Faculty Handbook

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Contents

Introduction

This Faculty Handbook is general in nature and is designed to provide faculty with a high-level overview of the institution and its policies and procedures. The goal of this document, while not all inclusive, is intended to provide insights into the work of the faculty and academic staff. The policies contained herein have been compiled from a number of sources, and it is not intended to be exhaustive of all policies and procedures governing the Institute.

This handbook largely draws upon two main sources that should be read, understood, and referred to on a regular basis:

- Employee Handbook: www.newlinesinstitute.org.
  Academic Catalog: www.newlinesinstitute.org.

If you have any questions or concerns about anything contained in this faculty handbook, and/or to request clarification on anything contained herein, please contact the Program Director or School Director.

The Institute will make every effort to notify faculty members when an official change in policy or procedure has been made, and it is the responsibility of the faculty to familiarize themselves with these policies and procedures as announcements or changes occur to this handbook. However, faculty are encouraged to always consult the academic catalog because it includes the most up-to-date academic policies and procedures via the online version of the catalog.

This Faculty Handbook is not a contract of employment nor is it intended to create contractual obligations for the Institute of any kind. No provision in this Faculty Handbook can be waived without written permission from the School Director, or designee. Such a waiver, if granted, applies only to the faculty member for whom the waiver was granted at the time of the waiver.

Section One: History, Organization, and Purpose

Introduction & History

The New Lines Institute for Strategy and Policy is a nonpartisan think tank in Washington D.C., working to enhance U.S. foreign policy based on a deep understanding of the geopolitics of the different regions of the world and their value systems.

In the recent past, we have witnessed extraordinary feats of human courage, dashed revolutionary hopes, genocide, war, and the largest refugee crisis since World War II. We believe that conventional wisdom and policy advice, based on abstraction, ideology, and superficial understanding of other regions, has not served our policymakers well.

As political, territorial, and philosophical "lines" shift so must our approach to grappling with them and developing new lines of thinking.

The Institute was founded in 2019 by Dr. Ahmed Alwani, who serves as its president.

Mission Statement, Purpose, and Principles

Mission Statement

New Lines Institute's mission is to provoke principled and transformative leadership based on peace and security, global communities, character, stewardship, and development.

Purpose

New Lines Institute's purpose is to shape U.S. foreign policy based on a deep understanding of regional geopolitics and the value systems of those regions.

Principles

New Lines Institute is guided by five core principles:

- Peace: the foundation on which we build prosperity and human fulfillment.
- Development: the process by which we reach our potential as human beings and societies.
- Community and Citizenship: a sense of belonging to something bigger than ourselves – be it global, national, or local.
- Character: the expectation that all leaders should make brave decisions in good faith and in a principled way.
- Stewardship: a sense of responsibility and care toward all people and things that depend on us.

Accreditation in the United States

Accreditation is a voluntary decision made by schools/colleges to undergo peer-reviewed adherence to standards (of an accrediting commission).

In some countries, a centralized "Department of Education" or "Ministry of Education" reviews and oversees all aspects of higher education (and education generally) within the country. The United States has a decentralized review process whereby the government defers to private bodies (commissions) to review institutions. Institutions can be accredited by either a national or a regional accreditor, and some programs can be accredited by specific programmatic accreditors.

The US Department of Education defines accreditors as: "private educational associations of regional or national scope, [that] develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. Institutions and/or programs that request an accreditor's evaluation and that meet an accreditor's criteria are then 'accredited'"(US DOE, 2018). (Retrieved from [College Accreditation in the United States-- Pg 1](#)).

Each accreditation commission has some elements that are similar. For example, all accreditation commissions:

- Define the academic unit
- Define key content knowledge
- Identify process/procedures

It is up to each accreditor to determine how institutions are evaluated in terms of:

- Assessment criteria (placement/completion)
- Graduation/professional requirements (usually programmatic)
- Definitions of units and terminology

Accreditation

New Lines Institute is currently not accredited.

State Licensure

New Lines Institute is licensed to operate in the District of Columbia by the Higher Education Licensure Commission (HELC).

Other Information on Institutional Affiliation

More information on New Lines Institute's affiliations can be found on the website: www.newlinesinstitute.org.

Section Two: The Faculty and Faculty Policies

Academic Affairs Roles and Job Titles

Program Director

Program Directors have supervisory responsibilities over faculty in their for-credit units. They serve to oversee the curriculum and faculty in their content area, as well as all administrative aspects of their unit. Program Directors serve both a faculty and administrative role within their units.

Full Time Faculty

Full-time Faculty Members are individuals who work for the Institute on a regular, full-time basis. Their duties include, but are not limited to, providing teaching support within their discipline, advising students, providing professional service (internally and externally), as well as serving as a high-level administrator within their units.

Adjunct Faculty

An adjunct faculty member works for the Institute on a term-by-term basis. Their appointments are dependent upon instructional need, and they serve a part-time function within the institution. Their duties are limited to teaching or curriculum development within the institution.

Adjunct Faculty are not eligible for leave or other benefits and are exempt from the Fair Labor Standards Act.

Adjunct faculty are categorized in two forms at New Lines Institute for Strategy and Policy: 1) Contract Faculty, and 2) Hourly Faulty.

Contract Faculty

Adjunct faculty hired on a contractual basis are part-time individuals within the institution and do not have responsibility for supervising other employees or faculty except if/when they are assigned teaching assistants or other student employees to support the delivery of a course.

Compensation
Compensation schedules and policies are outlined in the faculty contract.

Termination
Adjunct faculty work on a contractual, term-to-term basis and are not guaranteed future contracts. These contracts can be broken by either the institution or the individual at any time for any cause; however, every effort is made to ensure instructional continuity throughout the term wherever possible.

Wherever possible, the Institute attempts to provide adjunct faculty with teaching assignments and contracts well in advance of the quarter. Adjunct faculty are required to review and return contracts to Human Resources (HRSupport@newlinesinstitute.org) in a timely to ensure proper faculty coverage for our students.

If a dispute arises over whether the individual was terminated in accordance with the terms of his/her employment or the terms of this policy, the individual should attempt to resolve the dispute directly with the Program Director. In the event such resolution is not possible, the individual may request a meeting with the School Director within fifteen (15) calendar days of the termination date and shall have an opportunity in that meeting to explain or document the reasons for the disagreement. The final decision regarding termination for cause shall be made by the School Director within fifteen (15) calendar days of the meeting and may not be appealed further.

Hourly Faculty

Adjunct faculty hired on an hourly basis are part-time individuals within the institution and do not have responsibility for supervising other employees or faculty except if/when they are assigned teaching assistants or other student employees to support the delivery of a course.

Compensation
Hourly faculty are paid for hours that they teach. Classes are prescheduled, and faculty are expected to fulfill the contact hours for these classes. Hourly faculty are paid on a bi-weekly schedule and submit timesheets on the 1st (for the 16th-30th) and 16th (for the 1st-15th).

Termination
Adjunct faculty work on an hourly basis and are not guaranteed future hours; however, the academic units hosting such faculty try to schedule out their courses with enough notice for faculty to make plans for accommodating time at the institute. The institution or the individual can terminate employment at any time for any cause; however, every effort is made to ensure instructional continuity throughout the term wherever possible.

If a dispute arises over whether the individual was terminated in accordance with the terms of his/her employment or the terms of this policy, the individual should attempt to resolve the dispute directly with the Program Director. In the event such resolution is not possible, the individual may request a meeting with the School Director within fifteen (15) calendar days of the termination date and shall have an opportunity in that meeting to explain or document the reasons for the disagreement. The final decision regarding termination for cause shall be made by the School Director within fifteen (15) calendar days of the meeting and may not be appealed further.

Faculty Credentials

New Lines Institute sets regulations on the qualifications of faculty teaching at the various levels of study within the Institute. The following outlines the minimum requirements for faculty teaching at the institute:

- **Graduate Level Courses**: Terminal degree or equivalent combination of qualifications and experience. Exception to academic qualification requirements for instructional faculty may be made in instances where substantial documentation of professional and scholarly achievements and/or demonstrated competences in the discipline can be shown.

Faculty Teaching Load

New Lines Institute recognizes the role that faculty workload plays in ensuring that the classroom experience is at the highest possible quality for the student body. The policy outlines the allowable teaching loads for faculty. This policy is applicable to Full-time Faculty as well as Adjunct Faculty across the Institute.

The standard teaching loads at New Lines Institute are as follows:

Role	Fall	Spring	Summer	Winter
Program Director	*3 courses*	*3 courses*	*3 courses*	*3 courses*
Full-time Faculty	*4 courses*	*4 courses*	*4 courses*	*4 courses*
Adjunct Faculty (PT)	*3 courses*	*3 courses*	*3 courses*	*3 courses*

The maximum course load includes all types of courses taught, including independent study. One (1) additional independent study may be assigned to faculty who are already teaching one independent study course, but these cases will require advance approval by the School Director. One (1) section of a course is equivalent to teaching one course. Teaching two (2) sections of the same course counts as teaching two (2) separate courses.

Faculty Performance and Teaching Effectiveness

All faculty members at the Institute are expected to perform at a high level in all their areas of responsibility. Class observations, student surveys, and Program Director reviews are all part of the faculty evaluation. Evaluation materials and other appropriate professional information will be added to the faculty member's personnel file after the evaluation period.

Additionally, faculty members are encouraged to observe their peers in an effort to improve personal quality of instruction. Peer observation is a way to learn new skills, develop new practices, and learn from and contribute to your peers. If you wish to conduct a peer observation, make plans with the faculty member that you wish to observe and/or the Program Director. Meet with the faculty member prior to the observation to agree on the specific skills and/or behaviors that you wish to observe. Observations can be conducted for any length of time as agreed upon by both faculty members. Conduct a post observation debriefing session with the faculty member that you observe. This is an opportunity to give and receive feedback on teaching styles, techniques, activities, etc. Write a brief log of the observation, receive permission from the observed, and submit this to the Program Director.

NOTE: With or without prior notice, New Lines staff may observe classroom instruction.
The Faculty Observation Policy, Form and Rubric can be found in Appendix B.

Faculty Development

New Lines Institute encourages its faculty members to attend faculty development activities to help increase their knowledge, skills, and expertise. All New Lines Faculty Members must complete and submit an Annual Faculty Development Plan (FDP) Form to the Program Director. **The Annual FDP cycle starts on January 1st and ends December 31st**.

All FDPs are due to the Program Director by January 15th. Notification reminders will be sent out to faculty members from the Program Director as early as November 1st.

For new faculty members, the first FDP cycle of a faculty member starts on the date of their employment and spans until December 31st of that year. The first FDP is due within 15 days from the date of hire, or the successive quarter start date, whichever comes last.

Proof/supporting documents for the FDP are to be requested and compiled by the Program Director at the end of each calendar year. Proof of attendance should include a certificate of completion, sign-in sheet from the event, or other similar documentation. If such documentation is not possible, please seek guidance from the Program Director.

The institute supports two types of faculty development activities: in-service training and professional growth activities.

In-service training activities refer to training events organized by the Institute and cover a variety of topics relevant to the _teaching process_. Typically, two In-service training courses are offered per academic year. Faculty members are encouraged to participate in all meetings and should reflect attendance on FDPs. Faculty members are required to fulfill a minimum of one in-service training activity per FDP cycle.

The professional growth activities are typically carried out by external professional organizations and may include conference meetings and professional training activities. These activities must be related to the _content area_ that is taught by the faculty member. Faculty members are required to fulfill a minimum of one professional growth activity per FDP cycle.

Faculty Role in Institute Governance

The Faculty Governance Policy at New Lines Institute encompasses faculty's primary role in the development, evaluation, institutional effectiveness, and oversight of programmatic and course support materials through regular feedback and input. The goal is to create an atmosphere where all faculty are part of a collaborative unit assisting to maintain the effectiveness of the programs and the Institute.

To this end, faculty are given a role in academic governance in order to help the Institute meet its long-term and short-

term goals. Academic Staff and Faculty share the responsibility to support New Lines Institute's mission and goals in following areas:

- **Monitoring Course Content and Programmatic Goals**: Establishing learning goals for degree programs; contributing to the development of course descriptions and content, lessons, and effective delivery techniques to meet the learning outcomes for the courses.
- **Strategic Programmatic Development**: Reviewing proposed new course offerings and revision to current course offerings, providing their expertise and input on areas for improvement and development. Participating in the systematic evaluation and revision of the curriculum through several standing committees, such as the Advisory Board and Curriculum Review Committee.
- **Maintaining Up-to-Date Learning Resources**: Providing suggestions for the addition of programmatic and course materials, instructional equipment, and educational resources.
- **Maintain Oversight and Assurance Of Curriculum Effectiveness**: Measuring and evaluating learning objectives, and the students' ability to accomplish these goals. Revising course syllabi for the purpose of monitoring course content. Monitoring the achievement of student learning outcomes through a variety of review mechanisms including the advisory board, curriculum committees, and ongoing feedback from the faculty.
- **Planning For Institutional Effectiveness**: Assisting the School Director to develop, implement, and monitor the Institute Effectiveness Plan

Academic Freedom

Academic freedom relates to the unfettered ability for faculty to conduct professional research and teaching practices in their fields. While faculty are permitted to teach course content and research as it relates to their professional and educational background, they also serve to honor, respect, and cultivate spirit of creativity, inquiry, and respectful criticism in their interactions with students and colleagues. By doing so, the learning community if afforded the free flow of ideas that is a bedrock of the higher education institution.

Because faculty hold a special place in society, they are encouraged to always operate (on and off-site) in respectful and dignified ways. In doing so, they should be clear to highlight when they are representing their own thoughts versus the thoughts of the institution that they work for.

Professional Ethics

Faculty members serve to guide the learning and teaching as it relates to their professional/educational field, as well as contribute to the overall success of the Institute. To this end, faculty should be aware that they represent the institution in their actions both on and off-site. Faculty should strive to demonstrate the utmost professional and ethical practices, as they serve as role models for their students, colleagues, and the wider field.

If faculty should need to interrupt or terminate their service to the Institute, they should do so recognizing he impact their departure might have on the students, peers, and administrators; therefore, faculty are encouraged to provide notice that they may need to terminate their employment with advanced notice.

Obligations to Observe Policy

Faculty must familiarize themselves with all policies and procedures as they relate to their daily work. This includes regularly consulting the Academic Catalog for exact and up-to-date policies and procedures.

Additionally, faculty must complete any required trainings or other work requirements timely.

Failure to observe any required policies or procedures can result in termination, corrective action, or suspension.

Section Three: Faculty Employment Policies

Faculty members holding different types of appointments are governed by different policies and may hold different ranks. For more information about faculty ranks, see the Faculty Ranks and Titles section.

Faculty Employment

At-Will Employment

Employment with the Institute is on an at-will basis, which means that either the faculty member or the Institute may terminate the employment relationship at any time, for any reason, with or without cause. Only a written agreement, signed by the President of New Lines Institute for Strategy and Policy, can change the at-will nature of the employment of any individual at the Institute. This Faculty Handbook is not a contract of employment nor is it intended to create contractual obligations for the Institute of any kind.

Employment Eligibility Verification (Completing an I-9 Form)

The I-9 Form is required for all newly hired faculty members. A new I-9 Form must be completed for hires, including employees rehired by the institute, within three (3) business days of the date employment begins. The form must be completed by the employee and an institute representative from the Human Resources department. A new I-9 Form is not required when an employee transfers positions within the institute with no break in service.

Faculty Background Checks

All new faculty hire offers are contingent upon the satisfactory outcome of a background check as designated herein. A release form must be signed by the candidate in order to conduct a background check. Current faculty applying for a new position at the Institute are subject to this policy and the background check process. Faculty rehired after a break in service of one year or more from the Institute may have to undergo a new background check. The background check completed for all potential faculty hires will include, at a minimum: Social Security Report; Criminal History; Employment Verification; Degree Validation; Sexual Offender Registry.

Background checks are conducted by the Office of Human Resources on final candidates only. Disclosing a conviction is not an automatic bar to employment. Convictions are evaluated on a case-by-case basis, taking into account: the nature and gravity of the offense(s); the time that has passed since the conviction and/or completion of the sentence; the nature of the job held or sought; and the honesty of the candidate in disclosing and fully completing the application materials.

Upon submission of an employment application and all subsequent documents/communications, candidates agree to provide accurate and complete information. If a candidate were to submit inaccurate, incomplete, or falsified information in the hiring process, they will be deemed ineligible for hiring. If a candidate is hired and is later found to have falsified information, they will be terminated. Candidates/employees who provide inaccurate, incomplete, or falsified information in employment applications will be given the opportunity to explain the discrepancy or omission to the Office of Human Resources prior to the evaluation of their completed background check and a final decision. Final hiring approval will be given by the responsible Program Director and the School Director, in consultation with the Office of Human Resources.

Resignation Notice

Resignations have an impact on students, other faculty, and staff. Therefore, advanced notice is expected for all staff/faculty resignations. Ideally, full-time faculty would provide notice that includes several months of lead-time in order for the relevant department to have time to find a replacement. Additionally, adjunct faculty are encouraged to provide as much notice as possible so that adequate faculty can be positioned in courses for future terms.

Faculty Personnel Records

The Institute recognizes that sound personnel decisions require the collection and retention of employment history and

performance and that faculty personnel records be accurate and safe from improper disclosure. In addition, federal and state laws, as well as accreditation regulations, require that certain information be gathered and maintained in personnel records.

The Office of Human Resources must maintain a faculty personnel record for each faculty member that includes, at a minimum, the following:

- Documentation verifying the faculty member's highest earned degree that qualifies the faculty member for employment at the Institute (this may include an official transcript and, if applicable, a foreign degree evaluation);
- Letters of appointment, reappointment, leave, sanction, and/or termination; Letters from the Board of Trustees documenting resolutions on faculty actions; Performance evaluations (this may include course observations and student survey results);
- Curriculum Vita, copies of relevant licenses and certifications, and annual accreditation paperwork;
- Current and past job descriptions;
- Annual certifications of compliance with Institute policies; and
- Exit paperwork for faculty members who have ended their employment with the Institute through resignation or termination

Information in these faculty personnel records is available to the respective faculty members, who may request the opportunity to review the personnel record from Human Resources. Information contained in faculty personnel records is confidential and should be accessed only by Institute employees with a legitimate business need to do so.

Payroll Administration

Mandatory Deductions from Paycheck

The Institute is required by law to make certain deductions from faculty paychecks each time one is prepared. Among these are federal, state, and local income taxes, and contribution to Social Security as required by law. These deductions will be itemized on the faculty member's check stub. The amount of the deductions will depend on the faculty member's earnings and on the information furnished on the faculty member's W-4 form regarding the number of exemptions claimed. If a faculty member wishes to modify his/her tax withholdings, he/she must log in to the Paylocity self-service portal and update the information there (for tax changes, a hard copy of the applicable tax form will be required for the personnel file). The Office of Human Resources strongly advises all faculty members to check their pay stubs to ensure that they reflect the proper number of withholdings.

Garnishments/Child Support Orders

The Institute is obligated by federal and state law to deduct or garnish wages from faculty paychecks when child support, unpaid student loans, bankruptcy collection, or unpaid taxes are owed and/or overdue. Deductions from wages occur when the Office of Human Resources receives a "Summons and Levy in Garnishment" or a "Wage Earner Plan" from federal or state institutions.

Garnishments remain active until the Office of Human Resources receives a release or an amendment of these federal and state decrees. The Institute does not refund any incorrectly deducted funds due to requisite garnishments. Instead, faculty members must request refunds from the agency directly authorizing the deduction.

If the Office of Human Resources receives a court order for deductions for any faculty member, that individual will be notified. The Institute acts in accordance with the federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from an individual's paycheck.

Paycheck Distribution

All faculty are required to provide accurate routing and account numbers as all employees will be paid via direct deposit.

If a faculty member change banks and/or account numbers, he/she must log in to the Paylocity self-service portal and update the direct deposit information. If a faculty member fails to update his/her information, all funds already submitted to the bank will not become available until such funds are returned to the Institute by the bank. Any fees associated with the return of funds will be

the faculty member's responsibility

Error in Pay

Every effort is made to avoid errors in paychecks. If a faculty member believes an error has been made on a paycheck, he/she must contact the Payroll (payroll@newlinesinstitute.org) department and inform HR Support (HRSupport@newlinesinstitute.org) and the Program Director.

If an Adjunct Faculty member believes an error has been made on his/her *contract*, the individual should contact HR Support (www.newlinesinstitute.org).

Workplace Safety

Workplace Searches

To protect the property and to ensure the safety of all employees, students, and guests of the Institute, the institute reserves the right to conduct personal searches consistent with state law, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from the Institute's property. Inspection may be conducted at any time at the discretion of the Institute.

Faculty members working on, or entering or leaving, the premises who refuse to cooperate in an inspection, as well as individuals who, after the inspection, are believed to be in possession of stolen property or illegal substances, will be subject to corrective action, up to and including termination.

Weapons

Possession, use, storage, or sale of weapons, firearms, or explosives (operational or decorative) on work premises, while operating Institute machinery, equipment, or vehicles for work-related purposes, or while engaged in Institute business off premises is forbidden except where expressly authorized by the Institute and permitted by state and local laws. This policy applies to all staff and faculty, including but not limited to, those who have a valid permit to carry a firearm.

Faculty members who are aware of violations or threats of violations of this policy are required to report such violations or threats of violations to the School Director immediately.

Violations of this policy will result in serious corrective action, up to and including termination.

Workplace Violence

The Institute prohibits workplace violence, as well as any acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect the institute or occur on institute property.

Acts or threats of violence include conduct, which is sufficiently severe, offensive, or intimidating to alter the employment conditions at the institute, or to create a hostile, abusive, or intimidating work environment for one or more employees or students. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on the institute premises, regardless of the relationship between the institute and the parties involved. All threats or acts of violence occurring off the institute's premises involving someone who is acting in the capacity of a representative of New Lines Institute

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- Physical acts against an individual
- Verbal threats or vicious statements toward an individual or his/her family, friends, associates, or property in-person or via telephone
- Intentional destruction or threatening to destruct institute property
- Written threats, vicious cartoons or notes, and any other written material that is meant to threaten or create a hostile environment
- Visual acts that are threatening or intended to convey injury or hostility
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons. Violations of this policy by any individual on the institute property will lead to corrective action, up to and including termination and/or legal action as appropriate.

Any faculty member that is a victim of or is aware of any incidents of threats or acts of physical violence is expected to report the incident(s) immediately to the Office of Human Resources. All such reports will be fully investigated. Any employee who takes any adverse action against a person who reports any act of violence or a suspicion of violence shall be subject to immediate discipline, up to and including termination.

Work-Related Injury/Illness & Workers' Compensation

All accidents, injuries, potential safety hazards, safety suggestions, and health- and safety- related issues must be reported immediately to the employee's supervisor. If a faculty member is injured, the supervisor is responsible for contacting emergency response agencies if medical attention is needed. If an injury does not require medical attention, a Report of Accident/Incident Form must still be completed and submitted by the Program Director to the School Director within 24 hours of the illness/injury. A Report of Accident/Incident Form can be obtained from the Office of Human Resources and must be completed in all cases in which an injury requiring medical attention has occurred.

Federal law (Occupational Safety and Health Administration) requires that we keep records of all illnesses and accidents that occur during the workday. State Workers' Compensation Divisions also require that employees report any workplace illness or injury, no matter how slight. If a faculty member fails to report an injury, he/she may jeopardize his/her right to collect workers' compensation benefits. OSHA also provides for an employee's right to know about any health hazards that might be present on the job. Faculty members should contact the Office of Human Resources with any questions and concerns.

Professionalism

Professional Etiquette

It is the expectation of the Institute that all employees will behave in a professional manner at all times while conducting Institute business. All faculty are expected to treat each other and members of the public with courtesy, professionalism, and civility. Professionalism is conveyed through responsible and respectful communication and actions, which create a constructive learning and working environment. This includes professionalism in all forms of communication, whether in person or electronically, with other faculty, staff, students, and affiliated businesses; and in conduct at all Institute functions and events. Faculty members who fail to achieve and maintain acceptable levels of professionalism are subject to corrective action.

Dress Code and Personal Appearance

Personal appearance should be a matter of concern for each faculty member. Faculty members are expected to demonstrate good judgment and professional taste when it comes to personal appearance. Courtesy to coworkers and students and respect for the sensitivity of the many cultures represented at the institute should be the factors that are used to assess if an individual's personal appearance is appropriate for the workplace.

The Institute expects faculty members to dress appropriately in business casual attire. If a faculty member has any questions or concerns regarding what is considered appropriate attire for the workplace, he/she should contact the

Office of Human Resources at www.newlinesinstitute.org.

<u>Workplace Attire Standards/Guidelines</u>

> The Institute expects employees to dress appropriately in business casual attire. Business casual attire includes shirts with collars, blouses, casual slacks and trousers, and fingertip length dresses and skirts. Jeans will be permitted on Fridays only.
>
> The following items are prohibited:
>
> o   Athletic shoes
> o   Jeans (except on Fridays)
> o   Flip-flops
> o   T-shirts with writing/graphics
> o   Shorts
> o   Short skirts/dresses
> o   Tight or revealing clothes (without appropriate cover)
> o   Spaghetti strap/strapless tank tops (without covering sweater or jacket)

<u>Casual Fridays</u>

New Lines Institute allows staff to dress more casually on Fridays and on other limited occasions. On these casual days, the general workplace attire guidelines still apply, with restrictions lifted for jeans and athletic shoes only. Permissible jeans should be neat with no torn or frayed jeans.

Computing Device Usage

All information and equipment belonging to the institute should be used in a manner which protects the functional integrity of the device as well as any data held on the device or access to data provided by the device regardless of its location. All equipment, including PCs, should be cared for in a manner that prevents accidental damage (e.g., rough handling or accidentally spilling drinks on the equipment). Additionally, all faculty members should take care to log off of the network prior to leaving the classroom.

Educational Benefits and Opportunities

No member of the Institute community shall deny a student fair access to all educational opportunities and benefits available at the Institute. Invidious harassment, discrimination, or intimidation of students that deny or impede their right of access to these benefits and opportunities will not be tolerated and will be subject to corrective action.

No member of the Institute community shall deny any members of the faculty a fair opportunity to teach, conduct research, and to provide services to the Institute in a setting that provides the academic freedom necessary to cultivate a wide expanse of ideas and teaching methods. Unwarranted interruption of classes or other academic activities is an abridgement of the right of the faculty to teach and an abridgment of the rights of the affected students to learn.

Americans with Disabilities Act & Rehabilitation Act Policy

The Institute is committed to providing equal opportunity employment opportunities and reasonable accommodations for qualified individuals. New Lines Institute for Strategy and Policy acts in accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act which prohibit discrimination against a qualified person with a disability in employment practices such as job application procedures, hiring, promotion, termination, compensation, training, benefits, and other conditions of employment. These acts also require that employers provide reasonable accommodations to qualified individuals with disabilities.

Requesting Reasonable Accommodations

The Institute will provide reasonable accommodations for all faculty with disabilities, religious beliefs, pregnancy, and related medical issues, provided that the individual is otherwise qualified to safely perform the essential duties and assignments connected with the job and provided that any accommodations made do not impose an undue hardship on the institute. Requests for accommodations should be directed to Human Resources.

Harassment & Discrimination Policy

The Institute intends to provide a learning and work environment that is pleasant, professional, and free from intimidation, hostility, or other offenses that might interfere with work performance or instruction. Unlawful discrimination and/or harassment of any sort -- verbal, physical, or visual -- will not be tolerated, particularly against employees in protected classes. These classes include, but are not necessarily limited to race, color, religion, sex, age, sexual orientation, national origin or ancestry, disability, medical condition, marital status, veteran status, or any other protected status defined by law.

The conduct alleged to constitute harassment is evaluated from the perspective of a reasonable person similarly situated to the individual complaining and in consideration of the surrounding circumstances and facts. It is important to know that harassment is distinguished from behavior that, even though unpleasant or disconcerting, is appropriate to the responsibilities of certain instructional, advisory, or supervisory roles.

Harassment occurs when unwelcome verbal or physical conduct, because of its severity and/or persistence, interferes significantly with an individual's work or education, or adversely affects an individual's living conditions. Harassment also occurs when a person uses a position of authority to engage in unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

Harassment can take many forms. It may be, but is not limited to, words, signs, offensive jokes, cartoons, pictures, posters, e-mail jokes or statements, pranks, intimidation, physical assaults or contact, or violence. Harassment, in particular, is not necessarily sexual in nature. It may also take the form of other vocal activity including derogatory statements not directed to the targeted individual but taking place within their hearing. Other prohibited conduct includes written material such as notes, photographs, cartoons, articles of a harassing or offensive nature, and taking retaliatory action against an employee for discussing or making a harassment complaint.

Administrative responsibility for implementing New Lines' policies prohibiting harassment and discrimination rests with the Office of Human Resources. The Director of Human Resources is a designated Title IX Coordinator and responsible for implementing Title IX. Title IX is a federal law that prohibits sex discrimination, including sexual harassment. More information on title IX can be found in the Academic Catalog posted on the institute website: www.newlinesinstitute.org.

Discrimination, Grievances, and Complaints

In the course of their work at the Institute, faculty members may encounter situations that raise concerns about discrimination, harassment, or unfair treatment. Faculty members have the right to file a formal grievance in order to 1) appeal any formal corrective action such as written warnings, final written warnings, or terminations; or 2) appeal an employment decision that the employee believes to be discrimination based upon his/her age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

Faculty members cannot file a formal grievance for reasons of 1) disagreement with a performance evaluation or 2) disputes regarding administrative appointments. Any disagreement with performance ratings or administrative appointments should be reviewed by the school. The employee should discuss these circumstances with the School Director.

The steps required for resolving grievances is outlined here: www.newlinesinstitute.org

Section Four: Faculty Responsibilities

Teaching Responsibilities

Faculty contribute to the Institute's mission by ensuring that students have access to content-area experts who serve as mentors, guides, and counselors in their learning. As a result, faculty serve a special place at the Institute. This section outlines some of the major responsibilities of the faculty.

Instruction

The primary responsibility of a faculty member at New Lines Institute shall be to provide quality instruction to students in order to help students develop their interests and abilities to their fullest capacity. As part of this primary responsibility, the Institute has the following expectations of the faculty member:

- Use an approved syllabus for each course based on the approved curriculum and appropriate syllabus template.
- Teach assigned class for the full scheduled length of time, according to the syllabus, and using the identified text(s).
- Create an environment conducive to learning through effective class management, including, but not limited to:
  - Providing reasonable break times. The Institute requires a minimum of 10 minutes and a maximum of 20 minutes of cumulative break time for any class session that runs two (2) hours or more.
  - Manage and limit disruptions during classes such as: cellphone usage; tardiness; and generally disruptive students.
  - Maintain and monitor the academic integrity of students during the teaching and learning process and report any misconduct stated in the Academic Integrity and Code of Excellence to the Program Director.
- Conduct periodic assessment of student progress, including but not limited to:
  - Creating a gradebook for each course taught in Canvas by the end of the second week of classes.
  - Entering grades in Canvas and providing individual feedback, where applicable, for assignments within two weeks of student submission.
  - Submitting the gradebook twice during the quarter (mid-term and end-of-term).
  - The dates for submission of grades are defined by the Registrar's Office for each term.
- Contribute to the development of the program of instruction.
- Maintain current competence in the particular discipline or field of specialization.

Office Hours

All full-time faculty members teaching courses for academic credit are expected to maintain scheduled office hours to accommodate students who want consultation. Adjunct faculty members are expected to meet with students when requested.

Course Syllabus

The syllabus is one of the most important documents that a faculty member will provide a student during the course. It represents a contract between the instructor and the student.

The Institute has a preferred syllabus template (be sure to check with your Program Director), so some of the components will be set for you as the instructor. Syllabi have a great deal of contractual information, so to speak. These include the standard Institute policies detailed below as well as basic information (quarter, year, contact information, etc.).

However, there are additional elements of every syllabus that you will have the ability to modify (sometimes with administrative approval), such as schedule, content, assignments, and so on. This is the substance of the syllabus. Faculty members should consider the following questions in order to develop the class syllabus:
- What are the resources available to me during this course?

- What do I want the students to learn in this class?
- What are the needs of the students? What are the institution-specific needs? How do all of these factors interrelate?

Addressing these questions will allow each instructor to conceptualize the course in its entirety for the environment in which he/she will teach at the institute.

Provide sufficient detail. Students will benefit from a thorough and comprehensive syllabus which will "tell [them] where they will end up when the quarter is over and how they will get there" (Wankat, 2002, p.48). Essentially, instructors should provide students with the roadmap for how they successfully will negotiate the quarter.

Finally, faculty members should use the syllabus as a means of trying to demonstrate why a student should take a class. How will this class be different than another section? Why should they want that individual as an instructor? What does he/she bring that no one else can? The faculty member is the content expert and he/she is part of this community for that specific reason.

Student Engagement

Higher education institutions have traditionally been safe places where members of the learning community share and discuss ideas openly. In fostering this kind of environment, students are expected to actively engage with their peers in a variety of contexts related to the classroom and in general at the institute. All students are expected to adhere to respectful debate/discussion with one another at all times on and off-site.

Any project or activity related to the institute should be substantive and reflective of each individual's work. Students are expected to contribute meaningfully and in a substantive way in all learning activities. Although this applies to all work, projects, or activities some special cases are highlighted below to provide examples:

- **Group Work**: In recognizing that some professions place special emphasis on working in groups or collaborating closely with others, some courses might require group work. If a course allows or requires group work, all students must contribute in an equitable manner. Students are expected to report on their colleagues' contributions and are expected to report if someone in the group does not perform their work as required.
- **Virtual Classroom Discussions**: Some courses may require submission of/participation in virtual classroom discussions. As such, students must contribute to discussions in a manner that reflects thoughtful, substantive contributions. If a peer response is required for a discussion posting, students are expected to make "substantive" postings/responses to your peers. Substantive responses are ones that demonstrate that you have read, reflected, and critically analyzed what someone else has said. Non-substantive responses are those that represent just single words or simple phrase response like "yes" or "good job". A substantive response includes questions for further thought or that would otherwise make your peers/instructor think about what you have posted. A substantive response could include something like "Could you tell me more about XXXX?" or "I found what you said about YYYY interesting, but have you thought about….?" Students who do not meet these requirements will be given zeros for their discussion board assignment.
- **Residential Classroom Discussions**: In a residential classroom, students are expected to contribute in a way that reflects thoughtful, substantive contributions. All students must contribute in a meaningful and active way in residential classroom discussions. Substantive participation includes participating in a way that reflects a thorough understanding of the materials, following the requirements of the discussion, and/or following any specific guidelines from the instructor.

This list is non-exhaustive and is intended to reflect some common means of interactions likely to be encountered peer-to-peer.

Student and Faculty Engagement

All interactions between students and faculty should be appropriate for a professional environment. Because of the unique nature of the faculty to student relationship, faculty are encouraged to maintain high professional and ethical

standards with respect to their interactions with students. This includes monitoring and speaking up about any real or perceived conflict of interest that might exist.

Academic Writing Style

New Lines Institute for Strategy and Policy subscribes to the American Psychological Association's (APA) formatting requirements across all programs and disciplines at the Institute. The American Psychological Association (APA) has a publication manual the outlines specific formats and styles to use when submitting a manuscript for publication to APA. The Publication Manual of the American Psychological Association (commonly referred to as the APA manual) is the source for all things related to formatting and style according to the American Psychological Association. APA is commonly used in the social sciences as a means of standardizing communication and formatting.

The APA style guide defines standards for writing and documenting and provides consistency for format and style. The APA manual gives guidelines for many aspects of writing and researching, including some of the following:

- o Documenting sources
- o Ethically research
- o Write properly
- o Presentation of ideas

Assignment Submission Guidelines:

All written assignments should be typed and utilize APA 6th Edition guidelines for citations and formatting. All assignments must minimally include the following:

- o A title page with the following information: Title of assignment/ Student first and last name/ Email/ Program of study/ Course number and name/ Professor name/ Submission date (month/day/year)
- o Running head
- o Page numbers
- o References (as applicable)

On-time Submission of Work

All work must be completed on time according to the announced schedule. Assigned readings must be completed before the day the topic will be covered in class. Late assignments may be accepted only with advance written permission from the instructor and will result in an automatic grade deduction. No late submissions will be accepted after 7 days from the initial due date.

Timely submission of work includes the completion of work or participation in an activity by the due date defined in the course syllabus. Students are considered to have participated on time if participation/completion is done by the due date identified in the syllabus.

Submissions of Electronic Work

All assignments must be submitted electronically via the learning management system (LMS). Only on rare exceptions would a physical submission be the most educationally appropriate submission format. If so, faculty must consult with their Program Director prior to finalizing their course syllabus for special exemptions.

Plagiarism Detection Resources

Academic integrity is essential in the learning process, and in order to provide a measure of compliance with the academic integrity policy, students are expected to demonstrate high moral and ethical standards in regard to their work. As such, faculty are recommended to use Copyleaks as a learning tool for all written assignments submitted electronically. Copyleaks should be used and viewed as a tool for personal monitoring of one's own academic integrity. Students should be proactive with their use of Copyleaks and consider checking all assignments and discussion postings prior to submitting them to the official submission locations.

In some courses, instructors may require students to submit an assignment more than once (i.e., students receive feedback on a draft and then resubmit a revised version). For assignments that require resubmission, the draft document will generally not be submitted to the Copyleaks database; however, they will be checked against existing information in the database. Only final submissions will be submitted to the database.

Use of Institute Educational Resources

Students who struggle with course content should contact their instructor for additional support. This could include meeting with a faculty member in person, via electronic meetings, and/or via email. Faculty want students to be successful, and students should take advantage of the support offered by the faculty.

It is the expectation of the faculty at the institute that students who need additional support beyond the course content take advantage of the institute's full range of free educational support services. The institute has a variety of service departments that aim to support students to be successful. These include, but are not limited to, the Library and the WRMC.

E-mail Correspondence

All faculty members are issued a New Lines' e-mail account. Primary communication between the institute and its faculty members will occur via this institute e-mail. This e-mail account should always be used to correspond with students.

Professional Responsibilities

As a faculty member there are a number of professional responsibilities outside of the classroom. All faculty members are expected to attend faculty orientations, meetings, workshops, and conferences, as required, and participate in the development and evaluation of programs and the assessment of supporting resources. Additionally, all faculty members local to the Institute are required to attend the Institute's annual commencement ceremony and encourage to attend other Institute events.

Full-time Faculty members are expected to fulfill additional responsibilities including academic advising, continuing scholarly development, and performing service to the Institute and community.

Academic Accommodation for Religious Observance

The Institute seeks to reasonably accommodate the learning community so that they do not experience an adverse academic consequence when sincerely held religious beliefs or observances conflict with academic requirements. Any learning community member who wishes to request academic accommodation for a religious observance should submit their request in writing directly to the their supervisor in advance.

Instructor Absences

Faculty members who anticipate an absence from the classroom (e.g., more than one week) must consult with the Program Director at least five (5) days prior to the absence regarding reasons for the absence and arrangements for covering their responsibilities. Instructors of courses that are listed in more than one school must consult with the Program Director that lists the course. When an Instructor is unable to meet a class, arrangements must be made by the Program Director for alternative coverage, or the class must be rescheduled.

If alternative coverage is not available or possible, the faculty member is responsible for arranging a make-up class with the Registrar's Office which will best fit the schedule of the majority (more than 50%) of students in his/her class. Make-up classes must be scheduled at least 15 days in advance during the regular academic quarter so that timely notices and reminders can be posted on student bulletin boards and timely e-mail reminders can be sent. At a minimum, the faculty members must send an e- mail reminder out to all students three (3) days before the make-up class.

Any class for which a substitute was used will be deducted from the Adjunct's paycheck.

Grade Submission

Faculty members are responsible for fair grading practices and submitting grades in a timely manner. Grades are submitted no later than the Monday after the close of the term/quarter.

All faculty members are required to submit the following:

1) All grades and categories used to determine a student's final grade;
2) All grades must be based on a numerical scheme (0-100);
3) The grading rubric used (should be the same as on the course syllabus);
4) Grade books must be created on Faculty Portal; and
5) Grade submissions must be made on Faculty Portal with both numerical and letter final grades

Grade categories include, but are not limited to exams, quizzes, midterm exam, final exam, homework, project, research paper, discussions/participation, etc. Grade categories are required for all academic. Schools to prepare reports with statistical analysis comparing different courses.

Retention and Disposal of Students' Graded Work

Any graded work that is not returned to students (such as final examinations and papers) must be retained for one year after the end of the course for which the work was submitted, or, in the event of pending or ongoing litigation, claims, audit reviews, or institutional assessment purposes, until those processes are concluded. After the required retention period, graded work must either be returned to the student or shredded.

Any files documenting student academic performance in a course (such as attendance records or grade books) must be retained for three years after the term for which the grade was received, or, in the event of pending or ongoing litigation, claims, or audit reviews, until those processes are concluded. To protect student confidentiality, after the required retention period, all records of students' academic performance within a course should be shredded or deleted electronically.

Faculty Conflicts of Interest

Faculty members should report any real or perceived conflict of interest to their supervisor and human resources when a conflict/potential conflict arises. If an employee has any doubt about whether a conflict exists, he/she should treat the situation as if there is a conflict until the employee has disclosed and resolved the issue. Failure to report any actual or potential conflicts to the Office of Human Resources may cause harm to the institute and subject the employee to disciplinary action, up to and including termination of employment. All faculty members should submit a completed Conflict of Interest form to HR when necessary.

All employees should refrain from engaging in activities that would result in direct competition with the Institute.

If a faculty/staff member works outside of the Institute, they are not to use their time at the Institute (i.e., teaching or work time) to promote their own business interests.

Faculty-Student Consensual Relationship Policy

No faculty member should enter into a consensual relationship with a student actually under that faculty member's authority or accept authority over a student with whom he/she has or has had a consensual relationship without written agreement with the Program Director. Situations of authority include, but are not limited to, teaching, formal mentoring, supervision of research, and employment of a student as an administrative or teaching assistant; and exercising substantial responsibility for grades, honors, or degrees; and considering disciplinary action involving the student.

If a consensual relationship exists or develops between a faculty member and a student involving any situation of authority, that situation of authority must be terminated. Termination includes, but is not limited to, the student withdrawing from a course taught by the faculty member; transfer of the student to another course or section, or

assumption of the position of authority by a qualified alternative faculty member or teaching assistant; the student selecting or being assigned to another academic advisor; and changing the supervision of the student's teaching or administrative assistantship. In order for these changes to be made and ratified appropriately, the faculty must disclose the consensual relationship to his/her Program Director and reach an agreement for remediation. In case of failure to reach agreement, the supervisor shall terminate the situation of authority.

Solicitation and Acceptance of Gifts to the Institute

No faculty member shall receive or solicit anything of value in return for influencing or exercising his/her discretion in a particular way on a Institute matter. This provision does not prohibit the acceptance of an item having a nominal value (less than $50) or ceremonial gifts received by Officers or Trustees of the Institute in their official capacity.

Prior approval from management is required before a faculty member may accept or solicit a gift of any kind from a student or vendor representative. Faculty members are not permitted to give unauthorized gifts to students or vendors, except for certain promotional merchandise (e.g., t- shirts, coffee mugs, pens, key chains) imprinted with the New Line Institute's logo. Violation of this policy may result in disciplinary action and seizure of any inappropriate gifts.

Conflict of Commitment

It is the responsibility of every faculty member to discuss with his/her Program Director and a Human Resources representative any activity that might result in a conflict of commitment before participating in that activity. All disclosures and their resolutions shall be documented and copies of the documentation will remain in the employee's personnel file.

The Institute permits Adjunct Faculty members to take appointments at other institutions but advises all faculty members to be cognizant of the reason for teaching course loads and the strain outside assignments may have on performance. Performance issues will be addressed if it becomes apparent that the other employment is interfering with an employee's current position at the institute.

Under no circumstances may a Full-time Faculty member accept a position with a competitor of New Lines Institute for Strategy and Policy nor may they do work on their own if it competes in any way with the services the institute provides to its students as this represents a conflict of interest. Additionally, no employee is permitted to engage in outside employment during the hours he/she is scheduled to work at the institute.

It is expected that all employees will refrain from discussing their employment at or promoting other academic institutions while in the classroom or advising and/or assisting students.

If an employee is found to be in violation of this policy, it may result in immediate termination.

Ownership Rights in Copyrightable Material

The "work-for-hire" rule in the Copyright Act gives the Institute ownership of the copyrights to works produced by its employees within the scope of their employment. The Institute cedes copyright ownership to the author(s) of scholarly and academic work (such as journal articles, books, and papers) created by academic and research faculty who use generally available Institute resources.

However, the Institute asserts its right of copyright ownership if significant Institute resources (including sponsor-provided funds) are used in the creation of such works, and: (a) the work generates royalty payments; or (b) the work is of commercial value that can be realized by Institute marketing efforts.

The Institute retains a non-exclusive, royalty-free right to use for non-commercial purposes works produced by its employees while acting within the scope of employment even if copyright ownership is ceded to the author(s).

Use of Alcoholic Beverages and Prohibition of Other Drugs

Substance abuse is detrimental to an individual's health and may jeopardize safety in the workplace. For these and other reasons, the unauthorized use, possession, storage, manufacture, distribution and sale of alcohol, controlled substances, and illegal drugs is prohibited on the institute's premises or during any business conducted in institute-

supplied vehicles or during working hours.

The "Drug-Free Workplace Act" and the "Drug-Free Schools and Campuses Regulation" require the institute to certify that it will provide a drug-free workplace and facility. As a condition of employment, employees will abide by the terms of this statement and notify the institute of any criminal drug statute convictions not later than five days after such convictions for violations occurring on institute premises. This includes convictions for the unlawful use, possession (including the storage in a desk, locker, or other repository), manufacture, distribution, dispensation, or sale of illegal drugs, drug paraphernalia, or controlled substances on institute premises or while conducting business in institute supplied vehicles or during working hours.

New Lines Institute for Strategy and Policy will not condone criminal activity on its property (or on property under its direct control) and will take appropriate corrective actions up to and including termination or required participation in drug abuse assistance or rehabilitation programs.

Solicitation of Grants and Contracts

Although grants and contracts are awarded to the Institute because of special competence of the faculty, the Institute is legally responsible for the program and for fulfilling the sponsoring agency requirements. Therefore, all solicitations of grants and contracts must be made in the name of New Lines Institute.

Only the President and the School Director are authorized to sign sponsored program documents in the name of New Lines Institute.

All grant and contract solicitations must be endorsed by the school Program Director and cleared through the School Director prior to submission to a potential funding agency.

The President or the School Director must accept grants and contracts awarded the Institute from formal solicitations only after the award document has been carefully reviewed to ensure the grant or contract does not contain any restrictions or obligations that are contrary to Institute policies and procedures.

Use of Working Time and Institute Equipment for Personal or Commercial Purposes

A faculty member's working time, Institute equipment, and consumable materials and supplies may not be used for personal or commercial purposes. Working time shall be used only for Institute business. A faculty member shall use working time to perform the duties of his/her position at New Lines Institute only. Additionally, Institute equipment shall be used only for functions that promote the Institute's mission of teaching, scholarship, research, and public service.

Faculty members are not permitted to bring personal computers or data storage devices (other than flash drives) to the workplace or connect them to the Institute's electronic property or network unless expressly given written permission to do so by the Information Technology Department.

A violation of this policy by a faculty member or supervisor may result in disciplinary action, up to and including termination.

Use of Institute's Logo

All materials produced by the Institute and posted on its website, social media, and printed material including the name, logo, images, and text are the intellectual property of New Lines Institute for Strategy and Policy therefore are protected by the copyright laws. Use of the New Lines' logo is prohibited without prior approval from the IT Department.

Copyright and Fair Use Guidelines

New Lines Institute for Strategy and Policy, its students, faculty, and employees must comply with the provisions of the United States Copyright Act (Title 17 of the United States Code). Copyright is the right of the creator of a work of authorship to control the use of that work by others. Copyrighted work may not be reproduced, distributed, performed, or adapted by others without the copyright owner's permission. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities. Works protected by

copyright include, but are not limited to: literary, musical, and pictorial works; sound recordings, motion pictures, and other audiovisual works; and computer software.

Institute employees shall use computer software only in accordance with the terms of the the institute Computer Software Policy and the licensing agreement for the software. The Institute does not condone or support the use of any unauthorized copies of software. All software used by Institute employees to perform their responsibilities shall be purchased through appropriate procedures.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at U.S. Copyright Office | U.S. Copyright Office.

There are some exceptions in United States copyright law such as the fair use doctrine. The fair use doctrine allows limited use of copyrighted material without the permission of the copyright owner for several purposes, including teaching and scholarship. It is the responsibility of each student, faculty, and staff to inform oneself about what is and what is not permissible use of copyrighted material. Copyright and fair use guidelines for students, faculty, and staff can be found on the New Lines' Library website and are posted in the New Lines' Library as well as at all photocopy machines at the institute. For additional assistance with copyright and fair use issues, please consult the Librarian.

Violations of the copyright and fair use policies will be dealt with in the same manner as violations of other Institute policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, dismissal from the Institute, and legal action.

For more information regarding copyright and fair use guidelines for faculty please visit www.newlinesinstitute.org .

Inclement Weather/Emergencies
Day and Evening Classes:
If inclement weather forces the cancellation of daytime classes or requires a delay in the opening of the Institute, announcements will be made on all major local television networks and on the Institute's website. An email will also be sent to all students, staff, and faculty via institute email. New Lines will also issue an SMS Alert in the event of a cancellation. A make-up class will be scheduled by the instructor.

Midday Closing:
A decision to close the Institute during the day will be made when conditions include a forecast which could make travel to and from the institute unreasonably dangerous. Classes underway at the time a closing announcement is made will be dismissed. If students are engaged in important test-taking or other time- sensitive activities, a class may continue until its scheduled end, per the judgment of the instructor. A make-up class will be scheduled by the instructor.

Institute Alert System
New Lines Institute for Strategy and Policy uses an SMS Alert System as part of our ongoing emergency management efforts. This system is available for all members of the institute community to enroll with a cell phone number and receive important alerts about the Institute as a text message. If there is inclement weather preventing the Institute from opening on time, or a hazard at the facility, the institute will be able to inform all members of our community by text message. Our goal is to keep our student body, faculty, and staff safe and informed at all times.

In order to enroll in this system and stay informed about the status of the Institute, all you need to do is text JOIN NLI

to the number 30890. The Institute will not share your telephone information with third parties and will only use the system when there is a compelling Institute-wide announcement, such as a snow closing or delay. As always, weather delays and closing information will also be posted on the institute's website and on all major media outlets.

Reporting Sexual Misconduct Disclosures Made by Students

All faculty members are considered Responsible Employees under Title IX. Except in the context of Public Awareness Events and IRB Research, Responsible Employees are required to immediately report all relevant details about an incident of alleged Prohibited Conduct disclosed by a student (including the names and all other information that personally identifies the Reporter, the Complainant, the Respondent, any Witness, and/or any other third party with knowledge of the reported incident) and any other relevant information (including the date, time, and specific location of the reported incident) to the Institute's Title IX Coordinator. The Institute provides resources on www.newlinesinstitute.org. Faculty members may also email details of any incident to www.newlinesinstitute.org.

Exceptions for Public Awareness Events and IRB Research:

Responsible Employees are not required to report information disclosed (A) at public awareness events, or (B) during a student's participation as a subject in an Institutional Review Board-approved human subjects research protocol ("IRB Research"). The Institute may provide information about students' Title IX rights and about available Institute and community resources and support at Public Awareness Events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all student subjects of IRB Research.

External Reporting

Except (A) in the event of an emergency, (B) as may be directed by a Title IX Coordinator, or (C) where an incident has already been reported to law enforcement, a Responsible Employee should not disclose information to law enforcement without the Complainant's consent. Any request for information from law enforcement should be referred directly to the Title IX Coordinator.

Anonymous Reporting

Although the Institute encourages students to report Prohibited Conduct, the Institute also provides a means for anonymous reporting online at www.newlinesinstitute.org. An anonymous report will be evaluated in the same manner as a report with an identified Complainant. Once an anonymous report is submitted, it will be directed to the Institute's Title IX Coordinator, who will review the information provided and determine whether further action is necessary in order to protect the health and safety of affected individuals and the Institute community. Consistent with the provisions of the Title IX Policy, the Institute will respond to any report, including anonymous reports, with an initial assessment and threat assessment to determine available steps based on the nature and circumstances of any known information.

Training

All faculty members must complete regular training in order to understand their reporting responsibilities under Title IX. The required training is managed by the Office of Institutional Effectiveness and completion will be tracked to verify compliance.

Communicating with Media and External Constituencies

Faculty members are, of course, free to communicate with the media as private citizens or regarding their own scholarship and teaching. Where the press contact involves institution- wide policy and position, however, the response must be coordinated through the Public Relations Specialist in the President's Office.

Section Five: Students and Student Affairs

Academic Standing of Students

Faculty are the primary contact with students for courses, and thus are often the first to assist students who are struggling academically. When a student has ongoing academic difficulties or has issues that the instructor feels that s/he needs more assistance with, faculty should consult their immediate supervisor for advice. This is in an attempt to help the student to find the necessary resources for success.

Student Attendance

Faculty who have students who miss two or more classes should report the issue to the Program Director for advice. The Institute makes every effort to identify students who are struggling to come to class in order to help the student to find any additional resources necessary to attend classes on time.

The most up-to-date attendance policy can be found in the Academic Catalog or online: www.newlinesinstitute.org

Textbooks

Students should purchase their books before the first day of class but must have their books by at least the end of the add/drop period. The Institute uses a virtual bookstore vendor to make textbooks available to students: www.newlinesinstitute.org

Grounds for Probation, Suspension, or Dismissal

Any of the following may be considered as cause for probation, suspension, or dismissal:
1. Academic dishonesty of any kind.
2. Failure to maintain satisfactory academic progress.
3. Violation of institutional rules and regulations.
4. Failure to maintain financial obligations.

Expectations of Scholarship & Academic Work

In recognizing that New Lines Institute is a multicultural learning community made up of people from different backgrounds and previous educational experiences, it is important that all community members share a common understanding of the expectations of scholarship and academic work that takes place in and around courses and programs within the institution. As such, the institute establishes expectations for scholarship & academic work.

The Institute expects that students hold the utmost standards related to academic integrity and academic excellence. Students are expected to adhere to the institute's Code of Academic Excellence in all of their work. This includes an emphasis on the communication skills (both oral and in writing) that would be expected in courses at the institute and beyond our learning community). Consequences for violating the Code of Academic Excellence are defined in the institute's Academic Integrity policy. As such, the institute has adopted high expectations of academic rigor as a means of ensuring the success of our students in class and in their eventual careers.

Academic Integrity Policy and Procedures

Academic Integrity and Code of Academic Excellence

In the pursuit of academic excellence, it is the policy that all parties associated with New Lines Institute conduct themselves with a high level of honesty and responsibility in regard to academic scholarship. The institute is committed to the establishment of and adherence to high academic and integrity standards in order to foster reputations that students, faculty, staff, and alumni can be proud of. These reputations directly correlate to the value of the degrees conferred by the institution and are viewed with utmost importance. This requires that students understand the importance of integrity and adhere to the highest standards while in class or on internships, at work, and in continuing education.

The Institute commits to preparing students to be professionally and academically prepared for the rigors of the world of work. In order to ensure that high quality educational opportunities are offered and to ensure the rigors of

academic excellence, the institute requires that students adhere to the Code of Academic Excellence.

Academic Integrity

Formal oversight of academic integrity is monitored by the entire New Lines learning community including students, faculty, and staff of the institute. Suspected violations of academic integrity shall be directed to Program Director in writing.

Code of Academic Excellence

The Code of Academic Excellence is a commitment by the entire learning community to adhere to, sustain, and build upon the reputation of the Institute by continually focusing on academic integrity and rigor. The following statement is adopted by the institute and applies to all students at the Institution:

> "*All New Lines Institute learning community members are expected to perform with integrity and respect for the high rigors of academic excellence espoused by New Lines Institute for Strategy and Policy. Academic integrity includes the maintenance of a learning environment where everyone is given an opportunity to succeed through their own efforts and violations to the Code of Academic Excellence are not tolerated by the learning community.*"

Academic Misconduct

Violations to the Code of Academic Excellence can ultimately lead to the improper evaluation of assessment tasks leading to unjust attribution of grades or course status. Therefore, it is essential to monitor and evaluate any allegations of academic misconduct. Forms of violation can include, but are not limited to the following:

- Cheating and unauthorized use of materials: Cheating assumes taking advantage of people, materials, or other resources that are not your own and/or are not permitted. Unless otherwise instructed, students are expected to use their own ideas, work, and independent research for exams, projects, presentations, etc. The intentional or unintentional use of materials that are outside of the boundaries provided by the instructor or assignments is considered cheating.
- Improper collaboration: Permission to collaborate on homework, assignments, projects, exams, etc. must be authorized by an instructor. When not explicitly granted permission for collaboration, students should assume that they are not permitted to collaborate. In the absence of authorization for collaboration, it is assumed that all submitted work is the result of the student's own understanding and academic research. If submitted work is identical or overwhelmingly similar to another student's work, particularly where individual variation would be expected, the instructor has reasonable suspicion to assume that misconduct has occurred.
- Submission of material for multiple courses: Submission of work to a course (or even for publication) assumes that this material is new and/or full disclosure is made if the work has already been used/printed. This includes submission of assignments for multiple courses or journals. Submission of work for a class should be original work specifically for that course.
- Fabrication, forgery, purchase, alteration, or unlawful use of documents for academic advantage: Any form of lying, forgery, falsification, or unlawful use of data or other information is in direct violation of the Code of Academic Excellence. This can include, but is not limited to, lying to an instructor or administrator; misusing copyrighted information; purchasing, stealing, or misusing documents; or fabricating or falsifying results in order to achieve undue academic advantage.
- Conspiring/attempting/intimidating others to commit academic misconduct: Any student who aids in another's misconduct or attempts to intimidate another student to commit misconduct would be considered to be in violation of the Code of Academic Excellence. This would include, but is not limited to, (1) providing whole or partial work to another student who did not participate in and/or do the work, with a reasonable assumption that the information would be used in a manner consistent with misconduct; (2) attempting to cheat before the misconduct is discovered even if no cheating ultimately occurs; or (3) intimidating others, including threats and/or physical intimidation in order to take or misuse materials from another student.
- Representing the work of others as one's own work: Using the work of others and representing it as one's own work, regardless of whether or not the individual whose original work was used knows of the use, is

not permitted. Work submitted is assumed to be the work of the submitter (or submitters, in the case of approved group work).

- Unauthorized access to the work of others: Hacking into accounts or stealing work from another in order to achieve an undue academic advantage is considered to be a violation of the Code of Academic Excellence. This includes unauthorized access to a computer, email account, portal, or other form of storage by an individual with the intent of stealing or copying another's work.
- Interference with the work of others: Intentionally harming, deleting, or altering the work of others to gain an undue advantage are acts that are considered to be inappropriate for scholars. These sorts of actions undermine the work of others and create an environment where the work of others is not valued. It is expected that scholars respect the work of others and not attempt to harm or destroy this work.
- Plagiarism: Plagiarism includes, but is not limited to, the intentional or unintentional use of the ideas of others without properly attributing them to the original owner/thinker. This even includes personally reusing your own ideas without properly citing them.

Each alleged violation of the Code of Academic Excellence will be evaluated and reviewed by members of the institute learning community taking into consideration such factors as the student's prior academic history. Therefore, the listing above is not intended to be exhaustive and is merely meant to serve as a list of potential areas for violation.

Reporting and Resolving Academic Misconduct

New Lines Institute for Strategy and Policy is committed to the immediate resolution of allegations of misconduct. Wherever possible, if academic misconduct can be stopped prior to the occurrence of a violation, it is encouraged that members of the learning community hold each other accountable. When necessary, students, instructors, administrators and staff members, or other external parties may report misconduct. In doing so, it is important to understand both the scope of program oversight regarding allegations of misconduct and the adjudication process for allegations of misconduct.

Scope of School/Program Oversight

The Program Director may assign an appointed designee ("Program Designee") who oversees and manages the adjudication process for allegations of misconduct. In cases where violations of the Code of Academic Excellence are suspected, the student, staff or faculty member shall notify the Program Designee. This Designee will either be the Program Director or someone on the Program Director's staff. In the rare instance where the Program Director has a conflict of interest, the School Director will be made the de facto Designee for the proceedings.

Adjudication of Allegations

In the event that an instructor or colleague suspects academic dishonesty, he or she will follow the procedures outlined below in order to encourage a fair and equitable solution for any and all violations to the Code of Academic Excellence. Before taking any steps, the instructor who has identified an academic integrity violation must immediately contact the Program Designee (PD) in order to determine whether the student has shown previous academic integrity violations. The PD will verify with the Registrar to be sure.

As a gatekeeper for academic integrity, the Program Designee will determine if the offense constitutes a first, second, etc. violation. In instances where an egregious offense is presented, the PD may recommend that the steps for the first four possible allegations be skipped, moving directly to the procedures for an egregious violation described below. Instances are cumulative and are recorded in a student's permanent file.

FIRST INSTANCE: Resolution for the First Allegation of Misconduct:

The instructor alleging misconduct must gather proof of the potential violation (e.g., a Copyleaks report, a side-by-side comparison of the student's work against something found on the internet, or other proof), then inform the Program Designee. The PD will consult with the Registrar to determine the total number of instances of academic integrity violations on file in the student's record and will share that information with the instructor. If this is the first documented instance, then the following procedures will apply:

a. The instructor has the discretion to decide, according to the severity of the violation, whether the student should be given a grade of zero (0) on the assignment with no option to redo the work, or whether the student should have the option of resubmitting a revised version of the assignment that adheres to the institute's Code of Academic Excellence in order to earn a reduced portion of the grade.

b. The instructor must inform the student in writing of the violation and host a meeting between him/herself and the student to ensure that the student understands the problem and to discuss ways of avoiding it in the future. As part of this meeting, the instructor will also have the student sign two documents: the institute's Academic Integrity Policy and an Academic Integrity Remediation Plan (First Instance) form. The student will be strongly encouraged to visit the institute's online Writing, Research, and Media Center for further information and feedback on avoiding academic misconduct.

c. The instructor must submit the signed Academic Integrity Remediation Plan and all supporting documentation providing evidence of the violation (e.g., Copyleaks report, side-by-side internet comparison) to the Program Designee.

d. The Program Designee will send all of the documentation associated with the academic integrity violation to the Registrar (www.newlinesinstitute.org) so that copies can be maintained in the student's permanent record at the institute.

SECOND INSTANCE: Resolution for Second Allegation of Misconduct

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a Copyleaks report, a side-by-side comparison of the student's work against something found on the internet, or other proof), then inform the Program Designee. The PD will consult with the Registrar, then inform the instructor of the total number of instances of academic integrity violations on file in the student's record. If this is the second documented instance, then the following procedures will apply:

a. The instructor will award a zero, with no option to redo the assignment.

b. The Program Designee will schedule a meeting with the student to discuss the allegation. In this meeting, the PD will provide a copy of the Academic Integrity Policy and will have the student sign an Academic Integrity Remediation Plan (Second Instance) form. During the meeting, the student will be reminded of the Code of Academic Excellence and Academic Integrity Policy and will discuss the consequences of repeated violations (including a discussion about what would happen if a third and fourth instance were to occur). The PD will also inform the student that he/she will receive a zero for the assignment with no option to resubmit the work.

c. Additional required remediation will be included in order to ensure that the student fully understands what academic misconduct is and how to avoid it.

d. The student will meet with the institute's online Writing, Research, and Media Center for further information and feedback on avoiding academic misconduct.

e. The Program Designee must submit the signed Academic Integrity Remediation Plan (Second Instance) form and evidence of the suspected violation (e.g., Copyleaks report, side-by-side internet comparison) to the Registrar (www.newlinesinstitute.org) so that copies can be maintained in the student's permanent file at the institute.

THIRD INSTANCE: Resolution for Third Allegation of Misconduct:

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a Copyleaks report, a side-by-side comparison of the student's work against something found on the internet, or other proof), then inform the Program Designee. The PD will consult with the Registrar, then inform the instructor of the total number of instances of academic integrity violations on file in the student's record. If this is the third documented instance, then the following procedures will apply:

a. The Program Designee will schedule a meeting with the student to discuss the allegation. In this meeting, the PD will provide a copy of the Academic Integrity Policy and will have the student sign an Academic Integrity Remediation Plan (Third Instance) form. During the meeting, the student will be reminded of the Code of Academic Excellence and Academic Integrity Policy and will discuss the consequences of repeated violations (including a discussion about what could happen as a result of this third instance, as well as what

would happen if a fourth instance were to occur). The PD will also inform the student that he/she will receive a zero for the assignment with no option to resubmit the work. The PD will inform the student that this matter will be handled by the School's grievance panel, which consists, at minimum, of the Program Director and/or Program Designee, one or more faculty members, and the School Director. The meeting of the School's grievance panel should occur as soon as possible following the meeting with the student.

b. During the grievance panel meeting, the Program Designee shall present documentation about all the instances of academic misconduct (the first, second, and current allegations). The panel will then discuss the violation and possible consequences of the violation. Consequences can include but are not limited to:

     i. Failure of the course with the option to repeat the course,

     ii. Failure of the internship or externship with the option to repeat, or

     iii. Suspension from the Institute for a minimum of one quarter.

c. A formal meeting will be arranged between the Program Director and/or Program Designee and the student in which the verdict will be presented to the student in the form of a formal letter. A copy of this letter will also be provided to the Registrar's Office, where it will be added to the student's permanent record. Appeals to decisions can only be made to the School Director. The PD will provide a copy of the letter outlining the requirements set forth by the School's grievance panel, a copy of the signed Academic Integrity Remediation Plan (Third Instance) form, and evidence of the suspected violation (e.g., Copyleaks report, side-by-side internet comparison). A copy of the student's work and supporting documentation will then be kept in the student's permanent record at the institute.

FOURTH INSTANCE: Resolution for the Fourth Allegation of Misconduct:

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a Copyleaks report, a side-by-side comparison of the student's work against something found on the internet, or other proof), then inform the Program Designee. The PD will consult with the Registrar, then inform the instructor of the total number of instances of academic integrity violations on file in the student's record. If this is the fourth documented instance, then the following procedures will apply:

a. The Program Designee will schedule a meeting with the student to discuss the allegation. In this meeting, the PD will provide a copy of the Academic Integrity Policy and will have the student sign an Academic Integrity Remediation Plan (Fourth Instance) form. During the meeting, the student will be reminded of the Code of Academic Excellence and Academic Integrity Policy and will discuss the consequences of repeated violations (including a discussion about what could happen as a result of this fourth instance). The PD will also inform the student that he/she will receive a zero for the assignment with no option to resubmit the work. The PD will inform the student that this matter will be handled by the Institutional Grievance Panel, which consists, at a minimum, of the Program Director and/or Program Designee, one or more faculty members, the School Director, and a designee from the Office of the President. The meeting of the Institutional Grievance Panel should occur as soon as possible following the meeting with the student.

b. During the Institutional Grievance Panel hearing, the Program Designee will provide documentation of all allegations of misconduct (the first, second, third, and current allegations). The Panel will then discuss the violation and possible consequences of the violation. Possible consequences can include:

     i. Suspension from the Institute for a minimum of one quarter, or

     ii. Permanent expulsion from the Institute.

c. The student will be notified in writing by a letter from the School Director regarding the decision.

d. A copy of this letter will also be provided to the Registrar's Office, where it will be added to the student's permanent record. The Program Designee will provide a copy of the letter outlining the requirements set forth by the Institutional Grievance Panel, a copy of the signed Academic Integrity Remediation Plan (Fourth Instance) form, and evidence of the suspected violation (e.g., Copyleaks report, side-by-side internet comparison). A copy of the student's work and supporting documentation will then be kept in the student's permanent record at the institute. Appeals to decisions can only be made to the Institutional Grievance Committee.

EGREGIOUS VIOLATION: Resolution of Allegation of an Egregious Instance of Misconduct

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a Copyleaks report, a side-by-side

comparison of the student's work against something found on the internet, or other proof), then inform the Program Designee. If the alleged violation to the Code of Academic Excellence is determined by the Program Designee to be an egregious instance of misconduct, then the following procedures will apply:

a. The Program Designee will schedule a meeting with the student to discuss the allegation. In this meeting, the PD will provide a copy of the Academic Integrity Policy and will discuss the specific violation with the student, including why it was designated as an egregious violation. During the meeting, the student will be reminded of the Code of Academic Excellence and Academic Integrity Policy and will discuss the consequences of egregious violations (including a discussion about what could happen as a result of this instance). The PD will also inform the student that he/she will receive a zero for the assignment with no option to resubmit the work. The PD will also inform the student that this matter will be handled by the Institutional Grievance Panel, which consists, at a minimum, of the Program Director and/or Program Designee, one or more faculty members, the School Director, and a designee from the Office of the President. The meeting of the Institutional Grievance Panel should occur as soon as possible following the meeting with the student.

b. During the Institutional Grievance Panel hearing, the Program Designee will provide documentation of all allegations of misconduct, including previous allegations, if any. The Panel will then discuss the violation and possible consequences of the violation. Possible consequences can include:
    i. Redesignation of the violation as instance 1, 2, 3, or 4 (if so, follow procedures as above),
    ii. Failure of the course with the option to repeat the course,
    iii. Failure of the internship or externship with the option to repeat,
    iv. Suspension from the Institute for a minimum of one quarter, or
    v. Permanent expulsion from the Institute.

c. If the Panel deems that the allegation is egregious (and chooses any of the options corresponding to ii through v above), the student will be notified in writing by a letter from the School Director regarding the decision. If the Panel chooses to redesignate this violation following option (i) above, the student will be notified in writing following the procedures outlined for instances 1-4 above.

d. A copy of this letter will also be provided to the Registrar's Office, where it will be added to the student's permanent record. Appeals to decisions can only be made to the Institutional Grievance Committee. The Program Designee will provide a copy of the letter outlining the requirements set forth by the Institutional Grievance Panel and evidence of the suspected violation (e.g., Copyleaks report, side-by-side internet comparison). A copy of the student's work and supporting documentation will then be kept in the student's permanent record at the institute.

The Institute does not excuse any violation of its policies on the basis that the student was not aware of these policies and their subsequent penalties and sanctions.

Academic Professionalism

Meaningful and substantive work is defined as demonstrating preparation, reflection, and critical analysis of course content, learning resources, and/or in interactions with others. It also represents meeting the minimum requirements for academic work as outlined in the course syllabus.

Grades for written work will be determined by the quality of their content, formatting, and compliance with grammatical and genre conventions of academic/professional English. If a submitted assignment does not meet the academic and professional writing standards of work at the level of instruction, it may not be accepted.

Superior academic work demonstrates critical thinking and reflection on the part of the student and shows a depth of understanding and/or mastery of the required materials and concepts. It also demonstrates presentation quality that is genre appropriate clearly conveying one's ideas using grammatical language, logical organization, precision, and accuracy, and exhibiting meticulous proofreading. Furthermore, superior academic work presents one's own ideas, while appropriately incorporating literature and resources in support of their ideas.

Procedures for Instances of Violations of the Institute's Academic Integrity Policy

The following outlines the procedures that faculty should use if they suspect that a violation of the institute's Academic Integrity policy has occurred.

1. Faculty who suspects that a violation has occurred must consult the Program Director with the evidence of the suspected violation (i.e., a Copyleaks file, side-by-side of the work compared to something on the internet, or other proof).
2. The Program Director will check to see if there are other instances of file, and will inform the faculty of the result.
   a. If this is the first instance of plagiarism detected (ever), faculty have some leeway on how to handle the first instance. Depending upon the severity of the violation, faculty may allow the student to resubmit the work for reduced points OR can award a zero with no option to redo the assignment for the first instance ONLY. Some assignments may not be conducive to re-submission (for example, discussion board postings might not be conducive). Regardless of the faculty member's decision, they must submit the paperwork back to their supervisor for submission to the student file.
   b. Any future instance must be handled in the manner in which is defined in the Academic Integrity Policy.
3. Following #2, the faculty member will email the student with the REMEDIATION PLAN form (for example, "Remediation Plan FIRST INSTANCE" form), PLUS the evidence, and a request to meet with the student (a sample template email is provided below). Face-to-face meetings are usually best, but faculty could conduct the meeting virtually/on the phone. Email-only options can be used, but are not encouraged. The point of the meeting is to discuss the issue with the student, how to overcome this in the future, and ensure that they understand both the policy and the infraction. Use the meeting as a learning opportunity with the student.
4. After the meeting (or after the deadline that given to the student to meet with the faculty member), the faculty will submit the form to their supervisor. A form MUST be submitted each time that an instance occurs. Failure to submit the form may result in termination for the faculty member if found after-the-fact.

When in doubt, faculty should consult their immediate supervisor for guidance or suggestions on what to do.

A sample email template that can be used to communicate to students about suspected violations of the Academic Integrity policy. This is provided for informational purposes, and faculty should feel free to adapt/use it as they see fit:

Dear XXSTUDENTXX,

Attached, please find the Remediation Plan for your first instance of an academic integrity violation. As I noted in the feedback I posted for this assignment on Canvas, I would like to meet with you in order to discuss academic integrity issues, including not only why your submission was problematic, but also how you can avoid any problems with academic integrity in the future. I want to assure you that I am committed to helping you understand this and succeed going forward. An in-person meeting should be helpful, I hope!

Because this is the first instance, in addition to meeting individually, [describe the repercussions –refer to the form for details. Each remediation plan template includes the consequences based upon the instance number].

Please arrange a time to meet with me before XX/XX/20XX [date should be equal to or less than a week from when you send the email] would be happy to meet with you! Please email me to set up a time to meet, and please review both attached documents before we meet.

I plan to send a copy of your Academic Integrity Remediation Plan to the Registrar by XX/XX/20XX, at the latest. Should you not submit the form to me, it will still be recorded in your student record by the date above.

Please also note that instances of violations of New Lines Institute for Strategy and Policy's Academic Integrity policy are cumulative.

I'll look forward to talking with you,

<mark>*XXINSTRUCTORXX*</mark>

Non-Academic Dishonesty/Misconduct

By enrolling in the Institute, the student recognizes that the following types of behavior are prohibited and that being found guilty of engaging in them can serve as grounds for certain sanctions, including **expulsion or the involvement of the local police department:**

1. *Illegal activities*: Violation of any federal, state, and local laws and any published or decreed Institute policies will be reported to the proper authorities.
2. *Copyright infringement*: Most printed materials, photographs, motion pictures, sound recordings, and computer software are protected by copyright. Copyrighted works may not be reproduced, distributed, performed, or adapted by students without the copyright owner's permission. For more information, please see the Copyright & Fair Use Policies for Software & Other Materials section in this Catalog.
3. *Computer misuse*: Some software products are protected by copyright laws. Students may not copy the institution's software without permission of the copyright holder. Additionally, students may not place personal software on the institution's computers or damage or destroy either software or computers. For more information, please see the Copyright & Fair Use Policies for Software & Other Materials section in this Catalog.
4. *Drug use*: The manufacture, sale, dispensation, possession, or use of any controlled substances or illegal drug paraphernalia on Institute premises or at Institute sponsored events is considered an illegal activity and is prohibited on all Institute property.
5. *Alcohol consumption*: The use, possession, or sale of any alcoholic beverage, regardless of its potency or lack thereof, is prohibited on all Institute property.
6. Firearms possession: The use, possession, or sale of firearms or other weapons or any dangerous explosives or explosive elements or component parts on Institute property is strictly prohibited.
7. *Physical and psychological abuse*: Any form of physical and/or psychological abuse, threat, or harassment of another person or fighting on Institute property will result in sanctions. If the abuse is judged severe enough, the local police department may be consulted.
8. *Property damage*: Littering, defacing, destroying, stealing, or damaging Institute property (or attempting to do so), initiation thereof, or causing such damage to be initiated is prohibited. Any false report, warning or threat of fire, explosion, or other emergency under the Institute's jurisdiction is also prohibited.
9. *Gambling*: Gambling or holding a raffle or lottery at the Institute without proper approval is forbidden.
10. *Obscene* language or conduct: Use of profanity and disorderly or obscene conduct is strictly prohibited.

Students are expected to familiarize themselves with the Institute's policies on the following activities: unauthorized entry or presence in any Institute building or facility; solicitation and sales; smoking; sexual harassment; physical or psychological assault/abuse of others; and unauthorized or disorderly assemblies that hamper the effective functioning of the Institute, its students, staff, and visitors, and its daily routine operations.

The Institute does not excuse any violation of its policies on the basis that the student was not aware of these policies and their subsequent penalties and sanctions.

The Institute reserves the right to expel any student for illegal activity and/or for any action outlined above.

Disruptive Classroom Behavior

In general, classroom management is the responsibility of the instructor. The learning environment of the entire class should not be jeopardized for the sake of a single student or group of students. Inappropriate classroom behavior may include, but is not limited to:

1. Disruption of the classroom atmosphere;
2. Engaging in non-class activities, for instance, talking to another student, talking on a cell phone, or working on an assignment for another class;
3. Use of profanity in classroom discussion; or
4. Use of abusive or disrespectful language toward the instructor or a student in the class, or about other individuals or groups.

Instructors have the right to dismiss a student temporarily from class when the student's behavior distracts or disrupts the other students' learning.

Formal Complaint Procedure

New Lines Institute is committed to providing a positive educational experience for its students. New Lines Institute faculty and staff attempt to create, in all areas, an atmosphere that is conducive to learning. For this reason, the institute has established a procedure to address any school-related problems, concerns, or complaints to ensure that student concerns on academic and non-academic matters are constantly monitored, addressed, and resolved to improve the quality of services.

The life cycle of a complaint is made up of five stages, wherein the first stage encourages informal resolutions to address and resolve the student complaints as quickly as possible. In the event that matters are unresolved or do not result in a satisfactory outcome, the complaints can be escalated to the next stage. Certain complaints will receive immediate attention by the Program Director and a formal investigation will be launched, based on the urgency and sensitive nature of a given complaint.

Stage 1: Informal Complaint
The institute team members maintain an open-door policy. Students may express concerns to any administrator. In order to resolve the problem at the earliest opportunity, all students are encouraged to address their complaints initially to the institute staff member involved or the other department responsible for overseeing the immediate area causing the concerns. It is advisable for the institute staff members and the department involved to briefly record the complaints in writing and share with other departments if the case and experience could benefit other departments. For example, academic concerns will be handled by the instructors directly. Students should first discuss the problem with the instructor and then with the Program Director, if necessary. If the problem is not resolved at that level, the student should then contact the School Director.

Stage 2: Referral to Appropriate Executive
In the event that a complaint may not be resolved at the departmental level, the complaint will be escalated to the next highest level. If the complaint is academic in nature, it would be escalated from the faculty to the Program Director, and eventually the School Director level. A complete list of possible escalation is below:

Department Receiving Complaint	Executive Level Escalation
Academics	Program Director
Accounting	Chief Financial Officer
Admissions	School Director
Alumni Relations	School Director
Business & Property Management	School Director
Career Services	School Director
Human Resources	Office of the President

Information Technology	School Director
Inquiry & Communications	School Director
Institutional Effectiveness	School Director
Library	School Director
Marketing	School Director
Media & Public Relations	School Director
Quality Assurance & Compliance	School Director
Registrar	School Director
Student Affairs	School Director
Writing, Media & Research Center	School Director

Stage 3: Complaint to Institutional Effectiveness & Quality Assurance Department
Students have various options to file complaints and suggestions for academic and non-academic matters to Institutional Effectiveness & Quality Assurance Department. There are three options that students can choose from to file the complaints and suggestions.

1. Individuals can complete the online suggestion form on the website or send an email to www.newlinesinstitute.org.
2. Suggestion boxes are placed at the front desk, along with business cards for the Quality Assurance team.
3. Students can walk in to discuss complaints with quality assurance department every day of the week.

Quality Assurance staff investigates the complaint, interviews the parties involved, finds the related resources, and provides the resolution. The complaint is logged and is forwarded to the related department to review, improve, and enhance the quality of the education and services.

Stage 4: Referral to Office of the President
If the complaint or grievance may not be resolved at any of the previous three levels, a student is referred directly to the office of the President for resolution of their complaint. The President and his support staff take the time to listen to the student or staff member, hear the grievances, and also receives a full, written report on the background of the issue from Quality Assurance and tries to find a fair and agreeable resolution for all parties.

Stage 5: Formal Written Complaint
At any time throughout the complaint process, at the written request of the student for issues that are academic in nature, an ad-hoc Grievance Committee comprised of the Provost, one senior faculty member, the Program Director, and other invited staff or faculty. The Committee will convene to address concerns that remain unresolved. The ad-hoc Grievance Committee will convene within ten (10) working days of a written request from the student. The student will be notified of the committee's decision within three working days of the meeting.

If after following the above stated procedure, the student feels that his or her concerns have not been resolved, he or she may address these concerns in writing to the following organizations:

> **Higher Education Licensure Commission** (HELC)
> 1050 First Street, NE
> Washington, DC 20002

New Lines Institute ensures that a student will not be subjected to unfair action as a result of initiating a complaint proceeding.

Confidentiality of Student Information (Student Privacy Rights/FERPA)

In order to maintain the confidentiality of student information at New Lines Institute for Strategy and Policy, all faculty members are required to be FERPA certified and comply with FERPA regulations. To complete the FERPA certification, faculty members will have to visit the U.S. Department of Education website and complete a FERPA Awareness Training Course when they are hired and submit the FERPA certificate and acknowledgement form to the Office of Human Resources.

In compliance with Public Law 93-380, "The Family Educational Rights and Privacy Act" (FERPA), which is Section 438 of the General Education Provision Act, the institute has adopted policies and procedures that permit students the opportunity to view their educational records upon request. Educational records mean those records, files, documents, and other materials that contain information directly related to a student. The institution will not permit access to or release of confidential information from a student's records to any individual or agency without the written consent of the student, except for the following situations:

- Name, address, telephone number, date and place of birth, dates of attendance, diplomas, and degrees awarded may be provided to third parties unless the request to omit such information is presented in writing. Records are required by institute officials in the proper performance of their duties the institute defines a school official as a person employed by the Institute including a full-time or adjunct professor/instructor, an administrator, clerical staff, a member of the board of trustees or a member of committees and disciplinary boards, or a student serving on an official committee, such as a disciplinary committee, with legitimate educational interests.
- In accordance with FERPA, a school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility.
- Information may be provided to organizations conducting studies for educational and governmental agencies.
- Information may be provided to US government agencies as listed in Public Law 93-380 who request information for specific purposes.
- Information may be provided at the request of any accrediting agencies.
- Information may be provided to parents of dependent children as defined in the Internal
- Revenue Code of 1954.
- Information may be provided to appropriate persons in connection with an emergency. Information may be provided for the purposes of awarding financial aid.
- Information may be provided in response to legal court orders.

Additional resources related to FERPA can be found on the Institute's website: www.newlinesinstitute.org

Writing, Research, and Media Center

The Institute provides a Writing, Research, and Media Center (WRMC) to support students in a way that allows for enhanced growth and the ability to communicate in writing for their various fields of study. Students are provided one-on-sessions to target specific needs in order to allow for students to develop skills for long-term success.

Career Services

The New Lines' Career Services provides individual counseling and professional development resources to help students and alumni learn the skills needed to obtain volunteer, internship, and employment opportunities. All institute students are encouraged to visit the Career Services Advisor in their very first quarter and before graduation when they are looking for employment.

Professional Development Opportunities

Throughout the year, the institute provides a number of workshops and information sessions on those skills required to find employment. Past sessions have included cover letter and résumé writing, introductions, networking, job fair preparation, interviewing, LinkedIn, American business culture, business communication, employment benefits, and work visas. On the Career Center homepage, students may also access Interview Stream, a practice interview software where students can read common interview and industry-related questions, view sample interviews, practice interviewing and record their own interviews for feedback. The institute's Linked-In alumni community is also available for students looking to network or to obtain a mentor.

Accommodating Students with Disabilities

Students with disabilities that may require reasonable accommodation at the Institute can receive assistance through the Program Director. The Program Director coordinates disability accommodations and provides direct services, such

as housing arrangements; alternative text formats for course material; peer notetaking; extend time for tests; direct support for assistive technology; American Sign Language (ASL) interpretation and other hearing services; and other reasonable accommodations.

Any students who believe they may qualify for course adaptations or accommodations in accordance with ADA, Section 506, must contact the Program Director for an accommodation approval letter. Documentation about the student's particular diagnosis must be provided by a qualified health professional (such as a physician, surgeon, psychiatrist, licensed clinical or educational psychologist, or certified learning disability specialist), and must be currently relevant (less than 3 years old). The assessment of reasonable accommodation is the decision of the Institute and will be provided to the student in a letter of accommodation for the student's instructor(s) no later than the second class session.

Supporting Survivors of Sexual Assault

Members of the Institute community who have experienced sexual assault are encouraged to report the incident to both law enforcement and the Institute. All faculty members are "Responsible Employees," which means that they are required to report any information that they have received, whether intentionally or not, about instances of student sexual misconduct to the Institute's Title IX coordinator within 24 hours. Reporting is critical to the well-being and safety of the Institute community and is the Institute's obligation under federal law.

Therefore, failure to report may result in disciplinary action. Faculty members should familiarize themselves with the policies on reporting sexual misconduct and the resources available to survivors of misconduct by reviewing the Sexual Misconduct Policy and the materials available for Responsible Employees that can be found in the Faculty Portal.

Section Six: Institute Services and Resources

Institutional Effectiveness & Quality Assurance

The School Director contributes to the fulfillment of the Institute mission and a culture of continuous improvement by leading and supporting Institute-wide assessment activities. The School Director seeks to direct planning, analysis, evaluation, and information dissemination in academic and administrative units through support of Institute-wide planning and monitoring progress of strategic goals. The School Director also oversees assessment activities in academic and administrative departments, updates and oversees implementation of the Institute Effectiveness Plan, manages updates to departmental handbooks, manages inventory of surveys, collaborates with outside entities, and maintains and evaluates quality assurance in all departments.

The maintenance and enhancement of the academic standards of the institute depends on the commitment of the whole institute community.

Library and Information Services

The Institute Library is all virtual and provides access to a wide range of reference and research materials to supplement classroom instruction and assigned textbooks. The New Lines' Library will assist you in meeting all your information, reference, and research needs. In addition to physical resources, the Library staff can assist faculty in accessing a variety of online resources.

Institute Identification Cards

As a means of determining those authorized to be at the institute facilities, all faculty members will be issued a Faculty ID card that is required to be carried or worn while on site. The Institute has a badge access control system installed for security purposes, and the Faculty ID card can be used to access the building and certain areas of the premises that require badge access. Additionally, Faculty ID cards are used to clock in and out via the Institute punch clock system. ID cards issued to individuals affiliated with New Lines Institute must be returned to the Office of Human resources upon separation.

Institute Security & Access to Facilities

All entrances to the building are under camera surveillance and are monitored at all times.

The Institute has a badge access control and CCTV system throughout the premises. The main doors of the facility are open during business hours. During these hours, students, faculty, and the general public have access to areas of the building such as classrooms, the student center, and student services. All other areas of the building require an authorized badge to gain access. During periods of extended closing, the Institute will only admit those with prior written approval to the building.

The front desk is staffed at all times. If a faculty member would like to gain access to a restricted area, he/she must check in with the front desk to be provided access. The badge system is monitored continuously by the Facility & Property Management Office to ensure only appropriate individuals and badge numbers have access.

Institute facilities are maintained in a manner to reduce unsafe conditions. Anyone recognizing unsafe conditions should report them to the Facility & Property Management Office by emailing [fmp@newlinesinstitute.org.](mailto:fmp@newlinesinstitute.org)

Emergency Procedures

New Lines Institute is committed to the safety of its students, employees, and guests. The Institute has emergency plans in place.

All Faculty are expected to be familiar with the Emergency Preparedness Plan which can be found online at www.newlinesinstitute.org. This plan defines various levels of emergency situations, describes responses to emergency situations, and provides emergency response protocols.

Notification of Emergencies

Emergency procedures are in place to allow the institute to quickly notify authorities and the institute population when an emergency situation is underway and then provide instructions on how to respond. These communications will be carried out

through the use of e-mail, SMS (text messaging), and institute-wide announcements.

Once an emergency has progressed past the initial response period, communications will be developed based on information provided by on-scene responders to the Incident Commander and/or Institute senior leadership. These groups have the responsibility of deciding when and what should be communicated to the institute community, surrounding communities, and the media. The office of Emergency Planning and Quality Assurance has responsibility for communicating outward to these groups.

Reporting an Emergency

The Institute has specific procedures in place for individuals to report an emergency. All members of the institute community are encouraged to use proper judgment, and, if a serious hazard is imminent, to immediately call 911 and alert emergency personnel.

Acting in an Emergency

The Emergency Preparedness Plan includes specific instructions on how to react in emergency situations including weather emergencies, fire, hazardous materials, medical, mental health, pandemic, utility failure, unusual behavior, suspicious packages, bomb threats, active shooter scenarios, chemical spills, and earthquakes, among other types of emergencies. Every member of the institute community shares responsibility for emergency preparedness. All members of the institute community are required to read through the Emergency Preparedness Plan and become familiar with response procedures to ensure that the Institute is well-prepared to respond in the event of an emergency.

Institute Alert System

New Lines uses an SMS Alert System as part of ongoing emergency management efforts. This system is available for all members of the institute community to enroll with a cell phone number and receive important alerts about the Institute. If there is bad weather that forces the institute to close or classes to be canceled, the institute will send a text message alert to all who have enrolled in the SMS Alert System notifying them of the closures and cancelations. Also, if there is a hazard or emergency at the institute, New Lines will inform all members of our community by text message.

To enroll in the SMS Alert System and stay informed about the status of the Institute, employees can text JOIN NLI to the number 30890. The institute will not share an employee's telephone information with third parties and will only use the system when there is a compelling Institute-wide announcement, such as a snow closing or delay.

Other Important Resources

Academic Catalog

The Academic Catalog presents academic programs and services, and those policies, procedures, and regulations of the institute that are likely to apply to our student body. The Academic Catalog is reviewed at least once every year and a new version is published at least once every two years. The Institute may publish other manuals such as a Student Handbook, Faculty Handbook, Employee Handbook, and the Library Handbook. In the event of any discrepancies between these various handbooks relating to issues of student and academic services, the policies and procedures stipulated in the most recent edition of the Academic Catalog shall supersede the statements mentioned in others. The Institute encourages its faculty to read, understand, and familiarize themselves with the policies and procedures contained in this catalog.

Safety & Planning

The Annual Security Report provides information about institute security policies and institute crime statistics. New Lines provides the Annual Security Report in compliance with the Clery Act.

The Emergency Preparedness Plan establishes an emergency leadership structure, defines responsibilities and roles, and is written in accordance with the Emergency Planning Preparedness Planning Policy of the Institute. This plan has been developed to ensure Institute preparedness in response, business continuity, and recovery for the entire institute.

The Institute map and evacuation procedures are available online at www.newlinesinstitute.org.

Title IX

The Sexual Misconduct Policy details specific forms of behavior that violate Title IX and the steps to be taken to report a violation.

Employee Handbook

The Employee Handbook details Institute policies for all staff members, including full-time Faculty.

Appendix A: Faculty Observation Policy and Tools

Faculty Observation Policy

Rationale
This policy outlines the process and forms related to formal faculty observations used to assess the performance of faculty.

General Guidelines
Faculty observations are used to assess the performance of faculty in a formative manner. Faculty observations are used as a means of enhancing the university's educational offerings, to help to develop its faculty, to instill the instructional values espoused by the university's mission and evaluating the skills and expertise of the faculty. The goal is to help to identify and support faculty in the development of their teaching abilities. New Lines Institute for Strategy and Policy considers faculty observations as an important tool for the professional development and professional growth of its faculty.

ACCSC
"The school must demonstrate that its faculty and educational administrators engage in ongoing faculty assessment and professional development activities that: are appropriate for the size and scope of the school's educational programs; support the quality of education provided; and enhance student learning and achievement. The school must document the implementation of assessment and professional development activities for its faculty." (SECTION III A.2)

"Faculty members must have received training in instructional methods and teaching skills or be experienced teachers .... A school's faculty must engage in ongoing development of teaching skills as part of its plan for faculty improvement. The school may provide its own faculty training using in-house resources or utilize resources outside the institution. In either case, teacher training shall include such elements as: formal education; workshops/seminars presented by an appropriate individual focusing on areas related to instructional methods and teaching skill development; or formal in-house mentoring programs with appropriately qualified and experienced faculty." (SECTION III B.4)

SACS COC
"Standard 6.5: The institution provides evidence of ongoing professional development of faculty as teachers, scholars and practitioners.

Faculty members are at the core of institutional mission-driven activities, and therefore need to stay current, improve their own knowledge and skills, and have the opportunity to actively participate in their profession, including (as appropriate) conducting research, and engaging in scholarship and clinical practice. In order to establish and sustain a culture where faculty professional development is valued and pervasive, it is important that institutions develop a systematic and comprehensive approach to offering and supporting activities and programs that assist and encourage members of the faculty to pursue professional development. Because of the wide range of institutions within the SACSCOC membership, faculty development policies should be crafted—and reviewed—in light of the institution's mission."

MSCHE
A means of improving and enhancing the university's learning and teaching environment, and general educational effectiveness can be partially done through providing professional development to support by "planning, conducting, and supporting a range of professional development activities" (Standard V: Educational Effectiveness Assessment). Additionally, the university shall have "fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees" (Standard II: Ethics and Integrity).

Policy
Faculty are evaluated throughout the year on their teaching. Faculty are observed a minimum of one time per year. There is a form

used for faculty observations and a specific rubric and descriptors through the associated rubric.

Related Definitions

There are no specific definitions related to this policy.

Forms

The following forms relate to this policy:
- Faculty Observation Form
- Faculty Observation Rubric:

Policy Documentation

This policy is documented in the following locations:

Check if YES If Applicable	Location	Notify?
	Current Year's Academic Catalog (provide a copy of the catalog addendum)	Office of Academic Affairs, Institutional Effectiveness, Registrar
	Next Academic Year's Academic Catalog (provide a copy of the catalog addendum)	Office of Academic Affairs, Institutional Effectiveness, Registrar
	Catalog Addendum (provide a copy of the catalog content to the Office of Institutional Effectiveness to oie@fxua.edu)	Office of Academic Affairs, Institutional Effectiveness, Registrar
	Website (include the exact location where the content is currently, or where new content would go):	Office of Academic Affairs, Institutional Effectiveness, Registrar, IT/Web Master
YES	Faculty Handbook	Office of Academic Affairs, Institutional Effectiveness, Human Resources
	Employee Handbook	Office of Academic Affairs, Institutional Effectiveness, Human Resources
YES	OIE's Policies and forms	Institutional Effectiveness
YES	Academic Affairs Policies: https://viu.instructure.com/courses/1867	Office of Academic Affairs, Institutional Effectiveness

Policy Review

All policies must be reviewed within two years of first implementation and/or last review for any updates/changes. Note that changes to this policy are effective as of the date below and supersede any previous versions of the policy.

INITIAL POLICY IMPLEMENTATION

This policy was implemented on the following date: ___06/30/2023_____

Reviewed by _George Rado_, _Coordinator, Institutional Effectiveness_,

Reviewed by _Kareem Makhlouf_, _School Director_,

This policy will be reviewed on or before the following date: ___06/30/2025___

CONTINUING POLICY REVIEW
This policy was reviewed and found to not need changes on the following date:

_____

     Reviewed by ___[Printed Name]___, ___[Title]___, ___[Signature]___

This policy will be reviewed on or before the following date: _____

Ratings: Exceeds Expectations {EE)• Meets Expectation (ME)• Needs Improvement {NI)•Not Applicable {NA}

COURSIEORGANIZATION ANDUSIEOFRESOURCIES

Category	Description of caitegory	Exceedsh:ped:ations	Meets.Expectati0ns.	Needls improvement
Learnin.g objectives & Expectati:O ns.	Learning objectives are identified and stated. Early in each presentation students sh ould encounter a list of learning objectives. Typically, learning ,objectives are presented in the form of "Upon completing this learning module, you will be able to. "	Learning objectives are stated for each ,chunk of the session; brief discussion on how LO tie to the cours.e and presenhltion goals is.given; LO are revisited atthe end of the chunk as the content is summarized]_	The learning;objectives.are stated expl icitly of the entire presentation; A,genda is overviewed at the beginning ,of the session to set ex:pechltions from students_	Learning objectives arie not stated or ,are not appropriate to,the session.
Overall Organization	The presentation has a logical flow. lt startswith an introduction, has a body and ends wit!, a conclusio111. New content i.s.presented to the learner appropriately. Content is chunked and organized meaningfully, and typically i, explained and the n demonstrated. New information is as:sociat,ed with prior knowledge.	The lesson's or unit"s structure is clear alld allows for different strategies according to, **student** needs.	The lesson or unit has a dearllydefined :structure that a ctivities are organized around.	The lesson or unit has no clearly ,defined structure, or the stJructure i.s.chaotic **Or** The lesson or unit has a recognizable structure, although the structure is not uniformly maintcrined throughout Most time allocations are reasonable_
Activities : intirodluction, p:resentation, p.ractice, wrap-u,p	Activities that aid ,content rietention are u ed. Throughout or at the end of the presentationls), activities.are [Present to elicit student performance to practice new skills o.r behavior.	Learning a.ctivities.are highly releva111t to students and instructional g0als. They progress coherently, producing a unified wh.o.le and reflecting recent professional resear,ch.	Mos.t of the learning activities.are suitable to :students and instruction;al goal.s,_Progression of activiti:es in the unit is fai1rly even, :and most activities reflect recent professional growth.	Only some of the learning actiivjties.are suitable to students or instrucUo:nal go,als. Progression of activities.in the unit i:s uneven, and only some activities refl,ect recent professional growth.
Knowle,dge of material	The ,contents bein.g pres,ented is mastered by the instrud:or.	Displays e:xtensive content knowledge, with evidence of continuing pursuit of such knowledge.	Displays solid content knowledge and makes connedions beh'a!een the content and other parts of the discipline **and** other disciplin**e**s. Corrects content e,rrors.students.make.	Displays ba.s.ic cont;ent knowled ge but cannot articulate connections with other parts of the discipline or with other dis,ciplines. Do not correct content errors students. make_
Use of class time	The use of c.la.s.s time is app.ropriate andl contribrutes to me,eting th.e learning object.ives.	nme ,allocations are appropriate and reflect deep understanding of the students" contents is presented to,_ No adjustments were needed.	Time allocations **are** r,easonabl.e. The time allotments to presentation and class activil:iies are appropriate for the contents being delivered. Only minor adjustments. a1re implemented.	Sometime allocations are unrealistic. The use of dlass time is not prope.rly balanced betw.een in,struction and ret.ention activities. Fr,equent ,on the **spot** changes are observes.
Activitieshat p.romote critical thinking	Demonstrated, high-level e,ngagement **using** skills including analyzing, synthesizing, judging valuer applying concepts to rieal-life situations.	The learning experience heavily focuses on real-life situations an d/or applications.in a practical settin.g with deliberateness. Sufficient faculty-to-student **interaction** and peer-to-peer interaction is evide:nced. Students are engaged in open di.scussions requiring them to think about and parse the learning material in a way tlhat us,es critiical thinking, synthesis, and critical judgment.	There may he connections to practical e,perience, but it is not extensive and/or it is done in passing. Sufficient student-to-student interaction and filculty-to-s.tudent i1nte:racti:on e<ists. Students are expected to think critically and analyze information, but there may not be enough time fo1r sufficient en,gagement or development.	The lecture is one-sided and do es not actively engage students.

Use of textbook, other materials leg., handouts)	Various resources are used to support the presentation_ To appeal to different learning modalities, a variety of media should be used if possible, including te)dt, graphics, audio narration, and video.	There is dear evidence that additional re.sources beyond the textbook were utilized. Connections are made to, and references are made to additional materials (appropriat,e professional organizations, trade groups, organizations/institutions implementing or using what is being discussed!, etc.), and students can make connections beyond the lecture through us,e of dear methods of accessing this information (for example in a handout, e plicitly on a slide, in the LMS). A variety of tools and strategies are used to convey information including video, **audio,** handouts, etc.	Faculty uses balanced and appropriate referencing to the resources when presenting the material. The presentation refers to additional resources in a passing manner, **or** the discussion is not in,-depth. A variety of tools and strategies are used to convey information including video, audio, handouts, etc.	Faculty relies heavily on the contents ot the **book** or the slides on the PowerPoint presenhtions. No or minimal other resources are provided to the learner. Reads from handouts available to students. Does not suggest o,ronly suggests students to search for additional resources on their ol'/n.
Use of technology	Physical resources of the classroom are used. Effective and appropriate use of physic.l resources available in the classroom.	Classroom technology is used to expand the exposure of the student to real world examples, and effectively supplements the presentation of contents. Novel uses,are implemented. Learners are technology-engaged learners.. Classroom technology is used to show demos and ex-amples of software products in action.	Faculty uses classroom technology effectively to **aid** the learning process. Notes on the whiteboard, PowerPoint, etc. are appropriate-, **and** concise-to support the presentation. All work is shown in computing-extensive e amples	The teacller dabbles with technology, not having a real focus on,its use within the lesson but uses ihs an add-on or at a very basic level !no real impact on the learning process).
Appropriate use of the Learning Management Sys.tern	AJI courses are required to use the learning management system Iregardles,sof the modality of the course). Each week has content with learning objectives s.pelled out, assignment boxes for submission following the syllabus, sufficiently detailed rubrics an,ddes-criptors for assignments, additional learning resources are provided bey,ond just a **PPT** or readings, PPT or lecture notes are provided, and assignments are graded with clear **rigor** and substantive-areas for improvement !Check gradebook on Faculty Portal).	All ,courses are required to use-the learning management system [regardless of the modality of the course). Each week has most of the content but lacks one-of the following: content with learning objectives spelled out, assignment boxes for submission following tlhe s.yllabus, sufficiently detailed rubrics and descriptors for assignments, additional learning resources are provided beyond just a PPT or readings (i.e., the in,structor includes more than the minimum), PPT or lecture notes ar,e provide-d, **and** assignments are graded with clear rigor and substantive areas for **improvemenil** ICheckgradebook on Faculty Portal).	All courses are required to use the learning management system Iregardless of the-modality of the course). Each week has.a majority of the c,ontent but lacks two of the-following: content with learning_objectives spelled **out,** assignment boxes for submission following the syllabus, sufficiently detailed rubrics and descriptors for assignments, additional learning resources are provided beyond just a PPTor readings.(i.e., the instructor includes more than.the minimum), PPT or lecture notes are provided. Assignments ar.e not graded with clear rigor and substantive areas for improv-ement. An instance of plagiarism is found. (Check gradebook on Faculty Portal).	All courses are required to use the learning management system (regardless of the modality of the course). Each week has a majority of the content but lacks two ot the following: content l'lith learning objectives spelled out, assignment boxes for submission following the syllabus, sufficiently detailed rubrics and descriptors for assignments, additional learning resources are provided beyond just a **PPT** or readings (i,e, the instructor includes more than the minimum), PPTor lecture n,ot,es are provided, **and** assignments are graded with dear rigor and substantive areas for improvemen!. (Check gradebook on Faculty Portal).

CLASSROOM INTERACTiON

Categ,ory	Descriptioi, of category	Exceeds E.xpecta,t1ions	Meets Expectotions	Nleedsimprovement
Instructions.and ,explanabons.	**Cleairinstructions ,andle):pectattions from** activities in which students actively participate, are given. To help learners encode information for **long-term s.torage, ,appriopriat.egruidance is** along with the presentation ,of new content:. **Guidance strate.gie.s inclu:de the us.e of** examples, non-examples, case studies, graphical **re[Pre5entation1s, mnemonics, and analogies.**	**Assessment criteria and :standards are clear** and have been clearly communicated to :stu:dentt:s. There is evidence that :students comprehend the,criteria and standlards_	**Cle;ar and ,appriopriate instructions.are given to the students in oomIPlet ing conttentt** retention :activities. Assessment criteria and standards are dear and have been clearly communicated to students.	**Minimal or guidance is given to the s.tudenits oincompleting content retention .activities.** Assessment criteria and standards have been developed, but they either are not clear or h;ave been cleairly commuinicated to students..
Instruct.or-student **interaction**	Farnlty balance tlhe use of instructor-driven oonversations to include engagement with students_	**Students are expected!to u:se inductive reasoning collectively to arrive to the,point** where the instructor highlights material (possibly through lecture ,or open discussion). There may be a balance of inductive reasoning and ledure, but tlhe faculty member promotes space for critical engagement in the.topic ii, a way that leverages e,isting knowle,dge that students **maiy h;ave to find :solutions.**	Lecture may be provided, but ii is sufficiently balance,d between lecture and discussion/application_The lecture is usedlto **introduce totpics, buttdoes not represent the,** entirety of the lesson.	Faculty lectures without soliciting student feedback_
Student-student **interaction**	Collaborative activities support the meeting of **the learning objectives. Group work is 11..1:sed** (I'lhere appropriate) to allow student bo,engage with content together. Dynamics of student group I'lork in class, collaborative learning	Uses a vari,ety of cooperativ,e learning approaches tied closely with the learning **objectives in the cl;a55_** The role of each student is clearly defined. **Students effectively comment on other student's.woirk in peer review activities.**	**The use of group activities i's appropri'ate. And** balances group work **and** lecture material in a way that promot,es e,pansi,on beyond the lecture. Students are e,pected to engage I'lith **their peer:s** The faculty monitors the dynamics and focus of the group activity and intervenes as **necessary.** Report, from the student group wort is provided and sharedl_	Instructional groups are inconsistent in suitability to tlhe instructional goals **and** offer minimal variety, used to fill time in class_ Even when appropriate, the activity is passively monitored
f,eedlback that gives student ,**direction for improvement**	The feedback the instructor gives to studen,t in **in-class.,acthrity is approtpriate. As learner.s.** practice,new behavior it is important to provide stpedfic and imme,diate feedback oHheir performance. Unlike questi,ons in a post-test, **e-x.ericises within tutorials.should lbe used for oomtprehension and encoding purposes, not for** formal scoring_A<Iditi,onal guidance and answers provided at this stage are,called formative foedback_	Feedback to students is provided ev,en when not explicitly req1uestedl, but based on **observations of behaviors and reactiions..**	**Feedback and questions from stu:dents is. re,queste,d.** Appropriate foedback is provided.	Students are not expected to engage in qrue.stions, or are notoff,ered the ,opportunity.
Model of Professionalism	Farnlty act as professionals in their field, encourage students to engage **and** learn more in the subject area.	Act as prof,essional model-setting role models to the students_Emit enthusiasm to the field of study, often refer to real-world situations and tie them to the concepts presented. **Promote, enthusias.m for students to re.search** more in the subjed area, beyond tlhe scope of the dass, and provides ven,ues to support this questforaddibonal knowledge_	**Ex:pre.sse.s appropriate le'Vel of intere.s.t and** enthusiasm towards teaching the subject.	It is apparent that the faculty is not intereste,d in teaching the particular subject.

articipative atmosphere	The culture of participation,in the class activities is nurtrured.	The faculty solicit appropriate participation from the students, and balances the time effectively to enable all students to participate.	The culture of participation isencouraged. Stu:dents engage,in ,all class,activities appropriately and in orderly manner.	There are no opportunities for tile students to participate in activities. The participation of students in class activities happens in a chaotic way, without appropriate interv,entions from the faculty.
!Handling disciplinary issues and incidents	The culture of respect conducive lo learning is maintained. Incidents are handled with tack. Instructors are respon,sible for maintainiing or,der and a positiv,e learning envir,onmenl in the classroom.	Instructors use effective techniques to prevent incident from happening, ,and encourages respect and discipline in the **classroom.**	The culture of respect conducive to learning is maintained. Inciden,ts are handlle,d with tack. The faculty monitors periodically the activities that studenits engage in while he/she is presenting and intervenes appropriately.	The instructor does not intervene when incidenits happen, or acts inappropriately in, dealing with them.
Adaptability	Adapts to the changes in the teaching environment ba,ed on student input, adapts to emerged issues	Monitors the student reaction,s while delivering contents, solicits feedback and immediately adapts coverage, style, and language without compromi5ing the course learning objectives.	Adapts the level of rnve@ge, style and language, based on e,plicit input from students.	Does not adapt well, interested in co,ering the material as pre-planned, does not provide substantial feedback lo questions, because "there is no time"; other unjustifiable reasons quote,d

CLASSROOM !INTERACTION

Category	Description of category	Exceeds Expecta,t1ions	Meetshpeetalions	Needs irnprov,ement
Spoke clearly & **audlibly**	Farnlty use language as a tool for effective communication and retention of b,owledge (not just to convey information) in a way that pr,omotes the potenitial **tor** enthusiasm and engagement with course content.	Used a clear voice and speaking pattern and would be easily understood by the average person. Made ,a point to slow down where necessary to emphasize a specific **poinit, or** U1Sed varying vocal tone, pitch, **and** volume to create **and** maintain student interest-- intentionally going to extremes--to capture and maintain student interest.	Used a clear voice and speaking pattern ,and woU1ld be easily understood by the average pers:on.	The faculty member was difficult to U1nderstand.
repar,ed to conduct class	Beyomljust coming on time, faculty members are well-preparedlfor-class and can ser.e as a model of good professional practices for students.	Demonstrated evidence of thorough preparation and planning. Clearly significantly prepared for class, with additional materials, handouts, or ancillary materials in addition to a lecture.	Demon,strated e'lidence of thorough preparation and planning.	Did not demonstrate evidence of preparation and planning
Treated all **students i'n ani** equitable manner	Farnlty who create a classroom environment where all students are **able** to engage create **a** high quality experience, where everyone feels valuedl.	**Made a** point to engage with each student **in** s·ome **form;** Used the names of students when called upon.	E.ngaged most students at some point in the presentation; Ulsed the names:of students when ,called upon.	Rarely or nev,er engaged stu:dents at some point in the presentation; Rarely used the names of students when called upon.
Started and fin,ishe,d the class **on time**	Starting ,on time **helps** to ensure that the wider schedule of the university can function appropriately, but also sec.es as a good model for tile professional behaviors of students.	Started class:on time,and clearly has created an environment wher,e students are e cited to learn (coming early, being enthused, etc.). Where necessary, makes connections to rnquirements of the world of work in terms of beginning on time/staying on schedule.	Started class on time.	Started class late, or took an e•cessively long break.
Demonstrated a professional attitude lo program and	Ser.es as **a** good role model for fellow faculty **and** their students, modeling the **policies** and pr,ocedures of the university, and doing so with	The faculty mennberclearly dennonstrated that they understood relevant policies land s·ome that may not be related to them) and **proceduire5 and serves as <1 resorurce for**	Followed all required policies:during the s·ession !taking attendlance, monitoring students, giving sufficient feedback) in a way that dearly shows thatthey understand their	Did not foll-ow relevant policies,or procedures. Demo,nstrated that they may not understand the policies of the university that pertain to them. May not have showed

university goals & policies as well as toward peers and school personnel	pride.	students. Directs students where they can go/who they can talk to for additional support (if needed). Showed enthusiasm for their place of work and the students that they serve.	requirements to the university/their students beyond just the course content/teaching portion of their job. Showed enthusiasm for their place of work and the students that they serve.	enthusiasm for their work.
Evidence that the syllabus is being followed	The syllabus is a guide for the course and sufficient evidence should be shown that the syllabus is being followed.	The topics on the syllabus fully align with the content covered in the class. There is clear evidence that assignments that were required have indeed been turned in. The faculty member additional takes time to connect materials from last week to this week in a way that draws the syllabus' course outline together for the students.	The topics on the syllabus fully align with the content covered in the class. There is clear evidence that assignments that were required have indeed been turned in. If the instructor received permission to modify their syllabus from the Program Chair (PC, provide proof of the original syllabus and the revised syllabus and proof of the approval with the observation write-up), the faculty appears to be on track with the revised version.	The topics in class this week does not match the course syllabus. The faculty member did not seek approval for deviation from the syllabus and/or is even farther off than was originally agreed to.

Classroom Observation Form

Name of the instructor: _____

Course code and title: _____

Date of visit: _____ **Room #**: _____ **Time of visit: From** _____ **to** _____ **Number of students in attendance**: _____

Topic under discussion or classroom activity:

Ratings: Exceeds Expectations (EE) · Meets Expectations (ME) · Needs Improvement (NI) · Not Applicable or Not Observed (NA)

LESSON ORGANIZATION AND CONTENT **Comments (if appropriate)**

CHOOSE ONE	Learning objectives & expectations	
CHOOSE ONE	Overall organization	
CHOOSE ONE	Activities: introduction, presentation, practice, wrap-up	
CHOOSE ONE	Knowledge of material	
CHOOSE ONE	Use of class time	
CHOOSE ONE	Activities that promote critical thinking	
CHOOSE ONE	Use of textbook, other materials	
CHOOSE ONE	Use of resources and classroom technology.	
CHOOSE ONE	Appropriate use of the Learning Management System.	

OVERALL RATING: CHOOSE ONE

CLASSROOM INTERACTION **Comments (if appropriate)**

CHOOSE ONE	Instructions and Explanation	
CHOOSE ONE	Instructor-student interactions	
CHOOSE ONE	Student-student interactions	
CHOOSE ONE	Feedback that gives student direction for improvement	
CHOOSE ONE	Model of Professionalism	
CHOOSE ONE	Participative atmosphere - encouraging questions & student participation	
CHOOSE ONE	Handling disciplinary issues and incidents	
CHOOSE ONE	Adaptability	

OVERALL RATING: CHOOSE ONE

PROFESSIONALISM **Comments (if appropriate)**

CHOOSE ONE	Spoke clearly & audibly	
CHOOSE ONE	Prepared to conduct class	
CHOOSE ONE	Treated all students in an equitable manner	
CHOOSE ONE	Started and finished the class on time	
CHOOSE ONE	Demonstrated a professional attitude to program and university goals & policies as well as toward peers and school personnel	
CHOOSE ONE	Evidence that the syllabus is being followed	

OVERALL RATING: CHOOSE ONE

ASSESSMENT, GRADING, AND FEEDBACK (OFFLINE REVIEW)   **Comments (if appropriate)**

CHOOSE ONE	Syllabus is posted to the LMS, is sequenced logically, and meets institutional requirements	
CHOOSE ONE	Assessments are Adequate and Effective	
CHOOSE ONE	Feedback is Clear and Detailed	
CHOOSE ONE	Grading and feedback are provided in a timely manner	

OVERALL RATING: CHOOSE ONE

Summary, comments and recommendations:

Follow-up meeting:

Date /Time:

Summary:

Instructor's comments:

Date:

Comments:

Observed by:

Observer's signature: _____   Date:

Instructor's signature: _____   Date:

By signing this form, the instructor confirms that s/he was given an opportunity to read and comment on this report and that the observer attended the lesson described. The signature does not imply that the instructor agrees with the observer's comments and ratings.

Contact Information

For further information about the New Lines Institute Master of Arts in Strategy and Policy, please contact admissions@newlinesinstitute.org.

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