

FACULTY HANDBOOK



DONGGUK UNIVERSITY LOS ANGELES

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UPDATED : OCTOBER 2019

10/2020 V.1



The purpose of this Faculty Handbook is to define and explain the rights, duties, roles, responsibilities, and benefits of being a faculty member at Dongguk University Los Angeles (DULA). The DULA Faculty Handbook does not replace or supersede any other written policies. It is designed to provide members of the faculty with an official policies and procedures document that governs all academic involvement. These policies are developed and maintained by the Academic Committee and Executive Committee. The President and Acting Dean of Academic Affairs are jointly responsible in amending the Handbook according to the procedures outlined herein.

This Handbook is considered effective on the date indicated on its cover. DULA openly welcomes any and all input from the faculty regarding the policies and procedures set forth in this Handbook. DULA encourages suggestions for revisions and/or additional policies/procedures which may be deemed appropriate for the future. Please forward written comments to the President or to the Office of the Dean of Academic Affairs.

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MISSIONS AND OBJECTIVES



Mission

The mission of Dongguk University Los Angeles is to:

1. Explore and embody the principles and practices of traditional East Asian medicine.
2. Develop a community of skilled medical practitioners.
3. Provide accessible health care services to the local community.

Statement of Purpose and Goals

The Statement of Purpose and Goals for the Doctor of Acupuncture and Traditional Medicine (DATM) Programs are:

- To develop competent traditional medicine practitioners through advanced academic and clinical programs.
- To develop healthcare professionals with clinical competencies, including collaborative care.
- To develop healthcare professionals with skills and competencies to contribute to the community and to the field.

Master of Science in Oriental Medicine (MSOM) Program Educational Objectives (PEOs)

To train healers who are able to:

1. Demonstrate an understanding of the theoretical and historical contexts of oriental medicine.
2. Apply this understanding to accurately diagnose patients.
3. Utilize bio-medical diagnostic methods and refer to other practitioners as appropriate.
4. Competently plan, perform, assess, and adjust acupuncture treatments for common conditions and patterns.
5. Competently prescribe and modify herbal formulas for common conditions and patterns.
6. Embody and advise on healthy lifestyle choices, and
7. Identify, define, and model best practices for professional success.

Doctor of Acupuncture and Traditional Medicine (DATM) Program Educational Objectives (PEOs)

To train healers who are able to:

1. Demonstrate an understanding of the theoretical and historical contexts of oriental medicine.
2. Apply this understanding to accurately diagnose patients.
3. Utilize biomedical diagnostic methods and refer to other practitioners as appropriate.
4. Competently plan, perform, assess, and adjust acupuncture treatments for common conditions and patterns.
5. Competently prescribe and modify herbal formulas for common conditions and patterns.
6. Embody and advise on healthy lifestyle choices, and
7. Identify, define, and model best practices for professional success.
8. Apply integrative diagnostic skills to provide effective patient care
9. Obtain familiarity with contemporary community healthcare systems
10. Conduct collaborate care with other healthcare professionals
11. Develop and implement systems and plans for professional development
12. Assess and integrate scholarship, research, and evidence-based medicine, or evidence-informed practice to enhance patient care

FACULTY APPOINTMENT

Definition of Faculty

The faculty consists of all individuals employed by DULA who are engaged either in scholarly and professional instruction or academic service activities. These activities include but are not limited to educational activities related to classroom and clinical instructions, language programs (department, clinic), course and curriculum development, research, participation in student academic advising, as well as a service to the profession.

The Acting Dean of Academic Affairs shall forward his or her hiring recommendations and proposed faculty rank to the president, who will then approve and authorize the hire. The Acting Dean of Academic Affairs, in collaboration with the program director, will maintain a pool of academic faculty candidates who have been previously approved for this status. Offering appointments to such faculty can be initiated by the program director and are subject to the approval of the Acting Dean of Academic Affairs and/or the President. The pool of academic faculty candidates should be reviewed at least annually regarding eligibility to remain in the pool.

All DULA faculty must demonstrate a willingness and ability to engage in quality work in teaching, research, scholarly activities, practice and professional activities, and citizenship. They must also display a potential for continuing professional growth. DULA, under the leadership of the president and the Executive and Academic Committee, shall maintain control of and responsibility for all academic matters and shall assure that the instruction and faculty satisfy the standards established by the BPPE Ed. Code and chapter 5 CCR §71720(a)(6).

Faculty members are appointed on a quarter-by-quarter basis. They are initially appointed at the rank of instructor after recommendation by the Acting Dean of Academic Affairs.

Faculty Qualifications

The DULA faculty members of the Master of Science in Oriental Medicine (MSOM) program shall have the following qualifications:

1. An acupuncturist instructor who:
 - a. Holds a current valid license to practice acupuncture or be otherwise authorized to act as a guest acupuncturist in accordance with section 4949 of California Acupuncture Board Code (a “current valid license” is one that has not been revoked, suspended, placed on probation, voluntarily surrendered, or otherwise disciplined by the board).

- b. They must also be:
 Knowledgeable, current, and skillful in the subject matter of the course as evidenced through one of the following:
 - Holds a Baccalaureate or higher degree from a college or university and with written documentation of experience in the subject matter;
 - Have at least two years' experience in teaching similar subject matter content within the five years preceding the course;
 - Have at least two years' experience in the specialized area in which he or she is teaching within the five years preceding the course.
 - c. MSOM Clinical supervisors must hold a current valid license to practice Acupuncture and Oriental Medicine (AOM) in the state of California.
 - d. MSOM Clinical supervisors should have a minimum of five years of documented professional experience as licensed AOM practitioners, with expertise in the program's area(s) of concentration and/or specialization.
2. A non-acupuncturist instructor shall:
 - a. Be currently licensed or certified in his or her area of expertise, if appropriate;
 - b. Show written evidence of specialized training. This may include, but is not limited to, a certificate of training or an advanced degree in the given subject area;
 - c. Have at least two years' teaching experience in the specialized area in which he or she teaches within the five years preceding the course;
 3. Have strong communication, organization, interpersonal, and problem-solving skills;
 4. Have effective oral and written communication skills in English. For instructors who teach in the English, Korean, and/or Chinese language programs, such instructors must have fluent oral and written communication skills in his or her language program;
 5. Possess the ability to read and interpret documents and procedure manuals; write routine reports and correspondence; and speak effectively before groups of students, patients and other employees;
 6. Have knowledge of computer skills such as Microsoft Office (Excel, Word, and PowerPoint); the Internet (Web browser, website, and email) in relation to job responsibilities; and hardware (touchpad, mouse, and keyboard);
 7. Possess the ability to adapt to curriculum changes and to design new and appropriate student learning activities;
 8. Be able to get along and cooperate with fellow co-workers;
 9. Be able to work as a team member; and
 10. Possess a good attitude and be polite to students, patients, co-workers, candidates, and others.

The DULA faculty members of the Doctorate in Acupuncture and Traditional Medicine (DATM) program shall have the following qualifications:

1. An acupuncturist instructor shall:
 - a. Hold a current valid license to practice acupuncture or be otherwise authorized to act as a guest acupuncturist in accordance with section 4949 of California Acupuncture Board

Code (a “current valid license” is one that has not been revoked, suspended, placed on probation, voluntarily surrendered, or otherwise disciplined by the board).

- b. They must also be:
Knowledgeable, current, and skillful in the subject matter of the course as evidenced through one of the following:
 - Holds a Baccalaureate or higher degree from a college or university and with written documentation of experience in the subject matter; Holds a Doctorate degree from a college or university related to his/her teaching field is preferable
 - Have at least two years' experience in teaching similar subject matter content within the five years preceding the course;
 - Have at least two years' experience in the specialized area in which he or she is teaching within the five years preceding the course.
 - c. DATM Clinical supervisors must hold a current valid license to practice Acupuncture and Oriental Medicine (AOM) in the state of California.
 - d. DATM Clinical supervisors should have a minimum of five years of documented professional experience as licensed AOM practitioners, with expertise in the program's area(s) of concentration and/or specialization.
2. A non-acupuncturist instructor shall:
 - a. Be currently licensed or certified in his or her area of expertise if appropriate;
 - b. It is preferable to possess a Doctoral Degree and/or Postdoctoral Fellowship in his/her area of expertise;
 - c. Have at least two years' teaching experience in the specialized area in which he or she teaches within the five years preceding the course;
 - d. Have written, published, and/or presented scientific articles, papers, reports and/or research studies related to his/her area of expertise.
 3. Have strong communication, organization, interpersonal, and problem-solving skills.
 4. Have effective oral and written communication skills in English.
 5. Possess the ability to read and interpret documents and procedure manuals; write routine reports and correspondence; and speak effectively before groups of students, patients, and other employees.
 6. Have knowledge of computer skills such as Microsoft Office (Excel, Word, and PowerPoint); the Internet (Web browser, website, and email) in relation to job responsibilities; and hardware (touchpad, mouse, and keyboard).
 7. Possess the ability to adapt to curriculum changes and to design new and appropriate student learning activities.
 8. Be able to get along and cooperate with fellow co-workers.
 9. Be able to work as a team member.
 10. Possess a good attitude and be polite to students, patients, co-workers, candidates and others.

Appointment Process

Appointment Process: All appointments are reviewed first by the Acting Dean of Academic Affairs in concurrence with the final approval of the president. There are two kinds of appointments:

Term appointment: This is offered for a period of one quarter only and consists of ten weeks of instruction and one week of examination. The term begins at the start of the academic term as set forth in DULA's general catalog and is finished when all instructional responsibilities have been completed at the end of the term (examination week).

Annual appointment: This may be offered to any faculty member for a period of one academic year. Faculty members will be notified of renewal, non-renewal, or alteration of appointment no later than three months prior to the expiration of the current annual appointment.

The Acting Dean of Academic Affairs will work with the academic team to ensure that performance evaluation scheduling takes place at least once annually for subsequent appointments.

Faculty Orientation

Each new faculty member will be given an orientation by DULA. Whenever possible, this shall occur prior to the beginning of his or her instructional duties. The orientation, facilitated by the Acting Dean of Academic Affairs, relates to all matters specific to faculty members and common to DULA employees. It is ordinarily conducted on an individual basis and encompasses the following:

1. Introduction to executive and office staff, other faculty members (as soon as possible but is not essential to orientation), library staff, registrar, and any other staff with whom he or she will frequently interact with;
2. A brief tour of the DULA campus;
3. Information on: (a) current faculty handbook, employee handbook, program catalog and other related policy and process documents; (b) current library services and schedule guides; (c) list of available multimedia resources; (d) current class schedule; (e) DULA Populi system; and (f) any other necessary information.

FACULTY RIGHTS AND DUTIES

Academic Freedom

Consistent with our mission statement and objectives, it is our policy to engender and maintain full freedom of discussion, inquiry, teaching, and research. All faculty members are entitled to organize their own course/s regarding content, support materials, and methods of evaluation (student learning), but in accordance with the objectives of the published course description, official syllabi, and the highest academic standards. In the areas of research and publication, faculty members are entitled to freely discuss any subject at which they feel competent, pursue any line of inquiry into any academic area, and present and argue the ideas and conclusions arising thereof. While free to discuss those ideas justified by facts, they are expected to maintain standards of sound scholarship and competent teaching. However, while academic excellence at times demands challenging established ideas, the disparagement (slander, libel, etc.) of individuals or ideas is not considered to be consistent with professionalism and citizenship.

Both inside and outside of DULA, all faculty members shall conduct himself or herself in a manner that does credit to both himself or herself and DULA. He or she shall be free from censorship or discipline, but in accordance with the principles and practice of scholarship, they should be accurate, exercise appropriate restraint, show respect for the opinions of others, and to clearly indicate that they are not a spokesperson for DULA, where appropriate and necessary. Guest speakers are also expected to comply with this policy and maintain the same standards of scholarship, teaching, and professional etiquette.

Faculty members shall input final grades and/or other appropriate evaluations of student learning in the DULA Populi system by the end of the first week of the quarter break. Further, faculty members shall be primarily responsible for informing students of their performance evaluations clearly and without prejudice and making them available for student review.

Faculty List of Duties

Faculty members shall work under the general direction of the Acting dean of academic affairs and must provide full cooperation with the program director. Faculty members shall be responsible for the following duties:

Didactic Faculty

1. Provide quality academic and clinical instruction and counseling to students.
2. Provide academic and clinical course content as indicated in the curriculum, course descriptions, and official syllabi.

3. Uphold DULA academic standards and policies.
4. Review and submit recommendations for curriculum development, teaching effectiveness, and faculty development plans.
5. Attend in-service training (FERPA, Title IX, etc.), and professional growth activities such as the faculty development plan.
6. Attend commencement and other official DULA functions, such as faculty meetings, when possible.
7. Maintain a record of student class attendance prior to each class session and input the attendance record in the DULA Populi system.
8. Adhere to the class schedule and conduct class sessions in a timely manner.
9. Report excessive absenteeism or non-attendance to the registrar immediately upon knowledge of such.
10. Submit a course syllabus to the Program Director or Acting Dean of Academic Affairs no later than one week prior to the first day of class for each course. Include a course outline setting forth the content, objectives, and methods whereby students will be evaluated.
11. Conduct more than one formal evaluation of student or intern learning through reliable assessment methodology. Assessment of knowledge, skills, and competencies should evaluate students at their respective level of education and must be relevant to course content that is set forth in the syllabi.
12. Provide fair and honest grading.
13. Grade examinations in a timely manner to provide feedback.
14. Maintain and secure records of student grades.
15. Submit all accurate student examination scores no later than the end of the first week of the quarter break.
16. Report any teaching schedule changes to the program director.
17. Maintain scholarship and current knowledge of one's academic expertise. Provide any updates to the program director regarding personal file (curriculum vitae, etc.).
18. Maintain open-mindedness to the results of the evaluation.
19. Follow the administrative guidelines of copying, preparing tests, grading reports, submitting syllabi, and any other material as requested by the Acting Dean of Academic Affairs or program directors in a timely manner.
20. Comply with the faculty employment agreement and its contents.

Clinical Faculty

1. Support and evaluate the clinic intern/resident in conducting intake, charting, physical examination, completing a diagnosis, performing treatment, and determining a treatment plan.
2. Observe all clinic interns/residents performing treatment and to be readily available when interns/residents need help or advice.
3. Verify, approve, and sign assigned patient charts for complete and accurate information, charting all herbal formula prescriptions.

4. Verify and assess assigned interns/residents' competency in the study, performance, prescription of acupuncture points and herbal formulas, and techniques of acupuncture, moxibustion, and other modalities.
5. Ensure intern/resident compliance with the standards of practice of the OMC regulations including CNT, OSHA, and HIPAA.
6. Ensure intern/resident compliance with all DULA/OMC regulations, policies, and protocols by modeling positive, supportive, and safe behavior.
7. Assess intern/resident's clinical performance and competencies by participating in their evaluations, level exams, and case studies.
8. Maintain the safety of the patients and adhere to clinic procedures through verification.
9. Visit assigned treatment rooms regularly for quality control and risk management;
10. Be a role model exemplifying professional attitudes and behaviors in patient management.
11. Provide ongoing intern/resident evaluations, attendance checks, assessment, and feedback regarding qualitative and quantitative requirements.
12. Provide in-service training for interns/residents and other supervisors.
13. Participate in outreach and patient/student recruitment projects.
14. Work collaboratively with the clinic manager and administrative staff to ensure a balanced distribution of interns/residents and patients in the clinic.
15. Maintain a valid and current California acupuncture license, as well as CPR and first aid certificates
16. Report any incidents or inappropriate activities to the OMC director immediately by using the appropriate forms.
17. Perform any other clinical functions and duties as requested by the OMC director.

Teaching

The work of teaching entails basic tasks and functions including but not limited to:

INSTRUCTION of students in classroom sessions, tutorials, laboratories, and the clinic; instruction at workshops, retreats, and seminars; course management via planning student learning and grading; and maintaining student academic achievement and attendance records.

ADVISING, GUIDING, MENTORING, AND SUPERVISING of students in laboratories, the clinic, and DULA community outreach; advising students in academics, careers, and counseling referrals; and supervising teaching assistants, students in independent study, research projects, capstone projects, and clinical internships. Faculty members who teach in didactic courses are required to submit accurate and complete physical documentation of the student's academic evaluations including but not limited to examination questions, answers and scores, student assignments, student's projects, etc. no later than the end of the first week of the quarter break to the Program Director.

DULA conducts a regular 10-week didactic lecture for each academic quarter. One unit of didactic course is equivalent to 10 hours of in-person lecture and a minimum of 20 hours of out-of-classroom assignments. One unit of clinical course is equivalent to 20 hours of in-person training.

The academic teaching procedure for the independent study in DULA is the same as a regular class lecture. The only difference for independent study is that the student arranges their own schedule to meet with their course instructor. Faculty members are also required to submit all the physical evaluation documents of the students (for example: attendance, quizzes, exams, papers, etc.) to the Program Director in addition to the signed independent study form and schedule form. These documents serve as proof that students and faculty are complying with the regulation and will be attached to the student's files.

Part-time faculty are given 30 minutes per week for each didactic course to prepare and evaluate written materials prepared by students such as papers and examinations. Part-time faculty are paid 50% of their hourly pay rate for preparation time.

CLASSROOM BREAK: An hour of in-class lecture constitutes 50 minutes of lecture and 10 minutes break. A 3-unit class (which is equal to 3-hours lecture) has 150 minutes of lecture time and a 30-minute break in between each.

ASSESSING STUDENT PERFORMANCE by providing a clear grade that is fair to the content and learning objectives. Faculty members are required to design and conduct multiple assessments of student comprehension that are linked to the course goals and objectives. Such assessments may include but not limited to multiple class assignments, tests (i.e., quizzes, midterm test, final test, etc), oral presentation, and/or other student's projects.

For the DATM advance courses, DULA considers student paper projects and/or case studies to be suitable for the Doctoral level of study. However, faculty members may consider different types of evaluations to assess students' learning outcomes based on their decision for each of the course work under their instruction.

For the MSOM program and/or DATM foundational courses, DULA considers class tests to have a tremendous value in upholding student academic performance. As such, it is required for faculty members to conduct the class tests only during regular class meeting hours and in a closed book format. All final tests for each class are conducted at the Lotus Room (4th floor) during the eleventh week of the academic quarter. Faculty members who wish to deliver the class tests in open book, take home tests, or any other format including not conducting the final tests in the Lotus Room, must submit a written request providing reasons why such exam format needs to be delivered to students. This written request should be submitted to the Acting Dean of Academic Affairs and/or MSOM Program Director at least four (4) weeks in advance, before the first day of the instruction quarter begins.

The Acting Dean of Academic Affairs and/or MSOM Program Director shall bring the request to the Academic Committee meeting for approval.

The Academic Committee shall consider the approval or non-approval of the faculty member's request for a different format of assessment based on the following:

- The exam format is considered to encourage students to study more and improve their performance and knowledge of the class materials rather than the in-class closed book exam.
- The exam format is considered to directly improve the student's performance in preparation for the CALE / NCCAOM rather than the in-class closed book exam.
- The exam format is considered to be fair to all other students with respect to the class's grade.

The concerned faculty shall be notified of the Academic Committee's decision within fourteen (14) days upon receipt of request.

DEVELOPING CURRICULUM: DULA's core faculty provide leadership in faculty engagement in curriculum development as well as program assessment. The core faculty, as well as the Academic Committee members were instrumental in developing and planning the curriculum, staff and academic infrastructure, the assessment process for the program, and so forth.

The core faculty members are involved in various aspects of academia. Some of their activities include: revising course content, developing curriculum including teaching materials and manuals, conducting research activities, academic planning, enforcing of standards of academic quality pursuant to DULA's mission and objectives, reviewing faculty hiring procedures, and evaluation of faculty credentials.

Core faculty members also participate in Academic Committee meetings, where academic issues relevant to institutional operations are discussed.

In addition, faculty members attend quarterly faculty meetings where relevant issues on academic development, assessment, and faculty are discussed. Revision, development, and discussions of academic assessment and evaluation are regularly communicated and discussed with all members of the faculty during faculty meetings. The Program Director will be communicating regularly with faculty including formal and informal meetings and email communications.

INSTRUCTOR DEVELOPMENT by evaluating teaching competencies of fellow faculty members; attending continuing education seminars and workshops sponsored by DULA; and managing and mentoring fellow faculty members.

Academic freedom for students: Students shall have the right to freedom of expression, proper academic evaluation, and protection against improper disclosure.

Freedom of expression: Students should be free to reasonably disagree with the data and views offered in any course of study and to reserve judgment about matters of opinion. However, they are responsible for learning the content of any course of study in which they are enrolled in.

Improper academic evaluation: Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. They are responsible for maintaining standards of academic performance established for each course in which they are enrolled in.

Improper disclosure: Students' views, medical conditions, beliefs, and political associations that professors acquire during their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation.

Faculty Workload

In achieving DULA's mission and objectives, members of the faculty are required to devote appropriate portions of their contract commitment to the following areas of work activity: teaching, research and scholarly activities, practice and professional activities, and citizenship. DULA acknowledges the diversity of faculty interests and experiences. As such, DULA does not expect all faculty members' workloads to be identical. Each faculty member's workload will be consistent with his/her aspirations and DULA's goals, objectives, and expectations as defined by its mission statement and objectives.

Full-time faculty: Members of the faculty with a workload consisting of clinical and teaching duties ranging between 32 to 40 hours per week will be considered full-time faculty. The ratio of teaching and clinical supervision will be fully determined by the OMC director, in collaboration with the program director, the Office of the Acting Dean of Academic Affairs and the President.

To provide additional support for faculty workload and learning outcomes, a teaching assistant will be assigned to members of the faculty holding a didactic class (not directly related with a practicum class) with more than 30 enrolled students. For didactic classes that are directly related to the practical setting such as acupuncture anatomy, acupuncture techniques, Tui Na, etc., a teaching assistant will be assigned to the faculty members if their related classes have more than 15 enrolled students. A teaching assistant is assigned to the junior instructor who has yet to meet the full qualifications of a faculty member for the related program. Offering appointments to such teaching assistant can be initiated by the program director, and are subject to the approval of the Acting Dean of Academic Affairs and/or President. The pool of academic teaching assistant should be reviewed at least annually regarding eligibility to remain in the pool. For clinical supervising, a maximum of 4 interns can be assigned to each clinical faculty in one clinic shift.

At times, duties will be defined by areas of need as well as by aspirations and strengths of the faculty member. The remainder of the academic work week will consist of research and scholarly activities, practice and professional activities, and citizenship. This workload will be determined by mutual consent between the faculty member and his/her program director, subject to the approval of the Acting Dean of Academic Affairs and/or president.

Overage and load balancing: Subject to the approval of the program director and/or Acting Dean of Academic Affairs, a faculty member's workload may vary from the number of credit hours.

FACULTY PERFORMANCE GUIDANCE

Plan teaching sessions

The instructor understood the goals and objectives of the overarching academic program. Constructed a syllabus (course outline) which included a course description, as well as goals and objectives as they appear in the master course syllabus. Designed teaching sessions from the course syllabus or master's course syllabus.

Courses description and learning objectives

The instructor understood, provided, explained, and emphasized the course description and learning objectives clearly to the students. The presented lesson was also related to the established course description and learning objectives. Accomplished the course description and learning objectives throughout the teaching.

Courses delivery

The instructor presented materials that adhered to the curriculum. Shifted between lectures to small group activities, as well as questions and answers to provide more feedback and interactive engagement from the students. Led the discussion to encourage and deepen comprehensive, critical, and broad thinking. Prevented and/or terminated monopoly and off-track discussion. Summarized the discussions and related them to the course content. Maintained and used the time effectively.

Sets expectations and establish purpose

The instructor established ground rules for class management and conduct, explaining to the students what was expected from them and what could be expected from the instructor. Provided and explained the detailed contents of the class syllabus to the students, explaining how the course related to other courses in the program, and why specific topics were being used in relationship with professional opportunities. Explained that students may be expected to know and understand things that may not be directly addressed in the classroom.

Assignments

The instructor clearly stated the amount and level of in-class and out-of-class work expected from students as correlated in the class syllabus. Explained the purpose and what to expect from the assignments that were given in class. The given assignments clearly related to the course description and learning objectives.

Professionalism

The instructor was a good role model and professional practitioner/scholar. Maintained a professional appearance, attitude, resourcefulness, adaptability, and flexibility through well-prepared teaching materials and well-organized instructions. Maintained respectfulness toward the students.

Integrate principle for effective adult learning into the teaching

The instructor determined learners' understanding of the prerequisite material, and incorporated teaching activities that recognized and addressed these varied learning styles. Clarified students' motives to learn class material and, if needed, provided additional materials or exercises to improve the understanding of less knowledgeable students and challenge the abilities of more knowledgeable students. Developed problem-solving techniques and, if needed, provided appropriate supervision in practice activities conducted individually or in a pair/group.

Application

The instructor designed learning activities that reinforce the acquisition of course content (content-oriented activities) and its application (problem-centered activities). Used focused application to integrate new material and existing knowledge. Related the clinical activities to the subject of study. Discussed course material within the context of case studies and provided opportunities for reflection upon the application of new learning (i.e. asked learners to summarize how new knowledge could be applied to clinical practice).

Variety

The instructor demonstrated knowledge of using various training tools to support his/her teaching. Used attention-gaining devices (i.e. beginning with challenging questions, illustrations, or examples), achieved learning objectives by using various instructional techniques (i.e. literature reviews, demonstrations, field trips, structured discussions), and instructional aids (i.e. power point, handouts, and internet). Designed learning activities (i.e. data gathering and analysis) that develop higher-order cognitive skills such as summarizing, synthesizing, analyzing, and applying. Designed learning activities to stimulate group interaction. Organized instruction to allow for demonstration and guided practice. Assigned work to small or large groups. Assessed student learning using different kinds of evaluations (i.e. papers, projects, tests, case studies).

Academic standard

The instructor demonstrated and set a high standard of academic performance for the students through an expert knowledge of the course materials and the ability to deliver the related course information to

students effectively. Presented the various relevant references through scientific, evidence-based research in delivering the course materials. Encouraged and supported the students in developing their research skills and actively applied evidence-based medicine through their learning activities.

Maximize and optimize learners' "time on task"

The instructor guided students to set challenging goals for their own learning, established and communicated systematic paper drafts, quizzes, and reviews to keep students on schedule and progress toward a clearly defined goal or objective. Communicated the importance of scheduling frequent and self-paced study sessions. Organized instruction around learning objectives specified in the syllabus, communicated the minimum amount of time students should spend preparing for a class. Provided periodic reviews or summaries of previously covered content. Required that students use libraries and other information resources appropriate for accomplishing learning objectives.

Communication and cooperation

The instructor answer students' questions clearly. Encouraged students to ask questions as well. Asked open-ended questions that drew out relevant learner knowledge and experience. Encouraged classroom cooperation and created student project teams within a course. Provided the time, during which they remained available or approachable to the students.

Assess student learning

The instructor, at the start of the course, explained the criteria for evaluating each graded course requirement and the weight of each requirement in determining the student's final grade. The grading system was clear and fair to the content and the learning objectives. Set a series of requirements such as attendance, multiple class assignments, regular quizzes, and class tests to allow the feedback of learning from students to guide them. Designed multiple assessments of learner performance that linked to the course goals and objectives. Provided opportunities for informal, non-evaluative feedback on the acquisition and application of new course material (i.e. solicit group responses, provided handouts with correct answers for self-checking). Distributed performance evaluation results throughout the course to provide ongoing feedback on the quality of each student's performance, including written comments specifying the strengths and weaknesses of each student's performance on a given assignment. Provided classroom exercises and problems which give learners immediate feedback about their performance. Solicit student feedback about class at multiple points during the course. Assessed student knowledge using more than one type of evaluation (i.e. multiple-choice questions, essay questions, projects). Returned the graded assignments in time.

Monitor and self-evaluate teaching

The instructor maintained the awareness of verbal and non-verbal communication to give positive encouragement to students while conveying enthusiasm for the subject. Sought and used their own and/or student feedback in their self-evaluation. Conducted regular reviews of current research in the field to add to and/or update the class materials, quizzes, assignments, and any other tests.

FACULTY PERFORMANCE EVALUATION POLICY AND PROCEDURE

The evaluation processes provide a means to assess a faculty member's performance and a basis for decisions regarding reappointment and promotion. These processes also ensure quality instruction in the institutional programs.

Each faculty member shall be evaluated quarterly, or as deemed necessary by his/her program director and/or director of the DULA Oriental Medical Center. These evaluations are submitted to the Acting Dean of Academic Affairs. The Acting Dean, in conjunction with the President, the Associate Dean, and academic directors meet to review and finalize the results of the evaluation. In all cases, the President, as an executive academic leader is the final decision maker.

Discussions of the results of such evaluations occur as soon as possible after the evaluation of each faculty member. If their areas of improvement that have been identified, the Program Director meets with the faculty to discuss improvements and future options.

The didactic faculty are evaluated three different ways:

1. Adhering to faculty duties in the Faculty Handbook.
2. In-class peer observation.
3. Student evaluation of faculty.

DULA also conducts in-class peer observations at least once a year for each faculty member as a performance evaluation tool. The evaluation may be conducted by the President, Acting Dean of Academic Affairs, Associate Dean of Academic Affairs, Program Director (s), and/or the Oriental Medical Center Director. Students also evaluate faculty. DULA's online Populi system allows DULA students to evaluate the faculty members and the course at the end of the quarter.

Clinical faculty (clinic supervisor) performance evaluation is done in three different ways:

1. Student evaluation of assigned clinic faculty members by the end of every quarter.
2. Quarterly in-shift peer evaluations.
3. The director of the Oriental Medical Center's biennial evaluation of clinic faculty.

Review and grievance: If the faculty member disagrees with his/her performance evaluation and/or its decisions, he/she may use the normal grievance process set forth herein.

DULA has established a set of different evaluation criteria, as follows:

1. Didactic faculty:
 - a. Effectiveness of teaching methods
 - b. Usage of appropriate teaching materials
 - c. Encouraging critical thinking
 - d. Effective communication skills
 - e. Adhering to high professional and academic standards

- f. Effective assessment tools to ensure achievement of competencies with appropriate feedback
 - g. Professionalism
2. Clinical faculty:
- a. Punctuality on assigned shift and clinic meeting
 - b. Availability for students
 - c. Effectiveness teaching methods
 - d. Clinical knowledge and expertise for supervision
 - e. Compliance to the rules and regulations of DULA/OMC, including CNT, OSHA and HIPAA
 - f. Professionalism to students, staff, and patients
 - g. Effective communication skills with students and patients
 - h. Completion of assigned or requested work on time
 - i. Involvement with academic affairs to improving the quality of education and clinic Development

Reappointment

The faculty performance evaluation will play a major role in determining the reappointment of the faculty members. Each of the faculty members who in their result of the performance evaluation falls below the “satisfactory” level (60% or above), will receive a separate written notice regarding the requirement to improve their performance during the upcoming quarters of their teaching appointment. Faculty members who shall consistently fall below the “satisfactory” level will be required to meet for an interview with the Acting Dean of Academic Affairs and/or HR committee, if applicable. If the related faculty members are again not able to meet the “satisfactory” level in the following quarter, DULA will then terminate their reappointment.

For the details of faculty performance guidance, please refer to the “Faculty Performance Guidance” section of this handbook. For the guidance of faculty duties, please refer to the list of duties in the “Faculty Rights and Duties” category.

FACULTY PERSONNEL POLICY

Personnel Records

DULA's office of the Chief Operating Officer, academic and/or other offices designated by the president shall store and maintain each faculty member's personnel file. This file will also function as the faculty member's employee file. It will contain the faculty member's employment applications, resumes, official academic transcripts, proof of licensure (if applicable), copy of W-4 form, copy of the I-9 form, and various records related to employment status as generated by DULA (i.e. letters of appointment, employment agreement, status changes, salary adjustments, performance evaluations). The file will be maintained in accordance with the same policies regarding employee access, privacy, and notification of changes in personal status as found in the employee handbook.

A list of documents ordinarily filed in the employee file follows:

1. Curriculum vitae
2. 2" x 2" photos
3. Emergency contact information
4. Proof of legal residency in the U.S.
5. Copy of Social Security Number or driver license or real ID
6. Copy of diploma
7. Official transcript from the highest degree institute attended or evaluation from DoED-recognized agency (if foreign equivalent)
8. Award Certificate (if applicable)
9. Interview Evaluation (if applicable)
10. Offer of Employment
11. I-9 (if applicable)
12. W-4, 1099 or W-9 form
13. Acknowledgement of Receipt of Employment Handbook
14. Acknowledgement of Receipt of Faculty Handbook
15. FERPA agreement
16. Employee Acknowledgement of Receipt of Unlawful Harassment, Discrimination and Retaliation and Personal Appearance and Behavior Policy
17. Acknowledgment of Receipt of OMC Handbook (Clinic Employee only)
18. Completion of DULA Policy Training (FERPA, Title IX, HIPAA, OSHA)
19. Recommendation letter (optional)

The Chief Operating Officer shall maintain a personnel file for each faculty member. Apart from the employee file, the didactic / clinical faculty member folder is also created for each faculty member and stored in the office of the Acting Dean of Academic Affairs and/or other offices designated by the

president. The faculty folder will help ensure that common information of each faculty member is regularly updated and kept in maintenance.

The documents ordinarily filed in the didactic / clinical faculty folder are as follows:

1. Faculty contact information
2. Copy of professional license and/or verification
3. Faculty employment agreement that includes the job description and duties of faculty members
4. Faculty development plan
5. Malpractice insurance document (Clinical faculty only)
6. Copy of CPR and First Aid Training Certification or Card (Clinical faculty only)
7. OSHA Training Agreement (Clinical faculty only)
8. Hepatitis B Vaccination document (Clinical faculty only)
9. HIPAA Training Agreement (Clinical faculty only)

Personnel File changes: The Acting Dean of Academic Affairs shall notify a faculty member of any relevant documents being placed in the personnel file. Faculty members shall have the right to review the contents of his/her file at any time and, with the mutual consent of the Acting Dean of Academic Affairs, may add or delete documents. Deletion of documents relevant to the terms and conditions of employment must have additional approval of the president.

File retention: All employment files are maintained in either the office of the Dean of Academic Affairs and/or office of the Chief Operating Officer for a period of 5 years after a faculty member leaves DULA.

Faculty Benefits

DULA faculty members are entitled to all the benefits procedures set forth in the applicable DULA employee handbook. DULA faculty members may also receive a beneficial rate related to any Continuing Education (CE) courses that are offered by DULA.

DULA faculty members will also be entitled to the professional development benefits procedure as follows:

1. All DULA full-time and part-time staff and faculty members are encouraged to register with the professional growth activities such as seminars, workshops, training, certification programs, continuing education, etc.
2. All DULA full-time and part-time staff and faculty members will be allowed the benefits of \$100.00 per year, to be used for such professional growth activities.

3. All staff and faculty members need to submit their request regarding this professional activity, attached with the activity brochure, in order to receive the approval from the DULA human resources (HR) committee to the entitled professional growth benefits.
4. After they have participated in the activities, all staff and faculty members who received professional growth benefits will need to report to the DULA HR committee with a summary of what they learned and a copy of the activity certificate and payment receipt.
5. Apart from this benefit, DULA will also review each requested professional growth activity from the staff and faculty members. If the activities are determined to have a very good impact to the school, DULA may request to reimburse all the expenses of the related staff and/or faculty members. After they have participated in the activities, the staff and/or faculty members who agreed to this request will then be required to report to the DULA HR committee with a summary of what they learned and a copy of the activity certificate and payment receipt. Furthermore, he/she will also be required to hold in-service training to present the materials that he/she learned from his/her activities to all DULA staff and/or faculty members.
6. Faculty are also entitled to either free or discounted participation in DULA sponsored CEU events.
7. Faculty may submit a request to sit in any classes, especially at the advanced doctoral level.

Faculty academic position and salary ranking system:

1. Professor Qualifications:

a. DULA didactic and/or clinical faculty member who:

- Has been teaching in his/her field of expertise for more than 10 years.
- Holds a doctoral degree in the area of his/her teaching.
- Maintains a high level in the faculty performance evaluation.

b. Benefit:

DULA faculty members who are promoted to this position are eligible for the first level of the faculty salary, as set by DULA.

c. Procedures:

Qualified faculty member may submit his/her written request for the promotion of this position to the Acting Dean of Academic Affairs. The Acting Dean will review the record of faculty performance in DULA and bring it to the academic committee meeting. It is very important for the faculty member to maintain his/her faculty performance at a high level. Once the academic committee meeting approves the request of the promotion for the qualified faculty member, the recommendation will then be brought to the executive committee meeting, which will give the final approval.

2. Associate professor Qualifications:

a. DULA didactic and/or clinical faculty member who:

- Has been teaching in his/her field of expertise for 7 to 10 years.
- Holds a doctoral degree in the area of his/her teaching.
- Maintains a high level in the faculty performance evaluation.

- b. Benefit:
DULA faculty members who are promoted to this position are eligible for the second level of the faculty salary, as set by DULA.
 - c. Procedures:
The qualified faculty member may submit his/her written request for the promotion of this position to the Acting Dean of Academic Affairs. The Acting Dean will then review the record of faculty performance in DULA and bring it to the academic committee meeting. It is very important for the faculty member to maintain his/her faculty performance at a high level. Once the academic committee meeting approves the request of the promotion for the qualified faculty member, the recommendation will then be brought to the executive committee meeting, which will give the final approval.
3. Instructor Qualifications:
- a. DULA didactic and/or clinical faculty member who has been teaching in his/her field of expertise area for less than 7 years since his/her first teaching appointment and does not hold a doctoral degree in the field of expertise of the area of his/her teaching shall be given the title of instructor.
 - b. Benefit:
Instructors are eligible for the third level of the faculty salary, as set by DULA.
4. Special promotion:
- DULA may reward faculty members for recognition of their outstanding and extraordinary academic accomplishments during their academic career. Nominated by the academic committee and based on evidence of special merit, they may be promoted to the appropriate level by the approval of the executive committee, regardless of their eligibility for promotion.

Faculty Absences and Leaves

Absences and leaves: A faculty member is expected to conduct all his/her scheduled classes. Paid time off for full-time teaching faculty members are expected to be taken during recesses (i.e. quarter breaks). These recesses include winter, spring and summer breaks. DULA observes holidays as listed in the employee handbook. Faculty members are not required to conduct classes or to perform any other duties on days that DULA is officially closed.

When a faculty member takes a leave other than sabbatical (i.e. sick leave, jury duty, military duty) while classes are in session, he/she shall follow the appropriate procedures set forth in the employee handbook. He/she shall also discharge his/her responsibilities to his/her students. In cases of emergency or other unanticipated absence, he/she shall notify the Acting Dean of Academic Affairs and/or the program director as soon as possible, allowing time for a substitute to conduct the class session. During any kind of leave, the faculty member should arrange for a substitute, with prior approval from and in

consultation with the Acting Dean of Academic Affairs and/or the program director. If a substitute cannot be arranged and classes are canceled as a result, the faculty member must make up the time and/or academic content missed upon his/her return to class.

Procedures for separation

Resignation: A faculty member may resign prior to completion of his/her letter of appointment and/or employment agreement by giving one term's notice and leaving at the end of the term or at a time approved by the Acting Dean of Academic Affairs, program director, and president.

Layoff: Layoff is a severance action by DULA terminating the services of a faculty member, without prejudice to performance, before expiration of his/her letter of appointment. Layoff may result from academic restructuring, program changes, financial circumstances, or other emergency situations.

Academic program changes: Layoff may occur as a result of major changes in curriculum requirements or restructuring of an academic program. Such decisions reflect long-term judgments that will enhance the educational mission of DULA.

Layoff procedures for specific faculty: After collaboration with the program director, the DULA and/or faculty committees, Acting Dean of Academic Affairs, and program director shall make layoff recommendations to the president, who shall make the final decision.

Progressive discipline: Dismissal for cause due to performance-related issues shall be preceded by a written warning/admonition by the appropriate administrative office describing the alleged performance deficiency and warning that a faculty member's status is in jeopardy. The warning should also inform the faculty member of the period within which performance deficiencies are expected to be corrected. Failure and/or refusal to correct the deficiency may result in application of sanctions, including suspension, dismissal, and removal from a course during the quarter. Faculty members are advised that some conduct is serious enough to justify immediate suspension or dismissal and is not subject to progressive discipline.

Suspension: When justified, the president may suspend a faculty member without previous citation or warning. If a faculty member is suspended, it may result in partial or total discontinuance of all salaries and benefits, suspension of all promotion and salary increments, and temporary suspension or withdrawal of all faculty privileges. A suspended faculty member may pursue the grievance procedure in this handbook. If exonerated, he/she will receive any pay and benefits withheld during the suspension period within five working days of the decision exonerating him/her.

Precautionary suspension: This will temporarily separate a faculty member if the president determines that there is a strong probability that a faculty member's continued presence at DULA poses an immediate threat of harm to DULA, its constituencies, or any part of the DULA community. Suspension will last if a threat of harm continues, or until dismissal for cause.

Disciplinary suspension: This will be ordered by the president as disciplinary action, to emphasize the seriousness of faculty misconduct or violation of DULA's policies. This will last for a period reasonably related to the nature and extent of the misconduct or violation.

Dismissal: This is a severance action where DULA terminates the services of a faculty member for cause before expiration of his/her letter of appointment and/or employment agreement. In these cases, corrective procedures under DULA's progressive discipline policies should be followed before formal dismissal proceedings are initiated. Causes include, but are not limited to, the following:

1. Failure to fulfill and/or continual neglect of the academic, clinical, or professional duties and obligations of a faculty member's position in a satisfactory manner.
2. Professional and/or personal misconduct.
3. Falsification of credentials (education or experience) or other educational documents.
4. Failure to provide or secure required official records of earned degrees and/or licensure.
5. Professional incompetence and/or clinical malpractice.
6. Violation of the rights and freedoms of fellow faculty members, administrators, or students, including sexual or other illegal harassment.
7. Conviction of a felony or other criminal act.
8. Failure to follow the canons and professional ethics of the acupuncture and oriental medical profession in California.
9. Failure to follow institutional policies and guidelines set forth in all current official DULA publications or documents and this handbook, or as instructed by an appropriate DULA official.

Dismissal Procedures: The procedure for dismissal shall include the following steps:

1. Confidential written notice to the faculty member by the president of probable initiation of dismissal proceedings, including a specific statement of charges as well as the faculty member's rights.
2. Discussion between the faculty member and appropriate administrator in an effort to reach a mutually acceptable resolution.
3. If, after the above is completed, no resolution is attained and DULA decides to begin formal dismissal proceedings, the faculty member shall receive a written dismissal notice with a statement of charges described with reasonable specificity by the president.

Review of dismissal: After completion of the dismissal procedure, the president may elect to impose a lesser disciplinary action such as suspension with or without pay, oral or written reprimand, or reassignment.

Grievance procedure and binding arbitration: A faculty member who has been dismissed is entitled to use the grievance procedure described in this handbook. If the dispute is unresolved following the completion of those procedures, DULA and the faculty member may submit the matter to binding arbitration, pursuant to the expedited rules of the Judicial Arbitration and Mediation Service (JAMS), as

the sole means of adjudication. The arbitrator's decision will be final and binding. Arbitration costs shall be shared equally by the parties. The arbitrator's authority shall be limited to interpreting DULA's policies, procedures, handbooks, and appointment letters/employment agreements. The arbitrator shall not have the authority to add to or modify any of these policies, procedures, or documents.

CONFLICT OF INTEREST

Faculty members are encouraged to engage in outside professional activities related to their academic specialties. However, faculty involvement in the management of private companies requires that faculty not engage in any activities that create the appearance of the possibility of a conflict of interest.

Acceptance of gifts: DULA staff, including faculty, supervisors, and their immediate family members shall not solicit, accept, or retain personal benefit from any student, patient, or vendors with whom DULA is doing business or from any individual seeking to do business with DULA. In this context, a personal benefit is regarded as any type of gift, gratuity, favor, service, fee, or compensation—anything of monetary value. Specific exceptions to the personal benefit prohibitions are made if there is no reasonable likelihood of improper influence in the faculty member's performance of duties on behalf of DULA. Any personal benefit received is to be reported to the program director and/or Acting dean of academic affairs, who will review the situation and instruct the faculty member as to the appropriate course of action.

Confidentiality: Safeguarding confidential information for DULA and its students and patients is essential. It is the policy of DULA that confidential information acquired by a staff member through his/her employment must be held in the strictest confidence. Personal information concerning students and patients should be released only with their written consent, or by subpoena or court order. Confidential information about students and patients should never be discussed with anyone outside DULA, and, within DULA, only with those who have a legitimate need to know. Faculty members are responsible for familiarizing themselves with the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

STUDENT CONDUCT AND DISCIPLINE PROCEDURE

Students are members the DULA community, as well as members of the local community at large. Like faculty, they have certain rights and responsibilities. Students are expected to comply with all state laws as well as with DULA policies and regulations. Upon enrollment, students shall receive and will be subject to the DULA student handbook. All faculty members are provided a copy of the same. Faculty members are also responsible for being conversant with the various grounds for imposing student discipline, as well as for knowing the different types of disciplinary actions which may be imposed, all of which are set forth in the DULA student handbook.

Student discipline procedures: Procedural due process is basic to the proper enforcement of DULA policies and procedures.

All students shall be given formal written notice—including a brief statement of the factual basis of the charges, the DULA policies or regulations allegedly violated, and the time and place of a hearing—within a reasonable time before the hearing.

The opportunity will be provided for a prompt and fair hearing in which DULA shall bear the burden of proof, and at which time the student shall have the opportunity to present documents and witnesses, as well as confront and cross-examine witnesses presented by DULA. No inference shall be drawn from the silence of the accused.

A record of the hearing shall be recorded with an expeditious written decision based upon the preponderance of evidence and shall be accompanied by a written summary of the findings of fact and a description of the appeals process.

Administration of student discipline: The executive committee may impose discipline for violations of DULA policies and regulations, whether such violations are also violations of law, and whether or not proceedings are or have been pending in the courts involving the same acts. If an alleged violation of DULA policies occurs in connection with an official DULA function not on-campus, the student accused of the violation shall be subject to the disciplinary procedures. The loss of DULA employment shall not be a form of discipline.

If, as a result of an official appeal, it is determined that the student was improperly disciplined, the president shall, if requested by the student, have the record of the hearing sealed, and have any reference to the disciplinary process removed from the student's record. In such a case, the record of the hearing may be used only in connection with legal proceedings. The president may also take other reasonable actions to ensure that the status of the student's relationship with DULA is not adversely affected.

Whether or not a hearing is conducted, DULA may provide written notice to a student that his or her alleged behavior may have violated DULA policy or regulations and that, if repeated, such behavior will be subject to the disciplinary process. Evidence of the prior alleged behavior, as detailed in the written notice, may be introduced in a subsequent disciplinary action in order to enhance the penalty.

SEXUAL AND OTHER HARASSMENT POLICIES

In addition to prohibiting other forms of unlawful discrimination, DULA maintains a strict policy prohibiting sexual harassment and harassment on the basis of race, color, national origin, ancestry, religion, creed, physical or mental disability, medical condition, marital status, sexual orientation, age, or any other basis protected by federal, state, or local law. All such harassment is prohibited. DULA's anti-

harassment policy applies to ALL PERSONS involved in the operations of DULA and prohibits harassment by any employee of DULA, including managers, supervisors, and co-workers.

In addition, DULA's anti-harassment policy protects faculty members and employees from harassment by students of DULA, vendors, or any others doing business with DULA. If harassment occurs on the job by someone not employed by DULA, the procedures in this policy should be followed as if the harasser were an employee of DULA.

Sexual harassment defined

Federal law defines sexual harassment as unwanted sexual advances; requests for sexual favors; or visual, verbal, or physical conduct of a sexual nature when:

1. Submission to such conduct is made a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive environment.

State and local law's definitions of sexual harassment include various forms of offensive behavior. The following is a partial list:

1. Unwanted sexual advances.
2. Offering employment benefits in exchange for sexual favors.
3. Making or threatening reprisals after a negative response to sexual advances.
4. Visual conduct: leering; making gestures; and displaying of sexually suggestive objects or pictures, cartoons, or posters.
5. Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, and comments about an employee's body or dress.
6. Verbal sexual advances or propositions.
7. Verbal abuse of a sexual nature; graphic verbal commentaries about an individual's body; sexually degrading words to describe an individual; and suggestive or obscene letters, notes, or invitations.
8. Physical conduct: touching, assault, impeding or blocking movements.
9. Retaliation for reporting harassment or threatening to report harassment.

It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful, whether it involves co-worker harassment by a supervisor or manager, or by persons doing business with or for DULA.

Other types of harassment

Prohibited harassment based on race, color, national origin, ancestry, religion, physical conduct or mental disability, marital status, sexual orientation, or age includes:

1. Verbal conduct such as threats, epithets, and derogatory comments or slurs.
2. Visual conduct such as derogatory posters, photographs, and cartoon images;
3. Physical conduct such as assault, unwanted touching or blocking of normal movements.
Retaliation for reporting harassment or threatening to report harassment.

Special complaint procedures relating to allegations of harassment

DULA's complaint procedure provides for an expeditious, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies to any victim of harassment. Appropriate action will be taken to deter any future prohibited harassment. A person may have a claim of harassment even if he or she has not lost his/her job or some economic benefit.

Faculty members and/or employees who believe they have been harassed on the job, or are aware of the harassment of others, should provide a written or verbal complaint to the Title IX coordinator as soon as possible. The complaint should include details of the incident(s), names of individuals involved, and the names of any witnesses.

All incidents of prohibited harassment that are reported will be investigated. DULA will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed, after which a determination regarding the alleged harassment will be made and communicated to the employee(s) who complained of the accused harasser(s).

DULA strictly prohibits retaliation against any person by another employee or by DULA for using this complaint procedure or for filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a government enforcement

agency. Prohibited retaliations include, but are not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying any employment benefit.

If a complaint or prohibited harassment is substantiated, appropriate disciplinary action, up to and including discharge, will be taken. A person who engages in unlawful harassment may be held personally liable for monetary damages. Whatever action is taken against the harasser will be communicated to the employee who complained.

DULA does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequences of the discharge of one's duties. Accordingly, to the extent permitted by law, DULA reserves the right not to provide defense or pay damages assessed against a person for conduct in violation of this policy.

GRIEVANCES PROCEDURE

These procedures are stated below to provide administrative recourse for resolving differences when informal measures have failed. Informal settlements of disagreements are strongly encouraged before initiating these procedures. All avenues of deliberation, consultation and mediation should be used before a grievance is filed. Disputes being adjudicated outside of DULA are excluded from these procedures.

Definition

A grievance is a complaint or allegation on the part of a faculty member against a member or members of the faculty, staff, or DULA administration. Examples include violations of DULA procedures or policies; infringement of established or inferred rights of faculty members; issues related to compensation, appointment, reappointment, promotion, or separation; and violation of academic freedom or ethical conduct. Grievances may not be filed solely to repeal DULA regulations or policies but may address how a regulation or policy was reached, interpreted, or implemented.

Committee

A grievance committee shall decide which grievances will be heard. The committee shall consist of 5 members: 2 faculty members selected and approved by the Acting Dean of Academic Affairs and program director, 2 members appointed by the president, and 1 member from the administration selected unanimously by all members. The 5 committee members shall elect a chair. Individuals who are a party to the grievance or who have been previously involved in the attempts at informal resolution are not eligible for selection to the committee. The committee shall be autonomous in its organization and operation. All 5 members shall be present during the hearing of every case. In some circumstances, when a member cannot serve, a replacement shall be made according to the selection process noted above.

Filing grievances

If all informal efforts to resolve are unsuccessful, a faculty member wishing to file an official grievance must do so in writing to the Acting Dean of Academic Affairs within 90 days of occurrence of the grievable action. If filed after 90 days, justification for the delay should be included in the grievance document. The acceptance or rejection of a delayed filing shall be the decision of the grievance committee. The document should be a concise statement setting forth the basis for the complaint and allegation; it should also include details such as identify of parties involved, description of any alleged violation(s), actions and statements made by the involved parties, presentation of evidence supporting the grievance, and a description of all measures taken to resolve the dispute informally.

Procedures

Upon receipt of a grievance, the Acting Dean of Academic Affairs shall:

1. Request appropriate documentation from the grievant and all other parties concerned.
2. Notify the president of the pending grievance in order to begin the committee selection process.

When the committee has been formed and a chairperson elected, he/she shall obtain from the Acting Dean of Academic Affairs all documentation related to the grievance. The committee will

convene within ten working days from receipt of the grievance. It will also decide if the grievance has merit and should be heard. If it chooses not to act upon the grievance, all decisions reached, or actions taken prior to the filing of the grievance shall stand. If the committee decides to hear the grievance, it shall, within three working days of its meeting, provide all parties concerned with copies of all documentation regarding the grievance. Concerned parties will have at least five working days in which to review this documentation before the hearing.

Grievance hearings will be private, and all participants are bound to confidentiality throughout. Both parties shall be permitted advisors or counsel (including legal counsel), who may be heard only upon consent of the committee chair. Each party shall have the right to call witnesses, present evidence, and cross-examine witnesses. If a witness who has made prior statements is unwilling or unable to appear at the hearing, the committee shall determine whether such evidence has relevance and/or probative value and rule on its admission. Also, in the interest of fairness to both parties, appropriate continuances may be granted by the grievance committee.

All formal proceedings shall be recorded on audiotape or digital media by the committee chair. During the proceedings, all persons involved in the grievance hearing shall have full access to all relevant records, while protecting records that are deemed to require confidentiality. After the hearing, all written records will be forwarded to the Acting Dean of Academic Affairs, who will maintain them for at least one year. Within seven days of the hearing, the committee shall send its decisions to the president,

including an explanation for its decision and any recommendations. The president shall notify all parties of his final decision in writing and shall include an explanation for his decision.

All parties to any grievance are responsible for substantiating their allegations with appropriate evidence, documents, and witnesses. The committee and the president shall consider all evidence before making a final decision. Any action taken by DULA that may have formed the basis for the grievance shall remain in effect during the grievance proceedings. The president may retroactively reinstate any and all rights and/or privileges removed as a result of the final decision in favor of the grievant within thirty (30) days.

Appeal Procedure

All parties to any grievance may request an appeal review of the final decision. Within 10 days of receipt of a written request for appeal, the president shall appoint an appeal committee consisting of three impartial and unbiased members who did not serve on the grievance committee. The appeal committee may request interviews of all parties, consider any new evidence, request written responses from parties, and make recommendations to the president.

Should the reporting faculty member, or any other affected party, remain displeased with the outcome provided by the university, they may contact:

Accreditation Commission for Acupuncture and Oriental Medicine

ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347;

Phone 952/212-2434; fax 301/313-0912.

www.acaom.org

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA

95833 P.O. Box 980818, West Sacramento, CA 95798- 0818

(888) 370-7589 (Telephone), (916) 431-6959 (Telephone), (916) 263-1897 (Fax)

www.bppe.ca.gov

California Acupuncture Board

1747 N. Market Blvd, Suite 180, Sacramento, CA 95834

Tel (916) 515-5200, Fax (916) 928-2204

www.acupuncture.ca.gov

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT POLICY (FERPA)

In accordance with the Family Educational Rights and Privacy Act (FERPA), the University protects the privacy of student records, including address, phone number, grades and attendance dates. Student records are permanently kept in locked fireproof file cabinets and a backup copy of student records is kept on an off-site server. Students have the right to review their academic file by submitting a request to the Registrar.

The University does not release school records or any other information about a student to any third party without the consent of the student, except as allowed by law. Students may view an unofficial copy of their transcript and/or request an official copy through the University's student web portal. The University permanently maintains records of academic progress. The Family Education Rights and Privacy Act (FERPA) of 1974, as amended (the "Act"), is a federal law. DULA will maintain the confidentiality of educational records in accordance with the provisions of the Act and will accord all the rights under the Act to eligible students who are or have attended DULA.

Student records are maintained at the school site for five years from the last date of attendance. Transcripts are maintained permanently.

All DULA staff and faculty who access or use student data are required to take FERPA training. All DULA staff and faculty are required to renew their FERPA training every two years. FERPA training information is available directly from the institutional website. Staff and faculty are required to complete the FERPA survey training prior to beginning their work at DULA. The result of the FERPA training from staff and faculty are available from the staff assigned to conduct FERPA training.

The Act affords students certain rights with respect to their educational records.

- Right of Inspection: To inspect and review their records.
- The right to request and amend their records to ensure that they are not inaccurate, misleading, or otherwise in violation of their privacy or other rights.
- The right to disclose only with student consent of personally identifiable information contained in their records, except to the extent that the Act authorizes disclosure without consent.
- The right to file with the US Department of Education a complaint regarding the school to comply with the requirements of the Act. The address to file a complaint is:

Family Policy Compliance Office
US Department of Education

400 Maryland Avenue SW
Washington, DC 20202

For more information about FERPA policy, please refer to DULA University Policy Handbook.

HANDBOOK AMENDMENT POLICIES

DULA's policies and procedures shall undergo amendments from time to time to reflect advances in Acupuncture and Oriental Medical care and changes in academic organization, governance and function based on DULA's mission and objectives. The following amendment processes provide for an effective means to keep the faculty informed of pertinent changes in policies and procedures. The Program Director, Acting Dean of Academic Affairs and President shall be primarily responsible for overseeing the process of keeping the Faculty Handbook up to date.

Initiation the Amendment Process: Any member of the faculty, staff or administration may submit written suggestions or requests for Faculty Handbook changes which may include but are not limited to errors, deletions, additions, revisions, etc. Non-substantive changes that are information only to be updated routinely may be made by either the Program Director and/or Acting Dean of Academic Affairs, in consultation with each other, without the approval of the President and Board of Directors.

Substantive amendments, i.e., those having major policy and procedural impact, must be reviewed by the Program Director and the Acting Dean of Academic Affairs. Within two (2) weeks, a report of their review of the proposed substantive amendment(s) will be forwarded to the President who will incorporate the amendment as an agenda item in the Executive Committee meeting agenda. If approved, the amendment will be submitted to the President for approval. If the President approves the amendment, it will be submitted to the Board of Directors for ratification and incorporation into the Handbook. The Acting Dean of Academic Affairs will be responsible for overseeing the printing and distribution of the Faculty Handbook revisions.

Survey within DULA about Amendments: At least once a year, the Program Director and Acting Dean of Academic Affairs will contact all DULA constituencies (e.g. facilities, student services, academic affairs, admissions, human resources, clinic supervisors, etc.) and request information about any new and revised policies and procedures that should be incorporated into the Handbook. This procedure is designed to be an effective communication mechanism whereby various non-faculty individuals are encouraged to communicate freely and effectively with faculty.

Ultimate Authority: The DULA Board of Directors retains ultimate authority for resolving content and publication issues regarding the Faculty Handbook, consistent with its legal responsibility for managing the institution.