ] A
   - [ ] B
   - [ ] C
   - [ ] D
   - [ ] E

7. The instructor's presentation of the course motivates learning about this subject.

   - [ ] A
   - [ ] B
   - [ ] C
   - [ ] D
   - [ ] E

8. The instructor uses class time effectively.

   - [ ] A
   - [ ] B
   - [ ] C
   - [ ] D
   - [ ] E

9. Assessment activities reflect the objectives and content of the course as stated in the syllabus (e.g., tests, quizzes, papers, projects, performances, etc.).

   - [ ] A
   - [ ] B
   - [ ] C
   - [ ] D
   - [ ] E

10. The instructor clearly communicates course expectations, assignments and due dates.

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

11. The instructor gives feedback (i.e., grades and/or written comments) within two weeks on tests, papers, projects, performances, etc.

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

12. The instructor provides feedback that aids student learning.

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

13. The instructor acknowledges appropriate questions and attempts to provide means to an answer.

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

14. The instructor encourages students to use appropriate resources to improve understanding of the content (one or more of the following: textbooks, recordings, primary literature, suggested readings, library, databases, tutoring, other faculty experts, etc.).

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

15. The instructor provides opportunities to help students outside of the class (e.g., through office hours, email, Moodle, or phone).

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

16. The instructor shows interest in students and their learning.

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

17. The instructor's presentations and course assignments encourage students to think critically within the subject area of this course.

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

18. Class includes prayer or a devotion.

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

19. The instructor challenges students to think about how learning relates to faith and Christian worldview.

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

---

### CAREFULLY READ KEYS BELOW FOR ITEMS 20 & 21

**Key for Question 20:** A = poor, B = fair, C = average, D = very good, E = excellent

20. How would you rate the overall teaching effectiveness of this teacher in this course?

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E

**Key for Question 21:** A = much less than average, B = somewhat less than average, C = average, D = better than average, E = much better than average

21. Compared to other teachers whose courses you have taken at Lee University, how would you rate the teaching effectiveness of this instructor?

    - [ ] A
    - [ ] B
    - [ ] C
    - [ ] D
    - [ ] E
Instructor: «faculty»
Instructor ID: «instructor»
Semester: «semester»

Course: «course_Sec»
Course Description: «description»

Comments: These comment sheets will be typed and given to the instructor after semester grades have been submitted.

Your instructor would like to know the following:

1. In what ways has the instruction/instructor helped you learn in this course?

2. What changes in the instruction/course would better help you learn?

3. Please write additional comments that you might have about this course.
Annual Faculty Evaluation Portfolio

Instructor’s Name_________________________________________ Rank__________________________

Department_____________________________________________ Academic Year_____________

Department Chairperson ______________________________________________________________

Department Chairperson’s Signature_________________________ Date:_______________

Personal Data:

Date of initial employment________________________ Total years university teaching experience____

Date tenured________________________________________ Date of last promotion ________________

Dates of leaves of absence _____________________________________________________________

To the Instructor:
This evaluation will be filed in your official record. You may provide a written response to be filed with this evaluation. You have access to your official record upon request.

I acknowledge that I am aware of the contents of this evaluation.

Instructor’s Signature_________________________________________ Date

Appendices

1. Department Chairperson’s Report
2. Professional Activities Report
3. Professional Activities Contract
4. Student Course Evaluation Report
5. Faculty Peer Evaluation Report
6. Classroom Observations
7. Advisor Evaluation Report
8. Other Information
Tenure Recommendation

Instructor's Name ___________________________________________________________

Department ________________________________________________________________

I. Biographical Information

A. Full-time teaching experience

<table>
<thead>
<tr>
<th></th>
<th>Total Years*</th>
<th>Years at Lee*</th>
<th>Post Doctoral Years*</th>
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<tbody>
<tr>
<td>1. Non-college teaching</td>
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<tr>
<td>2. College teaching (total full-time)</td>
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</tr>
<tr>
<td>a. As an instructor</td>
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<td></td>
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<tr>
<td>b. As an assistant professor</td>
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<td></td>
<td></td>
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<tr>
<td>c. As an associate professor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. As a professor</td>
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</tbody>
</table>

B. Other related experience (describe fully under Appendices section)

C. Present academic rank and discipline ________________________________________

D. Total years* accumulated toward tenure _______________________________________

E. Date of birth ______________________________________________________________

F. Academic degrees (Give the degree name, the awarding institution, and the year the degree was awarded.)

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________

*NOTE: Include the present year as one full year in each appropriate entry.
II. Comments of Department Chair. In providing comments, be mindful of the fact that each of the candidate's previous annual evaluations (with appendices) automatically becomes a part of this recommendation and that these evaluations will be reviewed with this recommendation at each stage of its consideration. Comments, therefore, should not attempt to duplicate information contained in these materials, but, rather, should be directed to the question of why this award of tenure is especially appropriate at this time. It is suggested that comments be limited to the space provided on this page.
III. Recommendation

I recommend that ______________________________________________________________
(Instructor’s name)
be awarded tenure effective _____________________________________________________________________.
(Date)

This instructor meets all minimum requirements of Lee University for the awarding of tenure.

___________________________________
Signature of Department Chairperson

___________________________________
Date

IV. Faculty Acknowledgment

I acknowledge that I am aware of the contents of this recommendation.

___________________________________
Signature of Instructor

___________________________________
Date

V. Appendices.
A resume of the candidate’s entire professional history at Lee University must accompany this
recommendation as an appendix. This resume is to be prepared by the candidate and is to be
organized according to the outline of the Lee University Professional Activities Report. The
department chair may provide other supporting materials as well. A listing of such materials and
some commentary as to the relationship of each to this candidacy is to be provided in this space.
**Promotion Recommendation**

Instructor's Name  _______________________________________________________

Department  _______________________________________________________

I. **Biographical Information**

<table>
<thead>
<tr>
<th>Total Years*</th>
<th>Years at Lee*</th>
<th>Post Doctoral Years*</th>
</tr>
</thead>
</table>

A. **Full-time teaching experience**

1. Non college teaching

2. College teaching (total full-time)
   a. As a lecturer
   b. As an assistant professor
   c. As an associate professor
   d. As a professor

B. **Other related experience**
   (describe fully under Appendices section)

C. **Present academic rank and discipline**

D. **Present tenure status**

E. **Date of birth**

F. **Academic degrees** *(Give the degree name, the awarding institution, and the year the degree was awarded.)*

1.
2.
3.
4.

*NOTE: Include the present year as one full year in each appropriate entry.*
II. Comments of Department Chair.

In providing comments, be mindful of the fact that each of the candidate's previous annual evaluations (with appendices) automatically becomes a part of this recommendation and that these evaluations will be reviewed with this recommendation at each stage of its consideration. Comments, therefore, should not attempt to duplicate information contained in these materials, but, rather, should be directed to the question of why this promotion is especially appropriate at this time. It is suggested that comments be limited to the space provided on this page.
III. Recommendation

I recommend that ________________________________ (Instructor’s name) be promoted from ________________________________ to ________________________________ effective ________________________________. This instructor meets all minimum requirements of Lee University for this promotion.

______________________________
Signature of Department Chairperson

______________________________
Date

IV. Appendices.

A resume of the candidate’s entire professional history at Lee University must accompany this recommendation as an appendix. This resume is to be prepared by the candidate and is to be organized according to the outline of the Lee University Professional Activities Report. The department chair may provide other supporting materials as well. A listing of such materials and some commentary as to the relationship of each to this candidacy is to be provided in this space.
MISCELLANY

Lee University

Lee University is named for F. J. Lee, second president of the institution (1922–23) and one of the most respected leaders in the early years of the Church of God. Lee University was known as Bible Training School from 1918 until 1947 when the name was changed to Lee College. Lee became a university in 1997.

University Seal

The Lee University seal symbolizes the mission of the university depicted by the torch of learning and enlightenment and the open Bible.

Honorary Degrees

The basic philosophy of the honorary degree program at Lee University is that the person on whom the degree is conferred is a man or woman of academic stature in his/her field. It is assumed that he/she has made some academic contribution that is objectively recognizable as meriting the distinction of a doctorate. Essentially, the honorary degree has the same philosophy behind it that is behind the earned doctorate; the recognition of outstanding educational contribution, outstanding progress in personal study and teaching.

The recipient must have the potential and bearing of a scholar as evidenced by study, academic breadth, experience, contributions in the academic fields, and outstanding accomplishments in his/her profession.

In 1979 the Board of Directors adopted the following criteria and procedures for the awarding of honorary doctorates;

1. That three categories of recognition determine those upon whom the honor is to be conferred:
   a. Scholarship
   b. Humanitarianism and philanthropy
   c. Singular professional achievement

2. That four considerations determine the procedures for nominations to the conferral of the honor:
   a. That nominations be received by the President, reviewed by the Academic Council (in the case of “a” and “c” above) and by the Cabinet (in the case
of “b” above), returned to President with the advice of the Council, and submitted to the Board of Directors;

b. That no more than five such honors be conferred within any five–year period, and that each category of recognition be represented at least once during that five–year period;
c. That at least once in each five–year period consideration be given to conferring the honor upon one already having earned the doctorate; and
d. That Lee University exercise considerable reserve in conferring such an honor upon anyone within the institution.

Rationale
Lee University is eager to recognize persons whose careers, within or without the church, have been ones of conspicuous achievement, especially in educational, humanitarian, and philanthropic areas. The sum of a nominee’s contribution should have brought favorable attention to the Church of God and/or Lee University and should have provoked a level of public attention so impressive that the university wished to identify with him/her by the awarding of a degree honoris causa.

It should be emphasized that conferral of this honor is a means of institutional recognition for some outstanding accomplishment and not a means of providing a person without an earned doctorate with some substitute for one. We feel that the prestige of the Lee University honorary degree would be enhanced if the recipients were, on occasion, persons already having earned doctorates. This would serve to accentuate the true purpose of the honorary degree.

Those who have received honorary doctorates from Lee University include:

- Avis S. Swiger Litt.D. 1959
- Charles W. Conn Litt.D 1962
- Ray H. Hughes, Sr. Litt.D. 1964
- James A. Cross D.D. 1968
- R. Hollis Gause Litt.D. 1970
- Laud O. Vaught Litt.D. 1970
- Stanley Butler Litt.D. 1970
- Peter J. Zondervan Litt.D. 1972
- W. Paul Stallings D.D. 1972
- H. D. Williams D.D. 1973
- David L. Lemons D.D. 1974
- Lewis J. Willis Litt.D. 1974
- Alexander Thompson D.H.L. 1976
- Zeno C. Tharp D.H.L. 1977
- Cecil B. Knight D.D. 1978
- Ralph E. Williams D.D. 1978
- Stanley B. Rupy D.H.L. 1978
- Lois Beach D.Sc. 1981
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Roosevelt Miller</td>
<td>D.S.M.</td>
<td>1982</td>
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<td>C. C. Pratt</td>
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<td>Charles Beach</td>
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<td>R. Lamar Vest</td>
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<td>O. A. Lyseight</td>
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<td>John Keeble</td>
<td>D.H.C.</td>
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<td>John D. Nichols</td>
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<td>1987</td>
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<td>Paul L. Walker</td>
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<td>Gene D. Rice</td>
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<td>Walter P. Atkinson</td>
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<td>Stephen Strang</td>
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<td>Abraham A. Tanusaputra</td>
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<td>Rowland J. Gardner</td>
<td>D.S.M.</td>
<td>1996</td>
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<tr>
<td>Raymond Culpepper</td>
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<td>Loran Livingston</td>
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<td>Orville Hagan</td>
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<td>William G. Squires</td>
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</tr>
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<td>Anton S. Van Deventer</td>
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<td>2004</td>
</tr>
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<td>Mark L. Williams</td>
<td>D.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Bill Haslam</td>
<td>LL.D.</td>
<td>2012</td>
</tr>
</tbody>
</table>
INDEX

Academic Advising ................................................................. 3–12, 5–8
Academic Affairs ................................................................. 3–3
Academic Affairs, Assistant Vice President ......................... 3–5
Academic Clubs .................................................................. 5–15
Academic Council ............................................................... 4–3, 5–10
Academic Department Chairpersons ................................. 10–3
Academic Facilities ............................................................. 9–1
Academic Freedom .............................................................. 4–6
Academic Integrity ............................................................... 5–37, 7–6, 8–4
Academic Policies and Procedures ........................................ 7–1
Academic Rank ................................................................. 4–13
Academic Services and Enrollment, Director ......................... 3–12
Academic Support, Director ................................................ 3–7
Accounting and Budget Coordinator ..................................... 3–44
Accounting Services, Director ............................................. 3–40
Accreditation .................................................................. 2–1
Adjunct Faculty ................................................................. 4-17, 7–21
Administration, General ................................................... 10–1
Administrative Staff ........................................................... 10–28
Admissions, Assistant Director ........................................... 3–47
Admissions, Director .......................................................... 3–46
Adoption Assistance Policy .................................................. 6–5
Advancement Services, Assistant Director ......................... 3–71
Alumni Association ........................................................... 3–73
Alumni Relations, Director .................................................. 3–72
Amendments to the Faculty Constitution ............................ 4–18
Annual Evaluation Portfolio ................................................ 11–2
Appalachian College Association, Fellowships and Grants ...... 6–24
Assessment Coordinator ...................................................... 3–53
Assistant Athletic Director/Senior Woman Administrator ......... 3–60
Assistant Professor ............................................................. 4–15
Associate Lecturer ............................................................ 4–15
Associate Professor .......................................................... 4–16
Athletic Director ............................................................... 3–59
Athletic Facilities ............................................................... 9–2
Athletic Philosophy and Mission ......................................... 2–8
Attendance Expectations, Faculty ......................................... 5–9
Attendance Policies, Students ............................................. 7–16
Beginning Student Advising, Suggestions ......................... 5–8
Benefits of Faculty Service ............................................... 6–1
Bereavement Leave .......................................................... 6–25
Board of Directors ............................................................ 3–1, 10–1
Budget and Planning Committee .......................................... 4–5
Budget Preparation ............................................................ 7–21
Business Expense Reimbursement Policy ........................... 6–30
Business and Finance ........................................................ 3–39
Cabinet ........................................................................... 10–1
Campus Bookstore, Manager ............................................. 3–45
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division of Adult Learning, Curricular Design</td>
<td>8–1</td>
</tr>
<tr>
<td>Division of Adult Learning, Curriculum Development, Director</td>
<td>3–51</td>
</tr>
<tr>
<td>Division of Adult Learning, Enrollment Services, Director</td>
<td>3–51</td>
</tr>
<tr>
<td>Division of Adult Learning, Executive Director</td>
<td>3–50</td>
</tr>
<tr>
<td>Division of Adult Learning, Faculty</td>
<td>8–2</td>
</tr>
<tr>
<td>Division of Adult Learning, Faculty Services, Director</td>
<td>3–52</td>
</tr>
<tr>
<td>Division of Adult Learning, Policies and Procedures, Faculty–related</td>
<td>8–4</td>
</tr>
<tr>
<td>Division of Adult Learning, Traditional Student Policies</td>
<td>8–7</td>
</tr>
<tr>
<td>Drug Free Workplace Policy</td>
<td>10–29</td>
</tr>
<tr>
<td>edTPA Coordinator</td>
<td>3–21</td>
</tr>
<tr>
<td>Educational Field Experiences, Director</td>
<td>3–22</td>
</tr>
<tr>
<td>Emeritus Faculty</td>
<td>10–25</td>
</tr>
<tr>
<td>Employee Counseling</td>
<td>6–11</td>
</tr>
<tr>
<td>Employee Wellness Program</td>
<td>6–10</td>
</tr>
<tr>
<td>Enrollment</td>
<td>3–46</td>
</tr>
<tr>
<td>Equal Employment Opportunity Guidelines</td>
<td>10–29</td>
</tr>
<tr>
<td>Evaluation System</td>
<td>11–1</td>
</tr>
<tr>
<td>Evaluation Portfolio</td>
<td>11–2</td>
</tr>
<tr>
<td>Event Approval</td>
<td>7–23</td>
</tr>
<tr>
<td>Event Planning, Director</td>
<td>3–58</td>
</tr>
<tr>
<td>Excellence in Advising Award</td>
<td>6–20</td>
</tr>
<tr>
<td>Excellence in Scholarship Award</td>
<td>6–19</td>
</tr>
<tr>
<td>Excellence in Teaching Award</td>
<td>6–18</td>
</tr>
<tr>
<td>Executive Assistant to the President</td>
<td>3–2</td>
</tr>
<tr>
<td>Expanded Statement of Institutional Purpose</td>
<td>2–1</td>
</tr>
<tr>
<td>Facilities</td>
<td>9–1</td>
</tr>
<tr>
<td>Facilities Management, Director</td>
<td>3–58</td>
</tr>
<tr>
<td>Faculty</td>
<td>10–7</td>
</tr>
<tr>
<td>Faculty Advisor’s Role</td>
<td>5–8</td>
</tr>
<tr>
<td>Faculty Committees, Other</td>
<td>4–5</td>
</tr>
<tr>
<td>Faculty Constitution and Bylaws</td>
<td>4–1</td>
</tr>
<tr>
<td>Faculty Council</td>
<td>4–4</td>
</tr>
<tr>
<td>Faculty Development Opportunities</td>
<td>6–12</td>
</tr>
<tr>
<td>Faculty Evaluation Schedule Summary</td>
<td>11–8</td>
</tr>
<tr>
<td>Faculty Evaluation System</td>
<td>11–1</td>
</tr>
<tr>
<td>Faculty Grants</td>
<td>7–26</td>
</tr>
<tr>
<td>Faculty Honors</td>
<td>6–18</td>
</tr>
<tr>
<td>Faculty Research Grant Award</td>
<td>6–15</td>
</tr>
<tr>
<td>Faculty Responsibilities, Other</td>
<td>5–23</td>
</tr>
<tr>
<td>Faith Statement</td>
<td>2–3</td>
</tr>
<tr>
<td>FERPA</td>
<td>5–26</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>7–18</td>
</tr>
<tr>
<td>Financial Aid, Assistant Director</td>
<td>3–48</td>
</tr>
<tr>
<td>Financial Aid, Associate Director</td>
<td>3–49</td>
</tr>
<tr>
<td>Financial Aid, Director</td>
<td>3–48</td>
</tr>
<tr>
<td>Financial Benefits of Faculty Service</td>
<td>6–1</td>
</tr>
<tr>
<td>First-Year Programs, Coordinator</td>
<td>3–8</td>
</tr>
<tr>
<td>Flexible Benefits Plan and Health Savings Account</td>
<td>6–8</td>
</tr>
<tr>
<td>FMLA Leave</td>
<td>6–3</td>
</tr>
<tr>
<td>Food Services, Director</td>
<td>3–44</td>
</tr>
<tr>
<td>General Academic Procedures</td>
<td>7–20</td>
</tr>
</tbody>
</table>
General Education Core ................................................................. 2–7
General Education Core Competencies ........................................ 2–7
Global Perspectives, Director ......................................................... 3–15
Grades and Student Records .......................................................... 7–18
Graduate Council ............................................................................ 4–3, 5–12, 10–6
Graduate Curriculum Development Procedures ............................... 7–10
Graduate Enrollment, Director ......................................................... 3–47
Graduate Faculty Membership .......................................................... 7–20
Graduate Pay for Final Projects, Thesis, and Recitals ...................... 5–3
Graduate Programs in Bible and Theology, Director ....................... 3–38
Graduate Programs in Christian Ministries, Director ................. 3–38
Graduate Programs in Education, Director ................................ .... 3–21
Graduate Programs in Music, Director ........................................... 3–28
Graduate Studies in Business, Director ............................................ 3–24
Graduate Studies in Counseling, Director ...................................... 3–15
Grant Project Development Guide .................................................. 7–27
Grants Development and Approval Process ..................................... 7–26
Grants, Director ............................................................................... 3–2
Greek Letter Clubs ........................................................................... 5–20
Group Insurance Program .............................................................. 6–6
Harassment, Reporting ................................................................. 5–26
Health Clinic, Director ..................................................................... 3–66
Health Insurance ............................................................................... 6–6
HIPAA ............................................................................................... 6–7
Historical Profile of Lee University .................................................. 1–3
Honorary Degrees ............................................................................ 12–1
Human Resources, Director ............................................................ 3–41
Human Subjects in Research Policy ............................................... 7–42
Information and Marketing ............................................................. 3–50
Information Technology Operations, Director ................................. 3–53
Information Technology Systems, Director ..................................... 3–53
Institutional Goals ........................................................................... 2–4
Intellectual Property Policy ............................................................ 7–31
Intercultural Studies, Director ........................................................ 3–39
Janet Rahamut Award .................................................................... 10–27
Jury Duty ......................................................................................... 7–24
Kingdom Players, Director .............................................................. 3–49
Leaves of Absence .......................................................................... 6–1
Lecturer ........................................................................................... 4–15
Leonard Center, Director ............................................................... 3–68
Leonard Center Grants .................................................................... 6–16
Library Services, Director ............................................................... 3–9
Life Insurance ................................................................................. 6–7
Long-Term Disability Insurance ...................................................... 6–7
Maternity Leave ............................................................................... 6–2
Members of the Faculty ................................................................. 4–1
Mentoring ......................................................................................... 6–12
Message from the President ......................................................... 1–1
Message from the Vice President for Academic Affairs ................ 1–2
Military Leave ................................................................................... 6–5
Mini-Sabbaticals .............................................................................. 6–16
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>3–1, 10–1</td>
</tr>
<tr>
<td>Physical Plant, Director</td>
<td>3–45</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>2–5</td>
</tr>
<tr>
<td>Personal Leaves</td>
<td>6–5</td>
</tr>
<tr>
<td>Parking</td>
<td>7–25</td>
</tr>
<tr>
<td>PAC Goals</td>
<td>11–3</td>
</tr>
<tr>
<td>Office Hours</td>
<td>5–23</td>
</tr>
<tr>
<td>Officers of the Faculty</td>
<td>4–1</td>
</tr>
<tr>
<td>Office of the President</td>
<td>3–1</td>
</tr>
<tr>
<td>Operations and Events Coordinator</td>
<td>3–46</td>
</tr>
<tr>
<td>Operations, Vice President</td>
<td>3–57</td>
</tr>
<tr>
<td>Optional Insurance Program</td>
<td>6–7</td>
</tr>
<tr>
<td>Organization of the University</td>
<td>3–1</td>
</tr>
<tr>
<td>Other Paid Leaves for Professional Development</td>
<td>6–15</td>
</tr>
<tr>
<td>Overload Policy</td>
<td>5–5</td>
</tr>
<tr>
<td>Overload Teaching Request</td>
<td>5–7</td>
</tr>
<tr>
<td>Professors of the Faculty</td>
<td>4–16</td>
</tr>
<tr>
<td>Professional Activities Report</td>
<td>11–6</td>
</tr>
<tr>
<td>Professional Leave</td>
<td>6–5, 6–15</td>
</tr>
<tr>
<td>Professional Organizations</td>
<td>6–12</td>
</tr>
<tr>
<td>Professor</td>
<td>4–16</td>
</tr>
<tr>
<td>Professor Emeritus Status</td>
<td>6–21</td>
</tr>
<tr>
<td>Proficiency Credit</td>
<td>7–19</td>
</tr>
<tr>
<td>Program Directors</td>
<td>10–4</td>
</tr>
<tr>
<td>Publications, Director</td>
<td>3–55</td>
</tr>
<tr>
<td>Public Relations, Director</td>
<td>3–54</td>
</tr>
<tr>
<td>Purchase Discounts</td>
<td>6–11</td>
</tr>
<tr>
<td>Purpose and Objectives</td>
<td>2–1</td>
</tr>
<tr>
<td>Ratification of the Faculty Constitution</td>
<td>4–18</td>
</tr>
<tr>
<td>Recreation Facilities</td>
<td>9–3</td>
</tr>
<tr>
<td>Recreation and Intramural Sports, Director</td>
<td>3–69</td>
</tr>
<tr>
<td>Recruitment and Employment Procedures</td>
<td>4–6</td>
</tr>
<tr>
<td>Requisitions</td>
<td>7–22</td>
</tr>
<tr>
<td>Resident Director</td>
<td>3–68</td>
</tr>
<tr>
<td>Residence Requirement</td>
<td>7–18</td>
</tr>
<tr>
<td>Residential Life and Housing, Director</td>
<td>3–66</td>
</tr>
<tr>
<td>Responsibilities of the Faculty</td>
<td>5–1</td>
</tr>
<tr>
<td>Retention Recommendations</td>
<td>11–2</td>
</tr>
<tr>
<td>Section</td>
<td>Page Range</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Undergraduate Curriculum Committee</td>
<td>4–3, 5–14</td>
</tr>
<tr>
<td>University Name</td>
<td>12–1</td>
</tr>
<tr>
<td>University Registrar</td>
<td>3–11</td>
</tr>
<tr>
<td>University Relations</td>
<td>3–71</td>
</tr>
<tr>
<td>University Seal</td>
<td>12–1</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td>3–3</td>
</tr>
<tr>
<td>Vice President for Business and Finance</td>
<td>3–40</td>
</tr>
<tr>
<td>Vice President for Enrollment</td>
<td>3–46</td>
</tr>
<tr>
<td>Vice President for Information and Marketing</td>
<td>3–50</td>
</tr>
<tr>
<td>Vice President for Student Development</td>
<td>3–65</td>
</tr>
<tr>
<td>Vice President for University Relations</td>
<td>3–71</td>
</tr>
<tr>
<td>Vision Insurance</td>
<td>6–6</td>
</tr>
<tr>
<td>Withdrawal from School</td>
<td>7–18</td>
</tr>
<tr>
<td>Worker’s Compensation</td>
<td>6–10</td>
</tr>
</tbody>
</table>