



FACULTY HANDBOOK

Vancouver Campus

Revised
July 2012

Faculty Qualifications added 2018

TABLE OF CONTENTS

WELCOME TO THE ADLER SCHOOL FACULTY COMMUNITY	P. 5
SECTION I: OVERVIEW OF THE INSTITUTION.....	P. 6
Introduction	
Historical Roots	
Mission, Vision and Values	
Academic Programs	
SECTION II: ORGANIZATION AND GOVERNANCE.....	P. 11
Organization and Administration	
Shared Governance	
Areas of Faculty Governance	
Standing Committee Structure	
SECTION III: THE FACULTY.....	P. 14
Faculty Qualifications	
Procedures for Faculty Recruitment and Appointment	
Employment Policies and Personnel Records	
Definitions of Faculty Status	
Rank and Promotion Criteria and Procedures	
Rank and Promotion Appeal Process	
SECTION IV: FACULTY RIGHTS, DUTIES AND RESPONSIBILITIES.....	P. 21
Academic Freedom	
Intellectual Property	
Professional Conduct Policy	
Duties and Responsibilities of Faculty	
Faculty Workload	
Evaluation of Faculty Performance	
Faculty Grievance Policy and Procedure	
SECTION V: FACULTY BENEFITS AND OPPORTUNITIES.....	P. 31
Professional Development	
Sabbaticals	
Policy on Overage Payments for Faculty	
Vacation and Academic Calendar	
Consult Employee Handbook for:	
General Employee Policies	
Time Off - Holidays and Holiday Pay	
Time Off - Jury Duty	
Time Off - Religious Holidays	
Time Off - Sick Leave	

- Transportation
- Travel & Reimbursement
- Travel & Reimbursement – Process
- Worker’s Compensation
- Workplace Safety
- Employee Benefits
 - Dental Insurance
 - Disability Insurance
 - Health Insurance
 - Extended Health Insurance
 - Life Insurance
 - Accidental Death & Dismemberment Insurance
 - On-Line Book Store Discount
 - Retirement Savings Program
 - Tuition Benefit – Adler School Coursework
 - Tuition Benefit - Outside Institution Coursework
- Leave of Absence
 - Bereavement Leave
 - Family Medical Leave (FMLA) and Military Leave
 - Pregnancy Discrimination Act:
 - Sick Leave
 - Medical Absence
 - Unpaid Leave of Absence
 - Victims Economic Security and Safety Act Policy
 - Voting Leave
 - School Visitation Rights

SECTION VI: STUDENT- RELATED POLICIES AND PROCEDURES.....P. 35

- Satisfactory Academic Progress
- Grading of Students
- Grade Submission Policy
- Grade Appeal Process
- Academic Honesty
- Student Information, Rights and Privacy
- Student Complaint Policy and Log

SECTION VII: Campus Safety and Security Information.....p. 46

- Crime Incident Reports
- Sexual Offense
- Information on Campus Crime
- Workplace Violence
- Emergency Procedures and Notification
- Weapons Policy

SECTION VIII: EQUITY AND HUMAN RIGHTS.....P. 52

- Equal Employment Opportunity Policy
- Title IX of the Higher Education Amendments of 1972
- Student Accommodations

Discrimination and Harassment Policy

SECTION IX: GENERAL INFORMATION.....P. 55

Library Privileges

Copyright Policy

Acceptable Use of Electronic Mail, the Internet and other Technology

Personal Property

Keys and Security

Drug-Free Environment Policy

Drugs and Alcohol Testing

Chronic Communicable Diseases/AIDS Policy

Weapons

SECTION X: REVISION OF THE FACULTY HANDBOOK.....P. 60

APPENDICES

APPENDIX A: FACULTY CONSTITUTION

APPENDIX E: INTELLECTUAL PROPERTY POLICY

APPENDIX F: MASTER COURSE SYLLABUS TEMPLATE

APPENDIX H: FACULTY PERFORMANCE APPRAISAL PROCESS

APPENDIX I: APPLICATION FOR SABBATICAL

**APPENDIX J: STUDENT ACCOMMODATION FORM GIVEN TO THE INSTRUCTOR AND
STUDENT WITH DISABILITY REQUEST FOR SERVICES AGREEMENT**

APPENDIX K: ADLER ACADEMIC AFFAIRS ORGANIZATION CHART

Welcome to the Adler School Faculty Community

As you read through this Faculty Handbook, you will discover much about the School, its history, mission and values. You will also find practical information related to the everyday operations of the School and how they relate to your role and responsibilities as a faculty member.

The Handbook is the outcome of an effective collaboration between the faculty and Office of Academic Affairs at the Adler School. It is an excellent example of shared governance. The academic policies and procedures were developed together through a process of robust discussion that led to consensus. As you read the Faculty Constitution in the appendix, you will soon understand how the concept of shared governance is at the very foundation of our work.

We believe the Handbook provides a comprehensive framework that will assist us in our work. Please understand that it is everyone's responsibility to review and follow the policies and procedures outlined here. They have been developed to ensure that we are all guided by the same principles and that everyone adheres to the same standards.

The Handbook will be updated as necessary, and everyone will be notified as revisions and additions are made.

Martha E. Casazza

**Vice President of Academic Affairs
The Adler School**

Section I: Overview of the Institution

INTRODUCTION

The *Faculty Handbook* is the source of important information for faculty members of the Adler School of Professional Psychology. The *Faculty Handbook* does not constitute an employment contract; rather, it contains policies and procedures to guide administration and faculty.

The policies and procedures described in this document supersede those in all earlier editions of the Handbook and will continue to be in effect until a further revision or supplement is published. While every effort has been made to ensure the accuracy of the information contained in this document at the time of its publication, policies and procedures are periodically reviewed and modified as suggestions and recommendations for improvements are made and implemented. Additionally, particular situations may be governed by specific provisions of a policy or procedure not stated here, by documents established for particular policies or benefit programs, or by other related sources of information. Other official documents of the School for the Vancouver Campus include the following:

Institutional Handbooks

Adler School of Professional Psychology Course Catalog
Employee Handbook 2011, Human Resources Department
2011-2012 Student Handbook

Masters Programs Handbooks

Masters Clinical Qualifying Exam (ACQE) Handbook
M.A. Thesis Handbook, Vancouver, October 2010
M.A. Thesis Advisor Guide

Training Program Handbooks

Masters Clinical Practicum Handbook, updated annually
Community Service Practicum Handbook – updated annually

The faculty participates in the review and development of these documents. Final approval for major policy changes and allocation of resources resides with the Leadership Team with the approval of the Board of Trustees.

When the *Faculty Handbook* is revised and issued, a document will be distributed to faculty members for their signature to indicate formal acknowledgment of the policies and procedures described in the new Handbook.

HISTORICAL ROOTS

The Adler School of Professional Psychology is named for Alfred Adler (1870-1937), a physician, psychotherapist, and founder of Adlerian psychology, sometimes called individual psychology. He is considered the first community psychologist, because his work pioneered attention to community life, prevention, and population health. Adlerian

psychology emphasizes the human need and ability to create positive social change and impact. Adler held equality, civil rights, mutual respect, and the advancement of democracy as core values. He was one of the first practitioners to provide family and group counselling and to use public education as a way to address community health. He was among the first to write about the social determinants of health and of mental health. Adler's values and concepts drive the mission, work, and values at the Adler School today.

Among Adler's advocates and followers was Adler School founder Rudolf Dreikurs (1897-1972), a psychiatrist who immigrated to Chicago in 1937 after Adler's death. Dreikurs lived and worked in Chicago's Hull House, and he was instrumental in the child guidance movement in the United States.

In 1952, Dreikurs founded the Institute of Adlerian Psychology that, in 1954, changed its name to the Alfred Adler Institute of Chicago, and in 1991 became known as the Adler School of Professional Psychology. Early instructors and founders of the Institute were also Bernard Shulman, Harold Mosak, Bina Rosenberg, and Robert Powers. Dreikurs, Shulman, Mosak, Rosenberg, and Powers touched thousands of practitioners, primary educators, and parents with coursework and programs about common sense, effective, optimistic ways to support health and community life.

In 1963, the Institute was chartered as a not-for-profit Illinois corporation and approved as a post-secondary educational provider. A year later, the Institute created a group therapy program for those incarcerated at Cook County Jail, a program that was a precursor to the school's later focus on the incarcerated and the formerly incarcerated.

In 1972, the Institute established its on-campus Dreikurs Psychological Services Center, a community mental health center and training site for students, that was the precursor to today's Adler Community Health Services (ACHS). In 1973, the Illinois Office of Education granted the Institute the authority to award the Master of Arts in Counseling Psychology. The Institute received full accreditation of master's level programs and awarded its first M.A. degrees in 1978. It received doctoral level accreditation in 1987, and awarded its first Psy.D. degrees in 1990. The Psy.D. Program was accredited by the American Psychological Association in 1998 and has been consistently reaccredited. The Doctor of Psychology (Psy.D.) Degree program is based upon the scholar-practitioner model developed and endorsed by the National Council of Schools and Programs in Professional Psychology.

Today, the Adler School offers 11 graduate-level programs enrolling more than 1,000 students at campuses in Chicago, Illinois, and Vancouver, British Columbia. In addition to education and training in psychological theory, science, and practice, students complete a range of required and elective experiences that extend beyond traditional practitioner training. The School's mission-driven curricula have earned national and international recognition.

As the oldest independent psychology school in North America, the Adler School continues the pioneering work of Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

MISSION, VISION AND VALUES

MISSION: The Adler School of Professional Psychology continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

Alfred Adler articulated the constructs of *gemeinschaftsgefühl* (social interest or the connection between individual and community well being) and systemic/structural community intervention (such as preventative public health measures). The Adler School, as a higher education institution, continues his work today through the production of three outcomes which are specified in the Mission:

SOCIALLY RESPONSIBLE PRACTITIONERS: Socially responsible practitioners are educated to be effective personal and social change agents in the pursuit of justice.

COMMUNITY ENGAGEMENT: Community engagement is a collaborative partnership that strengthens communities, provides service, and prepares students.

SOCIAL JUSTICE: Social justice refers to equitable distribution of economic, political, civil, cultural, social, and other resources and opportunities in society in order to promote the optimal development of persons and communities.

The three outcomes of the Mission are interconnected conceptually as well as through the organization of the Adler School. The School's education and training prepares students to be socially responsible practitioners who engage communities and advance social justice, during both their course of study and their later professional lives. The School directly engages communities – through over 500 community partnerships including the direct service contracts of Adler Community Health Services and the training relationships which support delivery of students' Community Service Practica – in order to provide students with experience training in socially responsible practice and to advance social justice within those communities. The School's Institutes for Social Change bring attention to social justice within the School through stimulating changes in the curricula and through specific didactic and experiential activities for students and faculty – as well as promote social justice beyond the boundaries of the School through engaging communities in a variety of programming.

VISION: The leading academic institution advancing socially responsible practice, healthy communities, and a more just society.

The Vision is for the Adler School to be the “leading” or premier higher education organization addressing socially responsible practice and its concomitants – locally,

regionally, and globally – a unique resource for broadening relevant practice, effecting social justice, understanding policy, initiating advocacy, promoting academic reflection, and producing social action and change.

The three external outcomes of the Vision are aligned with the three outcomes of the Mission. Socially responsible practice is central to the Adler School’s Mission and Vision and is the extension of Alfred Adler’s original ideas regarding the need for a more equal, cooperative, and just society, as well as his revolutionary ideas regarding the potential for activism among health professionals to address social challenges. The School’s faculty defined and operationalized the competency of socially responsible practice, with expected knowledge, attitudes, and skills acquired through specific curricular experiences and evaluated through milestones, for graduate programs in clinical psychology, counseling, family therapy, organizational consultation, art therapy, police psychology, and a number of related disciplines and applications of psychology.

VALUES: Five Values guide expectations and behavior at the Adler School:

- **SOCIAL INTEREST**
- **PLURALISM**
- **COURAGE**
- **EXCELLENCE**
- **PRAGMATISM**

SOCIAL INTEREST: *We are part of and invested in community, and we act and collaborate with compassion and social responsibility.*

The Adler School’s faculty, staff, students, and graduates are recognized as teachers and promoters of social responsibility, are engaged in their communities, and are politically aware and active. We will strengthen our culture of social responsibility and of community service and engagement. Life at the School will be marked by rich opportunities for service, an active pursuit of sustainability, a vigorous commitment to the city and peoples of Chicago and Vancouver, and a realization of those cities’ connections with the larger world.

PLURALISM: *We respect and celebrate human diversity and difference.*

Throughout our history, recognition and inclusion of diversity have been hallmarks of the Adler School. Our academic, social, and organizational strength is enhanced by our inclusiveness and respect for the unique identity of individuals reflected in their cultural traditions, beliefs, and viewpoints. The School embraces diversity in its broadest sense, including, but not limited to, race, ethnicity, culture, gender, sexual orientation, age, nationality, language, disability, socioeconomic status, education, religious / spiritual orientation, political perspective, and intellectual viewpoint. The Adler School views diversity as an essential component of the educational experience of our students and an important indicator of our success in ensuring the relevance of the School. We will

dedicate the necessary resources to recruiting, welcoming, supporting, and retaining outstanding students, faculty, staff, and leadership who will significantly improve the diversity of the School community, with particular attention to the inclusion of under-represented, under-served, and marginalized populations. Academic life and scholarly excellence will be enriched in profound ways by our global connections and bonds with local, national, and international organizations. These programs, partnerships, and relationships will demonstrate our deep local roots, wide national influences, and broad global reach.

COURAGE: *We encourage leadership, innovation, and creativity, act on principle, and challenge the status quo.*

We will continue to build a culture of innovation. Alfred Adler’s thinking, Rudolph Dreikurs’ work, the School’s revised curricula, and the Institutes for Social Change’s groundbreaking work are all challenging and revolutionary – and we expect the School’s ongoing work to challenge assumptions and to support revolutionary approaches to social action and change. Staff and faculty are encouraged to find solutions beyond the boundaries of traditional higher education practices. Students are prepared to be leaders who are agents of change.

EXCELLENCE: *We embrace the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.*

We will continue to build a culture of high performance. To ensure leadership in the changing global context, we will support high performance in learning, scholarship, technology, financial management, and organizational processes. We will train, inform, and empower staff, faculty, and leadership through motivating and rewarding high performance and through providing opportunities for professional development and advancement. We will be an international magnet for the next generation of intellectual and professional leaders. With each graduate program demonstrating distinction, and with increased support for programs that have achieved or will achieve recognition, we will be known as a world-class institution for advanced studies related to social responsibility, healthy communities, and social justice.

PRAGMATISM: *We are outcome-oriented and evidence-based, and we pursue real-world solutions and measurable results.*

We are a practitioner school that is practical and applied. We apply scholarship and theory to practice. Our work can be observed in the surrounding communities in which we live, learn, and practice. We are out to change the world for the better. Our organizational practices are effective, efficient, and focused on outcomes. We set goals and achieve them.

ACADEMIC PROGRAMS

A complete list of Academic Degree Programs and Certificates list for both the Chicago and Vancouver campuses may be found in the current catalog.

The School is recognized by the American Psychological Association, the Illinois Department of Financial and Professional Regulation for Licensed Clinical Social Workers, the National Board for Certified Counselors as an Approved Continuing Education Sponsor. The School is approved for Veterans' education by the State Approval Agency, Illinois Veterans Commission, and is authorized under Federal law to enroll nonimmigrant alien students through approval by the Justice Department. The Substance Abuse Counseling program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) as an advanced counselor training program.

All programs available at the Vancouver Campus are offered under the written consent of the British Columbia Ministry of Advanced Education having undergone a quality assessment and been found meet the criteria established by the minister.

SECTION II: ORGANIZATION AND GOVERNANCE

Organization and Administration

The Adler School of Professional Psychology is a private, independent, not-for-profit institution of higher education. The School is incorporated in and operates under the provisions of the State of Illinois General Not-For-Profit Corporation Act and is a 501(c) (3) tax exempt organization, as declared by the U.S. Department of the Treasury. The School is extra-provincially registered in the Province of British Columbia. The following groups are responsible for the governance of the institution:

Board of Trustees: The Board of Trustees is Adler School's governing and policy-making body. A current listing of the School's Board of Trustees is available on the School's website (www.adler.edu).

Leadership Team: This group provides guidance and direction for the future of the Adler school. Its members are: President, Chief Financial Officer, Vice President and Associate Vice President of Academic Affairs, Vice President of Development, Vice President of Administration, the Executive Director for the Adler Institute on Social Exclusion and the Dean of the Vancouver Campus.

The governance of the School is vested in the Board of Trustees. The goals and policies of the School, as approved by the Leadership Team, are subject to the approval of the Trustees. The President is the chief executive officer of the School and is responsible for carrying out policy and is vested with full and final authority over all matters related to governance as delegated by the Trustees. The President is guided in setting policy and making decisions in consultation with the President's Leadership Team and by the recommendations of the Faculty Councils and Student Associations.

Among those administrators reporting to the President is the Vice President of Academic Affairs who serves as the senior academic officer of the School for the Chicago Campus. Within the framework of School policies and procedures, the Dean of the Vancouver Campus has responsibility under the President for the administration, coordination, and development of all of the academic activities and functions of the Vancouver Campus.

The degrees and other academic programs are administered through a structure of academic departments and programs, as developed collaboratively by Administration and Faculty. In Vancouver, academic programs are responsible for coordination of course offerings, licensing requirements, and providing recommendations on proposed curricular changes impacting the program. The Campus Faculty Council is responsible for coordination of academic programming and policy that impact all programs offered on the campus.

Shared Governance

Shared governance is understood as a collaborative process that promotes maximum participation in decision making by various constituencies making up the School, balanced with clear accountability for decisions. As one of the key constituencies involved in fulfilling the School's mission, Faculty's involvement in shared governance requires participation in key decision-making processes as well as the exercise of primary responsibility for specific areas of decision-making, as described below.

The *Faculty Constitution* establishes the Faculty Council on each campus as the governance structure for faculty. The *Faculty Constitution* unites faculty from the two current campuses, through the Faculty Council Executive Committees from each campus and the Academic Council which includes the head academic officer of each campus serving ex officio. The Academic Council meets regularly to discuss academic issues central to curriculum and programs, academic policies, teaching and learning, service to students, service to the institution, service to the community, professional development, and faculty governance that impact both campuses. The Faculty Constitution provides the framework for ongoing dialogue between faculty and the President's Leadership Team, the Academic Affairs Leadership Team, and the Board of Trustees. **(Please see the Faculty Constitution in Appendix A.)**

Through participation in regular faculty meetings and the work of faculty committees, faculty members engage in the review, development and recommendation of policies and procedures to improve student learning outcomes and support a learning environment. In Vancouver, the Faculty Council acts as a Committee of the Whole. Recommendations approved by the Council are sent to the Dean, Vancouver Campus for further review and action.

Guidelines for dealing with the rules of membership, the responsibilities of officers and the procedures for managing the Faculty Council are established by *Faculty Constitution*. Regular review and revision of the Constitution is the responsibility of the Faculty Council. The Board of Trustees has the final approval of the *Faculty Constitution*.

Areas of Faculty Governance

In consultation with the President, the Vice President of Academic Affairs and the Dean of the Vancouver Campus, the Faculty has primary responsibility for formulating policies and operating procedures governing the following general domains:

1. Academic Curriculum and Programs
2. Academic Policies and Procedures
3. Faculty Performance Standards and Policies
4. Faculty Governance Process and Procedures that support the above domains.

Standing Committees Structure

As a Committee of the Whole, the Vancouver Faculty Council will exercise its authority and responsibilities in each of the following specific domains:

1. Curriculum and Student Learning - developing, implementing and revising, on a regular basis, a standards-based curriculum for existing and new programs.
2. Academic Policies and Procedures - develops, reviews and makes recommendations on appropriate academic policies and procedures that impact the curriculum and the programs.
3. Student Admissions - develops admission standards for existing and new programs and implements these standards in selecting students for the various programs.
4. Student Comprehensive Evaluation - serves to evaluate students' performance when required academic, clinical suitability, professional and ethical standards, as indicated in the School Catalog and/or Profession-specific ethical principles are not maintained.
5. Clinical Training/Community Engagement - develops policy related to practicum training for students across the campus's programs and works closely with the Division of Integrated Community Engagement to implement such policies.
6. Faculty Welfare and Development - serves to identify and organize faculty development activities, identify needed resources, and facilitate and support effective pedagogy and quality of work life for faculty, including workload review and planning.
7. Diversity - is responsible for reviewing, proposing and guiding the implementation of policies and strategies designed to recruit and retain students and faculty of diverse individual and cultural backgrounds

Please see Appendix A: *Faculty Constitution* for complete descriptions of each committee and committee membership. The Constitution also describes the Vancouver Campus Standing Committees, as described in the Vancouver Campus Faculty Handbook.

SECTION III: THE FACULTY

Faculty Qualifications

Added 2018

Adler University ensures that all faculty members are well-qualified to teach students enrolled at our three campuses. The Faculty Qualification policy establishes the minimum standard for ensuring all faculty members are qualified to teach courses to which they are assigned. This policy complies with the [Assumed Practices of the Higher Learning Commission](#).

Minimum Qualifications for Faculty Members

Qualification to teach a course is generally based on the highest earned degree in the teaching field related to the academic program. Terminally-degreed faculty are preferred for all levels of instruction at Adler University. Persons recommended for instructional faculty positions at Adler University must possess:

Doctoral Programs: Instructional faculty in doctoral programs at Adler University must possess an earned doctoral degree and a record of scholarship appropriate to the discipline.

Master Programs: A member of the faculty may be deemed academically qualified if they have earned:

- A terminal degree in the teaching field; or
- A terminal degree in a closely related field, as defined by the academic department; or
- A terminal degree in any discipline with at least eighteen graduate credit hours in the teaching field or a closely related field, as defined by the academic department.

Undergraduate Programs: For undergraduate programs, terminally-degreed faculty are preferred. At a minimum, undergraduate instructional faculty must possess a master's degree in the discipline OR a master's degree plus 18 graduate credit hours in the discipline.

Tested Experience Criteria

Evaluation of earned academic credentials is the primary method for determining faculty qualifications. However, other credentials may be considered. Specifically, and per HLC guidance, Adler will allow "Tested Experience" to replace Earned Degrees as a sufficient faculty qualification. The Tested Experience criteria that qualify faculty to teach courses for Adler, in place of the HLC-specified academic degree credentials, are:

Minimum of a master's degree plus one or more of the following:

- Possession and maintenance of a widely accepted credential or certification that is the generally recognized industry standard (as determined by the department chairperson and approved by the Academic Dean).
- Three years of experience in a field specifically related to the course to be taught (as determined by the department chair and approved by the Academic Dean).
- Possession of a specific skill set (as determined by the department chair and approved by the Academic Dean) in a field for which no widely accepted credential or certification exists.
- Five years of college or university teaching in a field specifically related to the course to be taught (as determined by the department chair and approved by the Academic Dean).

Documentation of Qualifications

The responsibility for ensuring appropriate credentials for all teaching faculty teaching lies with the applicable campus Academic Dean and department chair. Copies of all credentials and transcripts will be maintained by the Human Resources Department.

Procedures for Faculty Recruitment and Appointment

The Adler School of Professional Psychology hires instructional and clinical faculty with expertise and appropriate credentials for the specific degree program or content area while also meeting specific state and accreditation instructional criteria. Recruitment of faculty members is a responsibility of the Dean, Vancouver and Program Directors and should be conducted through coordinated efforts with the Faculty Search Committees and the Manager of Campus Operations. **(Please see the Faculty Recruitment and Hiring Procedures in Appendix B.)**

Search Process for Administrative Positions with Faculty Appointment

In addition to involvement in searches for faculty vacancies, faculty will also participate in searches for administrative vacancies in which the administrator will also have an appointment to the Faculty. In these instances, given the administrative responsibilities involved in the position, the search committee will include administrators with faculty appointments, as well as two teaching faculty members. An administrator will chair the committee. The same procedure as outlined above will be followed in screening applicants. The recommendation to hire an applicant will be made by the search committee to the Dean, Vancouver Campus and President for approval.

Employment Policies and Personnel Records

Anti-Nepotism

Members of an employee's immediate family will be considered for employment on the basis of their qualifications but only under certain rules. The full Adler Anti-Nepotism Policy may be found in the Adler Employee Handbook.

Relocation Policy

The Adler School does not provide moving or relocation benefits for new hires. Such issues may be handled on a case- by- case basis. In some instances, a modest one-time payment may be made subject to approval by the Dean, Vancouver Campus and the Chief Financial Officer. If approval is granted, the payment is not to be made until after the new hire has begun employment at the Adler school. In the event that a new hire leaves employment prior to six months, the one-time payment must be repaid to the Adler school.

Pre-Employment Verifications and Background Checks

The School reserves the right to conduct reference checks with both personal references and previous employers and to verify criminal conviction records information prior to employment, for all new employees. The School also reserves the right to verify educational degrees for all new employees. All background checks will comply with the federal and provincial privacy law.

Physical Examinations

The School does not generally require pre-employment physical examinations as a condition of employment except for certain positions as required by law or regulation. The School will conform to the legal obligations in its use of any pre-employment physical examinations.

Personnel records

A copy of the annual performance appraisal which includes a self-assessment, review and final written report will be maintained, in a file housed by the Office of the Dean, Vancouver Campus or delegate. In addition, information including current terminal graduate transcripts, current curriculum vitae, any application materials, letters of recommendation, letters of appointment, contracts, personal information required by Federal and Provincial law, and all appraisals and evaluations will also be kept in a secure personnel file. Employee information related to payroll and benefits will be kept in the Office of the Manager of Campus Operations.

Licenses and Certifications

Employees who have licenses or certifications which are required by the School must provide the Campus Operations office with a copy of their current dated license which will be kept in the employee's personnel file.

Employee Information Policy

All personnel records of employees are retained in the Office of Campus Operations. The

personnel file represents the employment record of the employee. These files are Adler property. The files are confidential, and access is limited. Each employee has the right to physically inspect and review the information contained in his/her record. This review must be done in the presence of a School administrator. A written request to review your personnel file must be submitted to the Manager, Campus Operations at least 2 workdays prior to the requested review time. Employees will be able to review and copy their personnel file in accordance with Canadian law. Employees normally may not review confidential letters of recommendation associated with employment unless the person writing the recommendation has waived the right of confidentiality.

An employee has the right to challenge his/her personnel record on the grounds that its contents are inaccurate, misleading, or otherwise in violation of his/her privacy or other rights.

Employees are to notify the Campus Operations office promptly about changes of address, phone number, marital status, dependents, whom to notify in the event of any emergency, change in insurance beneficiary, and legal name, whether changed by marriage or for other reasons.

Personnel records are available to the Board of Trustees, the administration, and others as necessary to allow the School to comply with the law and with standard business practices.

Definitions of Faculty Status

Faculty Status

As defined in the Faculty Constitution, faculty (i.e., Core Faculty in Vancouver) are persons who have, by continuous appointment, a primary role to instruct, advise, train, and evaluate student learning and academic development.

On the Vancouver campus, core faculty have either full-time or part-time appointments.

All Core Faculty members are required to teach for three semesters each year unless they have been approved for a sabbatical, or their individual contractual agreement specifies a different arrangement. Faculty may be asked to teach at least one evening or weekend course per year. In addition to teaching, Full-time Core Faculty members are expected to maintain availability to their courses students and advisees as well as to actively participate in formal and informal School functions, serve on committees, attend Faculty Council meetings, participate in the annual commencement, serve as student advisors, interview prospective students, conduct qualifying examinations, and other such faculty-related matters. Full-time core faculty workload as described in contractual agreements may include:

- Teaching
- Academic Advising
- Thesis Advising and 2nd Reader reviews
- School Service
- Professional Service
- Scholarship support activities

Part-time Core Faculty members have appointments focused on teaching and thesis advising responsibilities, unless their individual appointment specifies alternative or additional areas of responsibility. They are considered members of Faculty Council and are invited to participate in faculty committee work or other Adler School events as their time and appointment allows.

Faculty with Administrative Responsibilities:

Program Director responsibilities include:

1. Provide leadership to their programs
2. Collaboratively create a shared vision of the mission and goals of the academic programs among faculty members
3. Coordinate the strategic planning process as it relates to academic programs
4. Ensure that appropriate policies and procedures are developed, implemented and regularly reviewed
5. Monitor student progress and development.
6. Ensure content consistency with accreditation bodies.
7. Conduct and/or oversee annual performance reviews with faculty regarding progress towards their goals.
8. Promote the interests of the program in areas of faculty teaching, service and scholarship.
9. Review and approve core faculty teaching assignments, workload and overage.
10. Assign adjunct faculty.
11. Participate actively in the selection, interviewing, evaluation and development of adjunct faculty.
12. Make recommendations for annual budget, plan and schedule new class cohorts in consultation with Campus Dean.

Certificate, Concentration Coordinators and Track Coordinator Responsibilities and Accountabilities

Some Faculty members provide leadership for degree, track, certificate, and concentration programs. Please refer to the Adler School Catalog for a current list of these programs. In recognition of their administrative duties, these faculty members will receive adjustments in their responsibilities based on their contractual agreement. The remaining faculty responsibilities are the same as above.

The duties of the Coordinator are analogous to those of the Program Directors (listed above) but include the following additional responsibilities:

- a. Together with other faculty within the certificate/concentration/track, represent the program internally and externally.
- b. Together with other faculty within the certificate/concentration/track, facilitate the identification of relevant training sites and coordinate the program's offerings to provide the best fit between students' goals and experience and external training and employment opportunities.
- c. Together with the Program Director, revise curricula and courses as necessary to best prepare students for evolution in the field.
- d. Together with other faculty within the certificate/concentration/track, serve as consultant to faculty and students on clinical competency, licensure, certification, and other professional matters concerning the certificate, concentration, or track's field.
- e. Together with other faculty within the certificate/concentration/track, serve as faculty advisor for the certificate, concentration, or track's student group.

In addition, Program Directors, Track Coordinators, Certificate Coordinators, and Concentration Coordinators have the following responsibilities:

1. Recruit faculty teaching in the curriculum of the program with the approval of the Dean, Vancouver Campus.
2. Evaluate the performance of faculty teaching in the curriculum of the program in coordination with the Dean, Vancouver Campus.
3. Implement the Student Learning Outcome Assessment Plan for their program including the collection, analysis and reporting of outcome data.
4. In coordination with the Dean, Vancouver Campus, provide oversight of the curriculum of the program.
5. Provide advisement and mentoring to students enrolled in the program and monitor their progress through the program.
6. Develop the schedule of classes each term and provide this information to the office of the Registrar. Oversee course enrollment in their program each academic term.
7. In coordination with the Director of Admissions, participate in marketing and recruitment for students for the program.
8. Coordinate and attend new student orientation.
9. Coordinate and/or assist in program accreditation activities.

Administrative Faculty

Some faculty appointments require substantial administrative responsibility such as the Vice President of Academic Affairs, the Dean, Vancouver Campus, The Associate Vice President for Academic Affairs, the Chair of the Doctoral Program, and Director of Training. Individuals hired for such positions may also receive an appointment to the Faculty. Such appointments recognize that these individuals have the required academic and clinical experience and training to function both as faculty and as administrators. As faculty, these individuals may teach courses as approved by their immediate supervisor. With the exception of the Vice President of Academic Affairs, and Associate Vice President for Academic Affairs, and the Dean, Vancouver Campus they are also expected to participate in the faculty governance activities of the School and be voting members of the Faculty Council. Faculty with administrative responsibilities who teach will be evaluated by their immediate supervisor on the same teaching criteria as other Faculty members.

Adjunct Faculty

Adjunct Faculty members are contracted term-to-term for teaching and other specific assignments and must be appropriately credentialed in the content area. No benefits are accrued to Adjunct Faculty.

Visiting Faculty

The School supplements its regular teaching faculty with qualified visiting faculty. Visiting Faculty are persons who may be well-known in their area of specialization. Their appointment for a limited period of time enhances and enriches the educational experience of Adler students. Visiting Professors are encouraged to attend all School functions including Faculty Council meetings.

Distinguished Service Professor

The title of Distinguished Service Professor may be given to members of the faculty after providing years of distinguished service to the School. Distinguished Service Professors are encouraged to attend all School functions including Faculty Council meetings.

Professor Emeritus

The title of Professor Emeritus may be awarded to faculty members who have been honorably retired after rendering distinguished service to the School. Each Professor Emeritus is encouraged to attend all School functions including Faculty Council meetings.

Rank and Promotion Criteria and Procedures

The Vancouver Campus does not utilize a system of rank. The designation of Core Faculty is used to identify persons who have, by continuous appointment, a primary role to instruct, advise, train and evaluate student learning and academic development. The designation of Adjunct Faculty is used to identify persons who are contracted on a term-by-term basis to teach individual courses.

SECTION IV: FACULTY RIGHTS, DUTIES AND RESPONSIBILITIES

Academic Freedom

Academic Freedom is essential to fulfilling the Mission of the School. It functions to protect the members of the School from interference by external, internal and non-academic constraints. Academic freedom is the unqualified right of every faculty member to the full freedom of inquiry, discourse, teaching and learning, research, and publication.

With due regard for the law of the land, faculty members are entitled to freedom in scholarship and research and in the publication, display or performance of the results, are entitled to freedom to teach profess and discuss material in the classroom subject to limits listed under professional responsibilities; are free to speak, research, write and discuss, both on and off campus, without fear of retaliation.

Academic freedom carries a reciprocal obligation to respect and maintain the academic freedom of every other member of the School. This freedom also extends not only to the regular members of the School but to all who are invited to participate in its forum. Suppression of this freedom, whether by institution of the state, the officers of the School, or the action of private individuals or groups, would prevent the School from carrying out its primary functions. Faculty members who believe that their academic freedom has been infringed shall be entitled to follow applicable grievance procedures.

At the same time, Faculty members when they act as representatives of the Adler School of Professional Psychology have a responsibility to speak and act in keeping with the mission and values of the school.

Intellectual Property

Policy Statement: The Adler School is committed to the development of an institution of higher education and an independent graduate school of psychology. Research and the development of original works and creations that require Intellectual Property protection are a vital part of the academic community. The Adler School recognizes and acknowledges that it may create or commission the creation of such works on its behalf and seeks to incorporate in this Policy the traditional commitment to Faculty and Student ownership in Scholarly Work.

Applicability: This policy applies to both campuses of the Adler School and their respective Staff, Faculty, Student-Employees, Consultants, Community Partners and Students. **(Please see complete Intellectual Property Policy in Appendix E.)**

Professional Conduct Policy

The Adler School of Professional Psychology is dedicated to fostering a learning community that encourages and supports inquiry and the open and free exchange of ideas that represent the foundation of academic freedom. To create such a community, its members are expected to be respectful of all individuals and individual differences,

support the mission of the School and refrain from all behaviors that could undermine the mission and values of the School.

The policy on professional conduct for faculty is based on the ethical principles outlined in the the Codes of Conduct established by the relevant professional associations (e.g., Canadian Psychological Association, Canadian Counselling and Psychotherapy Association, British Columbia Association of Clinical Consellers). This policy applies to all faculty members teaching at the Adler School. It also applies across a variety of contexts including, but not limited to, face-to-face, postal, telephone, internet and other electronic transmissions.

The policy is designed to provide a set of standards that will guide faculty behavior across all relationships that emanate from or impact the Adler School. It requires a personal commitment to act ethically and to model ethical behavior for students and colleagues. At the same time, faculty members are not only entitled but obligated to share their professional and academic opinions to administration, students and other faculty members in the appropriate forum even though such opinions may differ from the opinions given by other groups or individuals. Thus it is recognized that freedom of dissent goes hand in hand with respect for diversity, transparency and democracy; and an ongoing, mutually respectful dialogue is a very manifestation of both socially-responsible practice and the standards of higher education. With these principles in mind, faculty will:

- Treat all individuals at The Adler School without bias based on age, religion, race, color, gender identity, sexual orientation, national origin, ancestry, marital status, physical or mental disability or military status (including unfavorable discharge from the military).
- Engage in discussions with Adler students that enhance students' personal and professional development and increase their trust in the field of psychology.
- Seek support and consultation from their colleagues and/or other professionals, when there is a substantial likelihood that personal issues will prevent them from performing their work-related activities and/or will lead to a negative impact on Adler students' ability to engage in productive learning.
- Refrain from engaging in inappropriate relationships with individuals over whom they have current and impending evaluative and/or supervisory authority.
- Protect confidential information obtained through or stored in any medium, recognizing the extent and limits of confidentiality established by law and/or the institution and any of its programs.
- Refrain from disclosing in their writings, lectures or other public media, confidential, personally identifiable information concerning students or other associates at the Adler School.

- Faculty members when they act as representatives of the Adler School of Professional Psychology have a responsibility to speak and act in keeping with the mission and values of the school.
- Meet all professional responsibilities as outlined in the Adler School Handbooks.
- Use technology to communicate with other faculty, staff, and students in a manner that positively enhances professional relationships.
- Refrain from a loss of civility that interferes with the working and learning environment.

The Administration will:

- Protect the right and obligation of faculty members to express professional and academic opinions given in an appropriate manner without fear of retaliation even though such opinions may differ from the opinion of any group or individual.

Given the significance of professional behavior in an institution of higher learning and especially in a professional school that teaches ethical conduct, any breach of these guidelines may lead to sanctions up to and including immediate dismissal from the Adler School.

If a faculty member is charged with a breach of this policy, he/she will meet with the Dean, Vancouver Campus, or designee. At that meeting, the specific charge(s) will be outlined, and the faculty member will have an opportunity to respond with evidence that supports their response.

Duties and Responsibilities of Faculty

Abide by School Policies and Procedures

Members of the faculty are expected to observe the rules and regulations of the School and the responsibilities described in this *Faculty Handbook* and by personal and professional conduct to promote the principles and ideals for which the School stands. Policies and procedures are described in other documents of the school as noted in the *Introduction* section of this handbook above.

The administration and faculty of the Adler School are committed to observing the ethical principles delineated by the Canadian Psychological Association, the Canadian Counselling and Psychotherapy Association, and the British Columbia Association of Clinical Counsellors. Administrators and faculty are likewise committed to principles of fairness and objectivity in the assessment of academic performance. Administrators and faculty will avoid using their positions for personal gain or advantage, or to obtain favored status for any special group or individual.

Attendance

During the term of each contract, faculty will be expected to be in attendance on campus as specified in the contract and to be present for classes, examinations, and those meetings or other required activities scheduled by the administration of the School. Any absence during the contract requires approval from the faculty member's direct supervisor.

Academic Calendar

The Adler School of Professional Psychology operates on semesters. Each academic year consists of two fifteen-week semesters (fall and spring) and one shortened Summer Term. Forty-two hours of planned instruction or class-based activities are required for each term. The calendar for each year, with holidays and vacation periods, is published in the *Academic Catalog*, as well as other campus publications. Faculty is expected to be familiar with this calendar and refer to it when planning courses and scheduling other activities.

Course Preparation

Faculty is responsible for presenting courses that conform to the course descriptions as stated in the *Academic Catalog* and that provides instruction aimed toward achievement of the required course exit competencies. Faculty is expected to adhere to the highest standards of ethical and professional conduct in the preparation and delivery of instruction and training. Course preparation and student evaluation should reflect commitment to achieving the learning outcomes articulated in the Student Learning Outcome Assessment Program, developed and approved by the faculty. Rigorous standards should be applied to the evaluation of student performance to assure quality in the services applied by students to the public and the profession.

Prepare Course Syllabi

Each faculty member is required to prepare a course syllabus including an up-to-date reading list relevant to course content following established School guidelines. A copy of every course syllabus must be submitted prior to the start of the term in which the course will be offered. Syllabi must be submitted in electronic form to the Registrar or delegate. Syllabi must also be submitted to the Program Director for review and approval if and when requested.

The syllabus should detail the required textbooks and other materials, the objectives and procedures for the course, criteria for evaluation and assignment of grades, attendance policy, dates for submission of assignments, and other course requirements, academic honesty policy, and provisions for disability accommodations. **(Please see Appendix F for a master course template.)**

Select & Order Textbooks

Faculty is responsible for selecting books and submitting the orders in a timely manner to the designated administrative assistant in the Office of Campus Operations. All book

orders must be submitted on the Adler School form at least four weeks prior to the first day of class.

With the increasing cost of books, it is recommended that the selection and changes in course materials be made very carefully to keep the costs of materials for any one class within reason. Textbook orders should be provided by the deadline provided to the administrative assistant in the Office of Campus Operations using the appropriate form. Timely textbook submissions avoid delays in making these materials available to students.

All textbook and materials orders are managed by MBS Direct (<http://direct.mbsbooks.com/Adler.htm>.) in order to assure efficient availability/ordering for students and to comply with the Department of Education requirements for posting online pricing for required textbooks and materials.

All faculty members are eligible for a 10% discount on books and other materials sold by MBS Direct at <http://direct.mbsbooks.com/Adler.htm>.

Teach and Supervise Students

Faculty members are expected to prepare for and teach classes as scheduled and to attend scheduled meetings with students. This includes an obligation to prepare and grade student assignments, and to submit grades each term to the Registrar by the established deadlines.

Meet With and Advise Students

Every faculty member is expected to provide adequate time for consultation with students regarding course work, clinical training and other School-related questions. These times should be listed in each class syllabus along with directions on how to be contacted. In addition, faculty is required to maintain availability to meet with advisees in their office on a regular basis . It is School policy not to give out home phone numbers of faculty. Faculty is encouraged to respond to student inquiries by e-mail or by phone, ideally within 48 hours of receiving them.

Each faculty member will serve as the academic advisor to students assigned to them each academic year. Advisement and mentoring of students are integral components of their preparation for entry into the profession. Advisors are expected to assist students in the following areas:

1. Understanding School policies and procedures.
2. Course choices and maintaining satisfactory academic progress.
3. Career goals.
4. Clinical training experiences.
5. Academic difficulties.
6. Representing the School's mission, vision, values and standards

In order to fulfill these responsibilities, all faculty must be:

1. Knowledgeable about their academic program and its requirements; for information about other programs' requirements, students should be referred to the relevant Program Director.
2. Familiar with School policies and procedures.
3. Available to students as scheduled.
4. Supportive and helpful in assisting students to deal with academic and professional concerns and difficulties.

Faculty Workload

Faculty workload is developed through a collaborative process including the Dean, Vancouver Campus and the Vancouver Core Faculty. Specific workload requirements, which typically include a defined level of teaching credits, thesis advising, capstone exam evaluation and service activities are outlined in an agreement with each faculty member.

Evaluation of Faculty Performance

Overview

The following is an overview of the process for annual faculty performance appraisals. The process is designed to address the three basic areas of teaching, student advising and service. The evaluation process is overseen by the Dean, Vancouver Campus. It includes involvement of the faculty member through a process of self-assessment and the documentation of evidence related to areas of achievement.

There are two primary goals of faculty evaluation. The first is to promote faculty development. The second is to provide data pertinent to the satisfactory performance of duties and responsibilities by the faculty member on which to base decisions regarding compensation and retention.

Though the annual faculty performance appraisal outlines a formal procedure for regular review of faculty, faculty evaluation is a continuous process. At the end of each term, all faculty receive student evaluations from each course taught. The results of these evaluations are reviewed with their program director or the Dean.

The expected timeline for the Annual Performance Appraisals is:

April 1 st	Process reviewed in campus meeting and forms distributed
May 1 st	Self-assessments and other materials due
June 15 th	Individual appraisal meetings completed (Classroom visits have also been completed by this time.)
July 1 st	Appraisals completed and placed in faculty personnel file.

(Please see Faculty Performance Appraisal Process in Appendix H.)

The Performance Appraisal Process

An appraisal process will be conducted annually with each faculty member. The process includes the submission of an annual activity and accomplishment report, a self-assessment, a classroom visit where appropriate and a review by the Campus Dean or Program Director. Faculty will receive ample notification from the reviewer prior to the date of review to allow for necessary preparation. Faculty members will be provided with forms to complete the self-assessment portion of the appraisal.

The final step of the review process is a meeting between the faculty member and the Campus Dean or Program Director. Faculty members will submit their annual activity and accomplishment report and self-assessment prior to meeting. Through the use of the self-assessment, faculty members will identify those areas of performance on which they particularly wish to focus in their review. This will allow the process to be meaningful for each faculty member.

The primary purpose of the meeting is to review performance in those areas identified by the faculty, discuss strengths and accomplishments as well as areas for ongoing or further development, and then to mutually formulate ways to promote and facilitate the faculty member's development. Another component of the meeting is to review faculty performance in the areas of evaluation to ensure that it meets standards required by the School. Should areas be identified in which a faculty member is not performing at the level required by the School, an additional function of the development plan is to address these areas and develop goals and methods designed to strengthen his/her work and/or correct identified problems. The reviewer should communicate to the faculty member any decisions pertinent to compensation or retention at the conclusion of the process.

The format of the meeting between the faculty member and the reviewer will be collaborative and provide the opportunity for dialogue regarding the faculty member's performance, achievements and contributions in various areas and ways in which the faculty member's ongoing development can be facilitated. The meeting will not focus solely on a faculty member's current level of performance but will also include a discussion of goals, expectations and areas of development and/or improvement for the coming year.

Outcomes of the faculty appraisal process

One outcome of this meeting will be a faculty development plan. This plan will be mutually agreed upon by the faculty member and the reviewer and will include goals as well as methods for measuring and achieving these goals. Development activities will include those that will be pursued by the faculty member and those that will be supported by the School. This development plan will form the basis for the following year's appraisal.

The Campus Dean or Program Director will prepare a written report of the meeting to summarize areas of faculty performance that were discussed and the development plan that was established. This report will go the faculty member for review. The faculty member has the option of discussing the written report with the reviewer before a final report is written. A copy of the signed report will be provided to the faculty member and sent to the Office of Campus Operations.

Disagreements with any facet of the evaluation will be addressed following the Policies and Procedures Regarding Faculty Grievance, as outlined below.

Faculty Non-Reappointment

Resignation: A resignation occurs when, at the employee's sole discretion, he/she provides a formal notification of leaving his/her position. In order to minimize any adverse impact a departure will cause the School, the faculty member is requested to give resignation notice at least one academic term prior to the departure. No vacation or personal time will be allowed during this period. A letter of resignation should be sent to the Office of the Dean and the Office of Campus Operations.

Termination: A termination occurs when, at the School's sole discretion, an employee is asked to vacate his/her position with the School. The School may terminate an employee at its sole discretion due, for example, to unsatisfactory work performance, reorganization, financial exigency, violation of School policies, procedures, and/or work rules, or for other reasons. (Financial exigency is defined as a financial situation requiring reduction of faculty as may be solely determined by the School Administration with the approval of the Board of Trustees.)

Faculty Grievance Policy and Procedure

Grievance Policy

A grievance may be filed by a faculty member in relation to administrative actions which the Faculty member deems to be a violation of his/her rights related to his/her contract, the *Faculty Constitution*, employment/ labor law or an infringement upon the exercise of rights guaranteed by the laws or constitution of the state/province or by the United States or Canada. For example, areas of grievance may include, but are not limited to, unfair application of the School's policies and procedures on a faculty member, issues bearing on the academic freedom of a faculty member or disciplinary measures taken against a faculty member. Personal conflicts with other School employees or complaints concerning standard operating procedures are not usually subject to the grievance procedure.

While it is hoped that most grievances will be resolved quickly through appropriate informal channels, a formal approved procedure is available to faculty should such informal methods not succeed.

Faculty members may express a grievance through the established procedures with the assurance of a timely and thorough consideration. Grievants are assured freedom from reprisal for filing of their grievance.

Steps in the Grievance Procedure

A faculty member (*the grievant or complainant*) who believes that there has been a violation of policies and/or procedures which affect his/her professional rights or academic performance, directly or indirectly, may avail his/herself of the following grievance procedure process:

Step 1: Informal Resolution: The grievant will make a good faith effort through informal discussion to resolve the issue with the person (*the respondent*) who initiated the action unless this informal discussion is not feasible. It is recommended that the grievant document the resolution.

Step 2: Formal Complaint: The grievant has the right to appeal such a decision or action where his/her rights have been violated within twenty (20) working days from the faculty member's knowledge of occurrence or failure of informal resolution. The written formal complaint shall include:

- The name and current position within the School of those initiating the appeal.
- A description of the alleged violation of an existing policy and/or procedure and a summary of the harm allegedly caused to the individual complainant.
- A brief summary of prior attempts to resolve the issue, and, where applicable, the date, and person(s) involved in the informal resolution attempt.

The written complaint is filed with the Dean, Vancouver Campus, or, with the School President if the complaint involves the Dean, and a copy of the complaint is sent to all individuals directly involved or named in the appeal. If the complaint is filed with the President, a copy should also be sent to the Associate Vice President of Human Resources. Confidentiality of this formal complaint shall be maintained by all parties involved in the appeal.

Step 3: Campus Dean's or Presidents Response: Within ten (10) working days of the filing of the formal complaint, the Campus Dean or President will respond in writing to the formal written grievance to all individuals directly involved or named in the appeal, recommending 1) whether the grievance meets the

criteria of the grievance policy and procedures, and 2) whether a resolution has been reached or no action is recommended.

Step 4: Request Grievance Committee Convene: The grievant may request the convening of a Grievance Committee within twenty (20) working days of the date a written response was provided or was supposed to have been provided by the Campus Dean or President. The request must be made in writing to the Campus Dean or President who will inform the Chair of the Faculty Council who will convene the Grievance Committee, an ad-hoc committee comprised of three faculty members. If any member has a conflict, the member will recuse themselves, and a new member will be appointed by the Chair of the Faculty Council. One member of the Committee will be designated as chair.

Step 5: Grievance Committee Deliberates: Within ten (10) working days of appointment, the Grievance Committee will meet. The Committee will hear the grievant, the respondent, and witnesses identified by each party and will examine all evidence it deems necessary including written report(s) from Step 3. The rights of both parties will be observed and privacy and confidentiality will be protected to the extent possible. Permanent files of the Grievance Committee, which will include testimony and evidence that was reviewed, along with the final recommendation of the committee, shall be maintained indefinitely by the Dean's Office (or President's Office if the Dean is immediately involved in the grievance) and shall be available only to those specifically authorized by the Campus Dean or President.

Both the complaining party and respondent have a right to present information. Neither party may be represented by an attorney in the hearing nor shall any stenographic record be made. No person shall tape record any portion of the hearing. The Committee shall have the right to seek legal counsel for advice.

After thorough review, the Grievance Committee will share in writing with the grievant, the respondent, the Campus Dean and the President of the School, the final recommendation, and the rationale for reaching the decision.

Step 6: Administrative Action: The Campus Dean will act on the recommendation of the Grievance Committee and forward the committee's recommendation to the President of the Adler School of Professional Psychology.

The President shall have the final authority to confirm or reject the recommendations. The President will send written notice of the decision to the grievant, the respondent, the Chair of the Grievance Committee and the Campus Dean.

If the President is immediately involved in the grievance, the Chair of the Board of Trustees or his/her designee will carry out the above responsibilities.

No reprisal of any kind will be taken by the Board, an administrator, or any employee of the School against any person bringing a grievance under this procedure.

SECTION V: FACULTY BENEFITS AND OPPORTUNITIES

Professional Development

The purpose of Faculty Professional Development at the Adler School of Professional Psychology is to provide faculty members with opportunities to pursue activities that would enhance their instruction, professional practice, service or scholarship to improve their individual careers as well as their contributions to the broader mission of the School.

Faculty is encouraged to attend conferences and professional association meetings. Prior to attending a conference or meeting, Faculty should submit their request for reimbursement to the Campus Dean, who will determine the amount of reimbursement that the School will provide. Faculty should submit a budget, reason for attending the conference or meeting, statement indicating how it will benefit the School and, if available, written information on the particular event.

Up to \$1,500 per fiscal year may be made available to all full-time regular employees and part-time regular employees working at least thirty (30) hours per week, as a professional development allowance to increase each employee's understanding of his/her position. The allowance may be used for activities including, but not limited to, taking courses, purchasing books or attending seminars. Reasonable and customary expenses related to seminar attendance are also covered by the allowance. This amount is pro-rated from the time you begin employment; an employee who begins employment half-way through a fiscal year will be eligible for one-half of that year's professional development allowance. Please see your supervisor to obtain permission in advance for each request. For Travel Reimbursement Policy and Process consult the Employee Handbook.

In addition, if you have a paper or presentation accepted at a national professional meeting or conference, the School will pay for your reasonable and customary expenses to attend the conference, up to a maximum of \$1,500. To qualify for this presentation-related benefit, you must list your Adler School affiliation as primary on the paper or presentation, and you must submit your presented paper with your expense report. This new benefit supplements the current professional development allowance of \$1,500 for faculty and staff. This new benefit represents an additional \$1,500 benefit; both opportunities (up to a possible annual total of \$3,000) are now available to everyone.

The School encourages all employees to continue their professional development through

accredited course work, training workshops, seminars, or other continuing/professional educational activities.

Note that the School may request/require faculty to participate in professional activities outside their core duties on behalf of Adler (e.g., attend a conference; participate in recruitment events) that involve travel or other costs. In these circumstances, Adler will cover the total expense of the activity.

Sabbaticals

The Adler School encourages sabbatical leaves that allow faculty to take time away from their regular load of School-related activities to engage in personal and professional development activities that align with the mission of the Adler School and contribute significantly to their work at Adler. This paid leave of absence is limited to Summer Term and a maximum of 3 awards. All faculty members who receive the award commit to returning to their regular load in the subsequent Fall Term and sharing the outcomes of their sabbatical with the Adler community within six months.

Eligibility: By May 1 each year, the Campus Dean will determine the number of sabbaticals to be offered for the upcoming year and announce this to the faculty. All fulltime, core faculty who have had that assignment for a minimum of 4 years at the Adler School are eligible to apply for a sabbatical leave. Before they submit their application to the Office of Academic Affairs, they must receive a letter of support from their program director (Campus Dean in the case of program directors). All applications must be received by July 1 the year prior to the sabbatical. Awards will be competitive and announced by September. Once a faculty member has been awarded a sabbatical, that individual must wait a minimum of five years following the sabbatical term before applying again.

Compensation, Benefits and Conditions: Full salary and benefit coverage is provided during the one-term sabbatical leave. Faculty receiving the award will commit to returning to their regular responsibilities at the Adler School for the following full academic year. If the faculty member does not return for the following year, the salary paid during the sabbatical leave will be reimbursed to the School through a payment schedule worked out with the Office of Campus Operations.

Application Procedure: Applicant will submit the following sabbatical packet of information to the Office of the Campus Dean:

1. A completed Application for Sabbatical Form (**Please see Appendix I.**)
2. A brief (1-2 page) narrative that describes
 - the activity they intend to pursue
 - its value to their growth
 - its alignment to the Adler School mission, and
 - how they plan to measure its significance.

3. A letter of support from the applicant's program director (or Campus Dean in the case of a program director).

These sabbatical packets will then be reviewed by the Campus Dean with the School's President and VP Academic Affairs. Awards will be announced by September 1st by the Campus Dean.

Community Presentation

Within six months after returning from the sabbatical, the sabbatical recipient, with support from the Office of Academic Affairs, will coordinate an event where the faculty member will share the sabbatical outcomes with the Adler community. The sabbatical recipient will also send an electronic record or summary of the presentation to the Office of Academic Affairs.

Policy on Overage Payments for Faculty

Each Faculty member must execute a Faculty Contract. The contract describes his or her annual teaching commitment. Faculty members are eligible to receive Overage payments when cumulative instructional credit hours taught exceed the annual minimum contract requirement identified in the contract or for other above contract service as authorized by the Dean.

Overage payments will be processed by the third payroll following the start of the new term in which the overage occurs.

Vacation and Academic Calendar

During the term of each contract, faculty is expected to be in attendance on campus as specified in the contract and to be present for classes, examinations, and those meetings or other required activities scheduled by the administration of the School. Any absence during the contract requires approval of the faculty member's direct supervisor.

The Adler School operates on semesters. Each academic year consists of three fifteen-week semesters (fall, spring, summer). Fourteen weeks of instruction are required for each term with the fifteenth week reserved for examinations or make-up classes. The calendar for each year, with holidays and vacation periods, is published in the Academic Catalog, as well as other campus publications.

Please consult the Employee Handbook for the following benefits and policies.

GENERAL EMPLOYEE POLICIES

Time Off - Holidays and Holiday Pay

Time Off - Jury Duty

Time Off - Religious Holidays

Time Off - Sick Leave:

See The "Leaves Of Absence" Sections Below.

Transportation

Travel & Reimbursement

Travel & Reimbursement – Process

Worker's Compensation

Workplace Safety

EMPLOYEE BENEFITS

Dental Insurance

Disability Insurance

Health Insurance

Extended Health Insurance

Life Insurance

Accidental Death & Dismemberment Insurance

On-Line Book Store Discount

Retirement Savings Program

Tuition Benefit – Adler School Coursework

Tuition Benefit - Outside Institution Coursework

LEAVES OF ABSENCE

Bereavement Leave

Family Medical Leave (FMLA) and Military Leave

Pregnancy Discrimination Act:

Sick Leave

Medical Absence

Unpaid Leave of Absence

Victims Economic Security and Safety Act Policy

Voting Leave

School Visitation Rights

SECTION VI: STUDENT- RELATED POLICIES AND PROCEDURES

Satisfactory Academic Progress

Students must maintain satisfactory academic progress to maintain good academic standing. Students are considered to be making satisfactory academic progress if they are taking a course load that ensures steady movement toward degree completion within the maximum time limits for degree completion, and if they are meeting academic and clinical standards. All students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in order to be in good academic standing, to participate in practica, to receive financial aid, and to graduate. In addition, students must successfully complete (“B” grade or better) 70% of attempted coursework in each term they are enrolled in order to be eligible for federal student financial aid.

Masters students must complete a minimum of twelve (12) credit hours every twelve months and must satisfactorily complete all of the requirements for graduation within five years of the date of first registration following admission to the School.

Doctoral students must complete at least eighteen (18) credit hours every twelve months and must satisfactorily complete all requirements for graduation within seven years of the date of first registration following admission to the School.

Students enrolled in dissertation or internship, are considered to be maintaining minimum credit requirements for satisfactory academic progress. These requirements constitute the minimum enrollment necessary to be considered in good standing. Students who fail to maintain good academic standing can face dismissal from Adler School

Grading of Students

Evaluation and Grading of Students at the Vancouver Campus

The faculty plays an integral role in effective and responsible instruction and training in providing careful, detailed, timely and thoughtful feedback and evaluation of students work. The policies pertinent to grading, as outlined in the *Academic Catalog*, are as follows:

Traditional letter grades are given for most of the courses offered. A limited number of courses are evaluated on a pass/no pass basis. The grading system for the Vancouver Campus is as follows:

Grade	Description	Grade Point
A+		4.25
A	Excellent	4.0
A-		3.75

B+		3.5
B	Satisfactory	3.0
B-		2.75
C	Marginal	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	n/a
IP	In Progress	n/a
NP	No Progress	n/a
M	Missing Grade	n/a
AU	Audit/No Credit	n/a
W	Withdrawal	n/a
TR	Transfer	n/a

In Progress

A temporary grade of “IP” (In Progress) is given to students who are engaged in practicum, field experiences, independent study, theses, or courses in which completion of work may typically be expected to exceed the end of the term. The “IP” will be removed from the transcript when the final grade has been posted.

No Progress

A grade of “NP” (No Progress) is given to students enrolled in Thesis Proposal whose work does not indicate that they are making required progress on completion of their thesis proposal or thesis. Any student receiving three consecutive grades of “NP” will be referred to their Faculty Advisor for review. The NP will be removed from the transcript when the final grade for either Thesis Proposal or Thesis has been posted.

Incomplete

An “I” (Incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the normal time allowed. An Incomplete grade is allowed only with the written consent of the instructor and indicates that the student has presented a satisfactory reason for receiving an incomplete grade. Students must request an incomplete prior to the due date of the final requirement of the class in question.

For an incomplete to be granted, students must file with the Registrar a completed Incomplete Agreement form, approved and signed by the instructor, which states what the student must do to satisfy the course requirements, including the instructor’s grading criteria and the agreed-upon completion date. The maximum time limit for finishing incomplete work is the end of the following term.

Notation of an “I” grade remains on the transcript alongside the final grade following completion of the requirement. Receipt of more than one “I” grade may preclude students from enrolling in subsequent terms and the student may be referred to the Student Comprehensive Evaluation process.

If the course work is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the grade Incomplete will be changed automatically to an “F” (Fail). Students who receive an “F” will not be allowed to register for the subsequent term and will be referred to the Student Comprehensive Evaluation process for evaluation.

Credit/No Credit

A grade of “CR” (Credit) is assigned upon satisfactory completion of professional development seminars, practicum seminars, practicum/internship requirements, a limited number of regular courses, the qualifying examinations, and the doctoral dissertation. A grade of “NC” (No Credit) is assigned upon unsatisfactory performance in practicum or a course offered on a pass/no pass basis. Grades of “CR” are not used in calculating the grade point average; however, grades of “NC” are used in calculating the grade point average and are considered failing grades for the purposes of student assessment.

Audit

Students registered to audit a course will receive, upon successful completion of the course, a designation of “AU” on their transcripts which signifies neither credit nor a grade. After an audited course is completed, it cannot be changed to credit at a later time.

Submission of Grades, Student Evaluation and Rubrics

Faculty is required to submit grade sheets to the Registrar for each student enrolled in a course no later than 14 days after the last day of the academic term. In addition to recording the final grade of students, faculty is expected to use descriptors for feedback on the student’s performance and to make observations on performance in specific areas, as appropriate. Formative feedback of both areas of strength in weakness is very important in providing students and academic advisors with specific information on performance in classes.

As part of the Student Learning Outcomes Assessment Program, grading rubrics for both classes as well as capstone requirements have been or will be developed to assess students’ attainment of expected competencies. Faculty will be informed of what grading rubrics will be required for submission for any course they have been assigned to teach as well as the manner in which the rubrics are to be completed and submitted. Rubrics assigned to a class must be submitted electronically at the same time as grades. Faculty is expected to complete rubrics and provide them to students enrolled in a class at least once during the term in order to provide students with feedback on their work, but preferably more often as a means of providing developmental feedback that enables

students to improve their performance. Rubrics required for the evaluation of the performance of students on capstone requirements must likewise be fully completed and submitted in a timely manner.

Professional psychologists and counsellors have a duty of care to the public and to society. This duty makes the assessment of students' clinical competency and suitability of particular importance. The School requires that students demonstrate the highest standards of academic, personal, and professional conduct. The determination of students' performance is not limited to grades or grade point average, but includes all factors involved in students' academic and clinical progress and professional development. Upon entry into the program, all Adler School students are provided with a statement regarding the responsibility and interest the Adler School places upon the multiple aspects of student development and functioning (e.g. cognitive, emotional, psychological, interpersonal, technical and ethical) in the evaluation of student-trainees. This statement is derived from the recommended policy language for the comprehensive evaluation of student-trainee competence in professional psychology programs developed by the Student Competence Task Force of the Council of Chairs of Training Councils. Such comprehensive evaluation of student-trainees is necessary to protect the public and the profession.

All students are required to sign a document indicating that they have received and reviewed this statement. This signed document is retained in the student file to indicate his/her acceptance of the comprehensive evaluation policies employed by the School. In light of this policy, in addition to assigning a grade, instructors also may submit a written evaluation of students' performance in any or all of the above areas of development and functioning, including strengths, weaknesses, and recommendations for any additional work that may be needed.

Faculty observations on the quality of the academic and clinical work of students and on their personal and professional conduct play a pivotal role in insuring the welfare of the public, the profession, the School and students enrolled in the academic program. For that reason, faculty is expected to provide documentation of areas of deficiency and to report these promptly to the student's faculty advisor or the Program Director so that corrective action can be determined and pursued. In addition to grades and rubrics, a specific feedback form has been developed to allow faculty to make observations on academic and clinical suitability. Faculty should contact the Registrar for information on this form and the process for submitting it.

Grade Submission Policy

Faculty is expected to submit grades and rubrics each term by the due date established by the registrar's office. Faculty who do not submit them by the established due date will not be approved to teach overloads for the following three terms. If they have already been assigned to teach an overage, the program director or designee will re-assign the course(s). Noncompliance will be noted in the performance appraisal process as well as the comprehensive program review process as appropriate.

Adjunct instructors who do not submit grades and rubrics by the due date established by the registrar's office will not be assigned to a class the following term. If they have already been assigned to teach a course, the program director or designee will re-assign the course(s).

The Registrar's Office will monitor the timely submission of grades and send a list of faculty who are not in compliance to the program director as soon as possible following the due date.

Grade Appeal Process

Adler School assigns primary responsibility and authority for grading and any other evaluative comment to the instructor of record and respects the instructor's professional judgment in the area of student evaluation. In most cases, the instructor's decision is final. However, students have the right to appeal any grade or evaluative comment made by a faculty member for reason of bias or extenuating circumstances such as illness or family emergency. Only grades of C or lower can be appealed.

Step One -Instructor:

A student who feels that a grade is unfair due to any reason on the part of the instructor has the right to appeal. To dispute a grade, a student must present a written letter of appeal to the instructor. This appeal must be filed within the first 30 days of the academic term immediately following the term for which the grade was given.

Faculty members are expected to meet with students who have expressed concern about grades or comments and attempt to resolve the issue by presenting students with reasons for the evaluation. After reviewing all materials submitted, the instructor will respond in writing within 30 days of receipt of the student's correspondence.

Step Two – Program Director:

If Step One does not resolve the problem, the student may within ten (10) calendar days thereafter, file an appeal to the Program Director of the academic program in which he/she is enrolled. Students should write a letter of appeal with the following information (name, mailing and email address, course number, title and section; semester and year taken; instructor's name, and a clear statement of the grade change requested and reason that justifies the request). The Program Director will decide if a meeting with the student

is necessary and will conduct an investigation that involves consulting the parties involved, gathering all pertinent information, and reviewing relevant facts. After this investigation, the Program Director will render a written decision to the student within 30 days of receipt of the appeal letter. The decision of the Program Director is final, and no further appeal is possible.

The result of the review will be summarized in writing by the Program Director and placed in the student academic file. If the student feels that the evaluative comment is inaccurate, misleading or in violation of the privacy or other rights of the student, the student may insert a written statement in the record.

Academic Honesty

Purpose: The purpose of this policy is to establish a clear, coherent and consistent set of procedures to define, detect, prevent and eradicate plagiarism and academic misconduct at the Adler School of Professional Psychology, as well as set forth a system of clearly defined consequences for breaches of this policy.

Definitions: For the purposes of this policy, **academic misconduct** refers to any action that involves illicit, unauthorized, fraudulent or inappropriate behaviors designed to aid in whole or part with the completion of required work at the Adler School of Professional Psychology. Proven acts of **academic misconduct** will result in disciplinary action, determined in keeping with due process obligations, up to and including academic withdrawal from the School.

Plagiarism, a specific form of misconduct, is the submission, in whole or part, of unoriginal material, represented as original and as the work product of the individual student.

Four types of plagiarism are defined in this policy:

1. Resubmission of work done for one course, assignment or task for another. Defined as **auto-plagiarism**, this form of plagiarism does not typically involve the submission of the work of others, but, instead, consists of representing as original, work that had been previously submitted.
2. Minimally rephrasing, paraphrasing or revising the work of others without proper citation or credit. Referred to here as **indirect plagiarism**.
3. Substantial utilization of the published or unpublished work of others without permission, citation or credit. Known as “cut and paste” or “patchwriting”, this form of plagiarism is referred to as **direct plagiarism**.
4. Purchasing or otherwise acquiring a work in its entirety and submitting it as one’s own is considered the most extreme and egregious form of plagiarism. Referred to in this policy as **fraudulent plagiarism**.

Research misconduct involves the misrepresentation of data or material in research, and is defined as follows:

- **Data fabrication** involves the intentional production of study or research data and representing such data as genuine.
- **Data falsification** involves the intentional alteration of study or research data and representing such data as genuine. This includes falsification of clinical data on Clinical Qualifying Examinations.
- **Data manipulation** involves the suppression or changing of study data to facilitate a desired outcome.
- **Withholding data** or materials involves the refusal to make available for inspection, raw data and sources for student research.
- **Misrepresentation** of how much effort was expended, or the extent of original contribution made to a research project in which multiple contributors took part.

Levels of Academic Misconduct

For the purpose of this policy, acts of academic misconduct are grouped into four (4) categories, enumerated in descending order of perceived severity and perceived seriousness per event.

I. Severe Academic Misconduct: Considered the most egregious level of academic misconduct. Consists of fraudulent plagiarism, extensive “cut and paste” plagiarism, data fabrication and data falsification

II. Significant Academic Misconduct: Consisting of direct plagiarism, significant or repeated indirect plagiarism, data manipulation.

III. Moderate Academic Misconduct: Consisting of indirect plagiarism, inadvertent direct plagiarism or withholding data or resources in research.

IV. Simple Academic Misconduct: Consisting of *auto-plagiarism, inadvertent indirect plagiarism and misrepresentation of contribution to research.*

It is recognized that at different levels of training and experience, expectations regarding professional integrity and adherence to professional standards will vary. Students at the beginning of their training will have less knowledge and experience, and, presumably, less sound judgment than they would at a more advanced level of training (for example, simple misattribution of sources in a first-year term paper differs significantly from overly-broad paraphrasing without citation on a doctoral dissertation). Accordingly, the deemed severity and consequences associated with academic misconduct will vary based on the specifics of the situation, level of training and prior academic experience of the offender.

Synopsis of the Policy Governing Plagiarism and Academic Misconduct

I. Definition: Academic misconduct is defined according to four (4) dimensions, varying from *simple* (e.g. autoplagiarism) to *severe* (e.g., fraudulent plagiarism, data falsification)

II. Prevention: Prevention begins with a coherent educational program. A tutorial, defining plagiarism and academic misconduct and the consequences for violations of these policies is required of all students. Mounted on the CITI Institutional page, the tutorial includes self-directed assessment. At completion, a certificate, indicating completion of the training, as well as signed receipt indicating agreement to abide by the policies outlined will be generated. In addition, discussion of course consequences for plagiarism and other academic misconduct will be explicitly stated in course syllabi and take place in the first class meeting or online session.

III. Detection: The Adler School will subscribe to *turnitin.com* as a tool for detection, as well as a safeguard against plagiarism, the service can be both preventive and educational. Ultimately, students are responsible for their own behaviors.

IV. Eradication: The meting out of consequences integrates both, the circumstances involved in the academic misconduct (e.g., was the student seeking an unfair or illicit advantage), prior precedent (e.g., first offense, vs. repeated occurrences), and level of training/expectations (e.g., more junior vs. more advanced standing). In addition, the task in which academic dishonesty occurred (e.g., course paper vs. dissertation) should be taken into account. The following information offers guidance regarding the application of consequences:

Type 3 and 4 Infractions, First Offense:

- Repetition of the project, with loss of a letter grade equivalent.
- Repetition of the project, with a failure for the initial submission, figured into the overall course average.
- Failure for the project without the option of repeating it.

Type 3 and 4 Infraction, Repeat Offense:

- Suspension from the program and school for a period of one term for a second offense.
- Suspension from the program and school for at least one term for a third offense, with potential dismissal from the school.

Type 2 Infractions: First Offense, or Offense on a Capstone Project

- Failure for the project and course, with referral to the Student Comprehensive Evaluation process.

- Notation on the transcript that failure resulted from academic misconduct. A referral of this sort would automatically bypass the standard grade appeals process.
- Failure for the project and course, as well as suspension from current practicum when the suspected plagiarism or misconduct occurs on any of the following: Master of Arts Qualifying Examination (MCQE: PCO 995), Master of Arts in Counselling Psychology Thesis and any other existing or subsequent capstone projects required for degree completion.
- Suspension from the program for not less than one year.

Type 2 Infractions Where Intent to Cheat is Determined, Type I Infractions Any Type 1, 2 or 3 Offense on the Doctoral Dissertation or Master of Arts Thesis:

- Immediate suspension from the program, with the recommendation for dismissal of the student
- Dismissal with prejudice (without the option to apply for re-admission).

Student Information, Rights and Privacy

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their educational records held in the U.S.

Personal Information Protection Act (PIPA)

The British Columbia’s Personal Information Protection Act (PIPA) sets out the rules for how private sectors and not-for-profit organizations, such as the Adler School of Professional Psychology, may collect, use, or disclose information about its students in British Columbia.

The Adler School of Professional Psychology collects relevant personal information about its students and has processes in place to protect the privacy of these records. Student records will not be disclosed to a third party unless the student has given written consent or the request qualifies as a legal exception. To release your information to a third party, students must complete and submit the FERPA – PIPA document release form online at www.adler.edu.

Students have access to their academic file through the Registrar’s Office. Students, who wish to see the contents of their academic file, should submit written request to the Registrar’s Office. The Registrar’s Office can take up to 30 days to respond to the student request. Students can submit correspondence to be filed in their academic file to the

Registrar's Office.

Students, who believe that their privacy rights have been violated, have the right to file a written complaint to the School Commissioner. The designated School commissioner is the Vancouver Campus Dean. The commissioner can conduct an investigation and will respond to the complaint in writing. For questions about confidentiality of records and privacy of students, please contact the Dean of the Vancouver Campus at 604-482-5510. If the concern is not resolved with the School Commissioner, students can contact the Office of the Information and Privacy Commissioner for British Columbia at info@oipc@bc.ca.

Students have the following rights:

- to inspect and review educational records by requesting it in writing to the Registrar's Office,
- to request the amendment of the student's educational records that the student believes are inaccurate or misleading (Students should submit a written statement to the Registrar's Office which will be placed in their academic file. Applicants who are not admitted to the School or who do not matriculate following admission have no right of access to their submitted educational records.),
- to have some control over the disclosure of information from their education records.

Student education records will not be disclosed to anyone outside of those individuals within the Adler School educational community to whom the Act allows access, without the student's written consent, except in the case that the request qualifies within one of the legal exceptions. To release your information to a third party, please fill out a FERPA – PIPA release form online at www.adler.edu.

Directory information pertaining to students or graduates may be released to the public at the discretion of the School. Students or graduates, who prefer that their directory information be kept private, must inform the Registrar's Office in writing.

Students, who believe their privacy has been violated, have the right to file a written appeal to the Associate Vice President of Student Affairs.

Securing Confidential Records

Employees have a responsibility to protect from disclosure, at all times, confidential or sensitive information pertaining to the School, employees, or students. This responsibility includes assuring confidentiality when communicating sensitive information through either written or verbal means. In addition, employees should be conscientious of protecting confidential information when in the presence of others such as, when talking in the hallways or leaving information in view on one's desk or computer screen.

Student Complaint Policy and Log

Any informal or verbal complaint from a student will be considered by the institutional officer who is responsible for the area in which the complaint is made. If the informal complaint is not satisfactorily resolved, the student may decide to submit a formal complaint through the Office of Student Affairs

Student Complaint Process

- Step 1: The Student completes the “*Written Student Complaint Form*” and submits to the Office of Student Affairs at studentservices@adler.edu.
- Step 2: The Office of Student Affairs will respond in writing to acknowledge that they have received the complaint and will direct it to the institutional officer who is responsible for the area in which the complaint is made.
- Step 3: The institutional officer has 30 days to respond to the complaint and will inform the student and the Office of Student Affairs of their decision.
- Step 4: If the complaint is not resolved to the student’s satisfaction, the student can follow the Grievance procedures to appeal the decision.

The Adler School provides published policies on the **General Student Grievance and Appeal Procedure, Academic Standards, Student Conduct and Comprehensive Evaluation** and the **Annual Student Review Process** in the [Adler Student Handbook](#). These procedures include provisions for formally resolving issues and will **not** be considered as complaints that are to be included in the log of student complaints.

The Office of Student Affairs will maintain a log entry on a student complaint which includes:

1. The date the complaint was submitted
2. The nature of the complaint
3. The steps taken to resolve the complaint
4. The date and the final decision regarding the complaint, including referral to outside agencies, and
5. Any other external actions initiated by the student to resolve the complaint, if known by the Adler School (e.g. lawsuit, EEOC investigation, etc.)

The information in the log of student complaints, which is maintained by the Office of Student Affairs, is confidential. It will be made available for outside review by the Department of Education, the Higher Learning Commission and etc. However, steps will be taken to insure the anonymity of any student who files a complaint.

The purpose of an outside review can include but is not limited to:

1. Establish that the Adler School processes complaints in a timely manner
2. Demonstrates fairness and attention to student concerns, and
3. To identify any pattern in the complaints that suggests problems with institutional quality.

SECTION VII: Campus Safety and Security Information

Crime Incident Reports

Any criminal action concerning murder, rape, robbery, aggravated assault, burglary or theft of a motor vehicle must be reported to designate School personnel so that local and/or Federal law enforcement authorities may be contacted immediately and appropriate action taken. Designated personnel to contact are the Manager, Campus Operation, Melody Sousa at msousa@adler.edu or 604-482-5510 or the Director, Admissions and Student Services, Ada Christopher at achristopher@adler.edu or 604-482-5510.

Sexual Offense

The Adler School of Professional Psychology is committed to providing and maintaining a healthy learning and working environment for all students, staff and faculty members. In accordance with the School's values and its role as an educational institution, the school condemns any form of sexual violence.

At the Adler School of Professional Psychology, a sexual offense is any unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger, that occurs without indication of consent of both individuals, or that occurs under threat or coercion. Sexual offenses, as well as threats of sexual offenses and intimidation through threats of sexual offenses, are prohibited by the School and should be reported to the Manager of Campus Operations.

Information on Campus Crime

Adler School's annual crime statistics are traditionally low. Students are encouraged to report any and all crime or suspicious persons immediately to Adler personnel. Students who violate local, state, provincial, and/or federal laws will be subject to criminal prosecution and will face disciplinary action at Adler School which may result in their dismissal.

The unlawful possession, use, distribution, sale or manufacture of controlled substances is prohibited on any premises owned and controlled by the Adler School of Professional Psychology. Under no circumstance will the School tolerate unlawful possession, use, distribution, sale or manufacture of controlled substances or the unlawful use of alcohol on campus or School-sponsored activities

Students who violate these standards of conduct will be subject to a student comprehensive evaluation review which may result in suspension or dismissal, in accordance with SCE processes. A sanction for such a violation may include an appropriate rehabilitation program.

Any student or employee who has a drug or alcohol- related problem may call upon the School for assistance. Anyone needing assistance should contact the Director of Admissions and Student Services.

Use of illicit drugs by any person is illegal and under both the state and federal statutes. Use of alcohol by persons under 21 years of age is illegal under state law. Penalties of conviction under state and federal law include incarceration and fines. Property used in connection with illegal drugs may be confiscated. Federal student loans and grants may be denied to those convicted for a violation of a criminal drug statute.

Workplace Violence

The School will not tolerate violence in the workplace for any reason. Employees, who make threats of physical harm against, intimidate or strike any co-worker, supervisor, manager, student or other person with whom they come in contact in the performance of their job duties, or who engage in any other actual or threatened behavior of a violent nature while on duty or on School property, will be subject to immediate termination. The full Adler policy regarding workplace violence may be found in the Employee Handbook.

Emergency Procedures and Notification

While the school strives to provide a safe and secure environment, safety is enhanced when students and employees take precautions such as:

- Never leave valuables (wallets, purses, books, computers, etc.) unattended.
- Avoid walking alone at night. Travel with a friend or companion.
- Avoid parking or walking in secluded or dimly lit areas.

Students, faculty, and staff are encouraged to report all crimes or suspicious persons immediately. Please report all non-emergency incidents to the Manager, Campus Operations at x5515. ***In case of an emergency, the Vancouver Police Department and Vancouver Fire Department can be reached by dialing 911 from any phone.***

Emergency Contacts

Police	911
Fire Department	911
Paramedics	911
Bomb and Arson Hotline	773/533-FIRE
Office of the Building	604-685-4336
Security – 1090 W. Georgia	604-688-5658
Manager, Campus Operations	604/482-5510
Building Address	1090 W. Georgia, Vancouver, BC V6E 3V7

General Evacuation Information

If an emergency occurs that threatens the safety of the building occupants and an evacuation is ordered, the primary goal is to help the individuals in danger evacuate safely and quickly.

Evacuation Procedures

- Building Management will sound the alarm on our floors
- You will be instructed via the building emergency speaker system to proceed to an exit
- Adler's Safety Officer will help coordinate the evacuation
- Walk down the stairwell in a single file line – KEEP TO THE RIGHT and do not bring food or drink in any stairwell
- Safety Officer will check all offices/areas and place a Post-it note on the door once a room is empty
- Listen and follow all directions from Fire Department personnel
- Depending on the situation, Adler School's Mass Notification System will also be used to notify of an emergency and/or evacuation.

GENERAL EVACUATION GUIDELINES and BEST PRACTICES

- DO NOT USE THE ELEVATORS.
- DO NOT BRING FOOD OR DRINK IN ANY STAIRWELL.
- DO NOT BREAK WINDOWS.
- DO NOT GO TO THE ROOF. Never go to the roof of any building during an emergency. The door will most likely be locked and emergency personnel cannot quickly get to the roof to rescue individuals.
- Stay to the right within the stairwell to allow emergency personnel to pass.
- Go down within the stairwell – DO NOT go up to higher floor (you would rarely deviate from this).

Fire Safety

If you smell smoke or see fire:

- **Call 911.** Calmly relate the nature of the emergency as you observe it. Answer all questions. Do not hang up until instructed to do so by 911 Operator.
- **If time permits, call Security Desk** at 604-688-5658. Inform the security officer of the situation and that you have called 911.
- Close all doors leading to the fire as quickly as possible. This will help confine the fire until the fire department arrives.
- Safety Officer will begin to lead everyone on your floor to the stairwells – **DO NOT USE THE ELEVATORS!** Safety Officer might utilize whistles or other mobile communication devices to assist in alerting others of danger. However, if you do not have a whistle, do not be shy – shout as loudly as you can to alert others.
- Be familiar with the location of ALL stairwells so that if one is blocked, you know where the nearest alternative is located.
- You will be instructed, via the building emergency speaker system, to proceed to a specific floor and to exit the stairwell onto that floor.
- Remain in the designated area until further instructions are issued

If your clothes are on fire, immediately:

- STOP wherever you are
- DROP to the floor that is unobstructed

- ROLL repeatedly to extinguish the flames

If you are in a smoke filled area:

- Kneel on the floor
- Take short breaths through the nose
- Stay low (air is clearer near the floor)
- Crawl to the nearest exit
- Feel all doors before opening
 - If the doors are hot DO NOT OPEN
 - If doors are cool, open door slowly and stay behind the door.
 - If heat or pressure comes through the door, close the door immediately and tightly.

Threats of Violence and Crime

ACTIVE SHOOTER PROCEDURES

Response to an active shooter or violent person is one of the most dynamic situations that anyone will ever face. Prior to the arrival of police personnel, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, keeping in mind there could be more than one active shooter involved in the same situation. If you find yourself in an active shooter situation, try to remain as calm as possible and use these suggested actions to help you plan a strategy for survival. Keep in mind, the entire area is still a crime scene.

If active shooter person comes into classroom or office:

- Flee or Shelter in Place - the decision to flee or seek shelter inside the room can only be made by you and is dependent upon the circumstances.
- Try to remain calm; it will aid you in decision making.
- Call 911 if possible, and alert police to the active shooter's location.
 - If you can't speak, leave the line open so the dispatcher can hear what is taking place. Usually the location of a caller can be determined without speaking.
- After all options have been exhausted, you may be faced with the decision to overpower the active shooter with force by whatever means necessary.
- If sheltered, always wait for "All Clear" signal from recognized authority and follow directions of uniformed police.

If active shooter is inside the building:

- Shelter in Place - secure the room you are in by locking or barricading the door using available material.
- If you cannot secure the room, determine if there is a nearby location that you are able to reach safely and then secure; or if you can, safely exit the building.
- Call 911 if possible, and alert police to the active shooter's location.
- DO NOT PULL FIRE ALARM.
- If sheltered, always wait for "All Clear" signal from recognized authority and follow directions of uniformed police.

If caught outside in the open:

- Hide behind something and wait for emergency personnel.

- If not in immediate danger, flee the area but do not run in a straight line.
- Call 911 when safely away.
- If you cannot hide or flee, lie on the floor and be still, be quiet and wait for help.
- After all other options have been exhausted, you may be faced with the decision to overpower the active shooter with force by whatever means necessary.
- If sheltered or lying still, always wait for “All Clear” signal from recognized authority and follow directions of uniformed police.

When Police Arrive:

- Wait for “All Clear” signal from recognized authority and follow directions of uniformed police.
- Put your hands in the air to show you are not a threat.
- If you know where the active shooter is located, tell the officers.
- Do not try to move any injured people; leave them where they are and notify authorities of their location.
- Do as the officers tell you.

Concerning Behavior

On a college campus, sometimes behaviors of concern have gone unreported until a tragedy occurs, and then people come forward with bits of information that in retrospect may have signaled a larger issue. This information when viewed collectively may be helpful in preventing tragic events and initiating assistance to an individual. The Adler School of Professional Psychology is committed to a proactive approach and needs your help. As a member of this community, if you observe any behavior that causes concern, report it as follows:

- Students and employees should report information to the Manager, Campus Operations.

Crime

Security matters such as burglary, vandalism, graffiti, unwanted solicitors, suspicious or intoxicated persons and suspicious activities should be reported to the Security Desk at 604-688-5658, and the Manager, Campus Operations at 604-482-5510. **If the situation is an emergency, immediately call 911.**

Crime Prevention Tips:

- Be aware of your surroundings.
- If you see a suspicious person on your floor, immediately contact security.
- Lock up all personal valuables, even if you'll "be right back."
- Lock your desk drawers, file cabinets and other storage spaces at the end of the day and take your keys with you.
- After hours and on weekends, be sure to check in and out at the Security Desk.

Severe Weather

When a severe weather watch is issued by the weather service, the Office of the Building will monitor storm conditions in preparation for a potential emergency. If conditions escalate to a warning, the building staff will initiate emergency procedures.

Preparation for severe weather:

- Close all windows, blinds and curtains.
- Move loose items away from the windows to reduce flying debris if the window should break.

Severe Weather Evacuation

- Security or the Office of the Building will contact the suite leader to give instructions for evacuation.
- The suite leader will then mobilize the searchers and stairwell monitors and evacuate all employees into the corridors and stairwells. Evacuation into these areas will help prevent injuries from flying glass and debris.
- Doors between outer offices and inner spaces should be closed.
- Turn off and unplug all computers, telecommunications equipment, office equipment and appliances to protect them from power surges.
- Never use the elevators during a weather emergency. If the power goes out, you will be trapped.
- During the evacuation, building security will tour each floor to help supervise and check on tenant needs.
- Stay in your place of shelter until notified it is safe to leave.

School Closing Notifications

Adler School will record a message on its main information line when the School closes due to severe weather conditions (604-482-5510).

Medical Emergencies

In the event of an injury or accident in the building:

- Evaluate the situation as quickly as possible using all available information. Ask yourself:
 - Is the situation serious?
 - What kind of accident/illness is it?
 - Is the person coherent?
 - Is the person intoxicated?
 - Is the person complaining of chest pains?
 - How many people are injured?
- If the patient is seriously hurt or too sick to assume responsibility for himself:
 - Call 911 for assistance.
 - Try to ensure that someone stays with the patient while you telephone for help.
 - Do not hang up until the dispatcher has all the information he/she needs.
 - Arrange to have someone meet the paramedics at the assigned entrance and direct them to the patient.
 - Calmly reassure the ill or injured person that help is on the way.
 - Notify Security immediately at x4455.
 - Do not attempt to move the ill or injured person or assist them without proper training.
- If the patient is coherent, let him decide what to do:
 - Rest for a short period
 - Call a taxi cab and go home

Help Persons with Physical Disabilities to Evacuate Safely. Helping others get out safely increases your own chances of getting out safely. Emergency power is available for freight elevators to help handicapped or elderly individuals, if such use is safe. Contact building security to secure its use.

SECTION VIII: EQUITY AND HUMAN RIGHTS

The basic criteria for employment are based upon ability, education, experience, aptitude, and other special requirements of each specific position. The President or his/her designee must approve all new job positions and shall review and act on all recommendations for wage increases, promotion, termination, etc. All positions shall have a job description with written duties and qualifications on file. The job description shall be updated periodically by the appropriate supervisor, reviewed by the Campus Dean, and approved by the President.

EQUAL EMPLOYMENT OPPORTUNITY POLICY

It is the policy of Adler School of Professional Psychology that all persons are entitled to equal employment opportunity (EEO) as guided by Provincial Human Rights law. The School does not discriminate against any individual for employment because of age, religion, race, color, gender, gender identity, sexual orientation, national origin, ancestry, marital status, physical or mental disability, military status (including unfavorable discharge from the military), or any other category protected by federal, provincial, or local law.

Any complaints or questions regarding this EEO policy should be brought to the Dean, or, if necessary, the Office of the President. All complaints will be promptly investigated and, where necessary, corrective action, including discipline of those found to be responsible for discrimination, up to and including termination, will be administered. Complaints will be handled confidentially to the fullest extent possible given the need for a fair and thorough investigation. No person will be retaliated against for bringing a complaint or asking a question under this policy. The School does not condone or permit any retaliation.

The Adler School declares and affirms a policy of equal education and employment opportunities, and nondiscrimination in providing its programs and services to the public.

Furthermore, the Adler School shall comply with the legal obligations related to non-discrimination for people with disabilities. The School will make reasonable accommodations whenever necessary for all employees or applicants with disabilities, provided that the accommodation will allow the employee to safely perform the essential

duties of the position and that the accommodation will not cause an undue hardship on the School.

Student Accommodations

It is the policy of the Adler School of Professional Psychology to offer reasonable accommodations to qualified students with disabilities, in accordance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 and the BC Human Rights Code. If a student with a disability wishes to receive accommodations in order to participate in the courses, programs or activities offered by the School, the student may request accommodations by contacting the Director of Admissions and Student Services. The use of these services is voluntary and confidential. Any student with an appropriately documented disability is eligible for services. The Director of Admissions and Student Services will serve students with permanent disabilities including psychological, medical, physical, visual, hearing and learning disabilities, including ADHD/ADD. These services provide equal educational opportunities to students by minimizing the impact of functional limitations upon their academic lives and offer disabled persons the opportunity to participate fully in all educational programs and activities.

The Director of Admissions and Student Services will work directly with the student to develop a reasonable accommodation plan. Faculty should direct all students with inquiries or concerns regarding disabilities or accommodations to the Director of Admissions and Student Services. The Director of Admissions and Student Services will work with any faculty regarding the provision of reasonable accommodations to students with documented disabilities.

(Please see the “Student Accommodation Form given to the Instructor” and the “Student Disability Request for Services Agreement” in Appendix J.)

Discrimination and Harassment Policy

It is unacceptable and a violation of school policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this school to fulfill its mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community.

The School is committed to maintaining an environment that is free of discrimination. In keeping with this commitment, we will not tolerate harassment of School employees, students, or others on site by anyone, including any supervisor, co-worker, vendor, client, or student of the School or any third party.

Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as sex, sexual orientation, color, race, religion, national origin, age, physical or mental disability or other protected group status. The School will not tolerate harassing conduct that affects tangible job or student benefits, that interferes unreasonably with an individual's work performance or studies, or that creates an intimidating, hostile, or offensive working/educational environment. Such harassment includes, for example, jokes about another person's protected status, and kidding, teasing or practical jokes directed at a person based on his or her protected status.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment when (1) submission to the conduct is an explicit or implicit term or condition of employment or student status, (2) submission to or rejection of the conduct is used as the basis for an employment or academic decision, or (3) the conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive academic/working environment. Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing," "practical jokes," jokes about obscene printed or visual material, and physical contact such as patting, pinching, or intentional brushing against another person's body.

In investigating complaints under this policy, the School may impose discipline for inappropriate conduct even if the conduct does not rise to the level of violating this policy.

All School employees and students are responsible for helping ensure that we avoid harassment. If you feel that you have experienced or witnessed harassment, you must notify either your supervisor or any member of the School's Leadership Team immediately. The School forbids retaliation against anyone for reporting harassment, assisting in making a harassment complaint, or cooperating in a harassment investigation. If you feel you have been retaliated against, you are to notify a member of the Campus Dean. If you believe you have witnessed sexual harassment or related retaliation, you are obligated to report it promptly to a member of the Campus Dean. Any supervisor who experiences, witnesses, is aware of, or receives a complaint of sexual harassment or related retaliation is required to report it to the Campus Dean.

The School will investigate complaints of harassment thoroughly and promptly. Employees and students are required to participate and cooperate in any university investigation. To the fullest extent practicable, the School will keep complaints and the terms of their resolution confidential. If an investigation confirms that a violation of the policy has occurred, the School will take corrective action, including discipline, up to and including immediate termination of employment or expulsion.

SECTION IX: GENERAL INFORMATION

Library Privileges

All members of the faculty have access to the library both on-site and off-site via the Internet. Professional librarians, located on the Chicago campus, are available to assist with reasonable requests for computer searches, reprints, and other learning resources for School-related and scholarship activities. A small reserve library is maintained on the Vancouver campus for select reference books and texts.

Faculty members are encouraged to provide recommendations to the Manager, Campus Operations for the acquisition of needed resources and to request any items that should be put on reserve.

Additional learning resources and instructional equipment is available for use through the Library. Contact the Library for further details.

Copyright Policy

It is the policy of the Adler School of Professional Psychology to comply with federal copyright law and all related law. All faculty, staff and students must adhere to School copyright policy and are expected to seek consultation and advice from the Library when using the copyrighted works of others in the course of instruction.

The Adler School is committed to fostering an environment that provides for the fair use of copyrighted works to achieve the goals of teaching, service, and research, while remaining in compliance with applicable laws. Adler School users of copyrighted works are accorded the rights and privileges pursuant to Canadian law, U.S. Law as applicable, - 17 U.S.C. §§107 (Fair Use), 108 (Reproduction by Libraries and Archives), 109 (First Sale Doctrine and Transfers), 110 (Teaching Exception) and other statutory exemptions and limitations to the exclusive rights granted to the owner of a copyright protected work.

It is the policy of the Adler School to inform and educate faculty, students and staff regarding federal copyright law, the rights of copyright owners, the legal obligation of the School to comply with applicable law, and the rights of the School community to use copyrighted works.

Under Adler School Copyright Policy, faculty, staff, and students retain all rights in copyrightable materials they create, except when special circumstances or contractual arrangements prevail, including

- The work is a “work for hire” under copyright law, or the author was commissioned in writing by the School to develop the materials as part of the author’s regularly compensated duties;

- Conditions restricting copyright privileges are contained in grant or contract funding.

Acceptable Use of Electronic Mail, the Internet and other Technology

This policy outlines the acceptable use of the electronic communication tools owned, paid for and/or operated by the School.

Recent advances in electronic communications and information technologies present valuable opportunities for the School. These technologies, when properly used, support our activities and enable us to better serve our students, staff, clients, and customers through closer and timelier communications and nearly instantaneous access to vast stores of information. In recognition of these benefits, the School has made a substantial investment in its electronic communications and information systems. While the School encourages the use of its systems, such use carries with it important responsibilities. The careless or inappropriate use of these systems can have dramatic consequences, harming the School, the individual users of the School's systems and others. This policy is intended to minimize the likelihood of such harm by educating users of the School's electronic communication tools as to proper and improper usage of such tools and by setting forth the conditions that apply whenever the School's electronic communication tools are being used.

This policy addresses the appropriate use of the School's electronic "communication tools". These tools include, but are not limited to the following:

- Telephones, pagers, cellular phones and voicemail facilities;
- E-mail systems;
- Fax machines, modems and servers;
- Handheld devices, laptop and desktop computers;
- Software licensed to the School; and
- All internal and external computer and communications networks (such as Internet browsers, commercial on-line services, e-mail systems) accessible directly or indirectly from the School's computer network.

Usage

Conditions of Access

Access to the School's communication tools is provided in conjunction with the School's business and the job responsibilities of everyone working on behalf of the School. All use of the School's communication tools is subject to this policy and to other the School policies and procedures that may be implicated by such use. The School's communication tools also may be made available to individuals who are not employees of the School (e.g., students, customers, temporary employees, vendors and subcontractors). Such individuals' use of the School's communication tools is also governed by this policy.

Communication tools and the data created, entered, received, stored, or transmitted by the School's communication tools, including electronic files and messages, are School property and are subject to inspection by the School at all times. E-mail messages and other electronic files belong to the School. Use of the School's communication tools is a privilege that may be revoked at any time. Anyone who uses or is granted access to such tools must comply with the provisions of this policy.

Acceptable Use

The School's communication tools may be used to communicate internally with employees of the School or externally with consultants, suppliers, vendors and other business relations and acquaintances. The School provides electronic communication tools to facilitate business communications, enhance productivity and improve service. The Internet may be used for appropriate business uses such as: research, updates of business information or news, or for specifically approved projects.

As with the telephone, there may be occasion to use these facilities for appropriate personal purposes. Occasional, limited appropriate personal use of the School's communication tools is permitted so long as it does not interfere with the performance of an employee's job and/or the transaction of School business, consume significant resources or excessive time, give rise to more than nominal additional costs or interfere with the activities of other employees of the School.

You have no expectation of privacy in connection with your use of the School's electronic communication tools. By using these tools, you consent to monitoring of your use. All communications transmitted, received and/or stored using any of the School's electronic communication tools are subject to being accessed and reviewed by the School, regardless of the business or personal nature of the communication. Users should not assume that any such communications are private.

Unacceptable Use

Notwithstanding the limited personal use noted above, to further the goals of limiting liability and curbing unlawful or inappropriate behavior, the following uses of the School's electronic communication tools are inappropriate in any context:

1. Users should not monopolize the School's electronic communication tools to the exclusion of others. Accordingly, activities such as sending mass e-mails or e-mails with large attachments that are not business-related, sending chain e-mails, spending excessive amounts of time on the Internet, engaging in online chat groups, printing multiple copies of documents or otherwise creating unnecessary network traffic are not allowed.
2. Because audio, video and picture files require significant storage space, files of this sort should not be downloaded unless they are business-related.
3. Users should not install any software products on or modify the operating characteristics of any computer system owned or operated by the School without permission of the network administrator.

4. In addition to the other restrictions and conditions discussed in this policy, the School's communication tools shall not be used:
 - To engage in activities for personal financial gain (e.g., day trading, gambling);
 - To solicit others for activities or causes unrelated to the School's business;
 - To disseminate or publish any defamatory, discriminatory or obscene material;
 - To infringe, attempt to infringe or aid in any way in the infringement or attempted infringement on another person's or entity's intellectual property rights (e.g., copyrights);
 - To violate, attempt to violate or aid in any way in the violation or attempted violation of any applicable telecommunications license or any laws that govern transborder data flow (e.g., laws dealing with data collection, protection, privacy, confidentiality and security);
 - To violate, attempt to violate or aid in any way in the violation or attempted violation of any other law.

The School shall not be responsible for any losses or damages resulting from or relating to any use of the School's communication tools.

Unacceptable Content

Material that is or could reasonably be construed as harassing, offensive, embarrassing, sexually explicit, racially demeaning, profane, abusive, threatening, intimidating, pornographic, obscene, defamatory or otherwise unlawful or inappropriate may not be sent or received by, viewed or displayed on, copied to, stored in, accessed from or downloaded to the School's communication tools. Users encountering or receiving this kind of material should not forward the material and should immediately bring the material to the attention of a supervisor. In addition, any user who believes the School's communication tools are being used in a manner which violates either this policy or the School's policies prohibiting harassment should immediately report the matter pursuant to the requirements below and pursuant to the School's anti-harassment policy. It is the responsibility of all users of the School's communication tools to see that these tools are used in an appropriate manner at all times.

Examples of unacceptable content include, but are not limited to:

- Sexual, racial, ethnic or religious slurs, drawings, cartoons or jokes
- Pornographic or sexually explicit language or material
- Unwelcome propositions, requests for dates or love letters
- Any message that could reasonably be construed as harassment or disparagement of others based on sex, race, age, national origin, religion, disability, sexual orientation, or other status protected by law
- Any other material which is inappropriate for a business environment

Even personal e-mail, Internet visits, and voicemail messages may be accessed by the School's management without notice. To ensure the lawful use of the School's communication tools under this policy, the School reserves the right to inspect the content of all information and messages generated by or contained in any of its communication tools. Users should not assume that any such usage or communications are private.

Personal Property

The School is not responsible for the loss, damage, or theft of employees', students', or faculty property. Each employee, student, and faculty member is responsible for his/her own property. Any employee found to have engaged in theft or malicious damage of property of the School, staff, student, or faculty may be discharged immediately. The School highly recommends that all employees lock their personal items in a desk drawer or filing cabinet during the work day to prevent theft. Although security measures are in place, the School cannot always control visitors on campus. Should a theft occur, please report the incident immediately to the Office of the Campus Manager.

Keys and Security

Normally, employees have access to the Vancouver campus building at all times.. Access to campus floors is by access card. Access to offices and rooms require the use of a key. Access cards and keys will be issued to all employees who need them in order to perform their duties and to safeguard their files and other materials.

All employees will assume responsibility for safekeeping of access cards and keys and must, upon termination or resignation, turn them in before a final pay check will be issued. All requests for keys should be made to the Manager, Campus Operations. Employees are not permitted to make, or to have made, copies of office and filing cabinet keys.

Drug-Free Environment Policy

Drug and alcohol use and abuse not only threaten the health of the user, but also create a danger to the life and safety of fellow employees on the job. They also are extremely costly in terms of absenteeism, reduced productivity, and related problems in the workplace. Consistent with the foregoing, the School has adopted the rules regarding drugs and alcohol. All employees are required to abide by these rules as a condition of their employment with the School. The rules may be found in the Employee Handbook.

Drugs and Alcohol Testing

The School reserves the right to require employees to submit to drug and/or alcohol tests as a condition of continued employment. Such tests may be required when, for example, the School has reason to believe that an employee is using, impaired by, or under the influence of alcohol, illegal drugs or controlled substances, or has any of the same present

in his or her system, while on duty or on School property. The complete policy may be found in the Employee Handbook.

Chronic Communicable Diseases/AIDS Policy

A faculty member with a chronic communicable disease including HIV or AIDS, or who is a carrier of a chronic communicable disease, shall be permitted to retain his/her position whenever, through reasonable accommodation, there is no significant risk of transmission of the disease to others. A faculty member who cannot retain his/her position may be assigned to another position if available, and, in such a position, shall remain subject to the School's employment policies, including but not limited to sick leave, physical examinations, temporary and permanent disability, and termination.

Weapons Policy

It is the policy of the school that guns and/or weapons of any kind are not allowed on the school premises or at any school sponsored event.

SECTION X: REVISION OF THE FACULTY HANDBOOK

Revisions of the *Faculty Handbook* will be considered and acted upon based on the following procedures:

- The President, Vice President of Academic Affairs and Campus Dean will have final responsibility for updating and revising the *Faculty Handbook*. Revisions to the Handbook may be either administrative actions of which faculty have been previously notified, or faculty actions, as described below.
- The Faculty Council, or a committee appointed by the Faculty Council, shall annually have the responsibility of presenting to the President and Campus Dean a summary of faculty actions that require revision to the handbook and suggested language for the revisions.
- A faculty member who believes that certain sections of the *Faculty Handbook* are in need of revision should address his or her concern to the chair of the Faculty Council. The chair shall provide guidance to the faculty member on ways in which the issue can be presented for action within the existing governance structure.

The *Faculty Handbook* shall remain in effect until amended in accordance with the policies and procedures described above. All amendments so adopted shall be incorporated in the *Faculty Handbook* as a permanent revision to the handbook.