

# adler | GRADUATE SCHOOL

## Faculty Handbook

### Vision

“The Adler Graduate School will be a leader in empowering and developing mental health and human service professionals to transform society through social interest in action.”

### Mission

“Preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and the culturally diverse communities they serve.”

### Core Values

- Quality Education
- Adlerian Principles
- Diversity
- Institutional Sustainability

*Vision Mission and Values: Approved by the Board of Directors January 28, 2018*

# Faculty Handbook

## Introduction and AGS History

Welcome to the Adler Graduate School (AGS). This Faculty Handbook provides faculty members with information concerning the policies, requirements, and programs of the School. Faculty members should become familiar with the information contained in the Faculty Handbook and should retain a copy for general reference. Faculty members should also locate the combined [Catalog/ Student Handbook](#), (click the link) to help guide students, staff and faculty through successful participation in the School's programs and outlines curriculum and course requirements, course descriptions, and the personnel manual.

Alfred Adler (1870-1937), an Austrian physician, one of the pre-eminent psychiatrists of the 20th Century, and a noted opponent of Adolf Hitler, taught that the mental health of individuals, families, and organizations is inextricably linked to the health of society. Dr. Adler developed a theory known as Individual Psychology. Each person is viewed as an indivisible whole as opposed to a being with distinct separation between mind and body. It is the School's conviction that healthy living comes from accepting oneself and others as equals and continually balancing personal striving with the common good. Thus, throughout AGS' programs, faculty, staff, and students are encouraged to live and teach the concept of equality, to offer encouragement, to be cooperative, to overcome self-centeredness and to make meaningful contributions to society. The advancement of these concepts is the cornerstone of AGS' mission.

As such, the vision of the Adler Graduate School is to help individuals, families, and organizations find fulfillment in contributing to the common good. For decades, AGS interns and graduates have helped thousands of low-income families and other community members change their lives for the better. They have done this in community agencies, private practices, schools, hospitals, and clinics.

### ***History of the School***

The Minnesota Adlerian Society was founded in 1967 and was inspired by the work of Dr. Rudolf Dreikurs. The Society began in the Twin Cities area as a small movement to introduce Adlerian concepts to the community and provide practical ideas for parenting. Within two years, the Society was marked by broad public exposure and enthusiastic volunteerism. Initially a part of the Society, the School was started by a group of professionals dedicated to teaching the practice of Alfred Adler's "Individual Psychology."

On May 25, 1969, the School was separately chartered and began offering courses as the Alfred Adler Institute of Minnesota (AAIM), an independent, 501(c)(3) tax-exempt organization. The Alfred Adler Institute of Minnesota offered courses for graduate credit beginning in 1972 and course work for graduate degrees beginning in 1977. In 1998 the Institute changed its name to the Alfred Adler Graduate School (AAGS) and, in 2004, the School's name was further simplified to the Adler Graduate School (AGS).

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The Adler Graduate School is a self-supporting, non-profit organization dedicated to fulfilling its commitment to providing quality education, clinical training, research, and public service to the communities of this region. Several factors contribute to the School's uniqueness. The organization grew out of a recognized community need for assistance in the development of more effective parenting skills. AGS' subsequent growth has resulted from an on-going effort to address a variety of educational needs in the Twin Cities area, including classes for prospective and practicing human services professionals, educators, and programs for the public. Today, AGS is a widely respected, graduate-level institution, dedicated to preparing students for a wide variety of professional roles and challenges.

The School's practitioner-based faculty consists of carefully selected, experienced, practicing therapists, counselors, and educators who have a demonstrated talent for inspired teaching. Faculty members share a commitment to enhancing the effectiveness of the human services and education professions by providing exceptional learning opportunities for students. Faculty members' work is guided by the ideals and philosophy of Individual Psychology. Faculty members are committed to making their community a healthier place in which to live.

The focus on field-based experiential learning, with a strong and carefully supervised internship component and an emphasis on the integration of theory and practice (enabling the student to apply what is being learned during the educational process), results in significant clinical competence. This competence helps AGS graduates as they seek opportunities in the human service fields, both locally and beyond.

The Adler Graduate School offers a Master of Arts Degree in Adlerian Counseling and Psychotherapy with majors in six different emphasis areas and certificates in three areas. AGS' curriculum presents a broad spectrum of current theories of psychology, with an emphasis on Adlerian principles.

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### Key Contact Information and Roles

#### CONTACT INFORMATION

#### Staff Information

Name	Contact Information
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Kathy Bengtson <b>Vice President for Finance &amp; Administration</b>	<a href="mailto:katherine.bengtson@alfredadler.edu">katherine.bengtson@alfredadler.edu</a> Phone: 612-767-7068
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Christina Hillpipe- Frischman <b>Director of Admissions</b>	<a href="mailto:christina@alfredadler.edu">christina@alfredadler.edu</a> Phone: 612-767-7055
Jeanette Maynard Nelson <b>Director of Financial Aid</b>	<a href="mailto:jeanette@alfredadler.edu">jeanette@alfredadler.edu</a> Phone: 612-767-7043
Debbie Velasco <b>Registrar</b>	<a href="mailto:registrar@Alfredadler.edu">registrar@Alfredadler.edu</a> Phone: 612-767-7064
Nikki Marchand <b>Librarian</b>	<a href="mailto:nikki.marchand@alfredadler.edu">nikki.marchand@alfredadler.edu</a> Phone: 612-767-7063
Laurencio Lechuga <b>Director of Information Technology</b>	<a href="mailto:laurencio.lechuga@alfredadler.edu">laurencio.lechuga@alfredadler.edu</a> Phone: 612-767-7058
Trinidad Martinez <b>Information Systems Administrator</b>	<a href="mailto:Trinidad.martinez@alfredadler.edu">Trinidad.martinez@alfredadler.edu</a> Phone: 612-767-7056
Ev Haas <b>Director of Alumni Relations/ Coordinator Adler Institute</b>	<a href="mailto:ev@alfredadler.edu">ev@alfredadler.edu</a> Phone: 612-767-7044

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## Academic Program Chairs:

Program faculty are overseen by a faculty member with Program Chair release time. The Program Chair assumes several specific responsibilities on behalf of the program faculty. Such responsibilities include facilitation of program class scheduling and faculty course assignments, faculty supervision, facilitation of new faculty hiring, facilitation of program curricular change proposals, and troubleshooting student issues and concerns.

Name	Role	Phone Number
Solange Ribeiro	Full Time Faculty Director of Academic Affairs and Quality Assurance	205-243-7162 Solange.ribeiro@alfredadler.edu
Nicole Randick	Full Time Faculty, Director of Assessment and Online Learning	Nicole.Randick@Alfredadler.edu
Craig Balfany	Full Time Faculty Chair of the Art Therapy Program and Studio	612-767-7059 Craig.balfany@alfredader.edu
Jill Sisk	Faculty, Program Chair Applied Adlerian Psychology	612-767-7051 Jill.sisk@alfredadler.edu
Rashida Fisher	Full Time Faculty Chair of the Counseling programs in: Marriage and Family Therapy, Clinical Mental Health and Co-Occurring Disorders	612-767-7062 Rashida.fisher@alfredadler.edu
Amy Foell	Director of the School Counseling Program and Service Center	612-767-7065 Amy.foell@alfredadler.edu

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<i>Who Do I ask?</i>			
<b>Administration &amp; Operations</b>			
Adler Institute for Continuing Education	Ev Haas	<a href="mailto:ev@alfredadler.edu">ev@alfredadler.edu</a>	612-767-7044
Admissions, Marketing, and Recruiting	Christina Hillpipre-Frischman	<a href="mailto:christina@alfredadler.edu">christina@alfredadler.edu</a>	612-767-7055
Alumni Association	Ev Haas	<a href="mailto:ev@alfredadler.edu">ev@alfredadler.edu</a>	
Appeals- Finance or Business Related	Kathy Bengtson	<a href="mailto:katherine.bengtson@alfredadler.edu">katherine.bengtson@alfredadler.edu</a>	612-767-7068
Books for Courses	Nikki Marchand	<a href="mailto:nikki.marchand@alfredadler.edu">nikki.marchand@alfredadler.edu</a>	612-767-7063
Building- Maintenance, temp, repairs	Larencio Lechuga and Craig Balfany	<a href="mailto:BnG@lafreadler.edu">BnG@lafreadler.edu</a>	612-767-7069
Career Services	Meg Whiston	<a href="mailto:meg.whiston@alfredadler.edu">meg.whiston@alfredadler.edu</a>	612-767-7096
Donations/ Giving	Jeffrey Allen	<a href="mailto:jeffrey.allen@alfredadler.edu">jeffrey.allen@alfredadler.edu</a>	612-767-7048
Drops & Adds	Debbie Velasco	<a href="mailto:registrar@alfredadler.edu">registrar@alfredadler.edu</a>	612-767-7064
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Grades, attendance	Debbie Velasco	<a href="mailto:registrar@alfredadler.edu">registrar@alfredadler.edu</a>	612-767-7064
Graduation	Meg Whiston	<a href="mailto:meg.whiston@alfredadler.edu">meg.whiston@alfredadler.edu</a>	612-767-7096
Library	Nikki Marchand	<a href="mailto:nikki.marchand@alfredadler.edu">nikki.marchand@alfredadler.edu</a>	612-767-7063
Office Supplies	Ray Li	<a href="mailto:ray@alfredadler.edu">ray@alfredadler.edu</a>	Email only
Online Education	Nicole Randick	<a href="mailto:Nicole.randick@alfredadler.edu">Nicole.randick@alfredadler.edu</a>	
Human Resources	Allison Zapata	<a href="mailto:Allison.zapata@alfredadler.edu">Allison.zapata@alfredadler.edu</a>	612-767-7075
Payroll	Kathy Bengtson	<a href="mailto:payroll@alfredadler.edu">payroll@alfredadler.edu</a>	612-767-7068
Room Assignments/ Scheduling	Debbie Velasco	<a href="mailto:debbie.velasco@alfredadler.edu">debbie.velasco@alfredadler.edu</a>	612-767-7064
SONIS	Laurencio Lechuga	<a href="mailto:laurencio.lechuga@alfredadler.edu">laurencio.lechuga@alfredadler.edu</a>	612-767-7043
Student Success and Concerns	Meg Whiston	<a href="mailto:meg.whiston@alfredadler.edu">meg.whiston@alfredadler.edu</a>	612-767-7096
Student Accommodationist	Meg Whiston	<a href="mailto:meg.whiston@alfredadler.edu">meg.whiston@alfredadler.edu</a>	612-767-7096
Technology	Laurencio Lechuga	<a href="mailto:adler-it@alfredadler.edu">adler-it@alfredadler.edu</a>	612-767-7058
Website Updates Marketing	Parker Lindo	<a href="mailto:parker.lindo@alfredadler.edu">parker.lindo@alfredadler.edu</a>	612-767-7094
Writing Support	Writing Center	<a href="mailto:writingcenter@alfredadler.edu">writingcenter@alfredadler.edu</a>	612-767-7067

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<b>Academics</b>			
adlermoodle.com	Trinidad Martinez	moodlesupport@alfredadler.edu	612-767-7095
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Faculty Forum	Doug Pelcak	Doug.Pelcak@alfredadler.edu	612-767-7064
Appeals-	Jeffrey Allen	Jeffrey.Allen@alfredadler.edu	612-767-7048
Student Learning Outcomes Assessment	Nicole Randick	Nicole.Randick@alfredadler.edu	
Extension request	Course Instructor Registrar	<a href="mailto:registrar@Alfredadler.edu">registrar@Alfredadler.edu</a>	612-767-7064
Institutional Review Board (IRB)	Solange Ribeiro	irb@alfredadler.edu	
Internship Field Experience- Art Therapy	Erin Rafferty-Bugher	erin.rafferty-bugher@alfredadler.edu	612-767-7061
Internship Field Experience- COD and CMH	Teresa Eakman	<a href="mailto:teresa.eakman@alfredadler.edu">teresa.eakman@alfredadler.edu</a>	612-767-7057
Internship Field Experience- MFT	Meg Williams	meg.williams@alfredadler.edu	612-767-7098
Internship issues-School Counseling	Judith Voight	judith.voight@alfredadler.edu	612-767-7065
Program Planning	Program Chairs	See Academic section	
Student Learning Outcomes	Program Chairs or Nicole Randick	Nicole.randick@alfredadler.edu	

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### General Administrative Information

The Adler Graduate School's administrative offices, classrooms and media center are located at 10225 Yellow Circle Drive, Minnetonka Minnesota 55343; phone: 612-861-7554.

The School is governed by a shared governance model of an independent Board of Directors; Leadership Team, with representative from departmental staff and faculty (President, Vice President for Finance and Administration, Director of Admissions, Faculty Program Chair, Director of Admissions, , Director of Student Success Services and Human Resources); Academic Council; and the Faculty Forum. *Minnesota Office of Higher Education Required (Registration) Disclosure Statement:*

***“Adler Graduate School is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.”***

### Diversity Statement

The Adler Graduate School is founded on the belief that all people are accepted and respected for their differences. As part of this commitment, AGS has adopted the Cultural Competency Continuum developed by Kikanza Robins (State of Minnesota Mental Health). With this framework and its descriptors as a guide, AGS will grow continuously through behaviors and activities that stimulate and enhance higher learning among all its members. These behaviors and activities will be characterized by multi-versity, sensitive awareness, including categories of race, color, national origin, ancestry, sex, disability, religion, age, sexual orientation, veteran status, marital status, creed, status with regard to public assistance, socioeconomic class, continuing self- assessment, and the flexibility to include linkages with minority communities.

### Academic Procedures

#### Annual Course Schedule

Courses are scheduled on a 12-month, rotating basis. Faculty will be contacted to indicate days they are unavailable for courses being taught. The annual schedule is available on the registrar page of the AGS website. Schedules are reviewed and confirmed 4 months prior to each term and before being sent out to students. Once the schedule is set, changes cannot be made. If a faculty member finds that the dates no longer work, they should notify the Registrar or Program Director assigned to the specific course and an alternate plan will be mutually reached.

The “projected annual course schedule” can be found

<https://alfredadler.edu/services/registrar/academic-calendar>

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### ***Class Attendance***

\*\* This statement should appear in the standard attendance section of each course syllabus. \*\*  
Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/ posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC for the class and are expected to retake the class.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor's prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Questions or appeals about the implementation of the attendance policy may be directed to the Program Directors or the Registrar

Effective January 1, 2012

### ***Class Meeting Times***

Classes are scheduled to meet the needs of working adults through the design of a unique, five-week format (plus two weeks for final assignments) for most courses. Classes generally meet on weeknights and weekends; see class schedule for details. Daytime sections are occasionally offered for some courses. Online courses follow the same five-week format (plus two weeks for final assignments) and are conducted asynchronously according to a standard online syllabus, based on nine units of study. Go to [www.adlermoodle.com](http://www.adlermoodle.com) for more details.

To meet accreditation requirements, set by the Higher Learning Commission, we all need to be mindful of the length of classroom instruction students receive. In addition, while some students are happy to go home early, others are eager to receive all the instruction for which they have paid. With this in mind, please make sure you always adhere to the following schedule:

Weeknight classes: Class starts at 6:15 and ends at 9:30 PM, with two 10-minute breaks.

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Weekend classes: Class starts at 8:30 AM and ends at 4:00 PM, with two 10-minute breaks in the morning, two in the afternoon, and 1 hour for lunch. If the instructor and all students agree to reduce the lunch period to 30 minutes, this can be done, and the class can end at 3:30 (no less than 30 minutes for lunch is permissible). Similarly, instructors and students may collectively decide to have the class start at 9:00 AM, in which case the class will end at 4:30 PM.

Weekend days must be comprised of two 3.25-hour instruction sessions.

Clinical Instruction: Field Experience classes meet from 6:15 to 9:15 PM or from 9:00 AM to 12:00 PM with one 10-minute break.

### ***Course Documentation***

All information regarding students registered for a class can be found on SONIS. Faculty members are to use SONIS for e-mailing the class, taking attendance every class period, recording grades and final grade. All information on how to use SONIS can be found in the SONIS Faculty Handbook. This is available in paper or e-mail by contacting [adler-it@alfredadler.edu](mailto:adler-it@alfredadler.edu). Each faculty member is assigned personal login information for SONIS, typically your name (your e-mail address) and a password.

### ***Course Materials***

#### Course Material Cost Limitations

In general, texts and purchased materials for any given course should not exceed \$150 in total costs for students. If projected costs exceed this level, please discuss with your program director.

#### Course Handouts

Course handouts should be submitted to the librarian several weeks before the class and copies will be made for class members. As faculty incorporate "Companion Pages" into your courses, the need for course packets will be eliminated.

#### Duplicating

Copies can be made in the copy machine room next to the Student Services Center. The faculty code for the copier is 3815.

#### Desk Copy of Text

If faculty members wish to order a desk copy of a text being considered for a course, contact the librarian with information on the text and it will be ordered.

#### Support Equipment

There are many types of support equipment for faculty to use in the classroom. Please contact Tech support if you need assistance.

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### ***Credit Hour Requirements***

At Adler, a typical 3-credit on campus course is comprised of 30 hours (2 credits) of in-class time, 2 hours of outside work for each in-class hour (60), and 45 hours for Special Project Time activities, which equals 135 hours.

A typical online course is comprised of 18 hours of work per week (90 hours) and 45 hours of Special Project Time.

### ***Developing, Revising, and Submitting Syllabi***

The goal is to develop syllabi that possess:

- Clear learning outcomes that are sequenced with respective program outcomes
- Clear assessment techniques that allow students to demonstrate their proficiency with the assigned course outcomes.
- Current, relevant, and cost-effective textbooks that are clearly integrated into the fabric of the course.

Each course has a Master Syllabus. Faculty are expected to teach from the master syllabus until the syllabus has undergone a systematic review and been revised.

Updated Master Syllabus will be cataloged.

The syllabus template can be found at [adlermoodle.com](http://adlermoodle.com), link to the Faculty Success Forum.

### ***Grading***

AGS students are expected to maintain a high level of academic achievement. Prior to graduation, a student is required to demonstrate basic competence in all areas of study. To facilitate this competence:

Faculty members are expected to review and update handout materials annually.

Faculty members must declare their grading policies verbally and in writing during the first session of each course, including their criteria for all letter grades, whether late papers are graded according to the same guidelines as papers submitted on time, etc. Grading policies must be included in each course syllabus, or otherwise distributed in writing during the first-class session of each course.

Students are expected to submit course assignments by the date established by the instructor. In most cases (not all), students have two weeks from the date of the last class to complete assignments.

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Extensions must be formally requested and approved by the instructor using the extension request form. The extension request forms are then submitted to the Registrar.

Grades must be recorded on SONIS. When grading is finished and the AGS' Registrar must be notified so that the Registrar can make the grades final. Every faculty member should have a copy of the SONIS Faculty Manual. Contact the Registrar to obtain a print or e-mail copy.

Faculty members are required to return all course assignments with written feedback and grades within two weeks of the due date for specific assignments. If this expectation cannot be met, faculty members are expected to formally request a grading extension from their respective program director. If granted, students affected will be informed of the extension period.

When grades are submitted for a course, a faculty member must be able to demonstrate that all assignments turned in by students have been reviewed and graded. That is, all assignments that can be graded will have been graded. The instructor will not be paid until all students' assignments have been reviewed and a letter grade is submitted, indicating completion of the course or a request for extension has been filed. Unusual circumstances may be appealed to AGS' President.

Students will date late assignments when submitted. Based on the submission date, an instructor will generally submit a grade within the same two-week timeframe that applies to course assignments submitted on time.

If a student completes assignments after grades have been submitted by her/his instructor, and those assignments are not immediately graded, a grade of "I/P" (Incomplete/Grade Pending) will be recorded.

### ***Grading System***

Traditional letter grades are given for most AGS courses, with a limited number of courses evaluated on a pass/no pass basis. The grading system is as follows:

#### ***Grade Point***

Excellent 4.0

Represents outstanding performance; student-demonstrated perceptiveness in dealing with materials and course expectations.

Good 3.0

A high level of awareness of the substantive nature of the course; student demonstrated ability to achieve course expectations.

Minimally Acceptable 2.0

Reflects minimal graduate-level performance.

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Quality of student work does not meet minimum course criteria because student has an exceptional condition that effects their ability to complete; however, upon repeating the course, there is a strong likelihood of meeting the course criteria.

I Incomplete No effect on GPA

Indicates that the requirements of the course are not completed and that a student has a written extension contract with the faculty member.

P Pass No effect on GPA

Undifferentiated passing grade.

IP In Process No effect on GPA

Indicates that work satisfying an incomplete grade has been submitted to the instructor and a grade is pending.

W Withdraw No effect on GPA

Indicates the student officially withdrew from the course by completing and submitting a written request and did so during the specified time frame (refer to the Refund Policy).

NE Never Enrolled No effect on GPA

Withdrew in good standing before the first hour of the course.

NC No Credit 0.0 (effective 10/1/13)

Students may be issued a grade of “No Credit” only if meeting any of the following conditions:

- Did not attend class and/or did not properly notify the Registrar of a withdrawal.
- Missed numbers of class periods more than School course attendance policy.
- Plagiarized work for the course.

If an incomplete remains unresolved 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor, the incomplete turns to NC, and the course must be repeated. Generally, refunds are not issued for NCs.

A/W Administrative Withdrawal

Indicates the student performed in a manner justifying administrative withdrawal A decision on refund will be made on a case-by-case basis.

AU Audit / no credit

A/N Class null and void

### ***Oral Examinations***

AGS will conduct one oral examination that covers Adlerian and general knowledge bases, as well as the Master’s Project. The chairperson and reader for the Master’s Project will conduct the oral exam. The oral exam will take place after the chairperson has approved the final paper, the reader has read the paper, and the final paper has been submitted and approved by the Writing Center.

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Procedure: Oral examinations will be 90 minutes in length. In general, 45 minutes will be focused on knowledge and application of Adlerian Psychology and 45 minutes will be focused on the Master's Project.

## ***Substitute Instructors***

Faculty members are responsible for securing their own substitutes. Please contact the Program Director for the respective course and discuss with them the list of assignable faculty. Please consult the Faculty Directory for telephone numbers and/or email addresses for persons you wish to contact. Please use the substitute form in Appendix A.

## ***Syllabus Deadlines & Paperwork Statement***

To ensure that students have the syllabus that will be used in the course for which they are registering, please post your syllabus on the Moodle page for your class. All instructors are expected to email the syllabus via SONIS or Moodle to the students registered in the course no later than two weeks prior to the first class.

Please ensure that the following Paperwork Statement appears in section 8 of the syllabus for the courses you are currently teaching:

As of July 1, 2018, printed copies of papers will no longer be returned via an Adler mailbox system but can be found in the Moodle companion page for the respective course.

Additionally, please make sure the syllabus you send to students two weeks prior to the start of class addresses any peculiarities you have related to first and/or last class attendance (which for online classes translate as postings). Any practice which deviates from the formal AGS attendance policy must be explicitly described in the attendance section of the syllabus and must be pre-approved by your program director.

## ***Writing in APA Style***

All students are expected to write papers in APA format unless specifically stated otherwise by their instructor.

All faculty members are given a copy of the APA manual, the Publication Manual of the American Psychological Association, for reference. Use of APA formatting should be considered in grading papers. Students are given examples of APA formatting in a separate document called Master's Project Guidelines available [here](#).

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### Adler Library and Robert G. Bartholow Media Center

The mission of the Adler Graduate School Library and Robert G. Bartholow Media Center is to support the teaching, service, and research functions of the School. The primary collections focus on the major works of Alfred Adler and the theory and practice of Adlerian psychology.

The Adler Graduate School Library collection consists of the following on-site and online resources:

#### ***Adler Library General Collection***

Searching for a book or video? Find books and videos in the Adler Graduate School Library general collection.

#### ***Core Adlerian Collection***

Searching for Adlerian works? Find works by classical and contemporary Adlerian scholars.

#### ***Professional Journal Collection***

Searching for an article? Find professional articles and books through EBSCO and other online resources.

#### ***American Psychiatric Association***

Searching for the DSM? Find the current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM), as well as journal articles and books.

#### ***Materials from Other Libraries***

Students at the Adler Graduate School may be able to check out books from other libraries by securing special borrowing privileges or using interlibrary loan.

#### ***The Master's Project Archive***

Theses, projects, and integrative papers written by AGS students.

You can also check out the [Research Centers](#) for more resources.

### AGS Policies

#### ***Faculty Ethics***

Faculty are expected always to adhere to the ethics of their profession, as defined in the code of ethics identified and selected by each individual faculty member. Those who fail to do so jeopardize their appointment to the faculty of the School. In addition to their professional code of ethics, they are expected to adhere to AGS' All-School Ethics Policy and to AGS' policies and procedures. Specific guidelines for faculty/student relations follow:

- One-to-one social contacts between faculty members and students are to be discouraged.

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- Faculty members will not, under any circumstance, be involved in sexual intercourse or other sexual behavior, including touching breasts or genitals, with any student of the School unless a relationship of such significance existed prior to the student's entering the program (e.g. spouse).
- Faculty members will not, because of potential misinterpretation, initiate hugging with students. It is necessary to be sensitive to each student's readiness for physical closeness and to the impact that such contact may have on the student.
- Touching should be a responsible expression of feelings. When students initiate hugs, faculty members are expected to be aware of their own motives and vulnerability to inappropriate student behavior, and to be honest with themselves about the meaning of the physical contact.

### ***Professional Contact outside the School between Faculty and Students:***

- There will be no solicitation of students as clients by faculty members. There will be no distribution of written materials such as handouts, business cards or brochures, nor will there be verbal invitation or suggestions intended to generate a clientele. Students will not become clients of faculty members until at least one year after that student has completed her/his work at the School.
- A faculty member will not conduct therapy with students during the time those students are enrolled at AGS, even if the therapist-client relationship pre-dated the instructor-student relationship.
- Any fieldwork by students in School programs, conducted under the supervision of faculty members, should only be done with the prior approval of the appropriate Program Director.
- Students have a right to know that no names or other forms of personal identification will be used outside of class and that a request for specific confidentiality will be honored, except as below.

### ***Freedom of Inquiry***

The Adler Graduate School acknowledges and respects the rights of all individual students, faculty and the public to engage freely in inquiry into all issues related to programs of the School, with no restrictions on personal, religious, academic or professional convictions. As a further guide, the School follows the Joint Statement on Rights and Freedoms of Students, revised in November 1992 and endorsed by the American Association for Higher Education.

### ***Intellectual Property***

The Adler Graduate School (AGS) and its employees are often directly involved in the development of copyrightable materials. In general, it is the tradition and policy of AGS to facilitate a win-win relationship with its employees as it concerns the development and use of copyrightable materials. As such, in general, copyrightable materials developed for use at AGS, with or without the support of AGS resources, may be freely and independently used by both AGS and by authors and producers of the copyrightable materials inside and outside of AGS. The primary exception to this pattern of use would

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restrict persons who develop copyrightable materials under conditions 3, 4 and 5, from using those copyrightable materials outside of AGS if they are still performing professional services for AGS.

More specifically, instructors currently providing professional services on behalf of AGS may use copyrightable materials developed under conditions 1 and 2 below as they see fit, but may not use materials developed under conditions 3, 4 or 5 elsewhere until they leave AGS. An instructor who leaves AGS' employ and is no longer providing professional services on behalf of AGS may continue to use any curricula she/he has developed elsewhere, regardless of the conditions under which it was developed. Likewise, AGS may continue to use this same curriculum after the instructor leaves the institution.

### *Copyright*

When copyrightable materials are developed, the process and ownership/property interests will conform to one of the five conditions outlined below. Authors' and AGS' ownership/property interests vary based on whether or not copyrightable instructional materials are developed with the support of AGS resources/compensation.

If copyrightable instructional materials are developed with the support of AGS resources/compensation, this support is provided independently of faculty rank. That is, standards associated with this policy apply to both part-time and full-time employees of any rank, including faculty, staff, and administrators. Standards adopted by AGS are meant to be fair to both employees and the institution, including standards related to AGS' compensation methods.

There are five conditions under which copyrightable materials may be produced – ownership/property interests vary by condition. These conditions are:

1. Copyrightable instructional materials developed without AGS support or involvement - Copyrightable instructional materials belong to the author and AGS may use these materials in the author's absence if the materials have become part of AGS' instructional activities.
2. Copyrightable instructional materials developed with minimal AGS support or involvement - "minimal" means use of AGS resources but does not include release time from usual duties or compensation for time specifically dedicated to production of materials - Copyrightable instructional materials belong to the author, but AGS may use these materials in the author's absence if the materials have become part of AGS' instructional activities.
3. Copyrightable instructional materials developed with substantial AGS support or involvement - "substantial" means some combination of institutional support, including release time from usual duties or compensation for time specifically dedicated to production of duties; direct investment by AGS of funds or staff; purchase of special equipment for project; and/or significant use of computing resources. Copyrightable instructional materials belong to AGS, and the author may use these materials upon leaving AGS if the materials have become part of the author's instructional activities.

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4. Copyrightable instructional materials developed as an assigned duty related to employment or a work-for-hire agreement – Copyrightable instructional materials are the property of AGS and author may use these materials upon leaving AGS if the materials have become part of the author’s instructional activities.

5. Copyrightable instructional materials developed with support from an outside sponsor - The agreement with the outside sponsor will be considered in determining copyright and ownership rights of the author and AGS. In any case, the copyrightable instructional materials developed with the support of an outside sponsor may be used by both the author and AGS, regardless of their relationship with one another.

This policy has been established with the help of a policy statement implemented within the University of Wisconsin System.

Effective November 18, 2005 – Further clarified March 2011

## ***Plagiarism Policy***

Plagiarism is not tolerated at AGS. For purposes of AGS policy, plagiarism is defined as the use of another author’s ideas or statements without properly acknowledging the source of these ideas or statements.

If plagiarism is documented and confirmed, sanctions may include penalties up to and including expulsion for students and termination for faculty members. The first instance of plagiarism will result in sanctions, including an “NC- No Credit” grade for the class, warning letter, and compensatory education concerning plagiarism. The second instance of plagiarism will result in a mandatory minimum six-month leave of absence with compensatory requirements. The third instance of plagiarism will result in removal from the school.

To avoid plagiarism, you must give credit whenever you use:

- Another person’s ideas, opinion, or theory;
- Any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
- Quotations of another person’s actual spoken or written words;
- Paraphrasing of another person’s spoken or written words;
- Ideas, quotes, or visual information from the World Wide Web

Important concepts:

- Common Knowledge – facts that can be found in numerous places and are likely to be known by a lot of people. You do not need to document these facts. However, you must document facts that are not known and ideas that interpret facts.

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- Quotation – using someone’s words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.
- Paraphrase – using someone’s ideas but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

### ***Non-Discrimination Policy***

The Adler Graduate School is an equal opportunity educator and employer. AGS does not discriminate based on race, creed, color, national origin, sex, age, sexual preference, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The School is committed to providing equal education and employment opportunities in accordance with all applicable State and Federal laws.

Members of the Adler Graduate School (AGS) community have the right to be free from all forms of gender-based discrimination. As required by Title IX, AGS does not discriminate based on gender in its educational programs and activities. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. AGS believes in a zero-tolerance policy for gender-based misconduct and encourages those who believe they have been subject to gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) by a student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals or offices listed below.

The School’s Violence and Sexual Harassment Policy (including grievance procedure) is described in Appendix B. For additional information, or a copy of the School's Violence and Sexual Harassment Policy and discrimination/harassment grievance procedure, see the Employee Handbook or call the HR Specialist at 612-767-7075.

#### **Title IX Coordinator:**

Katherine Bengtson, VP for Finance and Administration; [katherine.bengtson@alfredadler.edu](mailto:katherine.bengtson@alfredadler.edu);  
612 767-7068

#### **Deputy Title IX Coordinator:**

Dr. Meg Whiston, Director of Student Success Services; [meg.whiston@alfredadler.edu](mailto:meg.whiston@alfredadler.edu); 612 767-7096  
Adler Graduate School  
OR

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Building  
400 Maryland Ave SW  
Washington, DC 20202-1100  
[OCR@ed.gov](mailto:OCR@ed.gov)

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800-421-3481 fax 800-877-8339

### ***Alcohol and Drug Abuse Prevention Policy***

Adler Graduate School maintains a drug-free, alcohol-free and smoke-free environment. Students, faculty and staff are prohibited from abusing and misusing controlled substances, intoxicants, alcohol and prescription drugs while working on campus or while attending school sponsored off-campus events. Also prohibited is the unlawful possession or intent to distribute illegal, mood-altering substances. Individuals found in violation of these regulations will be subject to the following:

**Adler Graduate School Disciplinary Actions:** Students found in violation of the policy will face disciplinary action, including the possibility of suspension and/or dismissal. Employees found in violation will also face disciplinary action, including the possibility of suspension and/or termination.

### **Faculty Personnel Information**

#### ***All Faculty Group***

All faculty members belong to the Faculty Forum (FF). The FF's Mission states: "We are a forum to discuss issues involving faculty welfare. Ideas and initiatives for the betterment of the school will be considered. We function in an advisory capacity to the president. Issues that impact faculty can be brought to this group. Membership in this group is open to all faculty at any time except for identified members on work groups on specific tasks". This group replaced the All Faculty Group and Faculty Executive Committee on 1/19/2019. The Faculty Forum is an open forum where faculty staff and others implement Shared Governance in an open environment based on Adlerian principles of Dignity, Respect, Equality, Courage, Purpose, and Belonging.

#### ***Faculty Evaluation***

AGS is committed to the rigorous assessment of its programs and related components. Since the systematic and effective process of evaluating courses is crucial to the development and maintenance of a quality faculty and curriculum, the help and cooperation of all concerned is encouraged.

The evaluation of AGS courses and faculty is very important to the effectiveness of the School's programs. Class evaluation surveys are completed by students at the end of each course. The confidentiality of course evaluation forms is protected to insure candid responses. Each faculty member is presented with a report of the students' feedback. AGS' President, Academic Directors, and Program Chairs work together to review the results and provide feedback as appropriate. If there are opportunities for Development the Faculty member who is the Faculty Development Coordinator can be accessed as a resource for development. The Program Chair will meet with the instructor to review student evaluations and discuss ways of improving instruction. Unresolved faculty performance based

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on Adler Graduate School's standards for excellence in teaching may result in the termination or reduction of a faculty member's responsibilities.

### ***Faculty Liaisons to Committees***

Faculty are encouraged to participate or be represented in Committees and Work Groups as seen appropriate:

Professional Development, Curriculum, Faculty Forum, Academic Council, and Leadership, Building and Grounds.

### ***Faculty Orientation***

Each AGS instructor must complete an orientation process prior to the assumption of teaching duties. An orientation checklist will guide the process and will include the following areas:

Complete HR forms: which includes application and transcripts

Meeting with Program Chairs for orientation

On-going meetings with Program Director and assigned faculty mentor

### ***Complaint Procedure Regarding a Student, Faculty, or Staff***

Situations can arise in any organization when individuals have problems or complaints. AGS believes that the most respectful way to resolve these situations is through open and candid discussion between the persons involved. If such discussion does not resolve one's concerns, however, the Adler Graduate School does provide other strategies for resolution.

Individuals with a complaint which is not Title IX or Code of Conduct (if so see Employee Handbook) in order to resolve related workplace issues people should:

- Discuss the matter directly with the student, faculty, or staff member concerned.
- If not resolved speak to your supervisor.
- If a satisfactory resolution is not achieved, then discuss the matter with the College Human Resource Representative
- If satisfactory resolution is still not reached, a written statement describing the complaint should be submitted to the President who, after deliberate consideration, will respond with an appropriate response which either addresses the issue or refers it back to the appropriate organizational level.

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In all instances, the goal of the School is to seek solutions, not to place blame.

\*If the President is involved in a complaint, a report should be made to the Board Chair (or her/his designee) who will be responsible to resolve the situation appropriately.

### ***Human Subjects Research Review Process***

Detailed Institutional Review Board (IRB) materials can be found [here](#). It is an exception if our students perform research involving human subjects

### ***Mentoring New Faculty***

Mentorship is for the purpose of orienting new faculty members to the culture and resources of Adler Graduate School (AGS). It is assumed that new faculty, by the nature of having been selected and hired, are capable educators. Mentoring relationships provide new faculty with a “go-to” person to address their questions, concerns, and needs and to facilitate their process of getting comfortable in their new positions at AGS. New faculty will be mentored by their program director or a designated faculty member.

### ***Returning Calls and E-mails***

AGS faculty and staff members are expected to make every effort to respond to calls and emails within 48 hours, independent of weekends, holidays and vacations.

## **Safety and Security**

Emergency Action Procedures – Adler Graduate School

### ***Bomb Threat***

1. Call the Police (911) and report the threat.
2. Law enforcement, the President, the President’s designee, or faculty member on-site will decide when to evacuate the building and in conjunction with law enforcement when to re-enter the building.
3. As soon as possible after making the police report, the person who answered the telephoned threat call should complete the bomb threat checklist (Attachment B).

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### *Emergency Numbers*

#### External

- |   |                |
|---|----------------|
| 1. Police, Fire, and rescue (EMERGENCY) | 911            |
| 2. Gas Emergency/Gas Odor – Xcel Energy | 1-800-895-1999 |
| 3. Electric Emergency/Power Outage      | 1-800-895-1299 |

#### Internal

- |  |                     |
|--|---------------------|
| 1. Jeffrey Allen – President                         | (cell) 651-202-8441 |
| 2. Kathy Bengtson- VP for Finance and Administration | (cell) 763-229-6098 |

### *Fire Procedures/ Evacuation*

**If a fire is suspected or discovered** (err on the side of safety)

1. Alert all individuals in the Graduate School and evacuate the building
2. Do not use the elevator during evacuation, use front or back stairways
3. Assist any disabled persons to evacuate the building
4. Close all doors on the way out
5. Call the fire department at **911**
6. Follow fire department instructions
7. Extinguishers are located near the elevator, in the Conference Room (Rm 204), and in the kitchen area

### *Hostile Intruder*

1. Report any hostile intruder immediately to law enforcement (911), and the administration, if time permits.
2. Since the classrooms have no locks, evacuation is the logical action if the intruder is armed with a lethal weapon. Get as far away, as soon as possible, using the exit on the opposite end of the building.
3. Notify law enforcement (911), and the administration of any situation in which you suspect that an individual may become hostile and confrontational or may be acting irrationally.
4. There are phones in each classroom which can be used to call 911

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### ***Media Communication in an Emergency***

In an emergency, the Adler Graduate School's official spokesperson to the media will be the President. In the President's absence, the official spokesperson will be the President's designee.

### ***Medical Emergencies***

1. Call 911 to report the medical emergency
2. Follow the emergency first aid procedures (Attachment A)

### ***School Closings***

The decision to close the Graduate School will be made by the administration. The decision will be announced via email and on the front page of the Adler web site: [www.alfredadler.edu](http://www.alfredadler.edu)

### ***Severe Weather Procedures***

If a tornado warning is issued:

1. Alert all individuals in the Graduate School to take cover
2. There are evacuation maps in the Hallways near the classrooms
3. Take cover in interior hallways, away from all windows
4. If time permits, take cover in the basement of the building in interior hallways
5. Assist any disabled persons to take cover

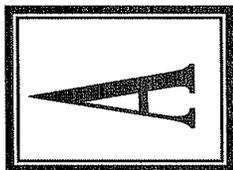
### ***Utility Emergencies***

- |                                     |                |
|-------------------------------------|----------------|
| 1. Electric Emergency/Power Outage: | 1-800-895-1999 |
| 2. Gas Emergency/Gas Odor:          | 1-800-895-2999 |

(To avoid possible explosion, GO OUTDOORS to telephone about a gas odor!)

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### Appendix A: Substitute Instructor form

#### Substitute Form

Substitute Instructor Name: \_\_\_\_\_

Primary Instructor Name: \_\_\_\_\_

Class Name: \_\_\_\_\_

Class Number: \_\_\_\_\_

Term (please check):     Winter     Spring     Summer     Fall

Date	Hour(s)	Date	Hour(s)	Date	Hour(s)
_____	_____	_____	_____	_____	_____

*To be filled out by the instructor who is doing substitution*

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### Appendix B: Violence and Sexual Harassment Policy

#### *Gender-Based Misconduct Policy*

##### *Introduction*

Members of the Adler Graduate School (AGS) community have the right to be free from all forms of gender-based discrimination. As required by Title IX, AGS does not discriminate based on gender in its educational programs and activities. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. AGS believes in a zero-tolerance policy for gender-based misconduct and encourages those who believe they have been subject to gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) by a student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals or offices listed below.

##### **Title IX Coordinator:**

Katherine Bengtson, VP for Finance and Administration; [katherine.bengtson@alfredadler.edu](mailto:katherine.bengtson@alfredadler.edu); 612 767-7068

##### **Deputy Title IX Coordinator:**

Dr. Meg Whiston, Director of Student Success Services; [meg.whiston@alfredadler.edu](mailto:meg.whiston@alfredadler.edu); 612 767-7096

Adler Graduate School

10225 Yellow Circle Drive Minnetonka, MN 55343

**OR**

U.S. Department of Education

Office for Civil Rights

Lyndon Baines Johnson Department of Education Building

400 Maryland Ave SW

Washington, DC 20202-1100

[OCR@ed.gov](mailto:OCR@ed.gov)

800-421-3481 fax 800-877-8339

##### *Responsible Employees*

Under Title IX, certain employees may be designated as Responsible Employees. These employees are obligated to report gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) to the Title IX Coordinator. These employees include, but are not limited to:

- Vice President
- Institutional Unit Directors
- Program Directors
- Any employee in a supervisory or management role

Responsible Employees will inform the complainant of the Employee's obligation to report the names of the complainant and the accused involved in the alleged incident, as well as relevant facts regarding the alleged incident; the complainant's option to request that the School maintain his or her confidentiality, which the Title IX Coordinator will consider; and the complainant's ability to share the information confidentially with counseling, advocacy, health, mental health, or sexual assault-related services. Failure of a Responsible Employee to report an incident or incidents of gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) of which they become aware is a violation of this policy and is subject to disciplinary action ranging from a warning up to and including termination of employment.

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### ***Confidential Reporting***

If a complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal resolution to be pursued, the complainant may make such a request to the Title IX Coordinator or Deputy Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and comply with federal law.

In cases involving pattern, predation, threat, weapons, and/or violence, the School will likely be unable to honor a request for confidentiality. In cases where the victim requests confidentiality and the circumstances allow the School to honor that request, the School will offer interim supports and remedies to the victim and the community but will not otherwise pursue formal action. A complainant has the right and can expect to have reports taken seriously by the School when formally reported and to have those incidents investigated and properly resolved through these procedures.

Formal reporting still affords privacy to the complainant and only a small group of officials who need to know will be told. Information will be shared, as necessary, with investigators, witnesses, and the responding party. The group of people with this knowledge will be kept as tight as possible to preserve a complainant's rights and privacy.

If a complainant would like the details of an incident to be kept confidential, he/she may speak with:

- Off-campus Licensed Professional Counselors
- Local rape crisis counselors
- Domestic violence resources
- Local or State assistance agencies
- Members of the clergy

### ***Federal Statistical Reporting Obligations***

Certain campus officials have a duty to report sexual assault, domestic violence, dating violence, and stalking for federal statistical reporting purposes (Clery Act). All personally identifiable information is kept confidential, but statistical information must be passed along regarding the type of incident and its general location for publication in the Annual Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime to ensure greater community safety. This reporting protects the identity of the victim and may be done anonymously.

### ***Federal Timely Warning Reporting Obligations***

Victims of gender-based misconduct should also be aware that School administrators must issue immediate timely warnings for incidents reported to them that are confirmed to pose a substantial threat of bodily harm or danger to members of the campus community. The School will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions considering the danger.

### ***Available Interim Measures***

Interim measures are those services, accommodations, or other assistance the School puts in place for victims after receiving notice of alleged gender-based misconduct but before any final outcomes have been determined. The School wants students to be safe, to receive appropriate medical attention, and to get the help they need to heal and to continue to access their educational opportunities. We also want students to understand their reporting options and how to access available interim measures. The School encourages victims of gender-based misconduct to report those incidents to the School's Title IX Coordinators or to any Responsible Employee with whom the victim feels

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comfortable. The School recognizes that gender-based misconduct is traumatic and may leave victims feeling overwhelmed and confused. This policy seeks to provide clear guidance regarding available resources and who can help in securing them.

Upon receiving a report of gender-based misconduct, the School will provide the victim, or the victim's counselor or advocate, with a written explanation of the interim measures available through local community resources (see above) and shall ask victims, or their counselors or advocates, what measures are sought. Some possible interim measures are listed below. The School determines which measures are appropriate for a victim on a case-by-case basis. Not all the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational programs and activities. If the victim or advocate identifies an interim measure that is not already provided by the School, the School will consider whether the request can be granted. In those instances where interim measures affect both a victim and the alleged perpetrator, the School will minimize the burden on the victim wherever appropriate.

A victim of gender-based misconduct, or the victim's counselor or advocate, may request the interim measures listed below. The School, after consulting with the victim, or the victim's counselor or advocate, will determine which measures are appropriate to ensure the victim's safety and equal access to educational programs and activities:

- Academic accommodations (for additional information, see below)
- Medical and mental health services, including counseling
- Assistance in arranging for alternative School employment arrangements and/or changing work schedules
- A "No Contact" directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third-party communication with one another
- Assistance identifying an advocate to help secure additional resources or assistance, including off-campus and community advocacy, support, and services. These resources include, but are not limited to:

Headway  
6425 Nicollet Ave. S.  
Richfield, MN 55423  
612 676-1604

Walk-In Counseling Center  
2421 Chicago Ave.  
Minneapolis, MN 55404  
612 870-0565

Cornerstone  
1000 E. 80th St.  
Bloomington, MN 55420  
612 223-1111

The School will work with victims or their counselors or advocates to identify what interim measures are appropriate in the short term (e.g., during the pendency of an investigation or other school response) and will continue to work collaboratively throughout the School's process and as needed thereafter to assess whether the instituted measures are effective and, if not, what additional or different measures are necessary to keep the victim safe.

As explained below, when a victim's counselor or advocate requests any of these measures on the victim's behalf without disclosing that gender-based misconduct is the basis for the request, the School will consider these requests for supportive measures consistent with its general policy of allowing counselors and advocates to seek such measures for victims of trauma without requiring that the nature of the trauma be disclosed.

### ***Academic Accommodations***

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Academic accommodations are one type of interim measure the School may provide to a victim after receiving notice of alleged gender-based misconduct to ensure the victim is safe and can continue to access educational opportunities following alleged gender-based misconduct. To address the possible adverse effects of gender-based misconduct on a victim's academics, it may be possible to secure time-limited academic accommodations. If the victim experiences persistent academic difficulties because of gender-based misconduct (e.g., including difficulties stemming from anxiety, depression, post-traumatic stress disorder or any other mental or physical illnesses or injuries), the victim may request more long-term academic accommodations, such as a temporary leave of absence.

Victims of gender-based misconduct, or the victim's counselor or advocate, may request the following academic accommodations as interim measures. The School, after consulting with the victim or the victim's counselor or advocate, will determine which accommodations are appropriate to ensure the student's safety and equal access to educational programs and activities. Requests for academic accommodations may include assistance in:

- Transferring to another section of a class
- Rescheduling an academic assignment or test
- Accessing academic support
- Arranging for incompletes, a leave of absence, or withdrawal from School
- Preserving eligibility for academic or other scholarships, financial aid, internships, or study abroad

### ***Options for Requesting Interim Measures or Supportive Measures***

The School offers victims of gender-based misconduct two options for reporting the misconduct and requesting interim measures required by Title IX. The first option allows the victim to report the misconduct to a School employee whom the School has designated as responsible for receiving and/or responding to reports of gender-based misconduct and to request interim measures from these Responsible Employees.

The second option allows a victim who has not reported the misconduct to a Responsible Employee to disclose the misconduct to a professional or non-professional counselor or victim advocate who, in turn, can request interim measures on the victim's behalf from the School. Under the second option, victims should be aware that, when a counselor or advocate requests interim measures on their behalf from a Responsible Employee of the School and discloses that the reason for the request is gender-based misconduct, the request may trigger the School's Title IX obligation to investigate. To the extent the counselor or advocate makes such a disclosure but, consistent with the victim's wishes, asks that the School not investigate or otherwise notify the alleged perpetrator of the report, the Title IX Coordinator will consider whether it can honor the request while still providing a safe and nondiscriminatory environment for all students, as set forth in the **Confidential Reporting** section above, and take interim measures to protect the victim as necessary. The School also offers victims an option for the victim's counselor or advocate to request supportive measures from the School without reporting the gender-based misconduct to the School. While we strongly encourage all victims of gender-based misconduct to report the incident to the School directly, we want victims to have access to supportive measures regardless of when or whether they decide to report the conduct to the School.

#### **Option 1: Victims Who Report Gender-based Misconduct to a Responsible Employee**

Reports of gender-based misconduct to responsible employees will be forwarded to a Title IX Coordinator, who will determine what steps need to be taken. Generally, the School will investigate the report to determine what occurred and will provide interim measures during the investigative process and any disciplinary process. However, for victims who report gender-based misconduct to Responsible Employees but request that the School not pursue an investigation or otherwise keep their report confidential (e.g., from the perpetrator), the Title IX Coordinator will consider whether it can honor the victim's request while still providing a safe and nondiscriminatory environment for

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all students. For more information on confidential reporting, please see the **Confidential Reporting** section above. Whether the Title IX Coordinator decides that the School can honor the confidentiality request or must pursue an investigation, the Title IX Coordinator (or designee) will inform the victim of available interim measures and coordinate appropriate interim measures for the victim.

### **Options 2 and 3: Victims Who Disclose Gender-based Misconduct to Counselors and Victim Advocates**

The School recognizes that counselors and victim advocates are often in a unique position to know when and what interim or supportive measures would be most appropriate to address a victim's health and safety needs. For this reason, victims who disclose incidents of gender-based misconduct to their counselors or victim advocates should discuss whether to have the counselor or advocate report the misconduct to the School and request interim measures required by Title IX or request discretionary supportive measures from the School without reporting the nature of the conduct. The counselor or advocate will work with the victim to determine what information the victim is willing to have shared with School employees involved in securing interim or supportive measures. The counselor or advocate will explain how sharing certain information with Responsible Employees may trigger the School's Title IX obligation to investigate.

#### **Option 2: Interim Measures**

A counselor or advocate may request that the School provide interim measures to a victim of gender-based misconduct to protect the victim and ensure the victim's equal access to the School's educational programs and activities before the outcome of any investigation. The counselor or advocate may ask a victim who is seeking interim measures to sign a release specifying the information that may be shared with the School. After the counselor or advocate informs the School that gender-based misconduct is the basis for the request for interim measures, the School will work with these individuals to investigate the alleged gender-based misconduct and determine what interim measures are appropriate.

#### **Option 3: Supportive Measures**

A counselor or advocate may request that the School provide supportive measures for a student or employee who has experienced trauma, including, but not limited to, trauma related to gender-based misconduct. If a victim does not want the School to investigate the alleged gender-based misconduct, the victim should discuss this with the counselor or advocate. Counselors and advocates should explain what type of requests will trigger the School's Title IX obligations and discuss other avenues for securing supportive measures consistent with the victim's wishes. For example, counselors and advocates may request supportive measures from the School on behalf of a victim who does not want the School to pursue an investigation of the alleged gender-based misconduct and the School will consider these requests for supportive measures consistent with its general policy of providing supports to students or employees who have experienced various forms of trauma without requiring their counselor or advocate to reveal the nature of the underlying trauma to the School.

The School encourages victims of gender-based misconduct to report the incident(s) and to seek help under the option above with which they feel most comfortable.

## DEFINITIONS

### ***Consent***

For individuals to engage in sexual activity of any type with each other, there must be clear, knowing, and voluntary consent prior to and during sexual activity. Consent is sexual permission. Silence, without actions demonstrating permission, cannot be assumed to show consent. Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. An individual's manner of dress or the existence of a current or past dating relationship between two or more individuals does not, in and of itself, constitute consent to engage in a sexual activity. Consent is informed and voluntary and can be revoked at any time and for any reason.

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When alcohol or other drugs are being used, an individual will be considered unable to give valid consent if he or she cannot fully understand the details of the sexual interaction because he or she lacks the capacity to reasonably understand the situation. Individuals who consent to sexual activity must be able to understand what they are doing. Under this policy, “No” always means “No”, and “Yes” may not always mean “Yes”. Anything but a clear, knowing, and voluntary consent to any sexual activity is equivalent to a “No”.

### ***Consensual Relationships***

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions. These relationships may be less consensual than perceived by the individual whose position confers power. The relationship may also be viewed in different ways by each of the parties, particularly in retrospect. In addition, circumstances may change and conduct that was previously welcome may become unwelcome. Therefore, the School prohibits romantic or sexual relationships between employees and students.

In addition, consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are unethical. Therefore, individuals with direct supervisory or evaluative responsibilities who are involved in such relationships must bring those relationships to the timely attention of their supervisor. While no relationships are prohibited by this policy, failure to self-report such relationships to a supervisor as required can result in disciplinary action for an employee.

### ***Gender-Based Discrimination***

Gender-based discrimination, including gender-based misconduct and harassment, is conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects the individual’s or group’s employment or education because of gender. Gender-based discrimination includes the following acts:

1. Gender-based Harassment is a form of gender-based discrimination that may occur when:
  - a. Unwelcome conduct of a sexual nature includes, but is not limited to:
    - a. Unwelcome physical conduct of a sexual nature, or unwelcome requests for sexual favors or other verbal conduct of a sexual nature, is made an implicit or explicit term or condition of employment or education;
    - b. Unwelcome physical conduct of a sexual nature, or unwelcome requests for sexual favors or other verbal conduct of a sexual nature, is used as a basis for academic or employment decisions or evaluations;
    - c. Unwelcome physical acts of a sexual nature, or unwelcome requests for sexual favors creating an objectively hostile environment that substantially interferes with employment or education because of gender; or
    - d. Such conduct is intentionally directed towards a specific individual and has the purpose or effect of unreasonably interfering with that individual’s education, employment, or participation in School activities, or creating an intimidating, hostile, or offensive atmosphere.
  - b. Physical conduct that, depending on the totality of the circumstances present, including frequency and severity, may constitute gender-based harassment includes, but is not limited to:
    - . Unwelcome intentional touching, such as patting, hugging, or brushing against a person’s body; or
      - a. Deliberate physical interference with or restriction of movement.
  - c. Verbal conduct, including oral, written, or symbolic expression, that, depending on the totality of the circumstances present, including frequency and severity, may constitute gender-based harassment includes, but is not limited to:
    - . Explicit or implicit propositions to engage in sexual activity;

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- a. Gratuitous comments, jokes, questions, anecdotes, or remarks of a sexual nature about clothing or bodies;
- b. Gratuitous remarks about sexual activities or speculation about sexual experiences;
- c. Persistent, unwanted sexual or romantic attention;
- d. Subtle or overt pressure for sexual favors;
- e. Exposure to sexually suggestive visual displays, such as photographs, graffiti, posters, calendars, or other materials; or
- f. Deliberate, repeated humiliation or intimidation based upon gender.

This policy only applies to verbal conduct that is not necessary to an argument for or against the substance of any political, religious, philosophical, ideological, or academic idea.

1. Sexual Exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the person being exploited, and that behavior does not otherwise constitute one or another gender-based misconduct offenses. Examples of sexual exploitation include, but are not limited to:
  - a. Invasion of sexual privacy;
  - b. Prostituting another person;
  - c. Non-consensual video or audio-taping of sexual activity;
  - d. Going beyond the boundaries of consent, such as others hiding in the closet to watch consensual sex;
  - e. Engaging in voyeurism;
  - f. Knowingly transmitting an STI or HIV to another person;
  - g. Exposing one's genitals in non-consensual circumstances, including transmitting the images electronically, or inducing another to expose their genitals, including transmitting the images electronically;
  - h. Sexually-based stalking and/or bullying may also be forms of sexual exploitation.
1. Non-consensual sexual contact is any intentional sexual touching, however slight, with any object, of an individual upon another individual that is without consent and/or by force.
2. Non-consensual sexual intercourse is any sexual intercourse, however slight, with any object, of an individual upon another individual that is without consent and/or by force.
3. Stalking is repeated, or obsessive unwanted attention directed toward an individual or group that is likely to cause alarm, fear, or substantial emotional distress. Non-Stalking may take many forms, including following, lying in wait, monitoring, and pursuing contact. Stalking may occur in person or through a medium of communication, such as letters, e-mails, text messages, or telephone calls. In some circumstances, two instances of such behavior may be sufficient to constitute stalking.

### ***Hostile Environment***

Hostile environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive, or objectively offensive that it alters the conditions of employment or limits, interferes with, or denies educational benefits or opportunities, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint.

The determination of whether an environment is "hostile" must be based on all the circumstances. These circumstances could include:

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1. The frequency of the conduct;
2. The nature and severity of the conduct;
3. Whether the conduct was physically threatening;
4. Whether the conduct was humiliating;
5. The effect of the conduct on the alleged victim's mental or emotional state;
6. Whether the conduct was directed at more than one person;
7. Whether the conduct arose in the context of other discriminatory conduct;
8. Whether the conduct unreasonably interfered with the alleged victim's educational or work performance.

### ***Force***

Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that overcome resistance or produce consent.

1. Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another.
2. Sexual activity with someone who is known to be or, based on the circumstances, should have known to be, mentally or physically incapacitated (by alcohol or other drug use, unconsciousness, or blackout), constitutes a violation of this policy.
  - a. Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent.
  - b. This policy also covers an individual whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use, and/or distribution of any of these substances, is prohibited and administering one of these drugs to another individual is a violation of this policy.
  - c. Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.
  - d. The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy.

### ***Sanctions***

The School reserves the right to take whatever measures it deems necessary in response to an allegation of gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) to protect students' and employees' rights and personal safety. Such measures include, but are not limited to, interim suspension from campus pending a hearing and reporting the matter to the local police. Not all forms of gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) will be deemed to be equally serious offenses and the School reserves the right to impose different sanctions, ranging from verbal warning to expulsion or termination, depending on the severity of the offense. The School will consider the concerns and rights of both the complainant and the individual accused of the misconduct.

## COMPLAINT PROCESS

### ***Informal Resolution***

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Whenever possible and safe, a complaint should first be discussed with the individual(s) involved in the incident. If satisfactory resolution is reached after discussion with the individual(s), the student or employee should contact a Title IX Coordinator to confirm this resolution. If satisfactory resolution is not reached after discussion with the individual(s), the student or employee should contact the individual's direct supervisor to attempt to resolve the complaint. If these efforts are unsuccessful, the formal complaint process may be initiated. The School does not require a student or employee to contact the individual(s) involved or that individual's direct supervisor if doing so is impracticable or if the student or employee believes the conduct cannot be effectively addressed through informal measures.

### ***Formal Complaint***

Notice of a formal complaint can be made in person or orally to an appropriate Reporting Employee, but the School strongly encourages submission of complaints in writing to the Title IX Coordinator or Deputy Title IX Coordinator.

The complaint should clearly and concisely describe the alleged incident(s), when and where it occurred, and the desired remedy sought. The complaint should be signed by the complainant or, in the case of an e-mail submission, sent as an e-mail attachment, and should contain the name and all contact information for the complainant. Any supporting documentation and evidence should be referenced within the body of the formal complaint. Additionally, the complainant should submit any supporting materials as quickly as practicable.

Upon receipt of a formal complaint, the Title IX Coordinator or Deputy Title IX Coordinator will open a formal case file and assign a case manager, who will direct the investigation and confer with the appropriate officials on interim actions, accommodations for the alleged victim, or other necessary remedial short-term actions.

The case manager will then take the following steps:

- In coordination with the Title IX Coordinators, initiate any necessary remedial actions;
- Determine the identity and contact information of the complainant, whether that be the initiator, the alleged victim, or a School Responsible Employee;
- Identify the policies allegedly violated;
- Conduct an immediate initial investigation to determine whether it is more likely than not that a violation of School policy took place and what policy violations should be alleged as part of the complaint;
- If there is insufficient evidence to support a finding that it is more likely than not that a violation took place, the complaint should be closed with no further action;
- Meet with the complainant to finalize the complaint and prepare the notice of charges based on the initial investigation;
- If there is sufficient evidence to support continuing with an investigation, commence a thorough, reliable, and impartial investigation by developing a strategic investigation plan, including a witness list, evidence list, intended time frame, and order of interviews for all witnesses and the accused individual, who will be given notice prior to the interview;
- Advise both the complainant and the accused party of their right to have an adviser of their choice present at meetings and hearings related to the investigation. Notify both parties that an adviser may not participate in meetings or hearings;
- Give both the accused party and the complainant the right to present evidence and witnesses;
- Complete the investigation promptly and without unreasonable deviation from the intended timeline;
- Make a finding based on a preponderance of the evidence whether a policy violation is more likely than not;
- Present the findings to both the complainant and the accused individual within the same time frame. The parties may choose to accept the findings, accept the findings in part and reject them in part, or reject all findings.

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When the accused individual is found not responsible for the alleged violation(s), the investigation should be closed. When the accused individual accepts the finding that they violated School policy, the Vice President for Finance and Administration will impose appropriate sanctions for the violation, after consultation with a Title IX Coordinator. If an accused individual accepts the findings of the investigation, those findings cannot be appealed. Sanctions imposed post-investigation can be appealed by any party according to the procedures outlined below.

### ***Hearing***

If the accused or complainant rejects the findings in part or entirely, the Vice President for Finance and Administration will convene a Title IX Hearing Committee to determine whether the accused student or employee is in violation of the contested aspects of the complaint. At the hearing, the findings of the investigation will be admitted, but are not binding on the decider(s) of fact.

The case manager may give evidence and present witnesses on behalf of both the complainant and accused. The hearing will determine whether it is more likely than not that the accused individual violated the policies forming the basis of the charge. The goal of the hearing is to provide an equitable resolution via an equitable process, respecting the civil and legal rights of all participants.

Once the Hearing Committee has reached a decision, both parties will be notified of the outcome in writing within the same 24-hour period.

## **SPECIAL COMPLAINT PROCESS PROVISIONS**

### ***Procedural Errors and/or New Information***

If any party to a process of resolution and final decision related to the policy believes a procedural error has been made and/or pertinent information has come to light following such a process that has otherwise been completed, a request to reopen the process may be submitted to the President, assuming they have not been the subject of the otherwise completed process, or the Board Chairperson for consideration.

### ***Attempted Violations***

In most circumstances, the School will treat attempts to commit any of the violations listed in the Gender-based Misconduct Policy as if those attempts had been completed.

### ***School as Complainant***

As necessary, the School reserves the right to initiate a complaint, to serve as a complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

### ***Immunity for Victims and Witnesses***

The School community encourages the reporting of gender-based misconduct. Sometimes, victims or witnesses are hesitant to report to School officials or participate in complaint processes because they fear that they themselves may be charged with policy violations. It is in the best interest of this community that as many victims as possible choose to report to School officials and that witnesses come forward to share what they know. To encourage reporting, the School pursues a policy of offering victims of gender-based misconduct and witnesses limited immunity from being charged for certain policy violations; for example, violation of the School's drug and alcohol policy related to the gender-based misconduct incident. While these violations cannot be completely overlooked, the School will provide educational rather than punitive responses, in such cases.

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### ***Bystander Engagement***

The welfare of students and employees in our community is of paramount importance. At times, students and employees may need assistance. The School encourages students and employees to offer help and assistance to others in need. Sometimes, students and employees are hesitant to aid for fear that they themselves will get into trouble. The School pursues a policy of limited or full immunity regarding certain violations for students or employees who offer to help others in need. While policy violations cannot be overlooked, the School will provide educational options rather than punishment to those who offer their assistance to others in need.

### ***Notification of Outcomes***

The outcome of a hearing is part of the educational record of the accused student and is protected from release under a federal law, FERPA. However, the School observes the legal exceptions, as follows:

1. Complainants in non-consensual sexual contact, sexual exploitation, sexual harassment, stalking, and relationship violence incidents have an absolute right to be informed of the outcome, essential findings, and sanctions of the hearing, in writing, without condition or limitation.
2. The School may release the name, nature of the violation, and sanction for any student or employee who is found in violation of a School policy that is a “crime of violence”, including: arson, burglary, robbery, criminal homicide, sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction. The School will release this information to the complainant in any of these offenses regardless of the outcome.

### ***Alternative Testimony Options***

For gender-based misconduct complaints and other complaints of a sensitive nature, whether the alleged victim is serving as the complainant or as a witness, alternative testimony options will be given, such as placing a privacy screen in the hearing room or allowing the alleged victim to testify outside the physical presence of the accused individual. While these options are intended to help make the alleged victim more comfortable, they are not intended to work to the disadvantage of the accused.

### ***Past Sexual History/Character***

The past sexual history or sexual character of a party outside of their sexual history with the accused will not be admissible by the other party in the investigation or hearing, unless such information is determined to be highly relevant by the Chair of the Title IX Hearing Committee. All such information sought to be admitted will be presumed irrelevant and any request to overcome this presumption by the parties must be included in the complaint/response or a subsequent written request and must be reviewed in advance of the hearing by the Vice President for Finance and Administration. While previous conduct violations by the accused are not generally admissible as information about the present alleged violation, the Vice President for Finance and Administration may supply previous complaint information to the investigators, the Title IX Hearing Committee, or may consider it themselves if they are hearing the complaint only if:

1. The accused was previously found to be responsible;
2. The previous incident was substantially like the present allegation, or;
3. The information indicates a pattern of behavior and substantial conformity with that pattern by the accused.

### ***Confidentiality***

The confidentiality of a complaint of gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) and all documents, correspondence, and notes of interviews and discussion related

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to the investigation of a complaint will be maintained, on a need-to-know basis, to the extent permitted by law. Documentation related to the resolution of complaints or incidents of gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) will be maintained by the Offices of the Vice President for Finance and Administration, and Title IX Coordinator, as appropriate.

### ***Prohibition of Retaliation***

Students and employees are prohibited from retaliating in any way against an individual who has brought a complaint of gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) or against any individual who has participated in an investigation of such complaints. Any person who knowingly and intentionally retaliates against an individual is subject to disciplinary action, up to and including dismissal or termination from the School.

### ***Filing of False Complaints***

Any person who knowingly and intentionally files a false complaint of gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) is subject to disciplinary action, up to and including dismissal from the School. A person who files a complaint in good faith will not be subject to discipline.

### ***Non-discrimination Policy***

Adler Graduate School (AGS) does not discriminate based on race, creed, color, national origin, religion, sex, age, disability, sexual orientation, veteran status, marital status, familial status, public assistance, or local human rights commission activity in employment of faculty or staff, admission or treatment of students, or operation of educational programs and activities. AGS is committed to providing equal education and employment opportunities in accordance with all applicable Federal and State laws, including Title IX of the Education Amendments of 1972.

To file a complaint, please contact:

Katherine Bengtson (Title IX Coordinator)  
Vice President for Finance and Administration  
[katherine.bengtson@alfredadler.edu](mailto:katherine.bengtson@alfredadler.edu)  
612-767-7068

**OR**

Meg Whiston (Deputy Title IX Coordinator)  
Director of Student Success Services  
[meg.whiston@alfredadler.edu](mailto:meg.whiston@alfredadler.edu)  
612-767-7096

Adler Graduate School  
10225 Yellow Circle Drive Minnetonka MN 55343

**OR**

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Building  
400 Maryland Avenue SW  
Washington, D.C. 20202-1100  
[OCR@ed.gov](mailto:OCR@ed.gov)  
800-421-3481 (phone)  
800-877-8339 (fax)

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### Sexual Violence Policy Under Title IX

#### ***Policy as established by Administrative Council, Adler Graduate School (AGS)***

As members of an education community, students, faculty, staff and administrators must be able to operate in mutual trust and respect. Any violation of trust, including acts of sexual violence and sexual harassment will not be tolerated. Students, faculty, staff, volunteers and administrators must be assured that the Adler Graduate School will act to prevent such misconduct and, if it occurs, persons responsible will be subject to disciplinary action. Incidents of sexual violence will be treated as violations of the code of criminal sexual conduct and dealt with under the law as written in Title IX of the Education Amendments of 1972. Incidents of sexual harassment will also be addressed according to the Adler Graduate School institutional policies and procedures. It is against institutional policy for any member of the school community to retaliate against any individual for reporting an incident of sexual violence or sexual harassment.

### DEFINITIONS

#### ***Sexual Violence***

Sexual violence refers to physical sexual acts that occur against a person's will or when a person is unable or incapable of giving consent. One maybe unable or incapable of giving consent because the individual is under the influence of drugs or alcohol or because of an intellectual or other disability. Sex acts that fall under this category include rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Sexual violence can occur by school employees, other students or other parties. These acts of sexual violence are forms of sexual discrimination prohibited by Title IX

#### ***Sexual Assault (defined under Minnesota law)***

Sexual activity, including sexual penetration or sexual conduct carried out under coercion, with the threat of a weapon, through the threat of bodily harm, through a position of authority, or when the victim/survivor is mentally handicapped or physically helpless constitutes criminal sexual conduct.

Under Minnesota law, having a previous relationship of any nature, including prior sexual contact with the victim/survivor is not an accepted defense for sexual assault. The victim/survivor does not need to prove that she/he resisted, and another witness is not needed to prosecute the case. The relative age of the persons involved, the victim's/survivor's fear of bodily harm to self or another, the use of threat to use a weapon by the perpetrator, and the infliction of either physical or emotional anguish upon the victim/survivor are among the criteria considered by Minnesota State Law concerning Criminal Sexual Conduct.

#### ***Persons Protected by Title IX***

All students, faculty and staff are protected from sexual violence regardless of sexual orientation; full or part-time; with or without disabilities; male or female; immigration or citizenship status; race or national origin. Under Title IX a school is obligated to respond to all claims of sexual violence regardless of the gender of the perpetrator, including same-sex sexual violence claims.

### ***VICTIMS'/SURVIVORS' RIGHTS/PROCEDURES – SEXUAL VIOLENCE***

All persons in the Adler Graduate School's community are required to abide by federal, state and local statutes and ordinances relating to criminal sexual violence. The Adler Graduate School will do whatever possible to offer safety, privacy and support to victims/survivors of sexual violence. Assisting the victim/survivor is the School's primary

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concern. The Adler Graduate School will assist the victim/survivor of sexual assault in contacting the appropriate agency (listing attached). If the assault takes place on School premises, or off School premises but includes someone associated with the Adler Graduate School, the survivor should immediately contact one of the Title IX Coordinators, either Vice President for Finance and Administration, Kathy Bengtson or Director for Student Success Services, Meg Whiston for assistance. The Title IX Coordinators may not reveal the name of the victim/survivor unless she/he chooses to be identified. In any case, the victim/survivor of sexual violence will be given the names and numbers of local law enforcement agencies and sexual violence centers that can be called upon for immediate help. No retaliatory action may be taken against any person who makes a complaint, or any member of the Adler Graduate School who serves as an administrator or advocate or is the subject of a complaint.

If the assault is perpetrated by a student, faculty, staff or board member of the Adler Graduate School, either on-campus or during an off-campus, school-sponsored event, criminal, civil and school-specific disciplinary action may be taken that could include dismissal, immediate termination and/or the notification of appropriate licensing boards.

In the case of sexual violence, the objective is always to achieve resolution. Applicable considerations and steps are listed below.

1. Filing criminal charges with local law enforcement officials in sexual violence cases.
2. The prompt assistance of School authorities, at the request of the victim/survivor, in notifying the appropriate law enforcement officials and disciplinary authorities of a sexual violence incident.
3. A prompt investigation and resolution of sexual violence complaints by institutional authorities.
4. A sexual violence victim's/survivor's participation in and the presence of the victim's/survivor's attorney or other support person at any disciplinary proceeding concerning a sexual violence charge.
5. Notice to a sexual violence victim/survivor of the outcome of any institutional disciplinary proceedings concerning a sexual violence complaint, consistent with laws relating to dating practices.
6. The complete and prompt assistance of institutional authorities, at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual violence incident.
7. The assistance of institutional authorities in preserving for a sexual assault victim/survivor material relevant to institutional
8. The assistance of institutional personnel, in cooperation with the appropriate law enforcement authorities, at a sexual assault victim's/survivor's request, in shielding the victim/survivor from unwanted contact with the alleged perpetrator, including transfer of the victim/survivor to alternative classes or employment station if such changes are feasible.

### ***Investigations and Hearings***

1. A formal complaint must include a written statement directed to the Adler Graduate School Title IX Coordinators signed by the complainant and specifying the incident of sexual violence and person(s) involved. The President, with the Board Chairperson, will comprise an investigative "panel". The President and Board Chairperson will investigate the complaint and review findings. The President and Board Chairperson will decide whether circumstances reported warrant further investigation. If further investigation is warranted, one additional senior administrator or Board Member (two if the President is the subject of the complaint) will be added to the panel, resulting in a three-person panel.
2. If an investigation is warranted, the President or Board Chairperson (if the President is the subject of the complaint) may not inform the person complained against of the name of the complainant and the circumstances of the complaint. The complainant can ask for complete confidentiality in response to a sexual violence incident. The investigation will be limited to what is necessary to resolve the complaint or to make recommendations. If it

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is necessary to speak to individuals other than those involved in the complaint, it will be done only after informing the complainant and the perpetrator.

3. All parties will have the opportunity to present relevant witnesses and other evidence and to seek legal counsel.
4. The panel will remain in communication with the complainant and the alleged perpetrator until a decision concerning the complaint is reached.
5. The panel will address and reach a decision in an efficient and effective manner. To the extent possible, a decision will be reached within 60 days of the date when the formal complaint is received.
6. Confidentiality – as it concerns persons not involved in the formal complaint – will be observed on behalf of all parties involved in the formal complaint.
7. After conducting its investigation, the panel will make a written report. If it is determined that there has been sexual violence and corrective action is required, the panel will specify the circumstances and the appropriate action(s) required.
8. The purpose of any corrective action to resolve a complaint will be to correct or remedy the injury, if any, to the complainant and to prevent further violence. Such corrective actions may include but are not limited to verbal and/or written reprimand, suspension, dismissal or termination. The panel may recommend dismissal, transfer or suspension of the perpetrator.
9. The panel will follow-up with the complainant within 15 days of apparent resolution to determine if sense of resolution is sustained.

### APPEAL PROCESS

The School will entertain appeals as they pertain to the remedy and sanctions. The School is committed to protecting the complainant in the educational setting during the period of appeal while keeping the appeals process equal for both parties. For instance, if the perpetrator files an appeal because the sanctions brought against the perpetrator seem too severe, in contrast, the complainant can also file an appeal over the sanctions not being severe enough. This can occur even if the findings are favorable to the complainant. If any party to a process of resolution and final decision related to this policy believes a procedural error has been made and/or pertinent information has come to light following such a process that has otherwise been completed, a request to re-open the process may be submitted to AGS's President (assuming she/he has not been the subject of an otherwise completed procedure) or Board Chairperson for consideration. If the panel determines that sexual violence has occurred, the perpetrator does not have the opportunity to appeal that decision.

### RETALIATION

Under Title IX laws it is unlawful to retaliate against a person who filed a complaint either on their own behalf or behalf of another person, or against any witnesses. The School is prohibited from retaliating against anyone involved in an investigation. Title IX requires the School to protect the complainant or witnesses from retaliation and ensure their safety.

### Sexual Violence and Harassment Policy

*Policy as established by Administrative Council, Adler Graduate School*

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As members of an education community, students, faculty, staff and administrators must be able to operate in mutual trust and respect. Any violation of trust, including acts of sexual violence and sexual harassment will not be tolerated. Students, faculty, staff, volunteers and administrators must be assured that the Adler Graduate School will act to prevent such misconduct and, if it occurs, persons responsible will be subject to disciplinary action. Incidents of sexual violence will be treated as violations of the code of criminal sexual conduct and dealt with under law. Incidents of sexual harassment will be addressed according to the Adler Graduate School's institutional policies and procedures. It is against institutional policy for any member of the school community to retaliate against any individual for reporting an incident of sexual violence or sexual harassment.

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Receipt of Faculty Handbook

I acknowledge Receipt of the Faculty Handbook and agree to all of the policies within the AGS Faculty Handbook.

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Signature

Printed Name

Date\_\_\_\_\_