

John Melvin University
Faculty Handbook
2024-2025



JOHN MELVIN
UNIVERSITY

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Philosophy Statement

John Melvin University embodies a distinctively Christian academic culture and community. Our educational philosophy, which has been the foundation of our institution since its inception, is encapsulated in the following principles:

We believe that God, the infinite source of all things, has revealed truth to us through scripture, nature, history, and most profoundly, in Christ. This belief forms the cornerstone of our educational approach, integrating faith and learning in all aspects of our curriculum.

We recognize that individuals are multifaceted beings - spiritual, rational, moral, social, and physical - created in God's image. This understanding enables us to foster an educational environment that nurtures the whole person, encouraging students to develop a deep understanding of themselves, others, the universe, and God.

At John Melvin University, we view education as a holistic process that engages the entire person. Our goal is to cultivate knowledge, values, and skills that empower individuals to grow and change freely. We believe this process is most effective when both instructor and student are properly aligned with God and each other through Christ, creating a dynamic and transformative learning experience.

Our philosophy is rooted in the biblical premise that humanity's ultimate purpose is to glorify God. As such, John Melvin University serves as an extension of our students' families, supporting them in their God-given responsibility to educate their children for His glory. We are committed to guiding students in their spiritual, moral, personal, social, and academic development, recognizing that true fulfillment of one's potential is achieved through accepting Jesus Christ as Savior and yielding to His Lordship.

At John Melvin University, we require our teachers and administrative staff to be professed born-again Christians. We believe that their commitment to living for Jesus Christ serves as a powerful example to our students, reinforcing the values and principles we seek to instill.

Our curriculum is designed around five key biblical themes, reflecting our belief that education and learning are biblical imperatives. These themes provide a comprehensive framework for understanding God's plan for humanity and our place in His creation:

1. Creation: We explore God's mandate for mankind to have dominion over the earth, which necessitates learning across diverse disciplines including language, mathematics, sciences, history, technology, and the fine arts.
2. The Fall of Man: We examine how the consequences of sin underscore the importance of gaining a deep understanding of all subject areas in light of God's Word.

3. Redemption: We emphasize the fundamental truth of salvation through faith in Jesus Christ integrating this message throughout our curriculum.
4. Discipleship: We prepare students to fulfill the Great Commission, equipping them with the knowledge and skills necessary for evangelism and discipleship.
5. Restoration: We instill hope in our students by teaching about Christ's resurrection and His promise of eternal life for believers.

Through this comprehensive, Christ-centered approach to education, John Melvin University strives to prepare students not only for academic and professional success but also for a life of purpose, service, and spiritual fulfillment.

Statement of Faith

We are non-Denominational...

We are not opposed to denominations but have chosen to work non-denominationally so that through the love of God we can serve the entire body of Christ. We believe that the only true basis of Christian Fellowship is His Love, which is greater than any differences we may have. (I Corinthians 12-13)

We believe in One God...

We believe in God the Father, Creator of heaven and earth, perfect in holiness, infinite in wisdom and measureless in power. We rejoice that He concerns Himself mercifully in the affairs of men, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ (Matthew 5:48; Genesis 1:1; Hebrews 11:3; Nehemiah 9:6; Hebrews 1:2-3; Psalm 103:19; Ephesians 1:11; 1 Kings 8:27; Psalm 90:2).

We believe Jesus is the Son of God...

We believe in Jesus Christ, God's only begotten Son, conceived of the Holy Spirit, born of the Virgin Mary, sinless in His life, who made atonement for the sin of the world by His shed blood and death on the cross. We believe in His bodily resurrection, His ascension into heaven, and His high priestly intercession for His people. We believe in His personal, visible, and triumphant return to the world according to His promise. (Isaiah 9:6; Matthew 1:18-25; John 1:14; Hebrews 10:9; John 1:29; I John 2:1-2; John 14:3; I Thessalonians 4:15-17; Acts 1:11).

We believe the Bible to be the only inspired, trustworthy and true, without error, Word of God. ...

We believe in the Scriptures of the Old and New Testaments fully inspired by God, inerrant in the original writings, and that they are the supreme and final authority in faith and life (II Timothy 3:16-17; II Peter 1:19-21; Acts 17:11; Isaiah 8:20).

We believe in Salvation...

We believe that "For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life" (John 3:16). We believe that all who receive, by faith, Jesus Christ as Savior and Lord are born again of the Holy Spirit and, therefore, become children of God. We believe that justification means that a person is declared righteous in the sight of God by grace alone, through faith alone, in Christ alone (John 1:12; Romans 3:21-26; Ephesians 1:13, 2:8-10).

Our Vision Statement

The vision of John Melvin University is to be the premier provider of Christian-focused, multifaceted and diversified higher learning to fulfill the Great Commission in life and career. John Melvin University believes that the Bible should be at the heart and core of all training and that it is the standard for evaluating all claims to knowledge.

It is the vision of our Christian University to:

1. Engage students in a quality Christ-centered education that equips and challenges them to reach their unique potential spiritually, academically, socially, and physically.
2. Create a transformative educational experience for students focused on deep disciplinary knowledge; problem-solving; leadership, communication, and interpersonal skills; and personal health and well-being.
3. Recruit and develop the world's most promising students and most outstanding staff and be a truly global University benefiting society.

Mission Statement

John Melvin University is an innovative educational institution seeking to prepare and empower a diverse group of Christ-centered students with the knowledge, ethics, and expertise needed to positively impact an ever-changing and evolving world. This is accomplished by creating a safe, healthy, nurturing, and respectful environment that provides every student with a high-quality education, delivered through quality degree programs at multiple degree levels, which allows them to reach their maximum potential within a global society.

Institutional Core Objectives

1. Engage unique individuals in challenging academic opportunities that allow them to reach and embrace their highest potential spiritually, academically, socially, and physically by promoting high-quality, Christ-centered education.
2. Cultivate a tradition of distinction by fostering college level expertise in education while creating an in-depth, purposeful, and critical reflective educational experience based on disciplinary knowledge, problem-solving skills, leadership, personalized communication, interpersonal and personal health, and well-being that produces a meaningful degree of understanding that positively transforms students and the community they serve.
3. Create a love of learning, through the promotion of academics, that lasts a lifetime by recruiting and developing the world's most promising, well-educated, and hard-working students who exhibit Christlike characteristics as they live out their purpose as productive members of society.
4. Recruit, develop, and support outstanding staff members who act with integrity and fidelity, inspire students, embrace challenges, and are committed to excellence and innovation in teaching and learning to promote a truly global University that benefits society.

Institutional Core Values

1. **Spiritual:** To encourage students to embrace spiritual maturity and depth.
2. **Academic:** To engage students with opportunities to integrate Biblical faith and life-long learning and support students in pursuing intellectual, personal, and professional development in academic pursuits.
3. **Integrity:** To exhibit ethical behavior in and beyond the academic setting, and be good stewards of our resources, acting as persons of high character guided by a commitment to transparency, fairness, and honesty.
4. **Respect:** To embrace the doctrines of Faith, Family, Freedom, and Community, which ensure inclusiveness and diversity, understanding that every individual should be treated with professionalism, courtesy, and kindness.
5. **Responsibility:** To be responsible and accountable for our actions in every situation, as it relates to our university, our community, and our nation.
6. **Christian Ethics:** To emphasize that the spiritual path provides an ethical code that, when followed, will make for a better person, a better University, a better community, and a better world.
7. **Professional:** To produce competent graduates in their professional training
8. **Social:** To cultivate a culture that redefines how we learn and live in a way that honors God and has a positive impact on our community for generations to come.

Faculty Rights and Responsibilities

Introduction

John Melvin University is committed to fostering an environment that promotes academic freedom, excellence in teaching, and scholarly pursuits. As such, the university recognizes and upholds the following rights and responsibilities for its faculty members:

Academic Freedom

- a. Faculty members have the right to pursue research, teaching, and scholarship in their respective fields of expertise without undue interference.
- b. Faculty members have the right to express their opinions, thoughts, and ideas freely in the classroom, in their research, and in public discourse, within the bounds of professional ethics and university policies.

Teaching and Learning

- a. Faculty members have the responsibility to provide quality instruction, mentoring, and guidance to students, employing pedagogical methods that facilitate learning and academic growth.
- b. Faculty members have the right to design and develop their course content, choose appropriate instructional materials, and assess student performance based on relevant academic criteria.

Professional Development

- a. Faculty members have the right to engage in professional development activities, including attending conferences, workshops, and seminars, to enhance their knowledge and expertise in their respective disciplines.
- b. Faculty members have the responsibility to remain current in their field of study, staying abreast of advancements and incorporating relevant information into their teaching and research.

Shared Governance

- a. Faculty members have the right to participate in shared governance processes, including academic decision-making and policy development, through representation on faculty committees and participation in faculty meetings.
- b. Faculty members have the responsibility to contribute actively to the development and improvement of academic programs, curriculum design, and institutional policies.

Intellectual Property

- a. Faculty members retain the intellectual property rights to their scholarly work, including research publications, textbooks, and other creative endeavors, in accordance with university policies.
- b. Faculty members have the responsibility to respect the intellectual property rights of others and to appropriately credit and cite the works of others in their own scholarly activities.

Evaluation

- a. Faculty members have the right to fair and impartial evaluation of their performance, including teaching effectiveness, research productivity, and service contributions, based on established criteria and processes. Course evaluations are given in each course, each semester for students to complete prior to receiving their grade. Faculty are then given results so they can make improvements to their courses based on student feedback.
- b. Faculty members have the responsibility to provide accurate and comprehensive documentation of their achievements and to actively participate in the evaluation.

Professional Conduct

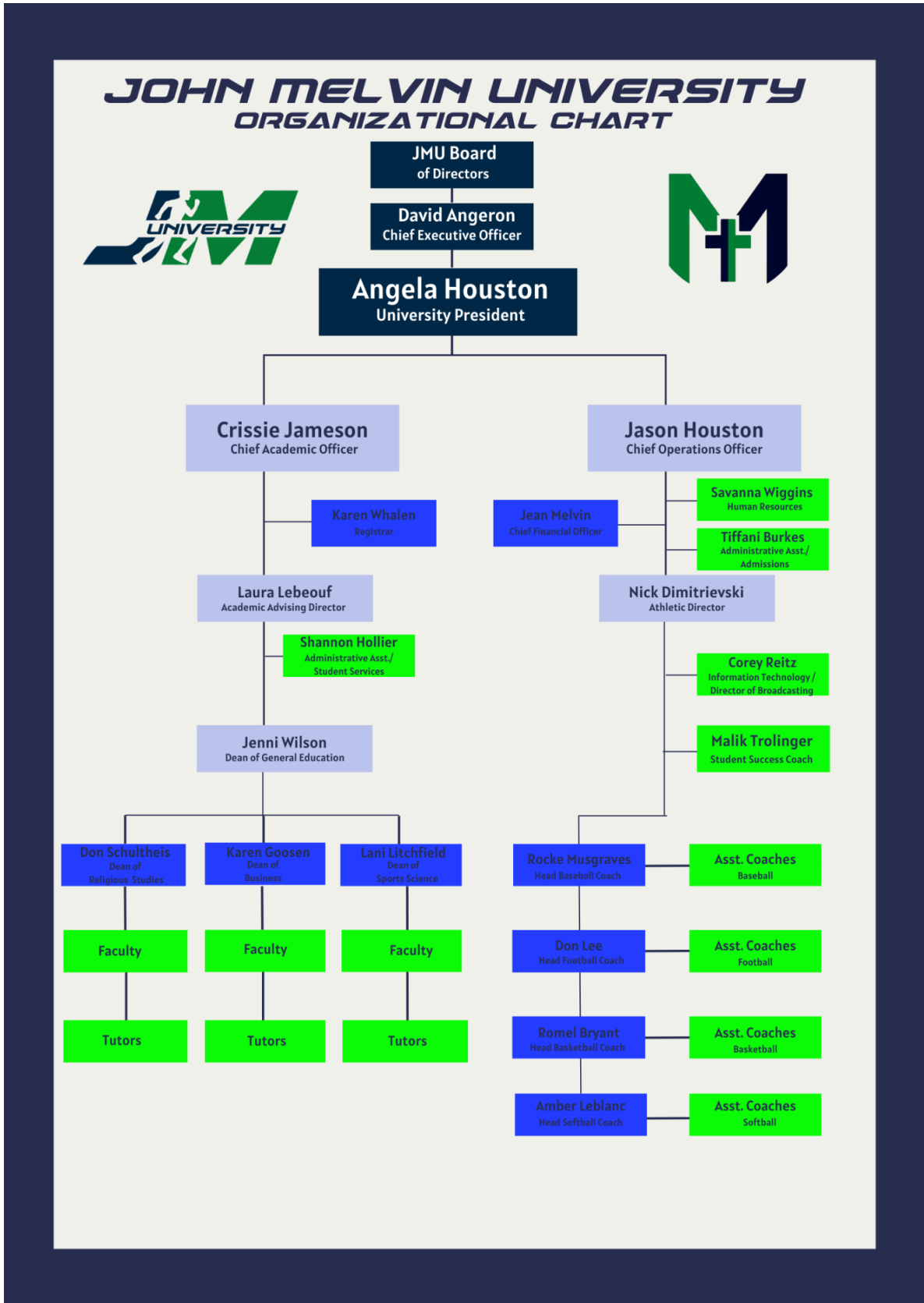
- a. Faculty members have the responsibility to adhere to ethical standards in their professional conduct, demonstrating respect for students, colleagues, staff, and the university community.
- b. Faculty members have the right to be treated with respect and fairness, free from discrimination, harassment, or retaliation based on protected characteristics or engaging in protected activities.

Service and Engagement

- a. Faculty members have the responsibility to contribute to the university community and society at large through service activities, such as serving on committees, participating in community outreach, and sharing their expertise with the public.
- b. Faculty members have the right to be recognized and supported in their service and engagement efforts, as they contribute to the broader mission of the university.

These rights and responsibilities are intended to provide a framework that supports the academic mission of John Melvin University and encourages the professional growth and development of its faculty members. The university is committed to upholding these principles and fostering an environment that nurtures excellence in teaching, research, and service.

Faculty Organization



Job Descriptions

Corporate CEO/Co-founder

Angeron, David, PhD

Master of Science in Healthcare Management, University of New Orleans

Doctor of Philosophy, Atlantic Coast Theological Seminary

Job Description/Performance Duties

The CEO of John Melvin University will have an unparalleled opportunity to join a unique online Graduate school and grow the institution to meet the vision for the 21st century with the support of outstanding faculty, students, staff, and external constituencies. The CEO will build on an innovative academic model, a spirit of collegiality, and an administration with decades of experience in nationally recognized programs across undergraduate disciplines. The principled and faith-based leader will harness the University's dual strengths of innovative programs and experienced faculty and staff to inspire and champion a collective vision. Our institution is anchored in the virtual world with offices in Crowley, Louisiana.

Articulating the University's vision, mission, and values with internal and external stakeholders
Supporting and enhancing the institution's academic mission and overall operations
Building the traditions, distinctiveness, and strengths of the University
Approving and overseeing the institutional budget and securing external funding support
Working with officials, alumni, donors, and the broader community to advance the mission of the University
Values and Principles
A commitment to faith and Christian values
A commitment to the development of faculty, staff, and students, and a proven track record of inspiring people and organizations through principled leadership
A commitment to the institution's academic quality and to the role of scholarship in the mission of the University
A commitment to the student-centered mission of the University and an understanding of graduate, and professional student interests
A commitment to academic freedom and an understanding of the importance to sustaining the quality of the University
A commitment to equal opportunity and access and to the important role that diversity must play in educational institutions
A commitment to external constituencies including alumni and the broader community

Skills

- Excellent communication skills
Interpersonal skills to interact effectively with the various constituencies of the University, alumni, and community at large.
- Ability to hire and build an effective administrative team.
- Ability to foster an innovative environment that attracts quality faculty, students, and staff by stimulating creativity, teaching, and learning.
- Ability to identify opportunities and convert challenges into innovative solutions and programs that will advance the future of the institution.
- Ability to promote a shared vision to address challenges and create opportunities, especially in the areas of student recruitment, research support, finances, and improvements to facilities and technology.

- Strong leadership skills in strategic planning and fiscal planning and management.

University President

Houston, Angela, PhD in progress
 Master of Educational Leadership
 Mississippi College

Job Description/Performance Duties

The President of JM University will have an unparalleled opportunity to join a unique online school and grow the institution to meet the vision for the 21st century with the support of outstanding faculty, students, staff, and external constituencies. The President will build on an innovative academic model, a spirit of collegiality, and an administration with decades of experience in nationally recognized programs across undergraduate disciplines. The principled and faith-based leader will harness the University's dual strengths of innovative programs and experienced faculty and staff to inspire and champion a collective vision.

Responsibilities:

- Articulating the University's vision, mission, and values with internal and external stakeholders
- Supporting and enhancing the institution's academic mission and overall operations
- Building the traditions, distinctiveness, and strengths of the University
- Approving and overseeing the institutional budget and securing external funding support
- Working with officials, alumni, donors, and the broader community to advance the mission of the University

Values and Principles:

- A commitment to faith and Christian values
- A commitment to the development of faculty, staff, and students, and a proven track record of inspiring people and organizations through principled leadership
- A commitment to the institution's academic quality and to the role of scholarship in the mission of the University
- A commitment to the student-centered mission of the University and an understanding of graduate, and professional student interests
- A commitment to academic freedom and an understanding of the importance to sustaining the quality of the University
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- Ability to hire and build an effective administrative team
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- Ability to promote a shared vision to address challenges and create opportunities, especially in the areas of student recruitment, research support, finances, and improvements to facilities and technology
- Strong leadership skills in strategic planning and fiscal planning and management

Chief Academic Officer

Jameson, Crissie, PhD

PhD in Educational Psychology, Master of Arts in Interdisciplinary Studies

Florida State University, University of Texas at Dallas

Job Description/Performance Duties

The Chief Academic Officer (CAO) plays a pivotal role in shaping the educational landscape at John Melvin University. This key position is responsible for developing comprehensive curricula, establishing rigorous academic standards, and collaborating with faculty to ensure these standards are consistently met and exceeded. The CAO's primary focus is on creating an optimal learning experience for students, both inside and outside the classroom, while ensuring all academic strategies align with federal and state regulations. In addition to curriculum development, the CAO's responsibilities extend to various administrative tasks. These include evaluating and refining lesson plans, staying abreast of the latest educational trends through workshops and conferences, and providing crucial support to instructors. The CAO also plays a vital role in community engagement, fostering partnerships that promote student involvement and success. As the leader of the academic team, the CAO is instrumental in recruiting, managing, and supporting both teachers and volunteers who contribute to the institution's educational mission. Regular meetings with school staff ensure seamless coordination of activities, services, and classes. The CAO's ultimate goal is to cultivate a high-quality, equitable, and valuable learning environment that prepares students to pursue their career aspirations with confidence and competence.

At John Melvin University, the CAO serves as the spokesperson and resident expert on curriculum, instruction, pedagogy, and learning. This role is crucial in developing both short-term and long-term instructional visions, fostering a culture of high expectations, and ensuring equitable access to high-quality, culturally relevant instruction. The CAO works diligently to create authentic partnerships between university departments and faculty, aligning resources with educational needs to implement an effective instructional plan that guarantees excellence in every classroom.

Key responsibilities of the CAO at John Melvin University include:

- Overseeing the development and delivery of innovative instructional programs, encompassing curriculum design, professional development initiatives, and comprehensive student services.
- Establishing ambitious long-term performance goals and budgets, while ensuring that programs, employees, and departments consistently meet or exceed these objectives.
- Designing and implementing engaging experiences for students both in and out of the classroom, with a focus on attracting and retaining high-caliber students.
- Utilizing data-driven decision-making processes to guide academic strategies and ensure that all programs meet or exceed academic standards and regulatory requirements.
- Collaborating with other university leaders and administrators to maintain robust academic systems and address challenges proactively. This includes working with external agencies to share best practices and meet evolving student needs.
- Providing ongoing support, constructive feedback, and mentorship to instructional staff and team members to foster professional growth and excellence.
- Actively seeking engagement and input from families, working closely with family engagement teams to create a supportive and inclusive educational community.
- Participating in critical financial and administrative roles to ensure the university's overall success and sustainability.

Through these comprehensive efforts, the CAO at John Melvin University strives to create an environment of continuous improvement, fostering systemic enhancements in educational practices across all classrooms and programs. This commitment to excellence ensures that our institution remains at the forefront of academic innovation and student success.

Registrar & Accreditation Liaison

Whalen, Karen

Master of Business Administration

Sullivan University

Job Description/Performance Duties

The registrar will be responsible for updating and maintaining our students' academic records, attendance, class enrollments, schedules, and other details necessary to keep our institution running smoothly. A successful registrar should have excellent computer literacy with a background in student administration. The registrar will also have an affinity for good service and a personable demeanor. The accreditation liaison will work with the college administration and with the accrediting body and staff on all matters related to institutional accreditation.

Registrar Organizing and administering student records. Overseeing the student admissions and graduation process. Ensuring records are updated with new grades, attendance, finances, etc. Training staff at the registrar's office to use software related to records administration. Performing clerical tasks, such as printing academic transcripts

for students. Keeping student information confidential and secure. Participating in student service committees and initiatives. Accreditation Liaison In close collaboration with the CEO, develop the campus organization and preparation for, and the successful conduct of, accreditation reviews for both comprehensive and any follow-on reviews required by the Commission. Serve as the primary resource person for all accreditation matters, particularly for the Institutional Self-Evaluation Report (ISER) for comprehensive reviews, including working with faculty groups, institutional researchers, student service personnel, and others to ensure the preparation of a thorough and accurate report. This will require an intimate knowledge of the Standards, Eligibility Requirements, and policies. Work with the site visit team chair, assistant chair, and Commission staff to develop the visit schedule and in other ways ensure that the peer review experience is well organized and can achieve its intended purposes. Serve as the communications channel between the Commission office and the institution, expecting – for example – that questions to the Commission about accreditation matters are expressed through the ALO and that communication from the Commission to the institution is received and distributed by the ALO to the appropriate college constituencies. In this way, the ALO is kept current on all accreditation-related interactions. Provide the institutional locations – both virtual and actual – for keeping accreditation records, manuals, correspondence, prior reports and Commission action letters, and related materials needed for interpreting and applying ACCJC Standards, policies, and processes. The ALO also ensures that all relevant stakeholders are aware of and have access to this information and that it is preserved for future use. Serve as the interpreter of, and advocate for, the peer review process in the context of ACCJC's processes for institutional quality assurance and improvement, being a "change agent" Work with the CEO and other leaders to ensure a timely and insightful response to any Commission actions requiring the institution to come into compliance with ACCJC Standards. Attend meetings of ALOs to engage in training, provide feedback to the Commission for the development of policies and review procedures, and share good practices with other ALOs. Serve on evaluation teams, when invited. Coordinate, as appropriate, with other college leaders who are responsible for any programmatic accreditation held by the institution to share achievement data, coordinate campus visits, identify common issues, and address the allocation of resources.

Receive and respond to any complaints referred by Commission staff to the CEO and/or the ALO regarding institutional matters. As requested, confer with the college business office to review and confirm invoices from the Commission staff for dues, fees, and review-related expenses to assist in their prompt payment. Seek to ensure that the ongoing activities related to accreditation – such as data collection and analysis and program review – continue to be supported as standard operational practices at the institution Ensure the timely and complete submission of annual and mid-term reports and substantive change requests to the Commission. In multi-college districts and systems, collaborate with designated system staff and the other campus ALOs to facilitate system-wide quality improvement and development of reports to the Commission on district matters at the time of reviews.

Ability to communicate via the Internet and various electronic systems as curriculum may be delivered in an online format and communication is primarily electronic.

Academic Advising Director

LeBeouf, Laura

Master of Education in Administration and Supervision

McNeese State University

Job Description/Performance Duties

An Academic Advisor plays a crucial role in guiding students through their academic journey at John Melvin University. These professionals provide expert advice on academic plans, progress, schedules, and major selection, helping students align their educational goals with their career aspirations. By offering personalized guidance, Academic Advisors empower students to make informed decisions about their academic path, ultimately leading to successful graduation.

The responsibilities of an Academic Advisor at John Melvin University include:

- Delivering accurate and consistent information to students regarding program requirements, university policies, and procedures. This ensures students have a clear understanding of their academic obligations and opportunities.
- Monitoring student progress and implementing proactive measures to address academic difficulties. This may involve developing personalized study plans, recommending tutoring services, or suggesting time management strategies.
- Facilitating connections between students and various campus resources, including academic support services, career centers, and student organizations. This helps create a comprehensive support network for each student.
- Staying up-to-date with university and college policies to ensure students meet all academic requirements efficiently. This includes advising on course selection, degree audits, and graduation requirements.
- Serving as a valuable resource for prospective students and participating in recruitment efforts through university and college events. This helps attract new talent to John Melvin University.

To excel in this role, Academic Advisors at John Melvin University possess a unique set of skills and qualities:

- Exceptional communication skills, allowing them to convey complex information clearly and effectively to diverse student populations.
- Strong interpersonal skills, enabling them to build rapport with students and create a supportive advising environment.
- Excellent organizational abilities to manage multiple student cases, maintain accurate records, and stay on top of deadlines.
- Proficiency in various computer applications, including word processing software, spreadsheet programs, and student information systems, to efficiently manage and analyze student data.
- A deep understanding of John Melvin University's academic programs, policies, and resources, allowing them to provide comprehensive guidance to students.

By offering personalized, knowledgeable, and supportive academic advising services, John Melvin University ensures that students receive the guidance they need to navigate their academic journey successfully and achieve their educational and career goals.

Dean of General Education

Wilson, Jenni

Master of Science in Counselor Education, Mississippi State University

Job Description/Performance Duties

The Dean of General Education serves as the administrative officer of the College of General Studies and is directly responsible to the Chief Academic Officer. The Dean has specific responsibility for planning and development of college curriculum, policies, and procedures to meet the current and long-range needs of the faculty and student body and to fit into the total objectives of the university. They are responsible for the interpretation and implementation of the academic regulations of the college.

- Determines the activities required to achieve the goals of the college and assigns responsibility and authority to perform these activities according to an established sequence or schedule; establishes criteria and procedures to assure that the college and its members are fulfilling assigned responsibilities in a manner within accepted policies of the university.
- Provides leadership and promotes competence within the faculty of the college; creates conditions conducive to the improvement of instruction; develops and utilizes a communications system to assure intra-college information exchange; harmonizes conflicting demands, standards and overlapping of functions arising in the administration of academic departments or divisions. • Serves ex officio as a non-voting member of all standing committees of the college; has the option to call ad hoc committees on questions.
- Oversees recruitment, selection, promotion, and retention of faculty based on criteria established through consultation and cooperation with the faculty and administration; supervises faculty teaching loads; supervises rank and tenure; ensures that a high level of instruction is achieved and maintained.
- Coordinates programs and courses offered and makes innovations to policy and regulation in consultation with the curriculum committees and academic departments and divisions of the college in order to maintain the currency of the college and its ability to meet change in the needs of students and of society; institutes periodic studies of the curriculum in relations to the college objectives stated in the plan prepared by the Standing Council for Academic Planning; initiates programs for the improvement of the curriculum in the areas of general and advanced education including the common curriculum of the university and the university honors program, and promotes innovative programs of instruction and study.
- Reviews and acts upon the admission, dismissal, and academic standing of students; certifies candidates for degrees; provides for and participates in

academic counseling and direction of students and decisions in instances of departures from the academic norms of the college; obtains from appropriate sources within the university and keeps on file such records as are necessary to perform the functions of the Dean's Office.

- Acts as liaison and sponsor for student organizations in the college and/or delegates such responsibilities to qualified faculty members.
- Provides a formal link of communications between the college and other parts of the university; serves as a member ex officio of the Deans' Council; actively participates with other branches of the university in curriculum reform, student recruiting efforts and improved registration processes.
- Prepares and administers the budget for the college including faculty salaries, staff salaries, and all instructional and operational expenses; coordinates and oversees operational budgets of academic departments and divisions; negotiates salary adjustments in collaboration with SORC and makes recommendations about salaries to the Chief Academic Officer.
- Ensures the operational welfare of the college, including scheduling of classes, supervision of staff and general office functions; interviews and selects individuals for staff positions in cooperation with the university personnel office.
- Coordinates cooperative programs that the college enters with other colleges and/or departments, educational institutions, government agencies, or private industry.
- Represents the college in professional associations, accrediting agencies, government bodies, foundations, and the business community, sponsors faculty participation with various local professional organizations.
- Engages in fundraising functions external to the university and identifies potential sources of revenue for the university through contacts with government, foundations, the local business community, and alumni groups. Assists in general university activities as they pertain to interests external to the college proper (i.e., alumni relations, fundraising, parent relations).

Dean of Religious Studies

Schultheis, Don

Master of Art in Old Testament and Preaching, Trevecca Nazarene University

Job Description/Performance Duties

The Dean of Biblical Studies serves as the administrative officer of the College of Biblical Studies and is directly responsible to the Chief Academic Officer. The Dean has specific responsibility for planning and development of college curriculum, policies, and procedures to meet the current and long-range needs of the faculty and student body and to fit into the total objectives of the university. They are responsible for the interpretation and implementation of the academic regulations of the college.

- Determines the activities required to achieve the goals of the college and assigns responsibility and authority to perform these activities according to an established sequence or schedule; establishes criteria and procedures to assure that the

college and its members are fulfilling assigned responsibilities in a manner within accepted policies of the university.

- Provides leadership and promotes competence within the faculty of the college; creates conditions conducive to the improvement of instruction; develops and utilizes a communications system to assure intra-college information exchange; harmonizes conflicting demands, standards and overlapping of functions arising in the administration of academic departments or divisions.
- Serves ex officio as a non-voting member of all standing committees of the college; has the option to call ad hoc committees on questions.
- Oversees recruitment, selection, promotion, and retention of faculty based on criteria established through consultation and cooperation with the faculty and administration; supervises faculty teaching loads; supervises rank and tenure; ensures that a high level of instruction is achieved and maintained.
- Coordinates programs and courses offered and makes innovations to policy and regulation in consultation with the curriculum committees and academic departments and divisions of the college in order to maintain the currency of the college and its ability to meet change in the needs of students and of society; institutes periodic studies of the curriculum in relations to the college objectives stated in the plan prepared by the Standing Council for Academic Planning; initiates programs for the improvement of the curriculum in the areas of general and advanced education including the common curriculum of the university and the university honors program, and promotes innovative programs of instruction and study.
- Reviews and acts upon the admission, dismissal, and academic standing of students; certifies candidates for degrees; provides for and participates in academic counseling and direction of students and decisions in instances of departures from the academic norms of the college; obtains from appropriate sources within the university and keeps on file such records as are necessary to perform the functions of the Dean's Office.
- Acts as liaison and sponsor for student organizations in the college and/or delegates such responsibilities to qualified faculty members.
- Provides a formal link of communications between the college and other parts of the university; serves as a member ex officio of the Deans' Council; actively participates with other branches of the university in curriculum reform, student recruiting efforts and improved registration processes.
- Prepares and administers the budget for the college including faculty salaries, staff salaries, and all instructional and operational expenses; coordinates and oversees operational budgets of academic departments and divisions; negotiates salary adjustments in collaboration with SORC and makes recommendations about salaries to the Chief Academic Officer.
- Ensures the operational welfare of the college, including scheduling of classes, supervision of staff and general office functions; interviews and selects individuals for staff positions in cooperation with the university personnel office.
- Coordinates cooperative programs that the college enters with other colleges and/or departments, educational institutions, government agencies, or private industry.

- Represents the college in professional associations, accrediting agencies, government bodies, foundations, and the business community, sponsors faculty participation with various local professional organizations.
- Engages in fundraising functions external to the university and identifies potential sources of revenue for the university through contacts with government, foundations, the local business community, and alumni groups. Assists in general university activities as they pertain to interests external to the college proper (i.e., alumni relations, fundraising, parent relations).

Dean of Business

Goosen, Karen, PhD

Doctorate of Management, Colorado Technical University

Job Description/Performance Duties

The Dean of Business Administration serves as the administrative officer of the College of Business Administration and is directly responsible to the Chief Academic Officer. The Dean has specific responsibility for planning and development of college curriculum, policies, and procedures to meet the current and long-range needs of the faculty and student body and to fit into the total objectives of the university. They are responsible for the interpretation and implementation of the academic regulations of the college.

- Determines the activities required to achieve the goals of the college and assigns responsibility and authority to perform these activities according to an established sequence or schedule; establishes criteria and procedures to assure that the college and its members are fulfilling assigned responsibilities in a manner within accepted policies of the university.
- Provides leadership and promotes competence within the faculty of the college; creates conditions conducive to the improvement of instruction; develops and utilizes a communications system to assure intra-college information exchange; harmonizes conflicting demands, standards and overlapping of functions arising in the administration of academic departments or divisions.
- Serves ex officio as a non-voting member of all standing committees of the college; has the option to call ad hoc committees on questions.
- Oversees recruitment, selection, promotion, and retention of faculty based on criteria established through consultation and cooperation with the faculty and administration; supervises faculty teaching loads; supervises rank and tenure; ensures that a high level of instruction is achieved and maintained.
- Coordinates programs and courses offered and makes innovations to policy and regulation in consultation with the curriculum committees and academic departments and divisions of the college in order to maintain the currency of the college and its ability to meet change in the needs of students and of society; institutes periodic studies of the curriculum in relations to the college objectives stated in the plan prepared by the Standing Council for Academic Planning; initiates programs for the improvement of the curriculum in the areas of general

and advanced education including the common curriculum of the university and the university honors program, and promotes innovative programs of instruction and study.

- Reviews and acts upon the admission, dismissal, and academic standing of students; certifies candidates for degrees; provides for and participates in academic counseling and direction of students and decisions in instances of departures from the academic norms of the college; obtains from appropriate sources within the university and keeps on file such records as are necessary to perform the functions of the Dean's Office.
- Acts as liaison and sponsor for student organizations in the college and/or delegates such responsibilities to qualified faculty members. • Provides a formal link of communications between the college and other parts of the university; serves as a member ex officio of the Deans' Council; actively participates with other branches of the university in curriculum reform, student recruiting efforts and improved registration processes.
- Prepares and administers the budget for the college including faculty salaries, staff salaries, and all instructional and operational expenses; coordinates and oversees operational budgets of academic departments and divisions; negotiates salary adjustments in collaboration with SORC and makes recommendations about salaries to the Chief Academic Officer.
- Ensures the operational welfare of the college, including scheduling of classes, supervision of staff and general office functions; interviews and selects individuals for staff positions in cooperation with the university personnel office.
- Coordinates cooperative programs that the college enters with other colleges and/or departments, educational institutions, government agencies, or private industry.
- Represents the college in professional associations, accrediting agencies, government bodies, foundations, and the business community, sponsors faculty participation with various local professional organizations.
- Engages in fundraising functions external to the university and identifies potential sources of revenue for the university through contacts with government, foundations, the local business community, and alumni groups. Assists in general university activities as they pertain to interests external to the college proper (i.e., alumni relations, fundraising, parent relations).

Dean of Sports Science

Litchfield, Lani, PhD in progress

Master of Science in Exercise Science, Louisiana Tech

Job Description/Performance Duties

The Dean of Sports Science serves as the administrative officer of the College of Sports Science and is directly responsible to the Chief Academic Officer. The Dean has specific responsibility for planning and development of college curriculum, policies, and procedures to meet the current and long-range needs of the faculty and student body

and to fit into the total objectives of the university. They are responsible for the interpretation and implementation of the academic regulations of the college.

- Determines the activities required to achieve the goals of the college and assigns responsibility and authority to perform these activities according to an established sequence or schedule; establishes criteria and procedures to assure that the college and its members are fulfilling assigned responsibilities in a manner within accepted policies of the university.
- Provides leadership and promotes competence within the faculty of the college; creates conditions conducive to the improvement of instruction; develops and utilizes a communications system to assure intra-college information exchange; harmonizes conflicting demands, standards and overlapping of functions arising in the administration of academic departments or divisions.
- Serves ex officio as a non-voting member of all standing committees of the college; has the option to call ad hoc committees on questions.
- Oversees recruitment, selection, promotion, and retention of faculty based on criteria established through consultation and cooperation with the faculty and administration; supervises faculty teaching loads; supervises rank and tenure; ensures that a high level of instruction is achieved and maintained.
- Coordinates programs and courses offered and makes innovations to policy and regulation in consultation with the curriculum committees and academic departments and divisions of the college in order to maintain the currency of the college and its ability to meet change in the needs of students and of society; institutes periodic studies of the curriculum in relations to the college objectives stated in the plan prepared by the Standing Council for Academic Planning; initiates programs for the improvement of the curriculum in the areas of general and advanced education including the common curriculum of the university and the university honors program, and promotes innovative programs of instruction and study.
- Reviews and acts upon the admission, dismissal, and academic standing of students; certifies candidates for degrees; provides for and participates in academic counseling and direction of students and decisions in instances of departures from the academic norms of the college; obtains from appropriate sources within the university and keeps on file such records as are necessary to perform the functions of the Dean's Office.
- Acts as liaison and sponsor for student organizations in the college and/or delegates such responsibilities to qualified faculty members. • Provides a formal link of communications between the college and other parts of the university; serves as a member ex officio of the Deans' Council; actively participates with other branches of the university in curriculum reform, student recruiting efforts and improved registration processes.
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Chief Operations Officer

Houston, Jason

Bachelor of Science in Biology with a minor in Chemistry, Nicholls State University

Job Description/Performance Duties

The Chief Operating Officer (COO) reports to the CEO & University President on matters of day-to-day operations related to finance, business affairs, human resources, information technology, internal audit & institutional compliance, student affairs and other campus operations. Additionally, the COO reports to the Office of the President on policy, long-term planning, and strategic budgeting.

Responsibilities:

- Articulating the University's vision, mission, and values with internal and external stakeholders
- Supporting and enhancing the institution's mission and overall business operations
- Building the traditions, distinctiveness, and strengths of the University
- Approving and overseeing the institutional budget and securing external funding support
- Working with officials, alumni, donors, and the broader community to advance the mission of the University

Values and Principles:

- A commitment to faith and Christian values
- A commitment to the development of faculty, staff, and students, and a proven track record of inspiring people and organizations through principled leadership
- A commitment to the institution's academic quality and to the role of scholarship in the mission of the University
- A commitment to the student-centered mission of the University and an understanding of graduate, and professional student interests
- A commitment to academic freedom and an understanding of the importance to sustaining the quality of the University

- A commitment to equal opportunity and access and to the important role that diversity must play in educational institutions
- A commitment to external constituencies including alumni and the broader community

Skills:

- Excellent communication skills
- Interpersonal skills to interact effectively with the various constituencies of the University, alumni, and community at large
- Ability to hire and build an effective administrative team
- Ability to foster an innovative environment that attracts quality faculty, students, and staff by stimulating creativity, teaching, and learning
- Ability to identify opportunities and to convert challenges into innovative solutions and programs that will advance the future of the institution
- Ability to promote a shared vision to address challenges and create opportunities, especially in the areas of student recruitment, research support, finances, and improvements to facilities and technology
- Strong leadership skills in strategic planning and fiscal planning and management

Chief Financial Officer

Melvin, Jean

Master of Science in Nursing, LSU Health Science Center

Job Description/Performance Duties

The Chief Financial Officer (CFO) is a pivotal executive role responsible for managing the financial operations of an organization. At John Melvin University, our CFO plays a crucial part in ensuring the institution's fiscal health and strategic growth. This position goes beyond traditional financial management, serving as a key enabler and supporter for other administrators and department heads.

Our CFO's responsibilities encompass:

- Financial Reporting and Planning: Preparing long-term financial forecasts, conducting financial analyses, and providing regular updates to stakeholders.
- Budget Preparation: Overseeing the annual budget process, integrating business and strategic planning, and utilizing advanced forecasting models.
- Investment, Cash, and Debt Management: Monitoring cash flow, overseeing investments, and coordinating debt issuance to maintain financial stability.
- Business Services: Managing financial risk, coordinating purchasing activities, and ensuring compliance with financial regulations.
- General Supervision and Management: Fostering professional growth, implementing continuous improvement strategies, and enhancing productivity.
- Public and Intergovernmental Relations: Advocating for the university's interests and maintaining positive relationships with external stakeholders.
- Service Excellence: Collaborating with other administrators, providing effective support systems, and maintaining a customer service-oriented culture.

What sets our CFO apart is their commitment to:

- Strategic Vision: Aligning financial decisions with the university's long-term goals and mission.
- Transparency: Providing clear, accurate, and timely financial reporting to all stakeholders.
- Innovation: Implementing cutting-edge financial technologies and practices to enhance efficiency.
- Collaboration: Working closely with academic and administrative departments to support their financial needs.
- Ethical Leadership: Upholding the highest standards of fiscal responsibility and integrity.

At John Melvin University, our CFO is not just a financial controller but a strategic partner in our institution's success. They ensure that our financial foundation supports and accelerates our academic mission, fostering an environment of growth, innovation, and excellence in higher education.

Human Resources

Wiggins, Savanna

Bachelor of Business in Marketing, University of Southern Mississippi

Job Description/Performance Duties

This is an administrative position responsible for the University's personnel and benefits administration, health risk management, employee relations, employment, discipline, professional development, civil rights compliance and other federal and state employment requirements, and the development of college policies and procedures which support these functions. The director leads and engages in strategic planning which supports the staffing, compensation, and benefit goals of the college and aids fulfillment of the college mission.

- Works with supervisors to effectively and lawfully recruit, screen, and select qualified candidates for authorized positions; seeks to enable and enhance diversity of professional thought, gender, ethnicity, and other attributes as appropriate within an institution charged with promoting learning, tolerance and understanding.
- Develops and implements orientation and training programs, and manages funding for employee professional development.
- Advises and assists staff in the development and maintenance of accurate and legally appropriate job descriptions for new and revised positions. Coordinates and participates in job classification review, conducts regular compensation market surveys.
- Provides leadership and guidance in establishing compensation structures that are fair and equitable within the budgetary parameters set by the board and administration, recommends to the president where positions are to be classified within institutional guidelines, and assures that wages are paid in accordance with the Fair Labor Standards Act (FLSA) and other pertinent federal and state

requirements. • Drafts individual employment contracts, and assures contract language meets institutional and legal requirements.

- Responsible for institutional compliance with civil rights statutes and guidelines, administers compliance with the Americans with Disabilities Act as amended, Section 504, Title IX, and other provisions of civil rights and related employment legislation; investigates complaints of non-compliance, recommends corrective measures as appropriate; collaborates with those responsible for facilities to ensure equal physical access.
- Manages the college disciplinary process, works closely with supervisors to ensure corrective action is applied equally, fairly, and appropriately, with due consideration for the dignity of the individual, and meets legal standards.
- Conducts investigations into allegations of employee misconduct, maintains impartiality, assures all relevant facts are recorded and fairly considered, and that due process is provided. • Develops and promotes employee recognition.
- Administers employee benefit programs, seeks to obtain the greatest employee benefit at the best value to the college, ensures periodic vendor review as required by law and in the best interests of the institution, evaluates risk and assesses coverage levels, works with vendors in the provision of medical, short and long-term disability, retirement, life, tax-deferred saving, and other benefits, resolves utilization issues, and ensures employees are informed.
- Administers provisions of collective bargaining agreements and/or college policies and procedures dealing with staffing, discipline, and personnel issues.
- Develops and promotes employee wellness opportunities.
- Provides leadership and counsel in formulating short- and long-term staffing solutions to meet the needs, budget, and mission of the college.
- Continuously evaluates institutional policies and practices for currency, effectiveness, and meeting legal requirements; redrafts as necessary, secures board approval, informs and enables training of staff to address procedural change.
- Prepares personnel reports and data collection and analysis as required by the college and outside agencies.
- Serves on committees providing oversight for campus safety and security, including meeting the requirements of OSHA, MIOSHA, and the Cleary Act.
- Develops and participates in surveys to acquire data for assessment, accountability, compliance, and planning purposes.
- Ensures accurate, complete, and secure employee record-keeping, and compliance with federal and state requirements for confidentiality.
- Administers the college's employee assistance program (EAP).
- Advises employees regarding job, employment, and/or disciplinary issues. Informs employees of processes of Target Specific Problem Solving (TSPS) and AQIP, maintains management perspective and employee confidentiality.
- Practices and promotes continuous improvement; develops methodology and encourages enhanced work productivity and efficiency for self and college staff.
- Advises and assists supervisory staff with performance appraisals and monitors progress of employees with plans of work.

- Attends meetings and conferences, and reviews information to remain up-to-date on human resource laws, rules and regulations.
- Advises the president and staff on matters concerning employee relations, human resource law and regulations, and disciplinary measures.
- Performs other related tasks as required.
- Develops, implements, reviews, and/or administers College HR functions, programs, policies, and procedures related to recruitment and selection, benefits administration, performance management, employee-related, legal compliance, and other human resources policies and procedures.

Information Technology

Whalen, Karen

Minor in Computer Science

Sullivan University

Job Description/Performance Duties

The Director of Information Technology serves as the Chief Information Officer of the College. Responsibilities include but are not limited to directing, planning, organizing, and controlling all activities of the IT Department and ensuring the effective, efficient, and secure operation of all automated data processing systems, managing Online Learning and Instructional Technology. The Director will provide strategy, vision, leadership, and advocacy for developing and implementing information technology (IT) and OLIT initiatives that improve the effectiveness and security of all college services. The Director will lead in strategic planning, budgeting, and implementation of information systems to support administrative, academic and telecommunications operations. The Director will work closely with academic and administrative leaders and faculty in the identification and promotion of opportunities for current and emerging technologies to support excellence in teaching and to improve services for students, faculty, and staff.

Knowledge, Skills, and Abilities:

- Develop vision and strategic plans for Information Technology applications
- Prepare and manage the information technology budget including the operating budget
- Manage the procurement, installation and maintenance of all computer hardware and software and all other products and supplies necessary to keep computer systems operable and to fulfill requests for computer support. Facilitate positive working relationships with firms providing computer hardware, software, and support services.
- Facilitate IT Department's role as liaison between hardware and software suppliers and staff for

informational updates and problem resolution.

- Provide exceptional customer support for faculty, staff and student computing users.
- Responsible for IT security program and practices and for IT training program for college faculty and staff.
- Work with academic leaders, faculty, and instructional technology staff to enhance instruction through the use of technology.
- Provide leadership for the development and evaluation of technology infrastructure and support services to serve the educational and student development needs of the college community.
- Develop and maintain emergency communication systems as part of the College's Emergency Preparedness Plan and serve on the college's Emergency Preparedness Team
- Provide leadership and management for Online Learning and Instructional Technology by ensuring a holistic approach to eLearning
- Work with academic divisions and departments to evaluate online learning opportunities and is responsible for college-wide online learning program planning, course development and delivery, eLearning systems development and integration, student and faculty support services, and course and program assessment.
- Ensure quality synchronous and asynchronous teaching and learning experiences and provides leadership in the development of new and scalable models of eLearning
- Help lead the strategic planning efforts for eLearning, ensuring that these efforts are consistent with the college's strategic and student success goals. Support teaching and learning at the college including online learning courses and on-and-off-campus courses during the day, and evening, on weekdays and weekends.
- Provide technology support for the Learning Resource Center ensuring library services remain relevant and valuable to all users, including students, and employees.
- Work with the administrative team in planning the budget
- Advise College Administration on technology as it relates to educational and support programs of the College including policies, practices, and developments at the local, state, and national level.
- Attend meetings and maintain other appropriate communications.
- Perform other duties as assigned.

Institutional Effectiveness & Advancement

Della Ratta, Pete

Master of Educational Leadership, American College of Education

Job Description/Performance Duties

The Office of Institutional Effectiveness and Advancement is dedicated to fulfilling John Melvin University's mission by spearheading and supporting strategic initiatives in planning, data analysis, reporting, resource development, and marketing and communications. Our office is committed to promoting excellence and fostering student success throughout the university.

Key responsibilities of our office include:

- Conducting comprehensive research projects and designing innovative research initiatives, encompassing data analysis, demographic identification, and advanced statistical analysis.
- Coordinating and implementing strategic planning efforts to align with the university's long-term goals and objectives.
- Evaluating programs and assessing their effectiveness through the design and implementation of robust assessment systems for programs and services.
- Preparing detailed reports and providing timely, actionable information to support data-driven decision-making across the institution.
- Facilitating clear communication with administrators, faculty, and staff, including the presentation of complex papers and reports to various stakeholders.
- Ensuring compliance with grant fund requirements and accreditation standards to maintain the university's academic integrity and financial stability.
- Actively participating in professional development and community service activities to stay current with industry trends and strengthen community ties.
- Fostering a collaborative environment by promoting teamwork and facilitating group efforts across departments.

To excel in these roles, our team members possess a range of essential skills, including:

- Strong oral and written communication abilities, enabling effective dissemination of complex information.
- Excellent organizational skills to manage multiple projects and priorities efficiently.
- The capacity to handle multiple tasks simultaneously while maintaining attention to detail.
- A demonstrated ability to acquire new knowledge and skills independently, adapting to the evolving needs of higher education.

At John Melvin University, our Office of Institutional Effectiveness and Advancement is uniquely positioned to drive innovation, foster growth, and ensure the continued success of our institution. By leveraging our expertise in data analysis, strategic planning, and program evaluation, we provide the insights and support necessary for the university to thrive in an ever-changing educational landscape.

Academic Advising Procedures

John Melvin University's Office of Academic Advising offers support for students through each area of the concentration of study. The University's advising premise places students at the forefront of their education by offering the students a shared responsibility with their advisors. Students at John Melvin University will be able to have a relationship with their advisors so that they can work closely with them to achieve all their academic endeavors. The students will be able to review their program of study with an academic advisor to assist them through their coursework at John Melvin University. John Melvin University advisors are here to assist students with decisions that will benefit their academic journey.

Students must meet with academic advisors for any changes to their program of study. Academic advisors will provide the students with an Academic Advising Program checklist which includes an advising form and degree course prescription checklist. This will help them follow their basic requirements needed to select core courses as well as the electives necessary to obtain their degree. Any changes to the program of study will require an advising form to be filled out and submitted to their advisors to fulfill their request.

Process

Incoming freshmen or new students to John Melvin after receiving acceptance into the university and completing the enrollment process will be referred to the Director of Advising who will conduct a ZOOM or in-person advising session that will address scheduling concerns, provide career major counseling, offer degree planning support, help with on-line academic hub Moodle, direct students to support services, such as financial, student, and housing.

First-year students will remain with the same advisor for one calendar year. The Director of Advising will assign second-semester students prior to early registration each semester to the dean of their respective colleges. The Director of Advising will meet through Zoom with all deans and explain the process. The process includes all students before advising is complete:

1. Academic Degree Schedule Planning Sheet
2. Review the Student Advising Form (submitted by the dean) for correction
3. All student schedules until further notice will be completed by the registrar's office.
4. The Deans of the Colleges will schedule through an assigned system student advising appointments.
5. Deans will conduct advising sessions through ZOOM.
6. Deans will document concerns on the Advising Form and direct any student concerns to the necessary department. Reported schedule change requests or conflicts need to be sent to the registrar's/enrollment office.

Second-year students will be advised by the dean of their respective degrees. The dean of each individual college will be responsible for the following areas of focus:

- Program Declaration and Scheduling
- Undeclared advising
- Concentration Exploration
- Grade Assistance
- Graduation Preparation

Academic Assistance

The Director of Advising will conference daily with on-site students and email students off-campus concerning problems with student academic progress. The Chief Academic Officer or program dean submits teacher concerns to the Office of Academic Advising to address academic concerns and provide academic assistance. The Office of Academic Advising has developed an Academic Intervention Alert electronic program that tracks students' progress and sends out warnings and messages for those seeking assistance. Students are responsible for their role in the academic process. Academic advisors can help clarify university policies and procedures to enrich the student's ability to participate in the academic process.

Students are requested to email/call their instructors in advance if they are going to be absent. Attendance is monitored on both a cumulative and term basis. Non-school days in the school calendar will not be considered days of absence.

If a student fails to actively participate in a class for a period that exceeds ten (10) calendar days, the student will be dropped from the course. Examples of active participation include completing online material by the deadline, participating in cooperative group assignments, breakout sessions, and meeting all assignment deadlines.

Students in danger of being dropped should contact their instructor to determine if they can complete any past-due work. Students are responsible for contacting the campus registrar to determine reinstatement, if applicable.

Attendance cannot be earned in advance of the class date. Attendance make-up will only be allowed at the discretion of the registrar's office. All attendance make-up hours must be completed within two weeks of the end of the grading period during which the absence occurred. Make-up hours are not used to calculate the Last Day Attended.

Make-up Work

Make-up will only be granted with the approval of the registrar's office in mitigating circumstances.

Procedures Related to Syllabi Development and Approval

John Melvin University views syllabi as living, rhetorical documents in which instructors establish their course's tone and policies that will lead to student success. John Melvin University encourages instructors to consider their audience as they construct their syllabi. Each syllabus should include a daily schedule, activities, a short description of significant projects, and details of assignments, quizzes, and tests. Syllabus copies are kept on file for accreditation purposes. Finally, John Melvin University's leadership team conducts a syllabus review each Fall semester, where instructors can receive feedback on their syllabi and see what other faculty members are doing in their courses. This feedback ranges from local concerns, such as certain things on the syllabus, to global problems, such as how an instructor's character or teaching persona is represented.

Textbook Selection and Approval Procedures

The responsibility for selecting appropriate required textbooks and instructional materials to support the delivery of each course and program curriculum lies with the faculty, with the proper Department Head and Dean oversight. This responsibility of the faculty to choose appropriate materials also carries the accountability for ensuring affordability. Faculty members who have taught the course and program deans will serve on the textbook selection committee. Adjunct instructors currently teaching the class are invited to participate in selecting textbooks and other required instructional materials. The textbook selection committee members collaborate and review possible texts, choose the preferred text by consensus or majority vote, and submit the recommendation to the appropriate Department Head.

Student Attendance Requirements

The University cares that students regularly attend and academically engage in their course(s). Doing so is essential for mastering the concepts, theories, and skills necessary for completing each course. Every effort should be made to attend and engage in every class. Attendance is tracked once a student logs into Moodle, enters a course on dashboard, and submits an assignment. Attendance reports are run every Monday for the previous week to ensure that each student has logged into their registered classes and completed assignments.

If a student fails to actively participate in a class for a period that exceeds ten (10) calendar days, the student will be dropped from the course. Examples of active participation include completing online material by the deadline, participating in cooperative group assignments, breakout sessions, and meeting all assignment deadlines.

Students in danger of being dropped should contact their instructor to determine if they can complete any past-due work. Students are responsible for contacting the campus registrar to determine reinstatement, if applicable.

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Grading System

Course Grading

Letter Grade	%	Quality	Quality Points
A+	97-100	Superior	4.00
A	93-96	Superior	4.00
A-	90-92	Superior	3.70
B+	87-89	Excellent	3.30
B	83-86	Excellent	3.00
B-	80-82	Excellent	2.70
C+	77-79	Satisfactory	2.30
C	73-76	Satisfactory	2.00
C-	70-72	Satisfactory	1.70
D+	67-69	Unsatisfactory	1.30
D	65-66	Unsatisfactory	1.00
F	Below 65	Failure	0.00
W	Withdraw during 1 st 5 weeks	Withdrawal	Not computed in GPA
WF	Withdraw after 5 weeks or dropped for absences	Withdrawal Failing	0.0
I**	N/A	Incomplete	Not computed in GPA
T	N/A	Transfer	Not computed in GPA
AU	N/A	Audit	Not computed in GPA

R	N/A	Repeat	Not computed in GPA
L	N/A	Leave of Absence	Not computed in GPA

*Below University standards for graduation, the class must be repeated.

**Becomes an “F” if not removed by the end of the 1st week of the following term.

Note: Any graduate student enrolling as of January 1, 2025 will need to maintain a “B” in a course to be considered as “passing”.

A student wishing to challenge a grade must do so by the end of the 1st week of the following term.

All attempted hours are reflected on the student transcript. Student grade point averages are reviewed at the end of each term.

Class Repeat Requirements/Policy

Any student must repeat any required course in his or her program in which a non-passing grade has been earned. Once the student repeats the course and receives a passing grade, the non-passing grade will remain on the student’s transcript and will not be calculated in the Cumulative GPA. The non-passing grade will be calculated as hours attempted during the Satisfactory Academic Progress (SAP) review. The student will receive the grade and grade points earned in the higher grade earned. In repeating a class in which a non-passing grade was earned, the student agrees to accept for the record the grade earned for the course repeated. Students will be recharged for tuition and fees for each repeated course.

Incompletes

To receive an Incomplete (“I”) grade, the student must petition the instructor to receive an extension to complete the required coursework. This request must be submitted by the end of the last day of class. Should a student fail to complete the coursework requirements by the end of the 1st week of the following term, the “I” will be converted to an “F”.

Course Add/Drop Policy

A student who wishes to terminate enrollment in one or more courses must notify the Registrar and may do so by completing a course withdrawal form or notifying a university official in writing. The course withdrawal form is available electronically via the University website. Courses may be dropped during the add/drop period without tuition or fee penalty.

Course addition requests during the add/drop period require approval by the student’s Academic Advisor or appropriate official to ensure desired classes are available and all academic prerequisites have been met.

Auditing Courses

Students may request to register for the course using an audit status. Courses audited must have been successfully completed in a previous term, and no additional credit is awarded toward graduation. Courses no longer offered or whose context has changed are excluded and must be taken for credit. To audit a course(s), students must indicate their request at the time of registration. Requests to convert a course to audit status are not accepted after the drop/add period has ended.

Reentries

The University encourages students who previously withdrew to return to school to complete their education. Reentry is contingent on space availability and program schedules and requires final approval from the Director of Academic and Student Affairs or designee.

Applicants may re-enter their original program of study; or, with approval, into a new program.

- Reentry date must be within 12 months of the last date of attendance.
- Any student who is terminated or withdraws without meeting the requirements of Satisfactory Academic Progress or for failing to meet Attendance Requirements must sit out at least one term.
- Students will need to submit an appeal to be considered for re-entry.
- If it is determined that the student will be unable to meet SAP, the student will not be eligible for re-entry.
- If the appeal is approved, the student will need to meet with the registrar or designee to review the reasons for the previous withdrawal and actions taken to help ensure the student can complete the program that is re-entered.

Students who are readmitted will sign a new Enrollment Agreement and will be charged tuition consistent with the existing published rate. Students will also re-enter under the program requirements at the time of admission.

Leave of Absence

A Leave of Absence (LOA) is for the student during a time of exceptional need. LOA, including military leaves, shall be reasonable in duration, a student may have no more than two LOAs in a 12- month period not to exceed a total of sixty calendar days and must be for specific and extreme circumstances. A student who requests an LOA for a reason not determined to be an extreme circumstance will not be granted that LOA. A written request for LOA, properly completed, dated, and signed by the student and approved by the registrar should be received on or before the beginning of the leave. A student who fails to return from an approved LOA on or before the scheduled return date will be immediately terminated, making the last scheduled date of the LOA the effective date of termination for refund purposes.

In most instances, students who take an LOA will not complete their program as originally scheduled.

The student will receive a grade of L (Leave of Absence) for courses in progress where a final course grade has not been issued at the time of the LOA. Upon their return, students are required to repeat any partially completed courses, as well as courses missed during the leave. All academic classwork must be completed before a student is considered to have completed their program. Students taking an LOA must be aware that they can only obtain the missed class work or lecture material on the next occasion the course is taught. Tuition payments must continue to be made during this period.

Students on LOA may be allowed to audit classes (for no credit), for preparation to be readmitted. This is on a space-available basis and with the approval of the Campus President. Requests to audit any class must be made in writing and approved by the Campus President.

Faculty Due Process Procedures

John Melvin University is committed to every employee, regardless of position, always being treated with respect and in a fair and just manner. It is also based on the principle that all employees should feel free to seek information or advice from supervisory or administrative personnel on any aspect of their relationship with the university or to call attention to any condition that may appear to be operating to their disadvantage. Under this policy, no individual needs to hesitate to do this, and his or her standing with the university will not thereby be prejudiced in any way. The individual will find his or her immediate supervisor, or any other representative of the administration, ready to talk over these matters on a direct and personal basis and give assistance where possible. All employees are encouraged to report any grievance that cannot be settled with their supervisor or manager directly to the Office of Human Resources. A grievance consists of an allegation made by an employee of unfair treatment in decisions made by a program director, division head, or other administrator that adversely affect the grievant's ability to perform their job duties or the conditions of employment. Grievances may result from, but are not limited to, decisions affecting promotion, salary adjustments, and job/teaching responsibilities.

PROCEDURE

The Grievance Procedure for employees is designed to ensure the observance of due process in all personnel matters. Due process is a transparent, orderly, fair system of procedures designed to produce the best possible conclusions. The Grievance Procedure is a serious matter. It is the responsibility of all parties to resolve complaints about personnel actions quickly and at the lowest possible level. The employee who contends that treatment has been unfair in personnel actions is obliged to confer

informally with the person responsible for making the adverse decision before filing a formal grievance. A grievant has the right of self-representation at any step in the Grievance Procedure and, at any formal step, may choose to be accompanied by an advisor, legal or personal.

The Grievance Procedure consists of three steps: informal consultation, the formal Grievance Procedure, and appeal. The process may be terminated at any stage by mutual agreement of the parties involved or by the grievant's decision not to pursue the matter to the next stage. A grievant who, at any stage in the Grievance Procedure, fails to file a request for action by the specified deadline has lost the opportunity to proceed unless they have been granted an extension. Similarly, a grievant who does not receive a response by the specified deadline may proceed immediately to the next stage unless the administrator has been granted an extension.

Informal Consultation: This stage requires that the employee present concerns to the appropriate administrator within 90 days of the date the employee was informed (or can reasonably be expected to have known) of the event which caused the grievance. In return, the administrator should explain the reasons for the decision and the criteria utilized. If, after informal discussion, the employee continues to believe that the treatment has been unfair and wishes to pursue the matter, the employee should file with the administrator a written request to file a formal complaint with the Office of Human Resources.

Formal Grievance Procedure: The Office of Human Resources will investigate the original informal complaint and form a grievance committee for a fair conclusion. The Grievance Committee, at its discretion, may invite either or both parties to present additional material, either personally or in writing. It is the duty of the committee to determine, within ten (10) days, whether the grievant has been denied due process or treated unfairly and to make recommendations to the President. If the committee needs additional time for its investigation, it may take an additional ten (10) days to notify both parties in writing. Copies of the committee's recommendations shall be sent to the grievant and the administrator against whom the grievance was filed.

If the committee takes no action within the specified or extended time, the petition will automatically go forward to the President without recommendation. Once the President receives the recommendation of the committee (or the original petition without recommendation), they must respond to the grievant within ten (10) days. For most substantive issues, the President shall be the final arbiter in the grievance procedure.

Appeal Procedure: If the grievant is not satisfied with the President's response, or if the President fails to respond within ten (10) days, the grievant may appeal to the Board

of Advisors through the Office of Human Resources. The appeal should clearly identify the basis for the appeal and any errors or omissions that may have occurred.

Intellectual Property and Copyright Information

POLICY

John Melvin University recognizes the importance of intellectual property rights and copyright protection in fostering innovation, creativity, and the advancement of knowledge. This policy outlines the guidelines and procedures to ensure the appropriate management, protection, and dissemination of intellectual property and copyright materials within the university community.

DEFINITIONS

Intellectual Property (IP): Intellectual property refers to original creations of the mind, including inventions, discoveries, artistic works, trade secrets, software, and other forms of creative expression.

Copyright: Copyright is a legal protection granted to the creators of original works, giving them exclusive rights to reproduce, distribute, perform, display, or modify their work.

PROCEDURE

Ownership of Intellectual Property:

- a. **Faculty and Staff:** The default ownership of intellectual property created by faculty and staff members in the course of their employment at John Melvin University shall be vested in the creator(s), subject to any existing contractual obligations.
- b. **Students:** Students retain ownership of their intellectual property unless they have entered into a specific agreement, such as a research grant or employment contract, that states otherwise.
- c. **Sponsored Research:** Ownership of intellectual property resulting from sponsored research or externally funded projects shall be determined by the terms of the agreement between the university and the sponsor.

Disclosure and Reporting:

- a. Faculty, staff, and students are required to disclose any intellectual property they create that may have commercial value or potential for patenting, copyright, or other forms of protection. Disclosure should be made to the appropriate university office responsible for intellectual property management.
- b. The university encourages prompt disclosure to protect the interests of the creator and explore potential commercialization opportunities.

Protection of Intellectual Property:

- a. The university shall take reasonable measures to protect intellectual property rights and pursue appropriate legal remedies against infringements or unauthorized use.
- b. The university may seek patents, copyrights, trademarks, or other forms of protection for eligible intellectual property, subject to available resources and commercial viability.

Copyright Compliance:

- a. All members of the university community must comply with copyright laws and respect the rights of copyright holders.
- b. Unauthorized reproduction, distribution, public display, or performance of copyrighted works is strictly prohibited, unless permitted by applicable law or the copyright owner's explicit consent.
- c. The university will provide guidance and resources to help faculty, staff, and students understand and adhere to copyright laws, including fair use provisions.

Use of Intellectual Property:

- a. The university may use intellectual property created by faculty, staff, or students for non-commercial educational and research purposes, subject to appropriate attribution and compliance with copyright law.
- b. Commercialization of intellectual property shall be governed by separate agreements and may involve revenue sharing arrangements between the university and the creator(s).

Dispute Resolution:

- a. Disputes arising from intellectual property ownership, rights, or commercialization shall be resolved through established university procedures, including mediation and arbitration, as appropriate.
- b. The university will strive to resolve disputes in a fair and equitable manner, considering the interests of all parties involved.

Policy Compliance:

- a. Failure to comply with this policy may result in disciplinary action, including but not limited to, loss of access to university resources, termination of employment or enrollment, or legal consequences in case of copyright infringement.

Policy Review:

- a. This policy shall be periodically reviewed and updated as necessary to reflect changes in intellectual property laws and university practices.

This policy is a general guideline and should not be construed as legal advice. For specific legal matters, individuals should consult with their own legal counsel.

Promotion and Tenure Information

As promotional positions become available at John Melvin University, individual faculty or staff will have the opportunity to apply for the positions. The individual must complete an application from the University. In addition to the application, the candidate must submit a letter of recommendation from a department chair. John Melvin University has no provision for granting tenure to faculty members at this time.

Equipment and Supplies Procurement Procedures

PROCUREMENT PROCEDURE

Introduction

The procurement procedure at John Melvin University is designed to ensure the efficient and transparent acquisition of goods, services, and works in compliance with applicable laws, regulations, and university policies. This procedure outlines the steps and responsibilities involved in the procurement process.

Procurement Planning

- a. Identify the goods, services, or works required by the university through consultation with relevant departments and stakeholders.
- b. Determine the procurement method based on the estimated value, complexity, and urgency of the procurement.
- c. Prepare a procurement plan that includes specifications, quantities, delivery timelines, and budgetary considerations.

Requisition and Approval

- a. Departments requiring goods, services, or works shall submit a purchase order requisition detailing their requirements to the Procurement Department.
- b. The COO or CEO evaluate the requisitions and verifies their completeness and compliance with the procurement plan.
- c. COO or CEO will approve before proceeding with the procurement process.

Supplier Identification and Selection

- a. Conduct a market analysis to identify potential suppliers/vendors capable of meeting the university's requirements.
- b. Get a minimum of 3 bids from qualified suppliers/vendors.
- d. Select the most qualified supplier/vendor based on the evaluation results.

Procurement Execution

- a. Monitor the procurement process to ensure compliance with the agreed-upon terms and conditions.
- b. Coordinate with relevant departments to facilitate the delivery and acceptance of goods, services, or works.
- c. Maintain proper documentation, including receipts, invoices, and delivery records, for audit and financial purposes.
- d. Resolve any issues or disputes that may arise during the procurement process in a fair and timely manner.

Record Keeping and Reporting

- a. Maintain comprehensive records of all procurement activities, including requisitions, bids, contracts, and relevant correspondence.
- b. Generate reports on procurement activities, including expenditures, savings, vendor performance, and compliance with procurement policies and regulations.
- c. Provide regular updates to senior management and stakeholders regarding the university's procurement activities.

Faculty Development Information

Introduction

Faculty development at John Melvin University aims to enhance the professional growth and effectiveness of faculty members. This procedure outlines the steps and resources available to support faculty in their development, ensuring high-quality teaching, research, and service.

Needs Assessment

- a. Conduct regular surveys, interviews, and focus groups with faculty to identify their professional development needs.
- b. Review performance evaluations and student feedback to identify areas for improvement.
- c. Consider emerging trends in higher education and disciplines to anticipate faculty development needs.

Goal Setting

- a. Collaborate with individual faculty members to set goals for their professional development based on their needs and aspirations.
- b. Align goals with the university's strategic objectives, program requirements, and faculty member's career trajectory.

Professional Development Opportunities

- a. Workshops and Training Programs:
 - i. Offer a range of workshops and training programs on pedagogy, research methodologies, technology integration, assessment techniques, and other relevant topics.
 - ii. Provide opportunities for faculty to develop teaching skills, such as instructional design, active learning strategies, and inclusive teaching practices.
 - iii. Organize research-focused workshops, including grant writing, publication strategies, and research ethics.
 - iv. Collaborate with external experts, professional organizations, and other universities to bring diverse perspectives and expertise to faculty development programs.
- b. Mentoring and Coaching:
 - i. Pair junior faculty members with experienced mentors to provide guidance and support.
 - ii. Organize mentoring workshops and train mentors on effective mentoring techniques.
 - iii. Offer coaching services for faculty members seeking individualized support for their professional growth.
- c. Conferences and Seminars:
 - i. Encourage faculty to attend and present at national and international conferences and seminars.
 - ii. Provide financial support for conference registration fees, travel, and accommodation expenses.
- d. Research Grants and Scholarships:
 - i. Facilitate access to internal and external research grants and scholarships to support faculty research projects and professional development activities.
 - ii. Maintain a database of funding opportunities and assist faculty in preparing grant proposals.

- e. Online Resources and Communities:
 - i. Develop an online portal or learning management system to provide faculty with access to resources, webinars, online courses, and discussion forums.
 - ii. Foster communities of practice and encourage faculty members to share best practices, collaborate, and learn from each other.

Evaluation and Feedback

- a. Conduct regular evaluations to assess the effectiveness of faculty development programs and initiatives.
- b. Seek feedback from faculty participants to identify strengths, areas for improvement, and future needs.
- c. Use evaluation results to refine and enhance faculty development programs.

Recognition and Rewards

- a. Recognize and celebrate faculty members' achievements in their professional development through awards, certificates, and public acknowledgment.
- b. Consider faculty development efforts when making decisions regarding promotion, tenure, and salary increments.

Funding and Resources

- a. Allocate a dedicated budget for faculty development initiatives.
- b. Collaborate with external partners, industry organizations, and alumni to secure additional funding or resources for faculty development programs.

Communication and Promotion

- a. Regularly communicate and promote faculty development opportunities through university newsletters, emails, and staff meetings.
- b. Maintain an updated faculty development calendar and website with information on upcoming events and resources.

Continuous Improvement

- a. Regularly review and assess the faculty development procedure to ensure it remains relevant and aligned with changing needs and best practices.
- b. Seek input from faculty, administrators, and stakeholders to incorporate their perspectives into the ongoing improvement process.

By implementing this faculty development procedure, John Melvin University aims to create a supportive and empowering environment that fosters the growth and success of its faculty members, ultimately benefiting the university community as a whole.

Employee Benefits

At the current moment, John Melvin University is not able to offer its employees any benefits. As the university grows which will provide additional funding, the institution will revisit offering employee benefits. This will be discussed by the CEO and the Board of Directors at a later date. The university will assist employees that are needing benefits such as medical, dental, and vision insurance by recommending local options for them to explore.

Faculty Workload Requirements and Restrictions

POLICY

John Melvin University recognizes the importance of maintaining a fair and balanced workload for its faculty members. This policy aims to establish guidelines for determining faculty workload and ensuring equitable distribution of teaching responsibilities. The University is committed to ensuring an equitable distribution of teaching responsibilities among faculty members. The workload distribution will take into account factors such as faculty expertise, course availability, program needs, and teaching preferences whenever possible. Department chairs or program directors are responsible for coordinating the workload assignments within their respective areas and ensuring fairness in workload distribution.

The standard full-time equivalent (FTE) workload for a faculty member at the university is defined as six (6) courses per academic year, making each lecture credit hour equivalent to 6.666% and each contact lab credit hour equivalent to 4.444%.

Faculty Members will be assigned a course load based on their FTE allocation. Faculty members may request a reduced course load below the standard FTE due to valid reasons such as research commitments, administrative responsibilities, or personal circumstances. Such requests will be considered on a case-by-case basis by the relevant dean.

PROCEDURE

Workload Allocation Process

The workload allocation process will be conducted annually, before the start of the academic year, or as determined by the University administration.

Faculty members may be asked to provide their preferences regarding course assignments, which will be taken into consideration during the workload allocation process.

The workload allocation process will be transparent and communicated to faculty members in a timely manner, allowing for discussion and potential adjustments if necessary.

Overload Compensation

Faculty members who are assigned an overload, exceeding the standard FTE workload of six (6) courses per academic year, may be eligible for additional compensation or workload adjustments as determined by the following chart:

Online Academic Courses Compensation Structure	
1-10	\$800 per course
11- course capacity	\$2000 per course
English, Math, Finance, and any Biology that has a lab (ex: Biology 121 and Biology 121-L) will follow the pay scale below:	
1-10	\$800 per course
11-35	\$2000 per course
The 1-10 course overload will be used once the course student number reaches 36 students.	
Lecture FTE Breakdown: One lecture course credit is equivalent to 6.666% FTE, which makes (1) 3 credit course 19.998% FTE.	

Review and Amendments

This policy will be periodically reviewed to ensure its effectiveness and relevance. Any proposed amendments to this policy should be submitted to the appropriate administrative authority for review and approval. The University administration reserves the right to modify or update this policy as deemed necessary.

Compliance

All faculty members are expected to comply with this policy and actively participate in the workload allocation process. Violations of this policy may result in disciplinary action.

Faculty Evaluation Procedures

POLICY

John Melvin University recognizes the importance of conducting regular performance evaluations to support the professional growth and development of its staff and faculty members. This policy aims to establish guidelines for conducting fair and comprehensive annual performance evaluations.

The purpose of annual performance evaluations is to:

- a) Provide feedback and recognition for individual accomplishments and contributions.
- b) Identify areas of strength and areas needing improvement.
- c) Set performance goals and objectives for the upcoming year.

- d) Support career development and advancement opportunities.
- e) Ensure alignment with the University's mission, values, and strategic goals.

PROCEDURE

Evaluation Process

The performance evaluation process will be conducted annually for all staff and faculty members of the University. The evaluation period will cover the previous academic year or fiscal year and will consist of the following steps:

- Self-Evaluation: Staff and faculty members will be required to complete a self-evaluation form, reflecting on their performance, accomplishments, challenges faced, and professional development activities.
- Supervisor Evaluation: Supervisors will assess the performance of their staff or faculty members based on established performance criteria, job responsibilities, and University expectations.
- Feedback Discussion: A meeting will be scheduled between the staff or faculty member and their supervisor to discuss the evaluation results, provide feedback, and set goals for the upcoming year.
- Performance Documentation: Evaluation results, feedback, and goals will be documented and maintained in the staff or faculty member's personnel file.

Performance Criteria

Performance criteria for staff and faculty members will be determined based on their respective roles, responsibilities, and performance expectations.

The performance criteria may include, but are not limited to, the following areas:

- a) Job Knowledge and Expertise
- b) Quality of Work
- c) Productivity and Efficiency
- d) Initiative and Innovation
- e) Communication Skills
- f) Collaboration and Teamwork
- g) Professionalism and Ethical Conduct
- h) Customer Service and Stakeholder Relations
- i) Leadership and Supervisory Skills (applicable for supervisory positions)
- j) Teaching Effectiveness (applicable for faculty members)
- k) Research and Scholarship (applicable for research-focused faculty members)

Goal Setting

During the performance evaluation discussion, supervisors and staff or faculty members will collaborate to set meaningful and achievable goals for the upcoming year. Goals should be specific, measurable, attainable, relevant, and time-bound (SMART). The goals should align with the University's strategic objectives and the individual's job responsibilities. Progress toward the established goals will be reviewed and monitored periodically throughout the year.

Performance Improvement and Development

If areas requiring improvement are identified during the performance evaluation, supervisors and staff or faculty members will collaborate to develop a performance improvement plan. The performance improvement plan will outline specific actions, resources, and timelines to address the identified areas of improvement. The University will provide appropriate support and resources, such as training, mentoring, or professional development opportunities, to facilitate the staff or faculty member's progress and success.

Confidentiality and Feedback

Performance evaluations and related discussions should be treated as confidential and shared only with individuals directly involved in the evaluation process. Both supervisors and staff or faculty members are encouraged to provide open and constructive feedback.

Distance Education Procedures

The Distance Education system allows students to work at their own pace. These classes never meet in person, and you are not expected to be available at any specific time or day for classroom instruction from your professor. These courses are taught asynchronously with no pre-assigned meeting times. Students will have access to class materials online using the John Melvin University LMS system (Moodle) and can contact their instructor and (or) teaching assistant(s) at any point during the course.

Students who are enrolled in a 100% online platform and are enrolled in an athletic program are required to live in Louisiana and be within a reasonable commuting distance to attend a minimum of two hours per week for face-to-face study hall.

The University utilizes Moodle as a hub for interactive student learning. Moodle provides course shells with resources, learning activities, assignments, exams, and tests. The Moodle platform is accessible at any time and any place as long as the access device being used is connected to the Internet.

Questions posted in the course classroom and sent via the course messaging system or email will be answered within 48 hours. Personal information and questions related to grading must be managed via private communications to protect students' privacy rights. Discussion board grades and individual assignment grades will be posted within five calendar days after the end of each week, i.e., by the end of day on Friday the week they are due.