

# WESTERN UNIVERSITY



**WESTERN UNIVERSITY**

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## **FACULTY HANDBOOK**

**Effective Dates January 2025 - December 2026**

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# **MESSAGE FROM THE PRESIDENT**

Welcome Faculty to the Western University! You have joined an outstanding group of highly educated and experienced professionals who are dedicated to student success. The Western University Faculty Handbook contains policies, procedures, and general information for faculty. Please review it carefully and contact me if you have any questions or need additional information about any item.

PRESIDENT,  
Western University

## **WESTERN UNIVERSITY MISSION STATEMENT**

At Western University, our mission is to empower working adults with accessible, high-quality, and affordable education that supports their personal and professional growth. We strive to create a supportive and inclusive learning environment that fosters lifelong learning, innovation, and resilience. We are committed to providing a diverse range of flexible degree programs and resources, tailored to the unique needs and aspirations of our students. Our dedicated faculty and staff are passionate about cultivating critical thinking, problem-solving, and leadership skills that enable our students to thrive in today's dynamic workforce. As a community, we are dedicated to inspiring social responsibility and fostering positive change in our local and global communities. Our aim is to prepare our students to be well-rounded, compassionate, and ethical individuals who excel in their chosen fields and make meaningful contributions to society.

Together, we will shape the future of education and redefine the potential of working adults, creating a brighter tomorrow for all.

# **WESTERN UNIVERSITY INSTITUTIONAL LEARNING OUTCOMES (ILOS)**

Western University is committed to fostering the development of core competencies in our students, as inspired by the WSCUC accreditation standards. Upon completing their degree programs, our graduates will demonstrate proficiency in the following institutional learning outcomes:

## **Critical Thinking and Problem Solving**

- ● Analyze complex issues and challenges across various disciplines.
- ● Apply logical reasoning, evidence-based analysis, and creative thinking to address problems and make informed decisions.
- ● Develop and implement innovative solutions to real-world challenges.
- Effective Communication
- ● Articulate ideas, arguments, and information clearly and coherently in both written and oral forms.
- ● Adapt communication style and medium to engage diverse audiences effectively.
- ● Demonstrate active listening and constructive feedback skills to facilitate collaborative dialogue.

## **Quantitative Reasoning**

- ● Apply quantitative concepts and methods to interpret, analyze, and solve problems.
- ● Use appropriate technology and tools to represent, manipulate, and analyze quantitative data.
- ● Evaluate the validity and reliability of quantitative arguments and evidence.
- Information Literacy
- ● Identify, locate, and evaluate relevant information sources for academic, professional, and personal purposes.
- ● Use information ethically and responsibly in accordance with applicable laws, regulations, and academic standards.
- ● Employ digital tools and technologies to enhance learning, research, and communication.

## **Professional Competence and Skills**

- ● Demonstrate mastery of discipline-specific knowledge, theories, and practices.
- ● Employ ethical decision-making and adhere to professional standards in one's field.
- ● Collaborate effectively in diverse teams and contribute to achieving shared goals.
- Global Awareness and Cultural Sensitivity
- ● Recognize and appreciate the complexity of cultural, political, social, and economic systems within a global context.
- ● Develop cross-cultural communication skills to interact effectively with people from diverse backgrounds.
- ● Analyze the implications of one's actions and decisions on local and global communities.

## **Lifelong Learning and Personal Development**

- ● Engage in continuous self-reflection and self-assessment to identify areas for personal and professional growth.
- ● Develop strategies for acquiring new knowledge, skills, and experiences in response to evolving personal, professional, and societal needs.
- ● Cultivate resilience, adaptability, and self-efficacy to navigate the challenges and opportunities of an ever-changing world.

The process of assessment of student learning at Western University is designed to ensure the continuous improvement and effectiveness of our instructional programs. This assessment process is tailored to the needs and requirements of each program and is informed by our Institutional Learning Outcomes (ILOs), which are inspired by WSCUC accreditation core competencies. The following elements are integral to our assessment process:

**Alignment with Institutional Learning Outcomes:** Our Institutional Learning Outcomes (ILOs) are closely aligned with the Western University Mission Statement. Each Program Learning Outcome (PLO) is designed to support the ILOs and the core competencies.

**Comprehensive Documentation:** Learning outcomes, measures, achievement targets, findings, and action plans are thoroughly documented to maintain transparency and facilitate analysis.

**Ongoing Assessment:** Learning outcomes at each level (course, program, institutional) are assessed on a continuous basis, and the findings are carefully analyzed to inform improvements in teaching and learning.

**Action Plan Development and Implementation:** Based on the analysis of assessment findings, action plans are developed and implemented to address areas of improvement and enhance the quality of our educational programs.

**Continuous Improvement:** Action plans are utilized to refine teaching and learning strategies, ensuring that our instructional programs remain responsive to the evolving needs of our students and the demands of the workforce.

Through this robust assessment process, Western University is committed to providing an exceptional educational experience that prepares our students for success in their personal and professional lives.

# ACADEMIC FREEDOM

Western University is strongly committed to fostering a teaching and learning environment that is based on academic freedom. The University is dedicated to the search for truth and its dissemination. Board Directors, administrators, faculty, staff and students of the University recognize and acknowledge that professional integrity requires the protection of academic freedom for all constituents to examine all pertinent data or information, question assumptions and to be guided by the evidence.

Academic freedom is defined as the essential right of faculty and students to seek the truth, inquire and freely express intellectual pursuits within a framework of critical assessment and appraisal. This basic right will be exercised by the faculty in their roles and performance of responsibilities.

Academic freedom for instructors includes the right to evaluate and grade the academic performance of students. Academic freedom for students includes the right to be evaluated and graded fairly, transparently and competently. Punitive grading is not accepted except for justifiable cause such as when a student is found guilty of an academic violation such as cheating or plagiarism.

Both instructors and students have the freedom to express their opinions about the topic and material offered in their courses. However, they should not discuss controversial matter that has no relation to their subjects. Students have the right to disagree with the content and/or the teaching method of the instructor or class. However, this does not mean that students have a right to be disruptive to the classroom environment or to avoid completing assigned projects, papers, tests or other forms of classroom assignments or assessment of performance.

It is not inappropriate for an instructor and a student to meet outside of class to share their views about topics not related to the course content. However, they are encouraged to explore appropriate and applicable ways to discuss related subject matter within the content and context of the classroom.

Academic freedom means having the right for a student to pursue appropriate actions against an instructor by filing a formal complaint based on grounds of incompetence and/or unprofessional or unethical behavior. An instructor also has right to pursue appropriate disciplinary actions against a student based on grounds of inappropriate or unethical behavior or conduct.

Students from all levels and disciplines have the right to receive quality presentation and teaching of philosophies related to their disciplines. However, it does not mean that instructors must give equal weight to all theories to students from different disciplines or levels.

Instructors are free to express individual opinions (oral or written), free from any censorship or discipline, provided they clearly indicate that they do not represent, speak for, or on behalf of Western University.

Instructors, staff and students shall be free to associate through membership in professional, political, religious, fraternal, and social organizations of their choice, provided they clearly indicate that they do not represent, speak for, or on behalf of the University.

The Western University adjudication process shall be used to protect individual rights and the integrity and sustainability of the University and be used to resolve any disagreement between the student, instructor, staff and the University regarding their exercise of academic freedom.

# ACADEMIC INTEGRITY

Academic integrity is expected and required of all Western University students. Students are responsible and accountable for personally upholding that integrity and for maintaining control of their own work all the time so that breaches of this policy are less likely to occur. Academic dishonesty will not be tolerated. Students found guilty of violating Western University's academic integrity policy will be disciplined in accordance with this policy.

## VIOLATIONS

Violations of Western University's academic integrity including, but are not limited to the following:

- Copying from another student in any evaluation situation.
- Copying and submitting, as one's own, in whole or in part in any format, the work of another/others.
- Using unauthorized material or aids in the preparation of an assignment or other method of evaluation.
- Possessing unauthorized material or aids in a test or examination situation.
- Claiming to have completed assigned tasks that were, in fact, completed by another person.
- Plagiarizing materials or works, in whole or in part.
- Allowing another person to take a test or examination in one's place. Altering or falsifying academic records in any way.
- Submitting false medical, academic or other documentation.
- Improperly obtaining through theft, bribery, collusion or other means, any test or examination paper prior to the date and time for writing such test or examination.
- Aiding or abetting anyone in an act of academic dishonesty.
- Submitting the same work in one course that has also been submitted, presented or graded in a previous course without the prior written agreement of all involved faculty members.
- Fabricating information or other types of material to meet course or program requirements.
- Misrepresenting the reasons for deferring an exam or assignment.
- Unauthorized collaboration, for example, working together without permission.
- Submitting, supplying, or communicating in any way work prepared collaboratively with (an) other person(s) without explicit permission from the faculty member.

## CHEATING & PLAGIARISM

In any presentation - creative, artistic, or research - it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action.

Cheating includes but is not necessarily limited to:

- Plagiarism (explained below).
- Submission of work that is not the student's own for papers, assignments, or exams. Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

- A written phrase, sentence, or paragraph. A graphic element.
- A proof.
- Specific language.
- An idea derived from the work, published or unpublished, of another person.

## **DISCIPLINARY PROCEDURE**

Incidents of suspected academic disciplinary violations shall be handled initially at the level at which the incident occurs (e.g., course or research/creative project) and at the department level. The incident must be reported immediately to designated parties and, where appropriate, shall receive second-level review(s) in the manner outlined in the following section.

### **Initial Review, Decision and Action(s)**

Initial review, decision, and action shall remain local, to involve the instructor(s) or academic supervisor(s) directly involved with the course, assignment or project. If appropriate, the instructor(s) or academic supervisor(s) may decide to consult with a third party from the faculty, the department/program head or associate head, or the dean of student affairs. Instructors are free to discuss alleged violations informally with the student(s) thought to be involved, but should avoid revealing the identity of other students involved unless necessary. Suspected violations that would result in a penalty should be handled by the instructor(s), in direct communication with the student(s) involved, within one week of the discovery of the suspected infraction and before the imposition of a penalty.

After discussion with the student(s) involved and their response, the instructor(s) shall conclude, within one week of discovery of the infraction and based on available evidence, whether the suspected violation(s) occurred. Instructors are encouraged to consult at this stage with their department/program head about the nature of the suspected violations, the evidence to support or refute these violations, and the range of penalties under consideration. If the conclusion is that the suspected violation(s) did occur, the instructor(s) shall also choose an appropriate penalty.

The most severe penalty available at this level of review and action shall be failure in the course or dismissal from a project. However, instructors may also recommend a more severe penalty to the student's department/program head, who retains the option to impose more severe penalties (e.g., suspension or dismissal from the program) at this level. Elements to consider in making this decision include prior incidents of academic disciplinary action in a student's record, available from the head of the student affairs. The department/program head may discuss the issue with the student(s) and choose to convene a disciplinary hearing per the procedures of the department/program.

The student shall be notified immediately, and in writing, of this decision, the basis for this decision and (when applicable) the penalty imposed. This notification will come from the instructor and/or department/program head depending on the penalty involved. Students whose penalty is failure in the course in question will be informed that they are not be allowed to drop the course. Students will also be informed at this time of their right to appeal.

#### **Reporting of Initial Action(s)**

A copy of the letter outlining the initial decision and action to the student(s) involved in cases of academic disciplinary violations should also be directed to the following parties:



- Student's home department/program head Dean's office of the student's college
- Dean's office of the college housing the course in which the violation(s) occurred (if different from the student's college)
- The student's major department the head of student affairs
- The head of student affairs will maintain the central record of academic disciplinary violations and actions. If the head of student affairs is aware of information on prior incidents of academic disciplinary actions in the student's record, he or she will communicate this information to the department/program head and provide the department/program head the opportunity to impose an appropriate sanction.

#### Second-level Review and Action(s)

A second-level review of an initial decision emanates from one or more of the following three sources:

- Appeal by the student(s) involved because the student deems the penalty inappropriate and/or believes that improper procedure has been followed,
- recommendation by the instructor, home department/program/college that the student be permanently expelled from the university,
- recommendation by the head of Student Affairs for a review.

Where an appeal is made or a second-level action appears warranted, the provost will determine what action should be taken. The provost may decide to deny the appeal or waive the opportunity for a second-level action, to remand the case to the department/program head for additional consideration, to order a new or different penalty, or to convene a Review Committee for additional investigation of facts and/or determination of appropriate sanctions.

Students who fail to meet these deadlines for filing a proper and timely appeal will forfeit or waive their right of an appeal of any academic disciplinary action. Appeals must be in writing, with appropriate documentation.

If the dean determines that a second-level review is warranted and that a Review Board should be convened, the dean or his/her designee shall immediately form and convene a Review Board and designate a chair. The board will include faculty from the college of the student involved, a graduate student from the college, the dean of student affairs and others deemed appropriate by the dean. If a student appeal and a review of a recommendation for second-level action occur at the same time, both shall be considered by this Review Board simultaneously. Where appropriate, it is expected that the instructor(s) from the course/project involved (or appropriate representatives designated by the department) will be available for participation or at least for consultation. The chair of the board shall inform the student(s) involved, in writing, of this step.

Copies of this letter will be sent to:

- The instructor(s) in the course in question
- The department head of the course involved Dean's office of the student's college
- Dean's office of the college housing the course in which the violation(s) occurred (if different from the student's college)
- The student's major department
- The dean of Student Affairs

The Review Board shall (a) review the facts of incidents involved and (b) make a recommendation about second-level action to the provost or his/her designee. The provost shall then render a decision subject only to appeal to the president of the university.

# **FACULTY ROLE IN SHARED GOVERNANCE**

## **WESTERN UNIVERSITY'S SHARED GOVERNANCE PHILOSOPHY**

As per the Association of Governing Boards of Universities & Colleges (AGB),

“Shared governance is a set of guidelines about the various roles and authority of the board, faculty, and administration in such things as academic decisions, budget decisions, selection of the president, and other operational decisions. But seeing shared governance as creating boundaries and rules of engagement does not lead to the give and take among the faculty, president, and board that builds high-quality, timely decisions. Effective shared governance more often takes the form of a systems approach, one in which faculty, board members, and administrators actively engage to share responsibility for identifying and pursuing an aligned set of mission-driven sustainable outcomes and priorities.”

Western University has embraced the AGB description and approach to shared governance. The Governing Board has delegated certain authority to the President and administration as well as the faculty. practices shared governance of its university that both anticipates and requires the active participation of and communication between the faculty and administration.

## **ROLES OF THE WESTERN UNIVERSITY PRESIDENT AND ADMINISTRATION & THE FACULTY**

The various, but distinctive, roles of the President and Administration and the Faculty in the governance of the University are important and varied. The Faculty is charged with developing educational programs in harmony with the Mission Statement and strategic plan. The faculty's general powers and duties relate to teaching, service, and scholarship. Specifically, the Faculty has responsibility for students' curricular activities by developing and implementing standards for all degree programs offered at the University. In addition, the faculty coordinates with the Administration in developing and delivering co-curricular programming designed to promote student success. The faculty has responsibility for assuring the competence of its members by working with the Administration in developing and implementing Faculty assessment to promote the success of its members.

## **PRIMARY AUTHORITY OF THE FACULTY**

In carrying out the functions and responsibilities delegated to it by the Board of Trustees, the Faculty has primary authority for the following:

- Recommending the courses and other requirements for established academic programs of the University;
- Making recommendations to the provost regarding establishment or elimination of academic programs;
- Playing an active role in the program review and strategic planning processes of the University;
- Recommending criteria for admission, retention and graduation;
- Approving a list of eligible candidates for degrees prior to each commencement which will be presented to the President.

## **FACULTY POSITIONS & RESPONSIBILITIES**

Western University has two (2) types of teaching faculty positions: Instructor and Senior Instructor:

### **INSTRUCTOR**

An instructor is the “teacher of record” for a course or module and has the full responsibility for all aspects of an assigned course including conducting research, teaching, grading/evaluating, etc. The instructor may also be involved in curriculum development and review.

## **SENIOR INSTRUCTOR**

In addition to all the roles of an Instructor, the Senior Instructor shall play an active role in program development and review as well as pedagogy. Faculty may also have the support and assistance of an Instructional Assistant.

## **INSTRUCTIONAL ASSISTANT:**

The Instructional Assistant provides support and assistance to the Instructor or Senior Instructor throughout the course by In working with students on assignments, group discussions, or other aspects of the course.

## **FACULTY QUALIFICATIONS**

The quality of Western University is reflected in the overall quality of the faculty and staff. Academic appointments of the highest quality will be made, consistent with the regulation of the Florida Commission for Independent Education (CIE)

A prospective candidate will normally have:

- A Doctorate is required to teach for the Doctoral program. For all other programs, a minimum of a master's degree from an accredited higher educational institution demonstrating at least 18 credits in the subject area is required. For faculty that have graduated with a foreign diploma, a comprehensive evaluation and verification of the degree will need to be conducted a foreign credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES).
- Expertise in discipline in which he/she will teach.
- Proven teaching ability, especially in adult learning and teaching environment.

## **FACULTY SEARCH & SELECTION PROCESS**

After the President has authorized a position to be filled and before a formal search is undertaken, the dean will appoint a search committee and prepare a search plan. When feasible, the search committee should include female and minority members.

The plan should include:

- Position: Identify the specific position or positions as described in the request for search authorization.
- Priorities: Indicate how the filling of this position will align with and/or advance the university's priorities.
- Advertising: Indicate where the position is to be announced or advertised. Attach a copy of the advertisement to be placed. Be sure to include the statement "is an equal opportunity/affirmative action employer and women and minorities are encouraged to apply" on all announcements. Describe other efforts such as e-mails, letters, or phone calls to appropriate sources and any special efforts made to identify women or minority candidates. List the members of the search committee.
- Approvals: A search plan must be approved by the Dean while the authorization process is still in progress. If approval is not obtained, the search plan will not be implemented.
- Conducting the search: In conducting the search, the search committee is urged to actively seek out applications from minority and female candidates in areas/departments where they are underrepresented. All candidates for faculty positions who submit a resume are considered "applicants" for purposes of Affirmative Action record keeping and must be included on the candidate log. However, only the resumes of minority and female applicants – as well as those who were interviewed – will be included in the package submitted for approval. All applicants' resumes must be retained by the department for three years.

After the search is complete and a candidate is identified, the following paperwork will be completed by the committee and forwarded to the Dean:

- Recommendation of Appointment for Faculty and Professional Personnel.
- Affirmative action search summary and accompanying candidate log.
- Resume or Curriculum Vitae.
- Official Transcripts of the highest degree obtained earned (with equivalency evaluation of degree is obtained outside USA and Canada)

The Dean will review all materials submitted in support of the faculty appointment. If approved, the Dean will add a letter of recommendation for the hire and forward the entire package to the President for review and approval. The President will review the recommended appointment. If approved, the Dean will be notified that an informal offer may be made to the candidate. If the Dean's informal offer is accepted by the candidate, the President will send a formal offer letter to the candidate. The President's offer will be contingent upon the candidate passing a background check and submitting all required documents to in a timely manner.

If the Dean's informal offer is rejected, the search committee will reconvene and will continue their search efforts until another candidate is identified.

## **NEW FACULTY REQUIRED DOCUMENTS**

Upon hiring, the faculty member must submit all the following documents:

- Instructor resume or curriculum vitae
- Instructor agreement – signed by the Dean and instructor
- Instructor degree certificate and/or official transcript of the highest degree earned (a credential that is generally recognized in the field of instruction)
- For degrees obtained outside USA and Canada – documentation of an equivalency evaluation and verification of the degree from one of the approved and recognized equivalency evaluation organizations
- Proof of identification (Passport- ID- Birth Certificate)
- Proof of legal residence and work authorization in the United States Authorization to conduct a criminal background check

The President's official offer of employment will include a statement that the offer is contingent upon the candidate passing a criminal background check. University will pay the cost of this background check.)

All teaching appointments regardless of the program, subject or level may be may be appointed on a full-time or part-time basis.

Except for limited term teaching positions, initial full- time teaching appointments shall be for a probationary period of at least six months; initial part-time teaching appointment shall be for a probationary period until the first course has been conducted.

## **PROBATIONARY APPOINTMENT FOR NEW FULL-TIME FACULTY**

Initial probationary appointments of at least six months shall be made. Probationary appointments shall be based on the program, course, and approved budget.

The Dean of the respective school shall review an instructor's performance at the end of the first semester. If his/her performance as a university instructor has been satisfactory, the Dean of the respective school shall recommend to the Dean that the appointment be continued.

## **FACULTY TEACHING RESPONSIBILITIES**

Faculty have two sets of responsibilities to their students and Western University: Teaching Responsibilities and Academic Responsibilities:

### **TEACHING RESPONSIBILITIES**

The instructor is required to deliver 21 to 65 hours of onsite or online sessions to students (as assigned by the university), following the standard guidelines in the "Instructor Guide" of the module that he/she will be responsible to deliver. The number of hours depends on each module as well as level of the program and will be clearly specified in an appendix to the agreement.

The instructor needs to prepare Lesson Plans and a week-to-week Assignment Schedule. These documents are to be sent to the Dean of the college for approval at least one week before class starts. Lesson plans should include a guide for students on what they will study in each part of the plan.

The instructor is responsible for achieving all the learning outcomes of the Syllabus. The course's learning outcomes will be shared and reviewed with students during the first-class session.

The instructor should be available for students for advising and counseling as well as to answer their questions throughout the duration of delivery of the module. Lectures should always be interactive and using lots of group work and activities. The instructor should make sure that students have fully understood the theoretical part of the lecture. Based on this understanding, the instructor needs to encourage students to apply the theories both individually and in groups when participating in assignments, exercises, and forums. The instructor needs to assess this understanding and mastery of theoretical and applied knowledge through a final project at the end of each module.

The instructor is responsible for implementing all Western University standards and policies during the module while following the general academic integrity guidelines.

### **ACADEMIC RESPONSIBILITIES**

Each faculty member should develop an annual plan for research, development of new curricula, and review of the existing curricula and present it to the dean for approval before the start of the year. This plan should include at least one publication, one new curriculum proposal, and the review of the curricula of all assigned modules.

Faculty members are responsible for academic planning, academic advising and counseling, enforcement of academic quality, and pursuit of academic matters related to the institution's mission and objectives.

### **FACULTY SALARIES**

A full-time instructor's annual salary is determined based on the prevailing market rate, teaching and work experience, and his/her annual performance review. There will be a possibility, but not a guarantee, of annual merit increases based on performance reviews.

For part-time instructors, the salary is determined for each module. There will be a possibility, but not a guarantee, of annual merit increases based on performance reviews. Payment is made after the instructor finalizes the delivery of the module and all grades are submitted and received by the Western University Registrar. Instructors must submit a teaching invoice and a final module report. Payment will be made two weeks after the final module report and invoice are received by Western University.

Instructor payment for one module is made in consideration of completion of all the following activities and responsibilities:

- Submittal of lesson plans & assignment schedules for approval
- In-class Lectures
- Assignments
- Assignment grading
- Online answers to students
- Guidance and grading of module projects
- Final report to Dean
- Evaluation report from students

## **FACULTY WORKLOAD**

In assigning the annual teaching workload of an instructor, the Dean shall give due consideration to those factors affecting workload that may serve to increase or decrease the amount of time and effort required. Factors to be considered include, but are not limited to:

- The abilities and specific area of expertise of the instructor
- Whether the instructor has previously taught the assigned course or whether the assigned course will be a new preparation
- Whether the assigned course or the method of delivery has undergone significant revision
- The mode of instruction
- The student enrollment in the course
- The scheduled contact hours
- The level of the course (lower division, upper division or graduate)
- The amount and type of preparation, grading and course administration
- The amount of supervision of teaching assistants and laboratory instructors required
- The overall balance between courses with diverse subject matter and those with similar subject matter
- The amount of non-teaching assignments and administrative responsibilities assigned
- The amount of technical teaching support duties assigned Any other relevant factors.

## **TERMINATION OF FACULTY EMPLOYMENT**

If Western University wishes to terminate the employment of a part-time instructor, University will provide the instructor with written notice no later than fourteen (14) days from the last scheduled class session.

If the part-time instructor no longer wishes to be employed by university, he/she will provide with written notice of resignation no later than fourteen (14) days from the last scheduled class session.

The instructor is required to complete all outstanding tasks and projects assigned to him/her whether terminates the employment or the instructor decides to resign.

For a full-time instructor, the termination process will follow the policy and procedures per State of regulations.

## **STUDENT COMPLAINTS & GRIEVANCES**

Western University wants every student to have a very positive experience throughout his/her program of study. However, we realize that sometimes situations may occur where a student may want to bring forward a complaint or grievance against faculty or staff member. University's complaint and grievance procedure is designed to guide and assist students who have a perception of unfair and/or unlawful treatment with a step-by-step process for resolution and can contact - [grievance@westernuniversity.us](mailto:grievance@westernuniversity.us)

## **ATTEMPT AT INFORMAL RESOLUTION**

Western University recommends that the student should first attempt to resolve the matter directly and informally with the faculty/staff member involved. Many issues, problems and concerns can be addressed and possibly resolved by an initial conversation and discussion with the faculty/staff member involved. However, university also understands that due to the specific nature of the student matter that this approach may not always be possible, appropriate, or acceptable to the student. We fully understand that not all situations can be resolved with this initial conversation between the student and faculty/staff member involved. If the student chooses not to try to resolve the matter in this initial conversation or if the initial conversation does not result in a satisfactory resolution of the matter, the student can pursue a formal process of resolution by filing a complaint or [grievance@westernuniversity.us](mailto:grievance@westernuniversity.us)

## **FILING OF A GRIEVANCE**

A complaint or grievance should be initiated as soon as possible after the issue/concern/problem has occurred but in no cases more than five (5) working days from the date of the occurrence of the incident and send it to – [grievance@westernuniversity.us](mailto:grievance@westernuniversity.us) A written complaint or grievance should contain:

Students should use one of the two forms: General Complaint Form or IT Complaint Form.

A completed complaint form should be sent to Western University.

In addition, any faculty, staff member, student or any member of the public may file a complaint about this institution with the Florida Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400. Toll Free number: 888-224-6684.

## **Timeline**

Western University students must file a written complaint within five (5) working days from the date of the occurrence of any incident. will investigate the complaint and respond back to the student within thirty (30) working days from the date the complaint is received.

Appeal process for the following student complaints:

- Violation of Student Academic Rights
- (Grade issues, informed notice of course content and course grading criteria, etc.)
- Cases of an Alleged Student Academic Offense
- (Cheating, plagiarism, falsification of academic records, etc.)
- Cases of an Alleged Student Non-Academic Offense
- (Violation of computer usage policy, falsification of student records, disorderly behavior, etc.)

For matters related to an alleged violation of any of the student issues listed above, the student needs to file a written appeal with the President. If the matter is resolved by the President to the student's satisfaction, the complaint is closed. If the matter is not resolved by the President to the student's satisfaction, the matter is referred to the Chief Operating Officer (COO). If the matter is resolved by the COO to the student's satisfaction, the complaint is closed. If the matter is not resolved by the COO to the student's satisfaction, the student may file a written request for a hearing by the Appeals Board. All parties involved in the complaint will be invited to provide written documentation to support their case.

The Appeals Board will decide whether it will hear or not hear the student's complaint. If the Appeals Board decides to hear the case, a hearing will be scheduled and a decision rendered. The decision by the Appeals Board is final and cannot be appealed further at Western University. The complaint will be considered closed. If the Appeals Board decides not to hear the case, the decision of the COO will stand and the matter will be considered closed. The matter is considered a final resolution and cannot be appealed further.

The Appeals Board shall be constituted as follows:

President -Chair

Faculty or Staff Member: Nominated by the COO

Student Representative: Nominated by the President

# COPYRIGHT INFRINGEMENT

Copyright laws protect original works of authorship. The owner of a copyright has the exclusive right to the original work, including the right to copy the work, distribute the work, display or perform the work publicly, and create derivative works.

A copyright interest attaches to an original work that is “fixed in any tangible medium of expression,” including traditional works like books, photographs, architectural drawings, music, drama and sculpture, as well as works affected by new technologies, like movies, electronic media, web pages, software, multimedia works and databases.

The use of file-sharing networks to download and share copyrighted works without permission from the copyright owner, like software, music, movies, TV shows, games and images, violates copyright laws. In most instances, a student must obtain permission from the copyright owner to copy, distribute, display or perform a copyrighted work in any medium for any purpose.

Any copyright infringement, including, without limitation, distribution of copyrighted material through unauthorized peer-to-peer file sharing, in connection with a student’s enrollment in a program of study at the school or conducted by a student through the use of the school’s equipment or information systems is prohibited and violates both the Conduct section of the school catalog and the law.

Any student who engages in copyright infringement will be subject to discipline by the school, which may include, without limitation, the suspension or termination from one or more courses the student is taking or the student’s entire program of study at the school and the referral to the proper authorities. Any faculty or staff member who engages in copyright infringement will be subject to disciplinary action which may include, without limitation, suspension or dismissal from his/her employment at Western University.

Copyright infringement may also subject the student to civil and criminal liabilities. A summary of the penalties for violating federal copyright laws include:

- Unlimited actual damages proven for each act of copyright infringement.
- Up to \$30,000 for each act of copyright infringement that is determined not to be willful.
- Up to \$150,000 for each act of copyright infringement that is determined to be willful. Criminal penalties.

## Purpose

The purpose of this Harassment and Non-discrimination Policy is to create and maintain a safe, inclusive, and equitable educational and working environment for all students, staff, and faculty members at Western University

## Scope

This policy applies to all members of the Western University community, including students, faculty, staff, volunteers, visitors, and vendors, regardless of their role or status within the university. It covers conduct that occurs on university premises, at university-sponsored events and activities, or in any other context where the conduct may have a direct impact on the university's educational or employment environment.



# **HARASSMENT & NON- DISCRIMINATION POLICY**

## **Prohibited Conduct**

Western University is committed to fostering a campus environment free from discrimination, harassment, and retaliation. The following conduct is strictly prohibited:

**Discrimination:** Unfair treatment of an individual or group based on protected characteristics, such as race, color, national origin, age, sex, religion, disability, veteran status, sexual orientation, gender identity, or any other characteristic protected by federal state, or local law.

**Harassment:** Unwelcome conduct, based on a protected characteristic, that is sufficiently severe, pervasive, or persistent so as to create a hostile educational or employment environment. This may include, but is not limited to, offensive jokes, slurs, epithets, name- calling, threats, intimidation, ridicule, or mockery, insults, or put-downs, offensive objects or pictures, and interference with work performance.

**Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently severe, pervasive, or persistent so as to create a hostile educational or employment environment. **Retaliation:** Any adverse action taken against an individual for reporting or participating in the investigation of a potential violation of this policy, or for opposing discriminatory practices.

## **Reporting and Resolution**

Any individual who experiences or witnesses discrimination, harassment, or retaliation should report the incident promptly to the Title IX Coordinator, the Human Resources department, or another appropriate university official.

Western University will take immediate and appropriate action to investigate and resolve reported incidents, including providing interim measures to protect the parties involved, as necessary.

Confidentiality will be maintained to the extent possible, consistent with the university's obligations to investigate and address allegations of discrimination, harassment, and retaliation.

The university will follow its established procedures for the investigation, resolution, and appeal of complaints under this policy. These procedures ensure that all parties are treated fairly, provided with appropriate due process, and offered an opportunity to present their perspective.

## **Sanctions and Remedial Action**

If an investigation determines that a violation of this policy has occurred, the university will take appropriate disciplinary and/or remedial action to address the misconduct and prevent its recurrence. Sanctions for violations of this policy may range from verbal or written warnings, to suspension or expulsion for students, and up to termination of employment for faculty and staff, depending on the severity and nature of the offense.

The university may also implement additional measures to remedy the effects of discrimination, harassment, or retaliation, such as academic accommodations, counseling, or training and education for the campus community.

## **Education and Prevention**

Western University is committed to promoting an environment free from discrimination, harassment, and retaliation through ongoing education and prevention efforts. This includes regular training for students, faculty, and staff, as well as periodic review and revision of university policies and procedures.

## **Responsible Parties**

Title IX Coordinator: The Title IX Coordinator is responsible for overseeing the university's compliance with Title IX and other applicable anti-discrimination and anti-harassment laws. The Title IX Coordinator shall be available to receive and address inquiries, related to discrimination, harassment, and retaliation and ensure that the university's policies and procedures are consistent with federal and state requirements.

Human Resources: The Human Resources department is responsible for implementing and enforcing the university's policies and procedures related to discrimination, harassment, and retaliation for staff and faculty. This includes providing training and resources, investigating complaints, and taking appropriate corrective action.

Office of Student Affairs: The Office of Student Affairs is responsible for addressing student-related issues concerning discrimination, harassment, and retaliation. This includes providing support and resources for students, investigating complaints, and enforcing the university's policies and procedures.

## **SEXUAL HARASSMENT POLICY**

### **HARASSMENT POLICY**

At Western University all faculty, staff, and students are entitled to enjoy a teaching and learning environment that is free from harassment of any nature. Harassment based on personal characteristics

## SEXUAL HARASSMENT REPORT PROCEDURE

<p>Step 1: Complaint filed</p>	<p>Any Western University faculty, staff, or student who experiences sexual harassment is encouraged to send an email to the president at 400 N Ashley Drive Suit 1900 Tampa, FL 33602.</p> <p>In the case that the complaint is directed to the Western University president, the faculty, staff, or student should send his/her email directly to the Governing Board Chairman.</p> <p>The email should describe in specific detail the type of behavior involved in the alleged sexual harassment and include as much detailed information as possible regarding the incident (i.e. who, what, where, when)</p> <p>If the alleged sexual harassment was verbal in nature, the email should strive to provide the exact words that were used; when the verbal encounter occurred; where the verbal encounter occurred; who was present (including possible witnesses); and the general circumstances to lead to the encounter.</p> <p>Complaints may be submitted anonymously. However, it should be noted that it will not be possible to follow up with the complainant during the investigation if contact information (name, telephone number, email address) is not provided.</p> <p>All complaints will be considered confidential and only those with a right-to-know will be made aware of the substance of the complaint including the complainant, and target/subject of the complaint.</p>
<p>Step 2: Formation of Investigation Team</p>	<p>The investigating team shall consist of the Western University President, HR manager (in case of a complaint against an employee), President (in case of a complaint against a student) and one member of the Governing Board.</p>
<p>Step 3: Investigation</p>	<p>The investigating team shall conduct a thorough and timely investigation. If appropriate, the team may solicit legal advice during its investigation.</p>
<p>Step 4: Decision</p>	<p>If the investigating team determines that the alleged sexual harassment did not occur, the complainant will be so notified and no disciplinary action will be taken against the faculty, staff, or student who was the target/subject of the complaint.</p> <p>If the investigating team determines that alleged sexual harassment did occur, the complainant will be so notified and appropriate disciplinary action will be taken against the faculty, staff, or student who was the target/subject of the complaint.</p>
<p>Step 5: (when and if applicable) Discipline</p>	<p>For a faculty or staff member found guilty, disciplinary action will be taken based on the nature, type, and extent of the sexual harassment and may include, but not be limited to, verbal warning, written reprimand, probation, suspension for a specified of time, or dismissal/termination.</p> <p>For a student found guilty, disciplinary action will be taken based on the nature, type, and extend of the sexual harassment and may include, but not be limited to, verbal warning, written reprimand, probation, suspension for a specified period, or dismissal/expulsion from Western University</p>

# **EQUALITY AND DIVERSITY POLICY**

## **CHARTER FOR INCLUSIVITY**

At Western University we are committed to working together to build a learning community founded on equality of opportunity, a learning community which celebrates the rich diversity of our faculty, staff, and student populations. Discriminatory behavior has no place in our community and will not be tolerated.

Western University's equality and diversity policies promise equal treatment and opportunity for all regardless of gender, sexuality, race, color, disability, religion, age, and ethnicity or nationality. We call on all members of our community to make a personal commitment to equality and diversity.

## **GENERAL STATEMENT OF OUR EQUALITY AND DIVERSITY POLICY**

The achievement of genuine equality of opportunity is at the heart of our mission as a provider of higher education. We aim to build a learning community which exhibits the diverse range of skills and experience which cannot be found within any single group of faculty, staff or students. In pursuing this goal, we want our community to value and to be at ease with its own diversity and to reflect the needs of the wider community within which we operate.

Western University will adhere to all applicable federal and state laws as they pertain to equality and diversity. However, University highly encourages all faculty, staff, and students to embrace equality and diversity and to go beyond the strict confines of these laws to provide genuine opportunities for all.

## **RESPONSIBILITY**

Every member of our community has a moral and legal responsibility to promote equal treatment within our community and to respect its diversity.

The Western University head of Human Resources is responsible for matters relating to equality of opportunity in employment. This includes developing policies which meet all applicable federal and state legislation and for monitoring and enforcing these policies for all faculty and staff. All faculty, staff, and students are responsible for ensuring that their actions are carried out in accordance with this policy. They may be held personally to account, should their actions fall short of the requirements of this policy in any way.

The Western University President is responsible for matters relating to student equality. This includes developing policies which meet all applicable federal and state legislation and for monitoring and enforcing these policies for all students. All students are responsible for ensuring that their actions are carried out in accordance with this policy. They may be held personally to account, should their actions fall short of the requirements of this policy in any way.

## **APPLICABILITY**

This policy covers all aspects of employment and academic life, including advertisements, recruitment, induction, compensation, conditions of service, staff development, change management, promotions, grievance and disciplinary procedures, course development, student admissions, learning and teaching, and assessment. It applies also to relationships with other institutions and with suppliers and contractors. The policy applies to the treatment of potential/future as well as existing faculty, staff, and students.

## **EQUALITY AND DIVERSITY: EMPLOYMENT**

We are committed to being an equal opportunity employer. Our goal is to have faculty and staff from all groups in our society represented at all levels of employment, both to ensure that no available talent is overlooked and to provide role models for our students.

### **Recruitment and Selection**

All stages of recruitment and selection will be conducted in accordance with all applicable federal and state laws as well as Western University's Recruitment and Selection Policy. All staff who serve on appointments committees will receive mandatory training and support

#### **Induction**

All staff will take part in induction programs tailored to their needs.

#### **Probation**

Western University's probation procedures for new staff will reflect the principles contained in this policy

#### **Promotion**

Opportunities for promotion will be openly advertised. Promotion procedures will be based on an objective assessment of candidates against published criteria.

### **Faculty & Staff development**

Faculty and staff at all levels and in all areas of work will have an equal right of access to the training and development they need. Uniform and equitable criteria will be applied in formulating and implementing training and development programs. University seeks to avoid perceived imbalances in the allocation of resources for training and development.

### **Disciplinary and grievance procedures**

Faculty and staff members who believe that they have been discriminated against by their membership of an under-represented group in any disciplinary or grievance procedure will be encouraged to pursue the matter in accordance with the spirit and procedures of this policy. University will routinely monitor all actions under the grievance and disciplinary procedures by gender, sexuality, race, color, disability, religion, age, and ethnicity or nationality.

### **Equality and Diversity: learning and teaching**

Western University is committed to ensuring that all students, both actual and potential/future, enjoy equality of opportunity and are free from any experiences of any form of discrimination whether direct, indirect or through victimization.

We recognize that the content of our academic programs directly and actively informs students of the University's commitment to diversity. We will seek to ensure that all programs promote equality with respect to gender, sexual orientation, race, color, disability, religion, age, and ethnic or national origin. We will urge our staff to avoid making assumptions and having expectations of our students based on misconceptions or stereotypes of how particular groups are perceived to perform or behave. The religious heritage, scientific, technological and mathematical achievements, visual arts, music and literature of non-Western societies and other groups will be appropriately represented in our learning materials.

# **DISABILITY EQUALITY POLICY**

## **DISABILITY EQUALITY STATEMENT**

Western University is committed to promote disability equality, to eliminate unlawful discrimination in all programs, services and activities and to work towards ensuring that all staff and students with disabilities realize their potential. values the diversity of our staff and student population and is committed to fully comply with all federal and state regulations regarding disability equality as well as to ensure that the standard of equality and diversity are maintained.

## **DEFINITION OF DISABILITY**

Per the Americans with Disabilities Act of 1990 (ADA),

“An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.” The definition of “disability” is defined by The Fair Employment and Housing Act (FEHA) includes Physical and Mental Disability:

### **Physical disability**

Physical disability includes having any physiological disease, disorder, condition, cosmetic disfigurement or anatomical loss, or having a record of such impairment, or being regarded as having or having had such an impairment, that:

- Affects one or more body systems (neurological, immunological, musculoskeletal, special sense organs, respiratory, speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic, lymphatic, skin and endocrine); and
- Limits a major life activity without regard to mitigating measures, such as medications, assistive devices, prosthetics or reasonable accommodations; or
- Requires special education or related services for any other health impairment.

### **Mental disability**

Mental disability includes any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities that limit a major life activity, or having a history of such impairment or being regarded as having or having had such an impairment. Mental disability includes any mental or psychological disorder or condition that requires special education or related services. Mental disability does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania or current unlawful drug use.”

## **RESPONSIBILITY**

All Western University staff and students have a responsibility to ensure the compliance and enforcement of all federal and state law as well as this policy by:

- Preventing harassment and discrimination.
- Bringing to the attention of the University any suspected practices in violation of the policy.
- Ensuring that selection for recruitment, promotion, training and work allocation, is carried out in a non-discriminatory manner.
- Ensuring that selection for admission and assessment of students is carried out in a non-discriminatory manner.
- Working together to promote a harmonious working and studying environment and eliminating discrimination and harassment.

## **Recruitment and Selection**

All stages of recruitment and selection will be conducted in accordance with our Recruitment and Selection Policy and Procedure. All staff who serve on appointments committees will receive mandatory training and support.

### **Induction**

All staff will take part in induction programs tailored to their needs.

### **Probation**

Probation procedures for new staff will reflect the principles contained in this Policy.

Promotions for promotion will be openly advertised.

Promotion procedures will be based on an objective assessment of candidates against published criteria.

### **Staff development**

Staff at all levels and in all areas of work will have an equal right of access to the training and development they need. Uniform and equitable criteria will be applied, and the value of the provision to the individual and the institution will be monitored. We will seek to avoid perceived imbalances in the allocation of resources for training and development.

### **Disciplinary and grievance procedures**

Staff members who believe that they have been discriminated against by virtue of their membership of an under-represented group in any disciplinary or grievance procedure will be encouraged to pursue the matter in accordance with the spirit of this Policy. We will routinely monitor all actions under the grievance and disciplinary procedures by disability.

### **Student recruitment**

We are committed to promoting access to higher education to under-represented and socially excluded communities. Admissions practices will be free from unlawful discriminatory criteria. Questions relating to the applicant's disability will not be part of the selection process

## **Equality and Diversity: learning and teaching**

We are committed to ensuring that all students, both actual and potential, enjoy equality of opportunity and are free from any experiences of any form of discrimination whether direct, indirect or through victimization. We recognize that the content of our academic programs helps to inform our students' belief in our commitment to disability. We will seek to ensure that all programs promote equality with respect to disability.

We will make all reasonable adjustments to ensure that courses are accessible and students with disabilities can participate fully.

### **Reasonable adjustments/ accommodations**

When necessary and in full compliance with the ADA, Western University will make reasonable accommodations to assist staff and students with disabilities so that they participate fully in the program. Reasonable accommodation includes, but not limited to, working part-time, special equipment, special staff or assistance, time-off for hospital appointments, physical exercise exemptions, etc. Each accommodation will be considered on a case-by-case basis after a proper request has been filed by the staff member of the student.

# CODE OF CONDUCT POLICY

## INTRODUCTION

This policy document provides information about procedures and regulations at Western University and at satellite centers, either formally adopted or developed as a matter of practice and precedent. personnel use this document as a set of guidelines when taking or recommending courses of action. All policies, procedures and regulations discussed in this document are subject to change following normal school procedures.

## CONFLICT OF INTEREST

All possible conflicts of interest in academic decisions must be scrupulously avoided. It is the responsibility of faculty, staff, and students to recognize and declare conflicts of interest when they arise.

It is the responsibility of the President – as well as all faculty and staff responsible for program administration - to ensure that conflicts of interest are avoided in making academic decisions. Conflict of interest may arise in the following situations, among others: teaching or supervising family members or relatives; teaching or supervising persons with whom one has a personal or professional relationship; teaching or supervising someone involved in a dispute; teaching or supervising persons from whom one is receiving gifts or favorable treatment; teaching or supervising persons with whom one has close research relationships or shared financial interests.

## MISCONDUCT

### Part I – Student Code of Ethics

Responsibilities of students Every student shall:

Obey the laws of his/her nation and the nation where he/she is studying.

Obey the rules and regulations of Western University overall and specifically, its satellite centers.

Cooperate with the center authorities in all facility-related matters, whether personal or on behalf of others, including providing information and evidence.

- Carry his/her student identification card (ID) always; showing his/her ID card when requested authorized center personnel
- Attend all teaching & learning sessions, except with the prior excused permission of the subject teacher
- Sit for examinations, unless prevented from doing or with the prior excused permission of the subject teacher.
- Be responsible for safeguarding and ensuring the safety of the property of the Western University center including any equipment used by him/her.



## Prohibitions

- No student is permitted to be involved in any activity or activities or conduct which may damage or harm the interests, harmony, or good name of the Western University centers or its faculty, staff, students, or officers.
- No student is permitted to use any lecture, tutorial or teaching materials provided to him/her by the centers for unauthorized publication, distribution, dissemination, whether for payment or otherwise.
- No student may plagiarize the intellectual property of others, including data, ideas, publications and inventions.
- No student may cheat or attempt to cheat or act in a manner that can be interpreted as cheating or attempting to cheat in an examination or any other aspect of a course.
- No student or group of students may organize, conduct, or participate in any non-sponsored or approved activity in the name of the center without permission or written instructions to do so from the center
- No student or group of students may promote, manage, or assist in the collection of money or contributions in the name of the center without permission or written instruction to do so from the center.
- No student or group of students may make any statement to the media in the name of the university or center without the written permission of an authorized representative of the center.

## Breach of Code

A student who violates any part of the Code is said to have committed a breach of conduct.

## Part II - Procedures for Handling Student Disciplinary Cases

(A student who has been accused of committing a breach of the Code under any of the rules of the center and is found guilty can be subjected to the imposition of any one or more of the following penalties:

- Oral Warning
- Written Reprimand
- Fine
- Exclusion from any specified programs, services, activities, or events of the University
- Suspension from membership of the University for a Specified Period
- Payment of compensation or damages for any damage to property and University facilities or any third-party claimant
- Nullification of examination results or any part of the examination results
- Expulsion from the University

### a.) Investigation of Misconduct

Every report of wrongdoing shall be investigated. An Investigation Committee shall decide whether there has been a violation of the Code of Conduct and if so, the severity of the violation and the appropriate disciplinary action to be taken. Serious offenses include academic dishonesty, fraud, plagiarism, any activity that adversely affects the good name of the University Center as well as involvement in criminal activities.

If the Investigation Committee makes an initial determination that a student has violated one or more of the provisions of the Code of Conduct, it will notify the student of the violation and request that the student provides a written explanation to be received not less than 7 days from the date of notification.

- If the student pleads not guilty and his/her explanation is not accepted by the Investigation Committee, the student shall be requested to appear before the Disciplinary Committee within a period of not less than 14 days from the date of notification.

A student who does not provide a written explanation for an alleged violation of the Code of Conduct within 7 days of the date of notification will be automatically suspended.

Similarly, a student who does not appear before the Disciplinary Committee within a period of 14 days from the date of notification will be automatically suspended. Disciplinary Committee hearings may be conducted in person, via video conference or via telephone conference call.

The President reserves the right to make exceptions to these student-response deadlines based on special or extenuating circumstances and to make the final determination as to whether the hearing will be conducted in person, via video conference, or via telephone conference call.

b. Disciplinary proceeding:

If the student pleads not guilty and the Disciplinary Committee finds that there is sufficient cause to proceed with the disciplinary matter, the student shall be asked to provide evidence to support his/her not guilty plea. The student may call witnesses or present document(s) or other materials in his/her defense. The Disciplinary Committee can question the student or any of the witnesses and examine any document(s) or materials. The student has the right to review all documents presented to the Disciplinary Committee related to his case and to cross-examine any of the witnesses.

If the student pleads guilty, the Disciplinary Committee shall allow the student to make a statement explaining his/her actions and/or to apologize for his/her actions, before imposing disciplinary action against the student.

If the Disciplinary Committee also imposes the punishment of payment of compensation and/or damages to the University, the center or a third party, the amount of compensation will be fair and reasonable taking into account all costs related to the case, both direct and indirect.

A student who is not satisfied with the decision of the Disciplinary Committee can submit a written appeal. The student's appeal must state the grounds of appeal and be submitted to the Western University President for consideration by the University Board. The student's appeal must be submitted within 14 days from the date of notification of the decision of the Disciplinary Committee. The decision of the Board of Directors shall be final and is non-appealable.

The Disciplinary Committee, with the consent of the President, may delegate its authority to any officer or member of staff of the University to deal with any disciplinary offense.

It is important to note that a student's decision to appeal the decision and punishment of the Disciplinary Committee does not constitute grounds for the temporary suspension of any disciplinary action, penalty or fine imposed by the Committee.

Fines shall be paid to the Financial Controller who shall then make payment to the third party, if applicable.

Any document(s) or other materials submitted before the Disciplinary Committee during disciplinary proceedings shall be kept in the care of the University until such proceedings are completed or until the deadline for appeal has passed.

The Disciplinary Committee shall make written notes of all disciplinary proceedings before it. However, for the purposes of record keeping these notes do not need to be verbatim.

# **AWARD POLICY**

The policy is designed to encourage faculty and staff to achieve higher levels of performance as well as to recognize their achievements and contributions.

## **TYPES OF AWARD**

### **OUTSTANDING STAFF AWARDS**

The manager or direct supervisor may nominate via email any deserving faculty or staff member as an outstanding employee. Based on all nominations received, the Western University President will select one or more award recipients pending budget approval. (This type of award is occasional and will be awarded on an infrequent basis.)

### **OUTSTANDING TEACHING ACTIVITIES**

All full-time instructors who received 4.5+/5 based on student feedback will automatically be considered for nomination by the President for an outstanding teaching award. From all nominations, the President will recommend one or more award recipients for approval to the President pending budget approval.

# **EMPLOYEE LEARNING AND DEVELOPMENT**

## **INTRODUCTION**

To achieve “a workforce with the competencies and motivation required to deliver Western University objectives “, school has a wealth of resources and tools available to managers and staff which can be summarized as follows:

### **Induction**

Performance management Corporate and departmental training Post entry training scheme

## **DEVELOPMENT TOOLS AND RESOURCES**

### **Induction program**

A thorough Induction will help new employees become integrated quickly and have a clear understanding of their role within Western University and its satellite centers. For each new staff member, University will establish specific development activities required or recommended to help the new staff become effective in their new role. These development activities may include on-the-job training on systems specific to the department and/or providing an overview of relevant school policies and procedures.

### **Performance management**

Western University operates a performance and development management system. Key components of this system are the Annual Performance and Development Review. The purpose of this system and these components is to assess performance, set goals and objectives, review development activity, and identify and address development needs. Development opportunities need to be relevant and appropriate to the needs of the staff member, the department.

### **Training plans and budgets**

All training plans and budgets are housed in the Human Resources Department.

## Corporate training plan

A Corporate Training plan is produced each year following completion of the Annual Performance and Development Reviews. Development needs identified as common to some or all employees will be addressed by the Human Resources department. Most training will be conducted in-house to be cost-effective to the operation of Western University. Priority training will be provided in areas regarded as high priorities in the school's strategic plan and strategic objectives (e.g. Quality, Equal Opportunities and Health & Safety.)

## Post Entry Training Scheme

Post-Entry Training is training undertaken by an employee which leads to the award of a recognized qualification. Courses are normally undertaken at a college or university in the evening, on-line, on a day release basis, or through open learning.

## Departmental training

Departmental Training is intended to meet needs identified in each employee's personal development plan which are not appropriate for post entry training or have not been identified as commonly identified training needs which could be met through Corporate Training.

## Learning and development process

Step 1: Check training budget with HR department

Step 2: Define learning plan via Personal Development Plan/ Performance Evaluation or Ad-hoc training request

Step 3: Register with HR department

Step 4: Participate in the training/ development program Step 5: Apply the learning knowledge to daily job

## Types and sources of development activity

In addition to Post Entry and Corporate and Departmental training, the school encourages the following informal development methods.

- On-the-job coaching and counseling can be provided by managers or colleagues.
- Job enrichment occurs when the employee takes on more responsibility, performing higher level tasks that were previously done by someone with more experience or skill.
- Individual or team assignments are a useful way to gain special, in-depth expertise in certain areas or competences that are important to the employee's work and the organization.
- Cross directive working with others and assisting in the performance of their duties or participation in working groups which allows the employee to develop a broader vision of the organization and its varied functions.
- Job rotation occurs when the employee spends a predetermined length of time on each of a variety of functions and usually means that employees swap jobs for a while.
- Giving an employee the opportunity to make presentations and/or run meetings can help greatly in developing planning and organizing skills. The employee may also benefit in other areas such as appraising people and situations, giving and receiving information, delegating, setting goals and developing flexibility of style.
- Attending higher-level staff meetings (for example, when covering for a Line Manager) gives the employee access to models of successful leadership in action. They can become more comfortable in communicating with more senior people; broaden their awareness of corporate style and values and of the competences that have helped their managers to be successful.
- Teaching develops planning and analytical skills, communication effectiveness, sensitivity to the needs and feelings of others and self-confidence.

- Many opportunities exist for employees in the workplace. One example is an employee assisting in the induction of new team members.
- Where a development need exists, managers may identify another employee or external party who has knowledge and experience that the employee can benefit from.
- On occasion, an identified development need may be met through the study of manuals and internal documents such as business plans and proposals.

#### Internal trainer training

All internal trainers must participate in formal “train the trainer” programs or earn SVEB certificates or similar diplomas. The learning involved in such training sessions needs to be reviewed annually.

#### Event Attendance

Western University recognizes that attendance at events contributes to the personal and professional development of employees. As such, attendance must be consistent with the university’s objectives.

Hourly employees will be paid for their time involved in travel to, attendance at, and travel back from the approved event. However, employees need to receive prior approval for any overtime which is anticipated to be needed for full participation in an approved event. Overtime will be paid only when it is not possible for the employee to schedule his/her travel and/or attend the event within standard working hours. Only documented receipts for expenses will be reimbursed to the employee for participation in the event.

#### Roles and Responsibilities

All internal trainers must participate in formal “train the trainer” programs or earn SVEB certificates or similar diplomas. The learning involved in such training sessions needs to be reviewed annually.

#### MANAGERS

- Have a strong commitment to develop and motivate our people
- Agree on resources and budgets
- Ensure development activities are directed towards achievement of the Western University’s objectives
- Induct new staff/staff to a school
- Discuss development needs with individual employees as part of the performance and development review process and agree on personal development plans
- Prioritize training and development activities
- Review and evaluate the effectiveness of training and development on individuals and teams to demonstrate a clear benefit to the overall requirement to “develop and motivate our people”
- Encourage and support staff to be proactive about self-development at work and facilitate on-the-job training

#### EMPLOYEES

- Contribute to identifying and meeting his/her job-related development needs by agreeing to a personal development plans
- Implement personal development plans in a timely manner with the guidance and support of his/her supervisor
- Evaluate the effectiveness of his/her development activities, discuss with his/her supervisor, and complete relevant documentation

## HUMAN RESOURCES DEPARTMENT

- Have a strong commitment to develop and motivate our people
- Promote sharing of learning
- Draw up and assist in the delivery of a corporate workforce development plan
- Serve as a liaison with Managers and Directors in relation to training priorities of their employees
- Review the Employee Development Policy as required
- Evaluate the benefits of development activities to the organization
- Ensure development activities are positive in the attainment of the Council's target "to equip people with the skills and knowledge to support them during times of change"

## INTRODUCTION

PERSONAL INFORMATION:

TRAINING INFORMATION:

Full name:		Department	
Email:		Phone:	

Training course:

Time:

TRAINING EXPENSE:

Full sponsor		Partial sponsor	
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TRAINING PURPOSE:

REQUESTOR:

Name:

Date:

APPROVER:

Name:

Date:

HR DEPARTMENT

Amount of sponsor:

Name:

Date:

INDIVIDUAL TRAINING RECORD

Full name:

Year	Type of Training (Internal/External/Online/Academic)	Training course

Training review date: