



**MOUNT MADONNA
INSTITUTE**

**FACULTY
HANDBOOK**

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<https://www.mountmadonnainstitute.org/faculty-and-staff>

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ABOUT MOUNT MADONNA INSTITUTE

History, Mission and Organizational Structure

Mount Madonna Institute (MMI) was established in 2005 to offer academic degrees, and non-academic diplomas and certificates in the areas of Ayurveda, Yoga, and Community Studies. The need to foster and support scholarly study grounded in classical source texts and sanctioned by appropriate educational evaluators became apparent as nationwide and international interest in these fields grew and the number of unapproved certificate courses ballooned exponentially. MMI was established to set and ensure high standards of scholarship and professionalism for these emerging fields of study, support research into contemporary applications of these classical sciences, and offer post-graduate study and degrees.

MMI presently offers only one academic degree, a Master of Arts in Ayurveda. The MMI Master of Arts degree approved by the Bureau of Private Postsecondary Education (BPPE).

MMI also offers several not-for-academic credit certificate trainings in Yoga, in Ayurveda and in Community Studies, also approved by BPPE. These are also approved by the appropriate professional associations such as Yoga Alliance (YA), National Ayurveda Medical Association (NAMA), and International Yoga Therapy Association (IAYT), which together represent over 75,000 professionals, set standards covering a broad range of Ayurveda and Yoga theory, practice, clinical practicums and ethical guidelines. MMI is also a member of the Holistic Centers Network, which sponsors national and international conferences on Community Studies. By virtue of these approvals, and by serving on Committees of these Boards and being invited to present at their professional conferences, MMI is recognized by this greater professional community for its leadership and excellence in the fields of Yoga and Ayurveda.

MMI has been teaching Ayurveda since 1978 and formally training clinical practitioners since 2007. Prior to forming MMI in 2005 and beginning in 1978, educational programs, certificates and diplomas in Yoga, Ayurveda and Community Studies were offered under the auspices of Hanuman Fellowship (HFS) d.b.a. Mount Madonna Center (MMC) on the same 350-acre campus. Thousands of people from all over the world have attended MMC workshops and retreats since its founding in 1978. Based upon over 40 years of experience in teaching Yoga, and in integrating Yoga and Ayurveda, MMI is known for education that is in-depth, academic, investigation-based and has practical application.

The Master of Arts degree in Ayurveda, MMI's only academic degree program, is based in integrative health. Ayurveda is a 5,000-year-old holistic system of health and well-being continuously practiced throughout South Asia and introduced to the United States in the middle of the last century. Ayurveda and Yoga are complementary to contemporary and well-integrated into American and Western Health Sciences, especially in the areas of disease prevention and promotion of health and well-being. MMI's training interfaces traditional classical and allopathic/modern medicine. MMI specializes in integrating the classical knowledge of Ayurveda and Yoga into contemporary Western life with an emphasis on service to the greater community, self-development for health and well-being, and continual lifelong learning. These core values of MMI guide the student culture.

Many health professionals and consumers alike are in search of complementary practices that enhance well-being, reduce the stress of modern life, and add value to their professional practices. Ayurveda and Yoga answer a growing demand for more integrated, complementary approaches to health and well-being. Inter-professional, evidence-based, patient-centered health care is a growing trend among consumers, providers, educators, researchers, and government health agencies. There is an increasing demand for care that is efficient, effective, and provides a rich and satisfying experience for patients and clients.

MMI fills the need for professional trained Ayurveda practitioners by providing students with classical training in both

academic and clinical settings. MMI graduates inform and educate the public about the benefits of Ayurveda and Yoga, through use of their knowledge and skills, thus contributing to a broader discussion about the role of alternative healthcare in our society. By advocating for compassion-based patient care, teaching, and contributing to research, graduates of MMI seek to fulfill their commitment to making this a healthier world.

The Hanuman Fellowship (HFS) a 501(3)(c) organization incorporated in 1974 serves in the capacity of a Related Entity to Mount Madonna Institute, as represented in the WSCUC Related Entity Policy, providing inspirational support through its Board of Directors. HFS, through its several projects, is dedicated to service to the greater society through education and environmental stewardship, and to the study and practice of yoga, Ayurveda, and healthy communities. MMI is located on the 350-acre redwood-forested campus owned by HFS.

MMI is the newest of the four organizations that share the 350-acre campus infrastructure and have compatible missions: Mount Madonna Institute (MMI), Mount Madonna Center (MMC), Mount Madonna School (MMS) and Sri Ram Foundation (SRF). MMI serves adults seeking formal professional and academic higher education; MMC serves those seeking to practice the contemplative sciences and self-development to create transformation for themselves and their communities; MMS serves youngsters and their families seeking an accredited, private PK-12 education dedicated to positive character development, creative self-expression and academic excellence; SRF serves abandoned children and villagers in India seeking a loving home and an accredited education.

Service, positive character development and respect for diversity are core principles of all the organizations on the campus, although each organization serves different constituencies and functions independently. The inspiration and guidance of Baba Hari Dass, a silent monk and master of contemplative yoga sciences, was pivotal in the development of these organizations.

Baba Hari Dass, known affectionately as Babaji, came to the USA from India in 1971, invited to teach yoga and Ayurveda by young Americans who represent the generation of idealists now known as the Baby Boomers and sponsored by a UCD Art Professor who recognized the need to cultivate peaceful strategies in those turbulent times. Baba Hari Dass, who took a vow of complete silence in 1952 and taught by writing in a question and answer format, eventually became a US citizen. In addition to teaching weekly classes and periodic retreats, Baba Hari Dass translated and wrote commentaries on ancient Sanskrit texts, authored books on the philosophy and methods of the contemplative sciences, and wrote books, essays, plays and stories illustrating how to apply the benefits of authentic yoga teachings to the challenges of modern contemporary life. Born in 1923, Baba Hari Dass passed away in September 2018 at the age of 95.

Toward the end of the last century, studios based primarily on “look-great yoga and feel-good Ayurveda” began to be popular, as well as even more dangerous self-promoting “masters” who offered “quick enlightenment” and formed communities centered around their cult of personality. Baba Hari Dass had always advised against such practices and ambitions and repeatedly suggested to his students that these ancient wisdom sciences require broad study, careful questioning, and applicable research if they are to continue to be of value to the human community.

Mount Madonna Institute was founded so that this careful examination, translation, scholarship and research required to protect and promote these re-emerging fields could be supported and appropriately incorporated into the landscape of American academic and intellectual culture, separate from any lineage culture that may have developed at the parent organization, HFS. Established also in response to the developing need for qualified educators, professionals and practitioners in these fields, MMI is uniquely able to offer authentic opportunities to study and practice, using an experiential education model, within the context of a rich community composed of diverse faculty and students who come from around the world to teach or study at MMI.

MMI incorporated in 2005 and opened its doors to its first cohort of BPPE approved Master of Arts degree in

Ayurveda students in 2007. In September 2014, California passed SBP 1247, which states that only Schools seeking institutional accreditation would be able to continue BPPE State approval for degree programs. MMI is dedicated to the mission of educating and training students to be Masters in Ayurveda and for this reason is seeking accreditation from WSCUC. MMI takes pride that its graduate degree will meet the highest standards and expectations as appropriate in an institution of higher learning.

WASC / WSCUC ACCREDITATION

In response to CA Bill SB 1247, Mount Madonna Institute applied for eligibility from the WASC Senior College and University Commission (WSCUC). WSCUC notified MMI on December 14, 2015 that the Institute's application for Eligibility was accepted. MMI filed the necessary Letter of Intent on February 4, 2016.

MMI proceeded with its Application for Accreditation, submitted the SAV 1 and SAV 2 Self Studies and completed the SAV 2 Site Visit in November 2019. The following excerpt from the Notice of Confirmation of Initial Accreditation was provided by the WASC/WSCUC Commissioners following a meeting on February 14, 2020.

"This letter serves as formal notification and official record of action taken concerning Mount Madonna Institute (MMI) by the WASC Senior College and University Commission (WSCUC) at its meeting February 14, 2020. This action was taken after consideration of the report of the review team that conducted the Seeking Accreditation Visit 2 to Mount Madonna Institute. The Commission also reviewed the institutional report and exhibits submitted by Mount Madonna Institute prior to the Seeking Accreditation Visit 2 and the institution's January 25, 2020 response to the team report. The Commission appreciated the opportunity to discuss the visit with your colleagues Swarup Wood, Board Chair, Sarada Diffenbaugh, Chief Academic Officer, Mary Champagne, Board Finance Chair, and Shanti Cruddas, Chief Financial Officer. Your comments were very helpful in informing the Commission's deliberations. The date of this action constitutes the effective date of the institution's new status with WSCUC. Actions 1. Receive the Seeking Accreditation Visit 2 team report 2. Grant Initial Accreditation for a period of six years 3. Allow the date of Initial Accreditation to be applied retroactively to November 3, 2019 4. Schedule the reaffirmation review with the Offsite Review in spring 2025 and the Accreditation Visit in fall 2025 5. Schedule the Mid-Cycle Review to begin on May 1, 2023 6. Schedule a Special Visit in Spring, 2022 to address the five recommendations listed in this letter".

Actions Taken:

- 1. Receive the Seeking Accreditation Visit 2 team report*
- 2. Grant Initial Accreditation for a period of six years*
- 3. Allow the date of Initial Accreditation to be applied retroactively to November 3, 2019*
- 4. Schedule the reaffirmation review with the Offsite Review in spring 2025 and the Accreditation Visit in fall 2025*
- 5. Schedule the Mid-Cycle Review to begin on May 1, 2023*
- 6. Schedule a Special Visit in Spring, 2022 to address the five recommendations listed in this letter*

MISSION STATEMENT

MOUNT MADONNA INSTITUTE IS COMMITTED TO WELLNESS AND POSITIVE TRANSFORMATION.

We offer trainings, certificates, and graduate degrees that integrate the traditional systems of Yoga, Ayurveda and Community with contemporary life and prepare graduates for a variety of careers in the integrative health professions.

PHILOSOPHY AND GOALS

The goal of Mount Madonna Institute (MMI) is to educate contemporary learners in these ancient teachings and practices of traditional natural healing systems that integrate mind, body and spirit. MMI offers courses in the classical system of Ashtanga Yoga, both practice and philosophy; the 5,000 year old science of Ayurveda, the world's oldest known system of natural medicine; and Community Studies, a program that emphasizes self-reflection, awareness, and transformational learning for self, and the communities and environments within which we live and work.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

MMI's Institutional Learning Outcomes (ILOs) reflect the broader mission of the institution and as such are a hallmark of education at Mount Madonna. The ILOs represent an overarching set of learning outcomes at the completion of graduates' training, regardless of specific discipline studied.

ILO 1: Intellectual Inquiry

MMI graduates explore purpose and meaning through scholarly activity and demonstrate skill in critical thinking and effective communication.

ILO 2: Personal, Professional, and Social Responsibility

MMI graduates demonstrate ethical reasoning, intercultural awareness, leadership and collaboration, and commitment to service.

ILO 3: Integrative Knowledge

MMI graduates synthesize body-mind-spirit knowledge, experiences, skills and practices to promote optimal well-being in themselves and in their communities.

ILO 4: Specialized Knowledge

MMI graduates creatively apply knowledge, theories, methods and practices in their chosen field to contemporary life opportunities and challenges.

MOUNT MADONNA INSTITUTE STRATEGIC PLAN 2019-2024

THE FOUR GOALS

Introduction

As Mount Madonna Institute moves into its second decade, the institution is presented with an opportunity to revisit its mission, vision, and strategic plan. The Strategic Plan that follows was designed to produce achievable goals that enhance excellence, develop graduate culture, ensure sustainability, and increase impact. Developing these goals was a whole community effort, beginning with Board leadership and expert consultant advising and incorporating dialogue with all campus participants including faculty, students, staff, and alumni. All stakeholders in the Institute's future contributed their thoughtful answers to the important question: "What are the most important aspirational yet realistic goals for the Institute to achieve in the next five years?"

GOAL 1: PREMIER INSTITUTION

Demonstrate national leadership in the fields of Yoga, Ayurveda, and Community Studies through academic excellence, innovation, service and experiential education.

Leadership, academic excellence, and innovative contemporary applications are essential in solidifying Mount Madonna Institute's role as a premier institution grounded in enquiry-based scholarship of authentic classical teachings. MMI recognizes the importance of reflecting the values of a premier institution. It is focused on achieving the standards of excellence required to secure regional accreditation. Via evidenced-based decision making, MMI is expanding the ways in which it engages and serves local and extended communities by providing excellent professional training and cultivating a culture of professional and scholarly discourse.

GOAL 2: STUDENT SUCCESS –Enhancing Student Experience and Promoting Graduate Culture

Promote student engagement and accomplishment by encouraging successful student development during and beyond the program. Provide excellent professional education and promote a graduate culture by engaging students in rigorous scholarly training in research methods, and the use of scholarly literature in clinical practice.

Student engagement and accomplishment is at the heart of MMI's mission. MMI is dedicated to student success, both in academic undertakings and in living a life of meaning and purpose through service and lifelong learning. Beyond the traditional markers of success that include retention rates, time to completion, and academic performance, this goal encompasses student satisfaction, cultivating passion, and making learning an involved process. Developing a graduate culture and focusing on student achievement includes engaging in coursework illustrating research methods, interpreting valid research findings and applying them to clinical practice, providing excellent professional training, and valuing scholarship and rich experiential learning opportunities. Engaged students are curious, interested, focused and involved.

GOAL 3: INSTITUTIONAL SUSTAINABILITY

Ensure ongoing sustainability through financial vitality, succession planning, and the preservation and promotion of the classical teachings of Yoga, Ayurveda and Community Studies.

Sustaining into the future involves focused work and evaluation of MMI in the key areas of enrollment, financial diversity, and leadership succession planning. This goal is viewed as a significant cornerstone for the success of Mount Madonna Institute over the next five years. In order to plan for expansion and increased

programming in coming years, it is important to develop strategies to ensure financial wellbeing and operation under strong leadership.

GOAL 4: INCREASE IMPACT

Expand contributions to integrative health services and community well-being.

Increasing impact focuses on the role that Mount Madonna Institute has on the broader community and greater outreach to individuals within it. Ayurveda and Yoga utilize mind, body and breathing practices as well as massage and bodywork modalities to enhance health and wellness and treat disease. Ayurvedic medicine also utilizes diet, lifestyle and herbal remedies. Together Ayurveda and Yoga practices are increasingly being included in health care regimens and, as a result, are significantly contributing to the growth of an integrative approach to healthcare within care settings around the world.

GENERAL POLICIES

Equal Employment Opportunity Policy

Mount Madonna Institute is an equal opportunity employer committed to fostering a diverse and inclusive academic global community. The Institute is dedicated to enhancing diversity and inclusion in all aspects of recruitment and employment. All qualified applicants will receive consideration for employment without regard to race, color, religion, age, sex, sexual orientation, gender identity, gender expression, national origin, ancestry, citizenship status, physical disability, mental disability, medical condition, military and veteran status, marital status, pregnancy, genetic information or any other characteristic protected by state or federal law. The Institute is committed to achieving a diverse faculty and staff and encourages members of underrepresented groups to apply. (See Diversity and Inclusion Statement and Policy p.9-10 below)

Academic Freedom Policy

In order to create an environment and atmosphere conducive to learning and the highest levels of academic achievement, MMI adopts the following policy with respect to Academic Freedom:

Faculty members at MMI shall be afforded freedom in their classrooms to discuss their subjects without censorship, discipline, or other forms of restrictive interference; provided that they should be careful not to introduce controversial matters or subjects that have no relation to their area of instruction. Faculty members shall be entitled to freedom in their research and in the publication of the results of their research, subject to adequate performance of their academic duties. Research for pecuniary gain shall be undertaken only with the consent of MMI and in accordance with the policies adopted by MMI from time to time with respect thereto. Faculty members, as citizens, shall be free from censorship and discipline when speaking or writing. However, MMI's faculty should be cognizant that the special position occupied by them as members of a learned profession and representatives of MMI imposes on them an obligation to be accurate, restrained, and respectful of the opinions of others in all communications, and to ensure the relevancy to their areas of academic instruction of all subjects discussed as part of MMI's educational programs or activities.

Students shall be afforded the freedom to study and undertake research without censorship, discipline or other restrictive interference; provided that all studies and research shall relate to the area of study for which the student has enrolled, and students shall be responsible for learning the content of any course of study for which they are enrolled.

Faculty members at MMI shall encourage free discussion, inquiry, and expression in the classroom with respect to all matters related to the academic area of instruction. Students shall be free to take reasoned exception to the data, views or opinions offered in any course of study.

Diversity and Inclusion Statement

Mount Madonna Institute intends to ensure that diversity, inclusiveness, and respect are integral parts of our day-to-day engagement, throughout our environment and activities. We aim to set a strong example by acknowledging, appreciating, and respecting the differences we recognize in one another. We understand that diversity helps create a positive work and learning environment where all individuals have the opportunity to reach their full potential and maximize their contributions towards MMI's mission. In addition, we recognize that continued success in meeting the needs of our students, faculty, staff, alums, volunteers and employees requires the full and active participation of talented and committed individuals. In essence, diversity includes all the characteristics, experiences, and cultural influences that make each of us unique.

MMI is committed to reflecting and fostering an inclusive culture and environment that embraces the diversity in all our endeavors. All individuals are welcome at MMI, and all individuals, regardless of race, color, age, national origin, sex (including transgender status, gender identity, and pregnancy), religion, disability, genetic information, sexual orientation, marital status, political affiliation, status as a parent, or those who have engaged in prior Equal Employment Opportunity activities, will be treated with respect and dignity.

Each member of the MMI community shares the responsibility to ensure diversity and inclusion throughout the organization. All at MMI are encouraged to actively embrace these principles of diversity and to support each other in doing so. MMI is initiating the development of a new Diversity and Inclusion Strategic Plan for Mount Madonna Institute, to be completed by 2023-2024.

MMI DIVERSITY POLICY

Mount Madonna Institute (MMI) takes great pride in its recognition as an institution of higher learning.

The Institute's recognition of diversity is evident in the following:

1. Diversity of students, administration, faculty and staff:

The Institute strives to support diversity with recognition of the rights and abilities of all members of the Institute community, to include religion or philosophical thought, age, ethnicity, sexual orientation and gender. Our institutional mission, values and commitments are best evidenced through the diverse nature of the populations of which we are constituted.

2. Diversity in the teaching, promotion of student cultural awareness, and scholarly efforts:

The Institute values the academic, intellectual, and experiential background of our administration and instructional faculty, and encourages the ways in which they lend this expertise to the benefit of cultural and intellectual awareness to our student population. This is accomplished through expanding the conceptual framework as students research and acquire the projected skills and competencies in the program subjects to which they have committed.

3. Diversity in styles of leadership, mentoring, and strategic development:

The Institute benefits from the variety of cultural and philosophical differences that constitute the wide range of governance, leadership, and management that makes up this higher education environment. The strength and direction provided by leadership at all levels is dependent on the organizational contributions of each member.

Non-Discrimination and Unlawful Harassment Policy

MMI maintains a policy of providing equal opportunity in all aspects of its employment and operations.

It is the policy of MMI to ensure equal employment opportunity for all applicants and employees regardless of race, color, religion, age, sex, gender, gender identity and expression, sexual orientation, national origin, disability status, protected veteran status, or any other characteristic protected by law. MMI's policy of equal employment opportunity applies to all aspects of MMI's employment policies and procedures, including, without limitation, recruitment, employment, promotion, training, working conditions, wages and salary administration, and employee benefits and benefit plan administration.

It is the policy of MMI to ensure equal opportunity in all aspects of the administration of its programs and activities, including, without limitation, equal opportunity for all applicants seeking admission to its educational programs, tuition assistance, or access to any services, research opportunities, or other program or activities offered by MMI, without regard to race, color, religion, age, sex, gender, gender identity and expression, sexual orientation, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Purpose

Mount Madonna Institute (MMI) maintains a commitment to and a policy of nondiscrimination and non-harassment in the work place. All relationships in the work place and in the classroom are to be professional and respectful, free of bias, prejudice and harassment. MMI administration and directors are required to attend training every other year regarding maintaining a harassment free work place. MMI intends to model and enforce the State and Federal policies. Any person doing business for or with MMI will be subject to these policies and all recommended procedures will be followed for employees, volunteers, faculty, students, contractors. These policies extend to on and/or off campus business and school sponsored events. Reports of all unacceptable conduct will be promptly investigated and corrective action taken. Any behavior that is found to be discriminatory, harassing or retaliatory will have consequences.

MMI has zero tolerance for any conduct that violates this Policy. Conduct need not arise to the level of a violation of law to violate this Policy. Instead a single act can violate this Policy and provide grounds for discipline or other appropriate sanctions.

Harassment or discrimination against an applicant, volunteer, student, independent contractor, or employee by a supervisor, management employee, co-worker, student or contractor on the basis of race, religion, sex (including gender and pregnancy), national origin, ancestry, disability, medical condition, genetic characteristics, marital status, age, sexual orientation (including homosexuality, bisexuality, transgender, non-binary, (LGBTQ) or heterosexuality), or any other protected classification as defined below, will not be tolerated.

This Policy applies to all terms and conditions of volunteerism, employment, including, but not limited to, hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, compensation, and training.

Disciplinary action or other appropriate sanction up to and including termination will be instituted for prohibited behavior as defined below. Any retaliation against a person for filing a complaint or participating in the complaint resolution process is prohibited. Individuals found to be retaliating in violation of this Policy will be subject to appropriate sanction or disciplinary action up to and including termination.

Definitions

Protected Classifications: This Policy prohibits harassment or discrimination because of an individual's protected

classification. "Protected Classification" includes race, religion, color, sex (including gender and pregnancy), sexual orientation (including heterosexuality, homosexuality, transsexuality, and bisexuality, national origin, ancestry, citizenship status, marital status, pregnancy, age, medical condition, genetic characteristics, and physical or mental disability. It also includes status as a veteran or a member of the uniformed services.

Policy Coverage: This Policy prohibits school officials, officers, employees, students, volunteers, or contractors from harassing or discriminating against applicants, officers, officials, employees, students, volunteers, or contractors because:

- of an individual's protected classification
- of the perception that an individual has a protected classification
- the individual associates with a person who has or is perceived to have a protected classification.

Discrimination: This policy prohibits treating individuals differently because of the individual's protected classification as defined in this policy.

Harassment may include, but is not limited to, the following types of behavior that is taken because of a person's protected classification. Note that harassment is not limited to conduct that the School's employees take. Under certain circumstances, harassment can also include conduct taken by those who are not employees or students, such as elected officials, appointed officials, persons providing services under contracts, or even members of the public:

- Speech, such as epithets, derogatory comments or slurs, and propositioning on the basis of a protected classification. This might include inappropriate comments on appearance, including dress or physical features, or dress consistent with gender identification, or race-oriented stories and jokes.
- Physical acts, such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement. This includes pinching, grabbing, patting, propositioning, leering, or making explicit or implied job threats or promises in return for submission to physical acts.
- Visual acts, such as derogatory posters, cartoons, emails, pictures or drawings related to a protected classification.
- Unwanted sexual advances, requests for sexual favors and other acts of a sexual nature, where submission is made a term or condition of employment, where submission to or rejection of the conduct is used as the basis for employment decisions, or where the conduct is intended to or actually does unreasonably interfere with an individual's work performance or create an intimidating, hostile, or offensive working environment.

Guidelines for Identifying Harassment

To help clarify what constitutes harassment in violation of this Policy, use the following guidelines:

- Harassment includes any conduct which would be "unwelcome" to an individual of the recipient's same protected classification and which is taken because of the recipient's protected classification.
- It is no defense that the recipient appears to have voluntarily "consented" to the conduct at issue. A recipient may not protest for many legitimate reasons, including the need to avoid being insubordinate or to avoid being ostracized.
- Simply because no one has complained about a joke, gesture, picture, physical contact, or comment does not mean that the conduct is welcome. Harassment can evolve over time. Small, isolated incidents might be tolerated up to a point. The fact that no one is complaining now does not preclude anyone from complaining if the conduct is repeated in the future.
- Even visual, verbal, or physical conduct between two employees who appear to welcome the conduct can constitute harassment of a third applicant, officer, official, employee, or contractor who observes the

conduct or learns about the conduct later. Conduct can constitute harassment even if it is not explicitly or specifically directed at an individual.

- Conduct can constitute harassment in violation of this Policy even if the individual engaging in the conduct has no intention to harass. Even well-intentioned conduct can violate this Policy if the conduct is directed at, or implicates a protected classification, and if an individual of the recipient's same protected classification would find it offensive (e.g., gifts, over attention, endearing nicknames).

Retaliation:

Any adverse conduct taken because an applicant, employee, student or contractor has reported harassment or discrimination, or has participated in the complaint and investigation process described herein, is prohibited. "Adverse conduct" includes but is not limited to: taking sides because an individual has reported harassment or discrimination, spreading rumors about a complaint, shunning and avoiding an individual who reports harassment or discrimination, or real or implied threats of intimidation to prevent an individual from reporting harassment or discrimination. The following individuals are protected from retaliation: those who make good faith reports of harassment or discrimination, and those who associate with an individual who is involved in reporting harassment or discrimination or who participates in the complaint or investigation process.

Preventing Harassment, Discrimination and Retaliation in the Private and Independent School Environment

Sexual Harassment is unlawful under State and Federal Statutes. MMS prohibits sexual harassment and discrimination. Facts about Sexual Harassment can be found at the following website and an excerpt is below:

<http://www.eeoc.gov/facts/fs-sex.html>

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment. Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcomed.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

Complaint Procedure

If an employee, student, staff member, or a faculty member believes he/she has been subjected to or has witnessed such discrimination or harassment he/she should report the actions immediately to the Provost or President, as is appropriate. An investigation of facts will follow using confidentiality to the extent possible and consistent with a thorough investigation. The Provost, and/or President will communicate the findings and any corrective action taken to the employee, student, staff member, or faculty member.

No individual will be retaliated against by the School for reporting in good faith instances of work-related harassment. Any employee, student, staff member, or a faculty member who believes they are being retaliated against should report this behavior to the Provost or President. The employee may appeal any complaints regarding discrimination, harassment or retaliation to an Officer of The MMI Board of Directors, and also has the option to report to Outside Administrative Agencies: An individual has the option to report harassment, discrimination, or retaliation to the U.S. Equal Employment Opportunity Commission (EEOC), the California Department of Fair Employment and Housing (DFEH), the U.S. Office for Civil Rights, or the California Department of Education.

Complaint Procedure Steps:

1. An employee, student, staff member, or a faculty member, job applicant, or contractor who believes he or she has been harassed may make a complaint verbally or in writing with any of the following. There is no need to follow the chain of command:
 - Immediate supervisor
 - Any supervisor or manager within or outside of the department
 - Department Chair
 - Provost
 - President

2. Any Manager, Supervisor or Area Lead who receives a harassment complaint should notify the Provost immediately. Upon receiving notification of a harassment complaint, the Provost shall:
 - a) Authorize and supervise the investigation of the complaint and/or investigate the complaint. The investigation will include interviews with:
 - the complainant;
 - the accused harasser;
 - other persons who have relevant knowledge concerning the allegations in the complaint.

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 - b) Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, discrimination or retaliation giving consideration to all factual information, the totality of the circumstances, including the nature of the conduct, and the context in which the alleged incidents occurred.

 - c) Report a summary of the determination as to whether harassment occurred to appropriate persons, including the complainant, the alleged harasser, the supervisor, and the Division head. If discipline is imposed, the level of discipline will not be communicated to the complainant.

 - d) If conduct in violation of the School's Policies occurred, take or recommend to the appointing authority prompt and effective remedial action. The remedial action will be commensurate with the severity of the offense.

- e) Take reasonable steps to protect the complainant from further harassment, discrimination or retaliation.
- f) Take reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.

3. MMI takes a proactive approach to potential Policy violations and will conduct an investigation if its officers, supervisors, or managers become aware that harassment, discrimination, or retaliation may be occurring, regardless of whether the recipient or third party reports a potential violation.

4. Option to Report to Outside Administrative Agencies:

An individual has the option to report harassment, discrimination, or retaliation to the U.S. Equal Employment Opportunity Commission (EEOC), the California Department of Fair Employment and Housing (DFEH), the U.S. Office for Civil Rights, or the California Department of Education. These administrative agencies offer legal remedies and a complaint process.

Confidentiality

Every possible effort will be made to assure the confidentiality of complaints made under this Policy. Complete confidentiality cannot occur, however, due to the need to fully investigate and the duty to take effective remedial action. As a result, confidentiality will be maintained to the extent possible. An individual who is interviewed during the course of an investigation is prohibited from discussing the substance of the interview, except as otherwise directed by a supervisor or the Provost. Any individual who discusses the content of an investigatory interview will be subject to discipline or other appropriate sanction. MMI will not disclose a completed investigation report except as it deems necessary to support a disciplinary action, to take remedial action, to defend itself in adversarial proceedings, or to comply with the law or court order.

The undersigned acknowledges receipt of the above Non Discrimination and Unlawful Harassment Policy and that the undersigned has read it and understands its content.

Signature

Print Name

_____Date_____

Whistle Blower Policy

General

Mount Madonna Institute (“MMI”) requires all officers, directors, employees and volunteers to maintain high standards of ethical conduct at all times in the performance of their duties and responsibilities. As agents and representatives of MMI, such persons must exercise honesty and integrity in fulfilling their responsibilities and complying with all applicable laws and regulations. MMI is committed to maintaining an environment where officers, directors, employees and volunteers feel free to raise questions and concerns, such as a suggestion for improving a procedure, a concern about legal compliance, or an issue of ethics. It is the intent of MMI to adhere to all laws and regulations that apply to MMI, and the purpose of this policy is to support MMI’s goal of legal compliance.

Reporting Responsibility

It is the responsibility of all officers, directors, employees and volunteers of MMI to report any violation or suspected violation of any law, any suspected fraud, misuse or misappropriation of MMI’s assets or properties, or any other dishonest or unethical conduct or activity in accordance with this Whistleblower Policy.

No Retaliation

All officers, directors, employees and volunteers shall be protected from retaliation if they should, in good faith, bring any unlawful or potentially unlawful policy, practice or activity, suspected fraud, misuse or misappropriation of MMI’s property or assets, or other dishonest or unethical conduct or activity to the attention of MMI.

MMI will not retaliate against an officer, director, employee, or volunteer who, in good faith, raises a complaint, discloses or threatens to disclose any policy, practice or activity of MMI, or of any individual officer, director, employee or volunteer of MMI or other individual or entity with whom MMI has a business relationship, on the basis of a reasonable belief that such policy, practice or activity is in violation of the law or is otherwise fraudulent, dishonest or unethical. A good faith report, concern or complaint is fully protected by this Whistleblower Policy, even if the conduct or activity reported, or question of concern or complaint is, after investigation, not substantiated.

However, any allegation(s) that prove not to be substantiated and are made maliciously or with the knowledge that they were false will be treated as a basis for disciplinary action up to and including removal from the board of directors and/or officer position, or termination of employment or volunteer position.

If you believe you have been subjected to retaliation as a result of raising a question or concern, you should immediately report such retaliation to the President, Chief Financial Officer or Secretary of MMI. Reports of retaliation will be promptly investigated in a manner intended to protect confidentiality, consistent with a thorough and fair investigation. Any officer, director, employee or volunteer who retaliates against someone who has reported a violation in good faith shall be subject to disciplinary action up to and including removal from the board of directors and/or other officer position, or termination of employment or volunteer position.

Reporting Violations or Suspected Violations

Employees and volunteers are encouraged to make any such report to their immediate supervisor or, if an employee or volunteer is uncomfortable making a report to his or her immediate supervisor or not satisfied with the response of his or her supervisor, the employee or volunteer is encouraged to make such report to the President or Chief Financial Officer of MMI. Any officer or director desiring to make a report is encouraged to make such report to the

President, the Chief Financial Officer, or Secretary. You may also report your concerns to a government or law enforcement agency such as the California Attorney General's Registry of Charitable Trusts if you have reasonable cause to believe a violation of law has occurred, although MMI encourages you to first report any such suspected violation to MMI's President.

Reports of violations or suspected violations of the law, suspected fraud or misuse or misappropriation of MMI's property or assets, or other dishonest or unethical conduct or activity should contain enough information to enable an investigation of such violation or suspected conduct or activity to substantiate the underlying facts as to the matter reported. Violations or suspected violations may be submitted to MMI on a confidential basis or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. The Board of Directors of MMI has the authority to retain outside legal counsel, accountants, private investigators or any other resources deemed necessary to conduct a full and complete investigation of any and all allegations or concerns. Subject to legal constraints, the reporting officer, director, employee or volunteer will be apprised as to the outcome of any investigation.

Questions

Questions related to the interpretation of this policy or to make reports should be directed to either:

Savita Brownfield, President: savita@mountmadona.org 408-846-4058

Jennifer Rand, Secretary: jen.rand@mountmadonna.org

Shanti Cruddas, CFO: shanti@mountmadonna.org 408-846-4014

You may also learn more about your rights by the California Attorney General's Whistleblower hotline at 1-800-952-5225.

The undersigned acknowledges receipt of the above Whistleblower Policy and that the undersigned has read it and understands its content.

Signature

Print Name

Date

Intellectual Property Rights

“Intellectual property rights” means all patents, rights to inventions, copyright (including rights in software) and related rights, trademarks, service marks, get up and trade names, internet domain names, rights to goodwill or to sue for passing off, rights in designs, database rights, rights in confidential information (including know-how) and any other intellectual property rights, in each case whether registered or unregistered and including all applications (or rights to apply) for, and renewals or extensions of, such rights and all similar or equivalent rights or forms of protection which subsist or shall subsist now or in the future in any part of the world.

1. MMI guarantees that all elements of text, images or other artwork they provide are either owned by MMI, or that MMI has permission to use them. When MMI provide text, images or other artwork to Consultant, MMI agrees to protect Consultant from any claim by a third party that Independent Contractor (IC) is using their intellectual property.

2. IC guarantees that all elements of the work IC delivers to MMI are either owned by IC or IC has obtained permission to provide them to MMI. When IC provides text, images or other artwork to MMI, IC agrees to protect MMI from any claim by a third party that MMI is using their intellectual property. Provided MMI paid for the work and that this contract hasn't been terminated, IC will assign all intellectual property rights to MMI as follows:

- a. MMI will own any work IC does for MMI. MMI will own all intellectual property rights of text, images, site specification and data MMI provided, unless someone else owns them.
- b. IC will own any intellectual property rights IC has developed prior to or developed separately from this agreement and not paid for by MMI.

Code of Ethics for Teachers, Staff and Health Practitioners

Adopted initially for MM Yoga Teachers December 2013

And subsequently adopted by the Hanuman Fellowship, Mount Madonna Center, Mount Madonna Institute, Pacific Cultural Center, Sri Ram Foundation

Revised September 2016

Revised August 2018

Revised December 2020

Revised February 2021

Introduction

The Mount Madonna Institute (MMI) is dedicated to the highest principles and professional practices that will contribute to wellness and positive transformation in individuals and society through education in yoga, Ayurveda and Community Studies. To further this aspiration MMI has developed a code of ethics for all teachers, health practitioners, students and staff associated with MMI. This Code is shared and also adopted by Hanuman Fellowship, Mount Madonna Center, Pacific Cultural Center, and Sri Ram Foundation.

In the philosophy of Ashtanga Yoga there are 10 major points of ethics. These are the five *yamas* and the five *niyamas*, which can be found in the second chapter of the Yoga Sutras of Patanjali. Essentially the *yamas* guide us in actions to be restrained in order to order to attain peace and the *niyamas* guide us in actions to be cultivated in order to attain peace. The *yamas* are non-violence,

truthfulness, non-stealing, non-lust, and non-possessiveness. The *niyamas* are purity, contentment, austerity, self-study, and surrender.

Interpreting these ancient, universal precepts for the modern person is vitally necessary to support the ultimate purpose of personal wellbeing and positive transformation. It is essential that every member of the MMI community---regardless of how revered, renowned, or technically able they may be---embrace and observe ethical and professional guidelines.

This Code of Ethics states our guiding principles and articulates our commonly held universal ideals of conduct. It draws heavily from the Hanuman Fellowship Code of Ethics. Finally, it expresses our commitment to the *yama* of *ahimsa*, or non-harming, which protects the student-teacher-client-practitioner relationship in which the spirit of yoga and Ayurveda are transmitted.

It is hoped that with the acceptance and practice of this set of ethical and professional standards, clarity and compassion will be incorporated into all teaching and clinical behavior and this will protect and inspire students and clients.

SECTION 1: Statement of Purpose

Those who teach and/or practice as a healthcare practitioner at, are trained to teach and/or practice as a healthcare practitioner or are affiliated with Mount Madonna Institute intend to articulate, hold, and share ethical standards that support the aspiration of wellness and create a foundation for the practice of yoga, Ayurveda and/or other healthcare modalities being provided.

We recognize the sensitive nature of the student-teacher-client-practitioner relationship and the principled responsibility of the teacher/practitioner. We believe that it is the responsibility of the teacher/practitioner to ensure a safe and protected environment in which a student and/or client can grow physically, mentally, and spiritually. The close cooperation of the student and teacher and client and practitioner in the process of learning and healing, and the subtle opening and unfolding that may occur, demand the highest levels of integrity, honesty, self-awareness, and compassion by the teacher/practitioner.

We honor *ahimsa*, or non-violence, as our highest ethical aspiration. Non-harming applies to the physical, emotional and spiritual level. It begins with acceptance, kindness, and dispassion; it results in serenity and peace. (Yoga Sutra I: 33; II: 35)

We “teach/practice to learn” to cultivate the attitude of learner (*svadhyaya*) and to avoid the egoism of being a teacher/practitioner. As reverential faith (*shraddha*) is required for spiritual unfoldment the Ultimate Teacher is the Self within all.

We model “regular *sadhana* (spiritual practice)” as a method for attaining peace. The methods may vary, but the goal is the same.

We regard *yoga* as a universal philosophy and spiritual practice rather than a religion. The principles of *yoga* can be found in all religions. By practicing *yoga* we can see the truth in each religion.

This Code of Ethics is accepted as a support for these purposes.

SECTION 2: Principles

To protect the student/client in this potentially vulnerable relationship, and to uphold the highest professional standards for *all* teachers and practitioners, each of us accept the following foundational principles:

1. To cultivate an attitude of humility in our teaching and in our healthcare practice and dedicate our work to something greater than ourselves.
2. To welcome all and proactively create an environment that respects and honors everyone regardless of race, gender, sexual orientation, religion, national origin, culture, ability, or age.

3. To examine and strive to address barriers to participation for individuals or communities that have been impacted by systemic racism and other forms of marginalization or oppression.
4. To commit to uncover and remedy our own implicit biases, acknowledging the impact they have on equity and inclusion.
5. To manage our personal lives in a healthful fashion and to seek assistance for our own personal problems or conflicts.
6. To seek and engage in collegial and professional relationships, recognizing that isolation can lead to a loss of perspective and judgment.
7. To engage in dialogue concerning professional and ethical issues with respected mentors.
8. To establish and maintain appropriate professional relationship boundaries.
9. To provide instruction and health recommendations only in those areas within the reasonable boundaries of our competence and within our defined professional scope of practice.
10. To stay abreast of new developments in the field of *our professional subjects and clinical practice and expertise* through educational activities and studies, and by continuing to deepen our study of source texts.

SECTION 3: Professional Practices as a Teacher and/or Health Practitioner

In all professional matters, we maintain practices and teaching procedures that protect the public and advance the profession:

1. We use our knowledge and professional associations for the benefit of the people we serve and not to secure unfair personal advantage.
2. Fees and financial arrangements, as with all contractual matters, are always discussed without hesitation or equivocation at the onset of the professional relationship and are established in a straightforward, professional manner.
3. We commit to be proactive in creating opportunities and access to the teachings for those who have been impacted by systemic racism or other forms of marginalization or oppression.
4. We may at times offer services and opportunities to individuals or groups in need without regard to financial remuneration.
5. We conduct our fiscal affairs with due regard to recognized business and accounting procedures.
6. We are careful to represent facts truthfully to students and clients, referral sources, and third-party payers regarding credentials and services rendered. We will correct any misrepresentation of our professional qualifications.
7. We do not malign colleagues or other professionals.
8. We do not plagiarize or claim others work for our own. We ask for permission to utilize the work of others. We do not publish, reproduce, sell, or otherwise distribute any portion of other's materials or Hanuman Fellowship/Mount Madonna Center/Mount Madonna Institute/Sri Ram Foundation/Pacific Cultural Center/AYI materials without written permission or allow others to do so.

9. We recognize that the teachings of Yoga and Ayurveda are grounded in ancient classical scriptures. We also understand that they constantly evolve and adapt to changing times and audiences and reflect the qualities of the teacher in these changing contexts. It is important to make clear what of the teachings presented is of the classical tradition and what is a teacher's personal adaptation or interpretation of such teachings.
10. We consult with designated senior teachers and practitioners if there is any question as to our ability or agreements in regard to teaching, offering or providing specific practices or use of particular materials.

SECTION 4: Student/Client Relationships

It is our responsibility to maintain relationships with students and clients on a professional basis.

1. We do not abandon or neglect students or clients. If we are unable, or unwilling for appropriate reasons, to provide professional help or continue a professional relationship, every reasonable effort is made to arrange for continuation of instruction with another teacher.
2. We make only realistic statements regarding the benefits of yoga, Ayurveda and other healing modalities being offered.
3. We show sensitive regard for the moral, social, and religious standards of students, clients and groups. We avoid imposing our beliefs on others, although we may express them when appropriate in a class or clinical context.
4. We recognize the trust placed in and unique power of the student- teacher - client relationship. While acknowledging the complexity of some relationships, we avoid exploiting the trust and dependency of students and/or clients. We avoid those dual relationships with students and clients (e.g., business, close personal, or sexual relationships) that could impair our judgment, compromise the integrity of our instruction, and/or use the relationship for our own gain.
5. We do not engage in harassment, abusive words or actions, or exploitative coercion of students and clients, or former students and clients.
6. All forms of sexual behavior or harassment with students and clients are unethical, even when a student invites or consents to such behavior involvement. Sexual behavior is defined as, but not limited to all forms of overt and covert seductive speech, gestures, and behavior as well as physical contact of a sexual nature. Harassment includes, but not limited to, repeated comments, gestures, or physical contacts of a sexual nature.
7. Out of respect for individuals' physical privacy, expressed verbal or written consent to touch will be obtained prior to touching a student or client for any purpose.
8. We recognize that the teacher-student-client relationship involves a power imbalance, the residual effects of which can remain after the student is no longer studying or consulting with the teacher or practitioner. Therefore, we suggest extreme caution if a teacher or practitioner chooses to enter into a personal relationship with a former student.

SECTION 5: Confidentiality

We respect the integrity and protect the welfare of all persons with whom we are working and have an obligation to safeguard information about them that has been obtained in the instruction process.

1. All records kept on a student and client are stored or disposed of in a manner that assures security and confidentiality.
2. We treat all communications from students and clients with strict professional confidence.

3. When supervising apprentices or consulting with other teachers and/or practitioners, we do not name students/clients, except where the identity of the student/client is necessary to the understanding of the situation. It is our responsibility to convey the importance of confidentiality to the apprentice or consultant. We do not disclose student/client confidences to anyone, except as mandated by law; to prevent a clear and immediate danger to someone; when required in the course of a civil, criminal, or disciplinary action arising from the instruction where the teacher/practitioner is a defendant; or to supervise or consult with another when written permission from the student/client (s) has been previously obtained. In situations involving more than one student/client, written permission must be obtained from all legally accountable persons who were present during the instruction or in a clinical context at issue before any disclosure can be made.
4. We obtain written consent of students and clients before audio and/or video recording or permitting third party observation of their sessions or posting on social media.
5. When current or former students are referred to in a publication, while teaching, or in a public presentation, their identity is thoroughly disguised.

SECTION 6: Assistant, Student, and Employee Relationships

As teachers and practitioners, we have an ethical concern for the integrity and welfare of our assistants, students, clients and employees. These relationships are maintained on a professional and confidential basis. We recognize our influential position regarding current and former assistants, students, clients and employees, and avoid exploiting their trust and dependency. We strive to avoid dual relationships with such persons that could impair our judgment or increase the risk of personal and/or financial exploitation.

1. We do not engage in sexual or other harassment of current assistants, students, clients, employees, or colleagues.
2. All forms of sexual behavior, as defined in Section 4.6, with our assistants, students, clients and employees are unethical.
3. We advise our assistants, students, clients and employees against offering or engaging in, or holding themselves out as competent to engage in any services beyond their training, level of experience, and competence.
4. We do not harass or dismiss an assistant or employee who has acted in a reasonable, responsible, and ethical manner to protect, or intervene on behalf of any student, client or other member of the public or another employee.

SECTION 7: Inter-professional Relationships

As teachers and practitioners, we relate to and cooperate with other persons in our immediate community and beyond. We are part of a network of teaching and clinical professionals and are expected to develop and maintain interdisciplinary and inter-professional relationships.

1. Knowingly soliciting another teacher's students or another practitioner's clients without their consent is unethical.
2. Speaking of other teachers and practitioners with disrespect is unethical.

SECTION 8: Advertising

Any advertising, including announcements, public statements, social media, and promotional activities, done by us or for us is undertaken to help the public make informed judgments and choices.

1. We do not misrepresent our professional qualifications, affiliations, and functions, or falsely imply sponsorship, or certification by any person or organization.
2. Announcements and brochures promoting our services describe them with accuracy and dignity. These promotional materials should be devoid of exaggerated claims about the effects of yoga and/or Ayurveda. Promotional material may be sent to individual members of professional groups, religious institutions, and other agencies, but will be sent to prospective individual students and clients only in response to inquiries or as long as that promotional material is sent to a reasonable audience in a non-invasive way.
3. We do not make public statements that contain any of the following:
 - a. A false, fraudulent, misleading, or deceptive statement.
 - b. A misrepresentation of fact or a statement likely to mislead or deceive because in context it makes only a partial disclosure of relevant facts.
 - c. A statement implying unusual, unique, or one-of-a-kind abilities, including misrepresentation through sensationalism, exaggeration, or superficiality.
 - d. A statement intended or likely to exploit a student's fears, anxieties or emotions.
 - e. A statement concerning the comparative desirability of offered services.
4. Advertisements or announcements by us of workshops, clinics, seminars, growth groups, or similar services or endeavors, are to give a clear statement of purpose and a clear description of the experiences to be provided. The education, training, and experience of the provider involved are to be appropriately specified.

Code of Ethics Receipt

I, _____, have received, read, and understand the Mount Madonna Institute adopted December 2013 and revised September 2020. I will make my best effort to act according to this Code.

Signed _____

Date _____

Mount Madonna Institute

AUTHORIZATION OF USE

I, (*print full name*) _____ hereby grant permission to Mount Madonna Institute to interview, photograph and/or videotape me, and/or to supervise any others who may do the interview, photography and/or videotaping and/or to use and/or permit others to use information from the aforementioned interview and/or the aforementioned images in educational and promotional activities for the following without compensation:

- MMI Educational Publications/Videos
- MMI Electronic Publishing (e.g. World Wide Web)
- MMI Promotion/Advertising
- Local/regional/national news media (w/permission of MMI)

I also agree to credit and cite MMI in any use, digital or print, of this material. I will not give permission for anyone to use this material and will refer others to MMI to obtain consent for use.”

I hereby consent, both now and in the future, to MMI using my name, voice, signature, photograph or likeness in any manner on or in products, merchandise, or goods, or for purposes of advertising or selling, or soliciting purchases of, products, merchandise, goods, or services without compensation. I understand that I have the right to restrict such use by MMI under the laws of the State of California, and I knowing and intentionally waive all such rights, including my rights under California Civil Code Section 3344 or otherwise.

(Print)

(Signature)

Dated: _____

FACULTY POLICIES AND PROCEDURES

Adjudication Policy – Faculty Statement

Mount Madonna Institute shall not have any faculty who were adjudicated in a judicial or administrative proceeding as having violated any provision of the BPPE Act or Regulations or as having committed any act that would constitute grounds for the denial of a license under Section 480 of the Business and Professions Code.

Faculty Ownership of Curriculum

Roles and Responsibilities

The Mount Madonna Institute confirms the following Statement of Policy on Faculty Ownership of the Curriculum and Faculty Responsibility:

Mount Madonna Institute recognizes the faculty body as responsible for the Academic Governance role at the Institute. Faculty are held accountable for participation in the development of curricula, academic planning, and the enforcement of academic quality. Board of Directors for the Institute also stipulate and confirm that faculty shall have jurisdiction over matters of educational policy, including requirements for admission of students, for the continuance of students in academic programs, over matters of academic dishonesty and for the award of earned degrees, under such policies and procedures.

The faculty has authority and responsibility to set, supervise, and enforce the standards of academic quality that are both necessary and sufficient to maintain the integrity of a degree awarded under the auspices of the Institute. The faculty and the administration have collective responsibility for academic planning, carrying out the mission of the institution, maintaining the focus of the institutional purpose, and for the accomplishment of institutional academic standards. The faculty and the administration have collective responsibility for the development, oversight, and implementation of the processes for program review and assessment of student outcomes. These roles and responsibilities are addressed through Faculty Governance roles in Committee Structures such as the Curriculum and Assessment Committees, and in an advisory capacity to the Board of Directors standing Academic Affairs Committee.

FACULTY DESCRIPTIONS / PROMOTION/ CURRICULUM AND ASSESSMENT COMMITTEE/ WORK LOAD POLICY / FTE POLICY / PROFESSIONAL DEVELOPMENT

The term Faculty, as used in this Handbook, means those Mount Madonna Institute (MMI) whose primary responsibilities include teaching and/or scholarly or creative activity. MMI does not use a traditional tenure track and non-tenure track structure. Rather, MMI separate faculty as follows: Core Faculty who make programmatic decisions in collaboration with the Chair and Provost; Clinical Faculty who train and teach; and Visiting or Guest Faculty who are on leave from or employed by other institutions. Promotion to Core Faculty, whose designation confers no additional remuneration but does confer and confirm greater involvement in decision making, program design, and service to MMI is based on the Annual Review by Chair.

Faculty Descriptions

Visiting and Guest Faculty

Visiting and guest faculty titles designate non-core faculty who are (a) citizens of another country limited by their visas to temporary service; or (b) on leave from or in service to another Institute or college; or (c) on

leave or in service to industry, government, or a profession. Visiting faculty are not eligible for promotion to Core Faculty

Clinical Faculty

Clinical Faculty are those who primarily teach and train students in their field of expertise. Clinical faculty are eligible for promotion to Core Faculty.

Core Faculty

Core Faculty are those who teach and train students in their field of expertise and serve MMI in a variety of decision making and program design. They are eligible to become members of the Curriculum and Assessment Committee. They work closely with their Chair to design, review, evaluate and improve educational quality and student experience. Core Faculty are currently expected to spend 85% of time in classroom, 5 % in research, and 10% in service to the Institute.

College/School Chair

The Chair leads the educational initiatives and administration. The Chair works in collaboration with the Provost, Core Faculty, and Clinical Faculty to ensure educational quality and enhance the student learning outcomes and experience. The Chair leads the Curriculum and Assessment Committees in their work to design, review, evaluate and improve educational quality and student experience. The Chair leads and convenes the full Faculty quarterly.

Provost

The Provost is a faculty member, member of the President's Leadership Team, the second ranking officer of MMI and serves as leader of the institution in the absence of the President. The Provost works in close collaboration with the President, Board of Trustees, Chairs, Faculty and Staff in advancing MMI's educational mission. The Provost advises the President on many matters and is the chief advisor on all academic matters. The Provost offers energetic, intellectual leadership to the academic community and plays a lead role in the development of vision and strategy. The Provost safeguards that MMI's greatest priority is academic excellence and the education of students, insuring professional and ethical foundations that support their positive impact on society. The Provost leads the Institute's commitment to programmatic, pedagogical and scholarly excellence and innovation across the Institute's programs.

Curriculum and Assessment Committee

The Curriculum and Assessment Committee consists of Core faculty and Chair, meets monthly and engages in email and other dialogues as needed during the month. This committee's responsibilities include program and curriculum design, assessment, and future development.

Faculty Workload Areas

Core Faculty are currently expected to spend:

- 85% of time in coursework instruction, clinical supervision, and student thesis and professional advising
- 5 % in professional, scholarly or research activity
- 10% in service to MMI, higher ed, general community including Curriculum and Assessment Committee and quarterly Faculty meetings

Clinical Faculty are currently expected to spend:

- 95% in coursework instruction, clinical supervision, and student thesis and professional advising
- 5% is in service to MMI and/or in research/scholarly activity including quarterly Faculty meetings

Full Time Equivalency

Total expectation for Full Time Faculty = 1200 hours; Full Time Equivalency is any percentage of 1200 hours.

Faculty Full Time Equivalency is apportioned as follows:

85% in coursework instruction, clinical supervision, student capstone, academic and professional advising = 1020 hours

10% in Service to MMI, higher ed, general community = 120 hours

5% in professional, scholarly or research activity = 60 hours

Professional Development

Faculty may request Professional Development support via the annual evaluation meeting with the Chair or by submitting the Professional Development Request Form. The Chair or Provost may also suggest Professional Development for the Faculty. MMI is dedicated to and maintains a significant budget line item for Professional Development. For more information see the Professional Development Handbook (Updated 2019). The Professional Development Request Form follows:



MOUNT MADONNA
INSTITUTE

Professional Development Request Form

APPLICANT INFORMATION

Full Name: _____

Title/Department: _____

TRAINING INFORMATION *(Please attach the event brochure)*

Title of the Event: _____

Date: _____

Location: _____

This conference will provide the following development opportunities: (Rationale for attending; *how does this activity relate to my teams goals/objectives, what are desired outcomes for this activity, what you are going to do with what you learn, and how does this activity increases success*):

Select Program/s Benefiting from this opportunity:

- All Programs Schools only
 Yoga Ayurveda Community Studies Ayurveda World Kaya Kalpa

EXPENSES INFORMATION

	Advance Payment Required	Expense to be Submitted Following
Registration Fee:	<input type="checkbox"/>	<input type="checkbox"/>
Airfare:	<input type="checkbox"/>	<input type="checkbox"/>
Mileage: _____ miles @ _____ rate = _____	<input type="checkbox"/>	<input type="checkbox"/>
Parking: _____ miles @ _____ rate = _____	<input type="checkbox"/>	<input type="checkbox"/>
Lodging: _____/night @ _____ nights = _____	<input type="checkbox"/>	<input type="checkbox"/>
Meals: _____ days @ _____ rate = _____	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe _____) = _____	<input type="checkbox"/>	<input type="checkbox"/>

Estimated Total Request Total \$ _____

Upon completion of the activity I agree to provide my supervisor with a paragraph summarizing the information presented and submit original expense receipts.

Signature of the applicant: _____

Date: _____

Comments:

APPROVALS

Approved by: _____

Date: _____

(Department Chair)

Approved by: _____

Date: _____

(Sarada Diffenbaugh, Provost)

Please return competed application to your supervisor

When all signatures are complete submit to MMI Accounts Payable (Jaya Maxon)

Faculty Grievance and Due Process Policy

MOUNT MADONNA INSTITUTE (MMI) "FACULTY" REFERS TO ANY INDIVIDUAL CONTRACTED OR INVITED BY MMI PRESIDENT, PROVOST OR DEPARTMENT CHAIR TO INSTRUCT OR ADVISE A STUDENT AT MOUNT MADONNA INSTITUTE, IN ORDER TO FULFILL STUDENT AND/OR CURRICULUM REQUIREMENTS FOR THE COLLEGE OF AYURVEDA, AND/OR THE SCHOOLS OF YOGA AND COMMUNITY STUDIES.

THIS INCLUDES:

- CORE AYURVEDA FACULTY
- CLINICAL AYURVEDA AND YOGA THERAPY FACULTY
- PROGRAM COORDINATORS (INSTRUCTORS AND TA'S)
- AYURVEDA AND YOGA PROGRAM ASSISTANTS
- AYURVEDA AND YOGA PROGRAM APPRENTICES
- YOGA FACULTY AND TEACHERS
- SANSKRIT TEACHERS
- CLINICAL SUPERVISORS
- ACADEMIC SUPERVISORS
- THESIS ADVISORS
- COMMUNITY STUDIES PRESENTERS & FACILITATORS

Note: Grievances and/or complaints of alleged *Harassment*, in all protected forms including sexual harassment, are addressed according to the separate MMI Non-Discrimination and Anti-Harassment Policy in the Faculty Handbook.

Mount Madonna Institute (MMI) values harmony and collegial fellowship among faculty, students, staff, the administration, and with our extended community. Our intention is to resolve grievances and rectify any situation that may have led to injustices or misunderstandings quickly and fairly.

Faculty are encouraged to openly discuss or question any concern through constructive communication with all concerned prior to it becoming a formalized complaint. However, once a faculty member wishes to pursue a complaint, the Institute Faculty Grievance Policy and Procedure provides MMI faculty with a method for addressing any concerns that may arise regarding MMI's academic or administrative policies that pertain to Faculty. The procedure provides a thorough review of a Faculty complaint and affords due process rights with the intent of arriving at a mutual agreement among all parties.

A grievance is generally defined as an allegation by a faculty member, or a group of faculty members, that there has been a breach, misinterpretation, or misapplication of MMI's policy or procedure as set forth in the Faculty Manual. The grievance may be against the process used and/or against the outcome.

Grievances may include, but are not limited to any of the following:

1. Academic freedom;

2. Academic due process;
3. Compensation;
4. Dismissal, suspension or reassignment of a faculty member;
5. Disciplinary action including but not limited to dismissal, reprimand or suspension;
6. An egregious breach of confidentiality in the evaluation process or other expectations of appropriate faculty behavior; or
7. Material terms or conditions of employment.
8. Denial of promotion

Grievance Procedure

Faculty grievances shall be submitted within a 12-month period, from the date of the alleged grievance or misconduct, to the following in this order:

1. Department Chair
2. Faculty Grievance Committee
Composed of the Chair of the School (who will serve as chair of the committee), a Faculty or Staff representative selected by vote of the Faculty and Staff in the first month of each academic year, and an Administration member appointed by the Provost.

If not satisfactorily resolved at the level of the Chair, a Faculty Grievance may be taken to the Faculty Grievance Committee.

The Faculty Grievance Committee will:

1. Hear the grievance.
2. Hear the Institute's response, including any charges against the Faculty.
3. Review any actions taken, either by the Faculty, the Institute, or its members.
4. Prepare a recommendation to the Provost.
5. If the circumstances include the Provost and the Provost does not accept the recommendations of the committee, the Chair will refer the matter to the Institute's Board of Directors for decision. In all other circumstances, the decision of the Provost shall be the final decision.

Appeal Process

For both academic and administrative grievances, if the parties accept the resolution, the grievance is considered to be settled. If the resolution is not acceptable, then the grievant(s) may appeal the resolution in writing within 15 days of the date the resolution is mailed to the grievant(s). If the appeal is not submitted within the prescribed time limit, the entire process terminates.

If the grievant(s) elects to appeal academic and administrative appeals, they are submitted to the Provost, along with the written record from the previous steps. If the Provost is the object of the grievance, the grievance will be referred to a Special Hearing Committee of the MMI Board of Directors.

Within 30 days of appeal to either party, the Board will convene a Special Hearing Committee to further investigate the grievance. The Committee may include any of the following members, depending upon the circumstances: Core Faculty members, CEO, Ethics Committee members, or others. The Committee will make recommendations as

described below within 45 days after being convened.

The Committee will recommend steps to the parties that will provide an amicable and mutually acceptable solution. If the parties cannot agree on a solution, the Committee will declare a resolution in writing. Grievant(s) who do not accept the decision of the Committee must file a written appeal to the Provost within 15 days of the date the Committee's resolution is mailed to the grievant(s).

The Provost will accept, reject, or revise the Committee's decision and communicate it to the grievant(s). This decision will be based on the record and the Board will not reopen the matter for additional evidence or argument. The action of the Provost will be final.

Effect of Complaints

No faculty's right or remedies will be limited or waived as a result of his or her participation in a complaint procedure or as a result of the decision regarding the complaint.

Collective Bargaining

Mount Madonna Institute has no "Collective Bargaining" process.

FACULTY GRIEVANCE NOTIFICATION FORM

MOUNT MADONNA INSTITUTE (MMI) "FACULTY" REFERS TO ANY INDIVIDUAL CONTRACTED OR INVITED BY MMI PRESIDENT, PROVOST OR DEPARTMENT CHAIR TO INSTRUCT OR ADVISE A STUDENT AT MOUNT MADONNA INSTITUTE, IN ORDER TO FULFILL STUDENT AND/OR CURRICULUM REQUIREMENTS FOR THE COLLEGE OF AYURVEDA, AND/OR THE SCHOOLS OF YOGA AND COMMUNITY STUDIES.

THIS INCLUDES: CORE AYURVEDA FACULTY, CLINICAL AYURVEDA AND YOGA THERAPY FACULTY, PROGRAM COORDINATORS (INSTRUCTORS AND TA'S), AYURVEDA AND YOGA PROGRAM ASSISTANTS, AYURVEDA AND YOGA PROGRAM APPRENTICES, YOGA FACULTY AND TEACHERS, SANSKRIT TEACHERS, CLINICAL SUPERVISORS, ACADEMIC SUPERVISORS, THESIS ADVISORS, COMMUNITY STUDIES PRESENTERS & FACILITATORS.

Notification Form

FACULTY NAME _____ TODAY'S DATE _____

FACULTY SIGNATURE _____

FACULTY POSITION _____

DATE(S) OF ALLEGED GRIEVANCE / MISCONDUCT _____

NATURE OF GRIEVANCE _____

PARTIES INVOLVED _____

SUBMITTED TO _____ DATE _____

RECEIVED BY _____ DATE _____

SIGNATURE _____ POSITION _____

Faculty Hiring and Evaluation Policy and Procedures

Faculty, administrators and staff hiring, and evaluation processes, are based on institutional purposes and mission. All faculty, staff and administration go through a screening and hiring process that includes requirements for specific relevant professional experience. Resumes, interviews and, where relevant, teaching a sample class are all included in the process. The faculty members have relevant experience and appropriate academic preparation for their assigned courses; the staff and administration members have appropriate qualifications to fulfill their duties.

Faculty with terminal degrees and relevant professional credentials, in addition to relevant experiences that directly relate to course material, teach graduate courses. Most faculty stand as leaders in their fields. MMI matches professional and academic experiences of the faculty to the specific content of the courses. Faculty, administrators and staff are reviewed on an annual basis. Considering peer review, student review, and administrative review, this multi-source feedback is consistent with best practices in performance management. This review process allows for improvements in teaching and learning.

MMI does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, subcontractors, vendors, and clients.

Pilot Faculty Evaluation Process and Procedures 2019-2020

Mount Madonna Institute core and clinical faculty are evaluated on an annual basis. The purpose of this is to foster development of faculty talents and achievements, improve communication and teamwork between the Chair and faculty, stimulate self-evaluations, and enhance quality improvement. In order to meet these goals, it is important for each faculty member to document his or her activities and accomplishments for the past calendar year and to review progress and set goals for the coming year with the Chair.

The system for administration and documentation of evaluation is managed through the Office of the Chair of Ayurveda.

The overall goals of the faculty evaluation process are to be:

- Sufficiently flexible to reflect the talents and unique role each faculty member plays
- Consistently applied across faculty and reasonable in terms of commitment of time and effort
- As objective as possible to afford equitability in decision-making across faculty
- Confidential
- Applicable to all core and clinical faculty
- Are both formative (i.e. peer and student course evaluations) and summative (i.e. peer and student course evaluations, service and scholarship)
- Enhances teamwork and performance by communication and identification of goals

Core and Clinical Faculty Expectations

It is expected that core faculty will spend 85% of their time on instructional duties, 5% on research and 10% in service. It is expected that clinical faculty will spend 95% of their time on instructional duties, 5% on research and/or service.

Service:

Service consists of meaningful activities (volunteer, reimbursed or paid) provided to MMI, the community, relevant external agencies that promotes the image, mission or strategic priorities of MMI, well-being of individuals or groups within the community, or that promotes the professional growth of faculty. It is incumbent on the faculty member to demonstrate that selected service activities are 1) of substantive import and 2) have relevance to the faculty role and 3) are equitable among faculty in assessing their relative worth to the department, MMI and/or profession.

Service Requirements:

At minimum, all faculty are expected to participate in faculty professional development meetings and quarterly department meetings.

Areas of Acceptable Service\Activity include:

- College of Ayurveda task force or Committee
- MMI-wide Committee
- Leadership activity with/in MMI i.e. Task forces / ad hoc or work committees
- Guest lecturer at another College or in the Community
- Professional Leadership (officer, board, state/national leadership)
- Invited consultant or instructor
- Professionally related community service

Activities listed above are meant to guide faculty and Chair during their annual meeting for selection of faculty goals for the new year in the area of "Service." It is incumbent on the faculty member to demonstrate that selected service activities are 1) of substantive import and 2) have relevance to the faculty role. The single source of evaluation for the service requirement will be the Chair. Neither students, nor peers will be involved in this segment of the evaluation.

Research:

MMI is a teaching institution and therefore analysis, understanding and application of current research rather than creating original research is at the forefront of faculty research efforts.

Acceptable research activity can include but is not limited to:

- Presentations: workshop; invited national/international/state/local; poster sessions
- Advanced education
- Partnering with Research Institutions in ongoing research including data collection and analysis
- Publications: peer reviewed, abstracts, monographs, manuscripts submitted, editor, editorial board, books, book chapters

- Grants: applications; recipient; invited reviewer

The single source of annual evaluation for the research requirement will be the Chair.

Teaching:

Teaching is the art and craft and discipline of the behaviors that enable student learning. These behaviors in the classroom often consist of delivering expert content and exhibiting mastery of instructional skill, design, and management. Relative to clinical teaching, these behaviors also include excellence in patient care, incorporation of practice and ethical standards, completion of patient care objectives and utilization and mastery of instructional techniques unique to the clinical learning environment.

The teaching function includes both instruction and advising. Examples may include the following:

- Teaches didactic / clinical course offerings
- Designs/develops/implements new courses
- Designs/develops course materials
- Incorporates innovative instructional strategies
- Demonstrates content expertise
- Coordinating or supervising instructional activities
- Academic, career and personal counseling
- Sponsoring or advising student co-curricular activities
- Serving on master's committees

Foundational Concepts for Evaluation of Teaching

The foundation for the assessment of student learning are the Course Learning Outcomes, Program Learning Outcomes and Institutional Learning Outcomes to which they are mapped. The faculty member's focus on student learning at all three levels is essential for successful teaching.

The key concepts of effective faculty evaluation of teaching are (a) well-defined faculty roles and expectations, (b) an understanding of teachers and teaching contexts, (c) an understanding of learners and learning, and (d) a balance of evaluation for summative and formative purposes. These concepts have been incorporated in the MMI processes for annual evaluation of teaching.

These concepts inform both faculty members and evaluators of faculty performance because teaching and learning requires an ongoing collaborative effort among faculty about what it means to be an effective teacher, and what constitutes significant student learning. These concepts and the learning outcomes contextualize teaching and maximize the utility of evaluation for the faculty member and Chair and Provost. An understanding of these concepts and learning outcomes increases appropriate use of evaluation results by promoting local ownership and understanding of the evaluation process. There will necessarily and appropriately be some variability at the College because of the variety of contexts in which teaching occurs.

Purpose of Teaching Evaluation:

As part of the overall Faculty Evaluation Process, the evaluation of teaching and learning, is used to:

- Provide formative evaluation for a faculty member's development in all of their teaching roles;
- Provide summative evaluation for use in faculty members' application for promotion from clinical to core

faculty.

- Provide summative evaluation for use in faculty contract renewal and teaching assignments.

Teaching Evaluation Process:

The process for the annual teaching evaluation has three components described below in detail:

- Student evaluation of course/instructor
- End of Course and Instructor Evaluations by students: Students evaluate delivery of instruction (including aspects of classroom management such as diversity and inclusion), assessment of learning, course advising, and administrative requirements, using an approved, standard instrument.
- Self-assessment: Each faculty member completes a self-assessment based on a critical self– reflection of their teaching and student learning, scholarship, service and goals. The faculty have access to the Student and Peer evaluation forms to aid in their process. The faculty member submits the Faculty Self Evaluation Worksheet to the Chair two weeks prior to the annual meeting. At the meeting the faculty member and Chair will create the Faculty Evaluation Review Summary and set goals for further development.
- Chair evaluation, including peer evaluation if relevant
- Evaluation by the Chair, including peer evaluation if relevant Chair, and from time-to-time peers, evaluate subject matter mastery, curriculum and course development, assessment of learning (including alignment and mapping of assignments to course learning outcomes), course design and administrative requirements.

Both the Chair and faculty member sign the Faculty Evaluation Review Summary, which becomes part of the faculty file. The Chair submits to the College Office the Faculty Self Evaluation Worksheet, Faculty Evaluation Review Summary and the Faculty Evaluation Confirmation, immediately upon completion of the annual meeting. Less than satisfactory Summary Reviews are forwarded to the Provost. The schedule of the annual meeting with the Chair is decided at the beginning of each academic year.

Faculty Clarification/Rebuttal of the Evaluation

A faculty member may submit in writing a clarification/rebuttal which will become part of the Faculty Summary Review Report. A member of the Ayurveda Curriculum and Assessment Committee will be made available to review any situation where the faculty member has any concerns about his or her review. The goal of this process is to improve communication and fairness without resorting to an adversarial situation. Such mediation should occur promptly.

The following procedures will be followed:

- If a faculty member has any concerns about his/her review, the faculty member may contact any member of the Ayurveda Curriculum and Assessment Committee. This member shall be empowered to speak on behalf of the faculty member to the Chair as desired by the faculty member and warranted by the situation.
- When resolution of the concerns by this process results in a favorable change in chair assessment, suitably revised review forms will be substituted in the files and copies made available to the faculty member. When resolution is not achieved, the faculty member may refer to the Faculty Grievance Procedure in this Faculty Handbook.

Evaluation Forms as below:

**Mount
Madonna
Institute**

**Faculty Self
Evaluation
Worksheet**

Name _____ Date _____

Courses Taught (Name and Number) _____

Below are suggested categories to help you generate a complete list of your annual activities. For those categories that do not apply to you delete prior to submission to your Chair.

Area of Excellence (*Area to be determined with Chair*)

Teaching Scholarship Service

Area(s) of Meaningful Participation (*Must be different from Area of Excellence*)

Teaching Scholarship Clinical Service Academically-Related Public Service

Workload Information (*Enter the % Effort for each – Percentages must equal 100%*)

Teaching % Effort	Scholarship/Research % Effort	Service % Effort

Faculty Development Activities, either for MMI or personal or other professional goals:

TEACHING:

- Courses:
- Internship supervision:
- Externship supervision:
- Capstone Advising:
- Student Mentoring and Advising:
- Mentoring and Advising Apprentices and Assistants:
- Mentoring of Faculty
- Innovations in Education
- Public educational activities
- Awards

SERVICE

- MMI Administrative activities including committee service
- Local, state, national, international educational service
- Professional Service
- Personal or private practice (non-teaching)
- Public Service (voluntary positions) Awards

RESEARCH (Presentations, advanced education, partnerships, publications, grants)

Faculty Evaluation Review Summary

Name

Date

Courses Taught (Name and Number) _____

Below are suggested categories to help you generate a complete list of your annual activities. For those categories that do not apply to you delete prior to submission to your Chair.

Area of Excellence (*Area to be determined with Chair*)

Teaching Scholarship Service

Area(s) of Meaningful Participation (*Must be different from Area of Excellence*)

Teaching Scholarship Clinical Service Academically-Related Public Service

Workload Information (*Enter the % Effort for each – Percentages must equal 100%*)

Teaching % Effort	Scholarship/Research % Effort	Service % Effort

Faculty Development and Awards:

Teaching:

Research:

Service:

Goals:

We have read and discussed the above:

Faculty Signature

Chair/Regional Chair Signature

Date

****This form should be retained by the Campus Department Chair and a copy to the faculty member.***

Faculty Evaluation Confirmation Form

Name

Date

In order to foster development of faculty talents and achievements, improve communication and teamwork between Chair and core and clinical faculty, stimulate self-evaluation, and enhance quality improvement, it is important to have annual faculty evaluations. It is important for each faculty member to document his or her activities and accomplishments and to review progress and set goals with the Chair.

The Faculty Evaluation Guidelines and Procedures require the following:

1. Faculty prepared his/her yearly self-report (Faculty Goals, Scholarly Activities, Teaching Review, Service Activities and other Accomplishments).
2. The Chair reviewed the self-report.
3. The Chair prepared a brief Faculty Summary Review Report of the Goals and Activities.
4. The Faculty Summary Review Report was reviewed in person with the faculty member and signed by both the faculty member and Chair.
5. The Chair provided a signed copy of the Faculty Summary Review Report to the Faculty member.

The undersigned have read the above and agree that the Faculty Evaluation Guidelines have been followed:

Faculty Signature

Chair Signature

Date

Print Faculty Name

College of Ayurveda

The signed form must be returned to the College Office

Peer Review Evaluation Form

Faculty Name: _____ Date: _____

Peer Reviewer Name: _____ Date: _____

INSTRUCTIONS FOR PEER REVIEW:

The core or clinical faculty member should request and secure at least one peer review for each evaluation cycle. The peer reviewer should fill out the FACULTY PEER REVIEW FORM below prior to the faculty/Chair meeting for evaluation.

Guidelines for choosing a Peer Reviewer:

- The peer reviewer has worked closely with the faculty member during the evaluation period.
- The peer reviewer has firsthand knowledge of the faculty member's performance in class (through conducting an instructional observation or being embedded in an online class), and/or
- The peer reviewer has firsthand knowledge of the faculty member's service to the college

3=Excellent	Meets all expectations and consistently exceeds expectations
2=Satisfactory	Meets expectations
1=Needs Improvement	Generally meets expectations, but needs an improvement plan as noted
0=Unsatisfactory	Does not meet basic expectations
NR=Not Rated	Not applicable and/or not observed

FACULTY PEER REVIEW FORM

1) The instructor exhibits a sensitivity to cultural differences.	3	2	1	0
2) The instructor suggests other services that students may need (tutoring or advising).	3	2	1	0
3) The instructor is available at set office hour times.	3	2	1	0
4) The instructor attends and participates in faculty meetings.	3	2	1	0
5) The instructor interacts well with other faculty and staff.	3	2	1	0
6) The instructor is responsive to constructive feedback.	3	2	1	0
7) The instructor participates in committees.	3	2	1	0
8) The instructor is actively engaged in the craft of teaching and learning	3	2	1	0
9) The instructor incorporates innovative instructional strategies	3	2	1	0
10) The instructor maintains currency in professional knowledge through professional literature, professional memberships, workshops, conferences, or other activities.	3	2	1	0

PEER REVIEW (to be completed by both the peer reviewer and the faculty member if comments are noted)

Faculty Name: _____

Date: _____

Peer Reviewer Comments:

Faculty Comments on Peer Review:

Signature of Peer Reviewer: _____ **Date:** _____

Signature of Faculty Member: _____ **Date:** _____

End of Course Student Evaluation

Course Name: _____

Date: _____

Faculty: _____

Please help us with feedback about your weekend program as a whole; you have a separate evaluation for the professor on the back.

ON A Scale of 1-5, with 5 being "fully" and 1 being "not at all"

Did the homework (pre-reading, videos, Anatomy & Physiology, etc.) prepare you for the weekend?

1 2 3 4 5

Were your expectations for the weekend topic met?

1 2 3 4 5

Did the opening, closing and overall facilitation by the Instructor assist in your learning process?

1 2 3 4 5

Did Sanskrit class increase your learning of the weekend topic?

1 2 3 4 5

Did the Practicums work increase your learning of the weekend topic or past topics

1 2 3 4 5

Did the Consultation with the Professor increase your learning of the weekend topic?

1 2 3 4 5

Is there anything else you would like us to know?

Course Description:

These are different for each course. For example:

This course introduces students to the 5,000-year-old tradition of Ayurveda, its aims and objectives, basic principles, concepts of health and disease, methods of examining patients, and treatment methods. Students gain a solid foundation in the science, history, and philosophy of Ayurveda. They are introduced to the concepts of individual nature and dosha imbalance as the basis for diagnosis of health and disease, as well as the five element theory.

Course Learning Outcomes:

These are different for each course. For example:

How well do you think the professor accomplished the course learning outcomes? Please assess if, upon completion of this course (*with further study of your notes*), you would be able to: (1 indicates unsatisfactory; 5 indicates excellence.)

- | | | | | | |
|--|---|---|---|---|---|
| 1. List and describe the qualities of the pancha mahabhutas. | 1 | 2 | 3 | 4 | 5 |
| 2. Explain the relationship of the pancha mahabhutas to tridosha (20 gunas). | 1 | 2 | 3 | 4 | 5 |
| 3. Describe the basic function of each dosha. | 1 | 2 | 3 | 4 | 5 |
| 4. Be able to locate the dosha in the physical body. | 1 | 2 | 3 | 4 | 5 |
| 5. Explain the difference between prakruti and vikruti in Ayurveda. | 1 | 2 | 3 | 4 | 5 |
| 6. Recognize the shad darshana of eastern philosophy. | 1 | 2 | 3 | 4 | 5 |
| 7. List the six major texts of Classical Ayurvedic and their authors | 1 | 2 | 3 | 4 | 5 |
| 8. Put the sapta dhatus in order of their formation | 1 | 2 | 3 | 4 | 5 |
| 9. Match the subdoshas to their function. | 1 | 2 | 3 | 4 | 5 |

In addition to the **Course Learning Outcomes**, please provide a brief evaluation of each of the following aspects of instruction of the Faculty:

- | | | | | | |
|---|---|---|---|---|---|
| A. Comprehension of the material: | 1 | 2 | 3 | 4 | 5 |
| B. Organization and sequencing of the material: | 1 | 2 | 3 | 4 | 5 |
| C. Ability to convey the material: | 1 | 2 | 3 | 4 | 5 |
| D. Ability to interact with students | 1 | 2 | 3 | 4 | 5 |
| E. Ability to stay focused and on topic | 1 | 2 | 3 | 4 | 5 |
| F. Ability to address various learning styles | 1 | 2 | 3 | 4 | 5 |
| G. Handouts | 1 | 2 | 3 | 4 | 5 |
| H. Graphics & Visual Aids | 1 | 2 | 3 | 4 | 5 |

Anything else you would like us know?

MOUNT MADONNA INSTITUTE

Faculty Agreement Template

Date

Dear

Welcome to the Mount Madonna Institute (MMI) College of Ayurveda Faculty for Academic Year 2020-2021. For your services, you will be paid \$____ per hour, which reflects ____ hours of class time and includes any preparatory time needed to teach this course. In addition, you are encouraged but not required to attend quarterly Ayurveda faculty meetings, Ayurveda professional development activities, the annual MMI faculty meeting, and MMI Ayurveda program graduations within this employment agreement. You will not be paid separately for this time; however, attendance at these activities is strongly encouraged for all participating faculty.

Mount Madonna Institute retains intellectual property rights and copyright permission for faculty work products created during MMI employment, including but not limited to photographic images, audio recording, or video recording during course delivery as well as PowerPoint slides, course handouts, and other content created during course preparation.

Three weeks before the course start, Mount Madonna Institute will forward branded PowerPoint slides and handouts based on MMI course learning outcomes (CLO's), National Ayurveda Medical Association (NAMA) standards, and MMI's historical course content. You are requested to submit modifications to course materials to the Program Coordinator two weeks in advance of the course start, so that slides and handouts can be finalized. One week before the course begins, the Program Coordinator will distribute this course content to students, so they can initiate course preparation.

Mount Madonna Institute reserves the right to postpone any course or program. In such a case, MMI will issue a notification no later than 10 days prior to the start date. There is no compensation for any cancelled courses except for any hours of class time preparation already completed.

Your employment at MMI is "At Will", which means that you are free to terminate this relationship at any time, for any or no reason, with or without advance notice; however, such notice at least 10 days prior to the expected termination would be appreciated. In turn, MMI can likewise terminate its relationship with you at any time, for any or no reason, with or without advance notice; however, to the extent practicable, it will do so with appropriate notice.

To accept this agreement, please sign and return this Faculty Agreement.

The following documents must also be completed, signed and returned to MMI at the same time (unless previously provided):

- o W-4 (Employee Withholding Document – 4 pages)
- o I-9 (Employment Eligibility Verification from DHS – 2 pages)
- o PAN (HR Personnel Action Notice – 1 page)
- o Curriculum Vitae

- o Proof of terminal degree earned
- o Head Shot for marketing purposes

Please return all of the above 7 documents together. Once they have been received by MMI, you will be sent further important “on-boarding” information from the MMI Administration.

All above agreements must be satisfied prior to payment for professional services.

Any amendment or change in this agreement shall be in writing and signed by both parties in order to be effective.

We look forward to a successful academic year!

Faculty Signature

Print / Date

Signature

Print / date

Chair, College of Ayurveda

FACULTY ORIENTATION POLICY, PROCEDURES AND MATERIALS

College of Ayurveda

Originating in the ancient Vedic scriptures of India, the wisdom and practical health training of Ayurveda is a holistic complement to Western medicine. The College of Ayurveda was formed to meet the increasing demand for trained practitioners of alternative and complementary healthcare in the U.S., specifically Certified Ayurvedic Practitioners.

Vision:

We envision Mount Madonna College of Ayurveda as a premier Ayurveda academic institution offering clinical, scholarly and research education.

Mission:

Mount Madonna Institute is committed to wellness and positive transformation.

We offer trainings, certificates, and graduate degrees that integrate the traditional systems of Yoga, Ayurveda and Community with contemporary life and prepare graduates for a variety of careers in the integrative health professions.

Goals:

- Integrate traditional Ayurvedic knowledge with modern health sciences
- Preserve, protect, promote and practice classical Ayurveda
- Develop authentic resources for education and research in the field of Ayurveda
- Establish Ayurvedic clinic and wellness center for community health

Master of Arts – Ayurveda Degree Program Learning Outcomes (PLO)

The Mount Madonna Institute College of Ayurveda Master of Arts - Ayurveda Degree Program is unique in the US, providing graduate level education. Qualified MA students receive advanced, specialized academic and clinical training in Ayurveda, including an overview in conventional and integrative health that enables them to interface smoothly with any healthcare practitioner to provide more comprehensive integrative support to their clients. The Ayurvedic Master's Degree graduate uses the same diagnostic tools and therapeutic methods as the Certified Practitioner but is expected to have a greater depth of knowledge and breadth of experience, with knowledge and application of Ayurvedic research protocols and teaching skills.

Upon successful completion of the Master of Arts degree in Ayurveda, a student will be able to do the following:

PLO 1 Ayurveda Framework of Health: Apply Ayurveda framework when considering disease prevention and management.

The student will be able to analyze, develop and evaluate the Ayurveda framework for disease prevention and management for optimal well-being.

PLO 2 Clinical Practice: Demonstrate synthesis and application of the Ayurveda Framework through supervised clinical experience and patient assessments.

The student will be able to investigate, design and document therapeutic recommendations.

PLO 3 Research Analysis: Investigate, integrate and assess research for scholarly enhancement in the field of Ayurveda.

The student will be able to identify, interpret, examine, and synthesize research on disease prevention and management as it applies to Ayurveda.

PLO 4 Ayurveda Integration: Function effectively as an Ayurveda health specialist, adapting Ayurveda for an integrative approach to health.

The student will be able to interpret, discriminate, and formulate the Ayurveda framework with a clear understanding of their scope of practice within healthcare subsystems to deliver excellent care and education for clients and the community.

Program Review

Program Review is a systematic way to assess and improve the quality of MMI's academic program, the Master of Arts degree in Ayurveda. The purpose of program review is to assure that the faculty and administration are providing a high-quality professional graduate program and to find ways to improve the quality of education, scholarship, and service at MMI.

In 2016 undertook a complete Program Review Self Study of the Master of Arts degree in Ayurveda, which was completed in January 2019 and submitted for external review. This report was prepared by the Program Review Committee made up of College of Ayurveda Faculty, MMI Administrators and staff, one MMI Board member, and one College of Ayurveda alum/currently registered student. We decided to take such a broad approach in order to fully understand the quality of the Program. MMI and its College of Ayurveda recognizes that this is a working document that will require continual reflection and revision as the review process continues.

Please see the following documents for further information:

Program Review Self Study (Jan 2019)

External Review Report (March 2019)

Program Action Plan (available April 2019)

Institutional Effectiveness Handbook and Calendar (available July 2019)

Professional Development Handbook and Activity Application (Updated 2019)

POLICY FOR COURSE ADOPTION/PROGRAM ADOPTION

New Master of Arts degree Programs:

Policy Statement

MMI procedures provide mechanisms for ensuring that consistent and coordinated decisions are made concerning program development and resource allocation. The final responsibility for program approval at the Master of Arts level rests the Board of Directors.

Purpose

To provide a rational and effective method of new program development, consideration, and approval.

Procedure for Approval of New Master of Arts Degrees

The program approval process begins with the endorsement by the President and Provost. The office of the Provost forms relevant sub committees to conduct preliminary research and investigation including:

- o outline alignment with institutional mission
- o academic quality and relevance
- o need analysis of the new program (*i.e.* supply and demand issues)
- o resources requirements (including faculty, facilities and financial resources)
- o curriculum
- o requirements for admission and graduation
- o implementation plan and proposed timeline

The initial research is presented to the relevant Chair, Curriculum and Assessment Committee, and Core and Clinical Faculty and for input and refinement. After the approval of these groups, a formal proposal is presented to the Board of Directors for approval to conduct further exploratory work necessary to determine a new program's viability and congruence with the Institute's mission and strategic plan.

Once the Board of Directors has granted provisional approval for the Institute to investigate the viability of a new program, the relevant Chair and Provost work with other campus leadership to initiate any further reviews to assess planning and resource implications, proposed program quality, congruence with mission and strategic plan of the proposed program before a final proposal is presented to the Board.

When all concerns are resolved, the proposal returns to the Board of Directors for final review and approval. Upon approval by the Board of Directors, the Board of Director will act to release the funds necessary to create the new program.

Status of Current Pending New Master of Arts Degree Programs

In 2016 the Board of Directors approved two new programs, the Master of Arts degree in Ayurveda Yoga Therapy (AYT) and the Master of Arts degree in Yoga Studies (YS). Both of these degrees were approved by WSCUC in 2017. The launch of these programs will depend on WSCUC Accreditation guidelines.

New Certificate Programs:

Policy Statement

MMI procedures provide mechanisms for ensuring that consistent and coordinated decisions are made concerning program development and resource allocation. The final responsibility for program approval at the certificate level rests with the Provost.

Purpose

To provide a rational and effective method of new certificate development, consideration, and approval.

Procedure for Approval of New Certificates

The certificate approval process begins with the endorsement by the Chair and Provost. The Chair forms relevant sub committees to conduct preliminary research and investigation including:

- o outline of alignment with institutional mission
- o quality and relevance
- o need analysis (*i.e.* supply and demand issues)
- o resources requirements (including staff, facilities and financial resources)
- o curriculum
- o requirements for admission and completion
- o implementation plan and proposed timeline

The initial research is presented by the relevant Chair to the Curriculum and Assessment Committee and Faculty and for input and refinement. After the input of these groups, a formal proposal is presented by the Chair to the Provost for approval. If approved, the Provost and Chair set the budget allocations and timeline for new certificate launch.

Procedure for Approval of New Courses within a Program:

Policy Statement

MMI procedures provide mechanisms for ensuring that consistent and coordinated decisions are made concerning new course development and resource allocation. The final responsibility for new course approval within MMI rests with the Chair.

Purpose

To provide a rational and effective method of new course development, consideration, and approval.

Procedure for Approval of New Courses

Suggestions for potential new courses, which are reviewed by the Chair, may arise from multiple sources:

- o Competencies from Professional Associations, ie Nama, YA, IAYT
- o Outcome of the Review and Assessment process
- o Chair
- o Curriculum and Assessment Committee
- o Faculty and Instructors
- o Students

Suggestions are presented by the Chair to the Curriculum and Assessment Committee for detailed discussion and input. Consideration includes:

- o How the new course aligns with institutional and program mission and PLOs
- o Outline of resources requirements (including facilities, faculty and financial resources)
- o Course outline and recommended CLOs.
- o Proposed timeline for implementation

If deemed viable, the Chair then submits the proposal to the full Faculty for input. The Chair incorporates input and reviews a final proposal with the Curriculum and Assessment Committee before approving or denying the new course addition. If approved the Chair and appropriate Faculty work to further develop the CLOs, assignments and course syllabus. Course will be introduced in the appropriate course cycle. Course will be reviewed as part of the regular Program Review and Assessment cycle.

Organizational Structure

Legal Structure

Mount Madonna Institute (MMI) is a wholly owned subsidiary of Hanuman Fellowship, which is called the “Related Entity” to MMI. It operates independently under a governing structure using a Board of Directors. The Board is responsible for directing the institution toward the achievement of its stated mission and pursuance of established institutional standards. The Board of Directors exercises ultimate authority over all academic and institutional functions. While the Board of Directors is not responsible for the day-to-day decisions of the institution, it does decide all major policies and issues affecting the educational aspects of the institution. The Board of Directors is also responsible for the selection and evaluation of the Institution’s President. The Institute Board fully satisfies qualifications of the WSCUC Independent Board Policy.

Mount Madonna Institute Board of Directors – 2020

S. Woods, PhD, Chairman

Cathy Purnima Conway, MS – Vice Chair

Jen Rand, Secretary

Richard Bernstein, DO

Mary Champagne, CPA

Yolanda Sangita Diaz-Houston, PhD

John Diffenbaugh

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Paula Anima Holtz, PhD

Mary Somerville, PhD

Timothy Walsh, Attorney at Law

COMMITTEES OF THE BOARD

ACADEMIC AFFAIRS – Chair: Swarup Wood, PhD

GOVERNANCE – Chair: Cathy Purnima Conway, MS

FINANCE – Chair: Mary Champagne, CPA Retired

AUDIT – Chair: Swarup Wood, PhD

President: Savita Kathleen Brownfield (Retiring September 30, 2021)

Chief Financial Officer: Shanti Cruddas

Provost: Mary Somerville, PhD (Interim)

Department Chairs:

College of Ayurveda Renee Rossi, MD, MA-Ay (Interim)

School of Yoga Ginger Kamalesh Hooven, MA-Ay,
E-RYT Sean Neesley, MA, Assistant
Chair

Research Center Director: Shraddha Ravani, PGD, PhD Candidate

Research Center Advisors: Ram Harsh Singh, PhD

Bhushan Patwardhan, PhD

Sudha Prathikanti, MD

Anand Dhruva, MD

Diana I. Lurie, PhD

Institutional Effectiveness and Research: Mary Somerville, PhD (Interim)

ORGANIZATIONAL CHARTS:

Please see:

Mount Madonna Institute Complete Organizational Charts

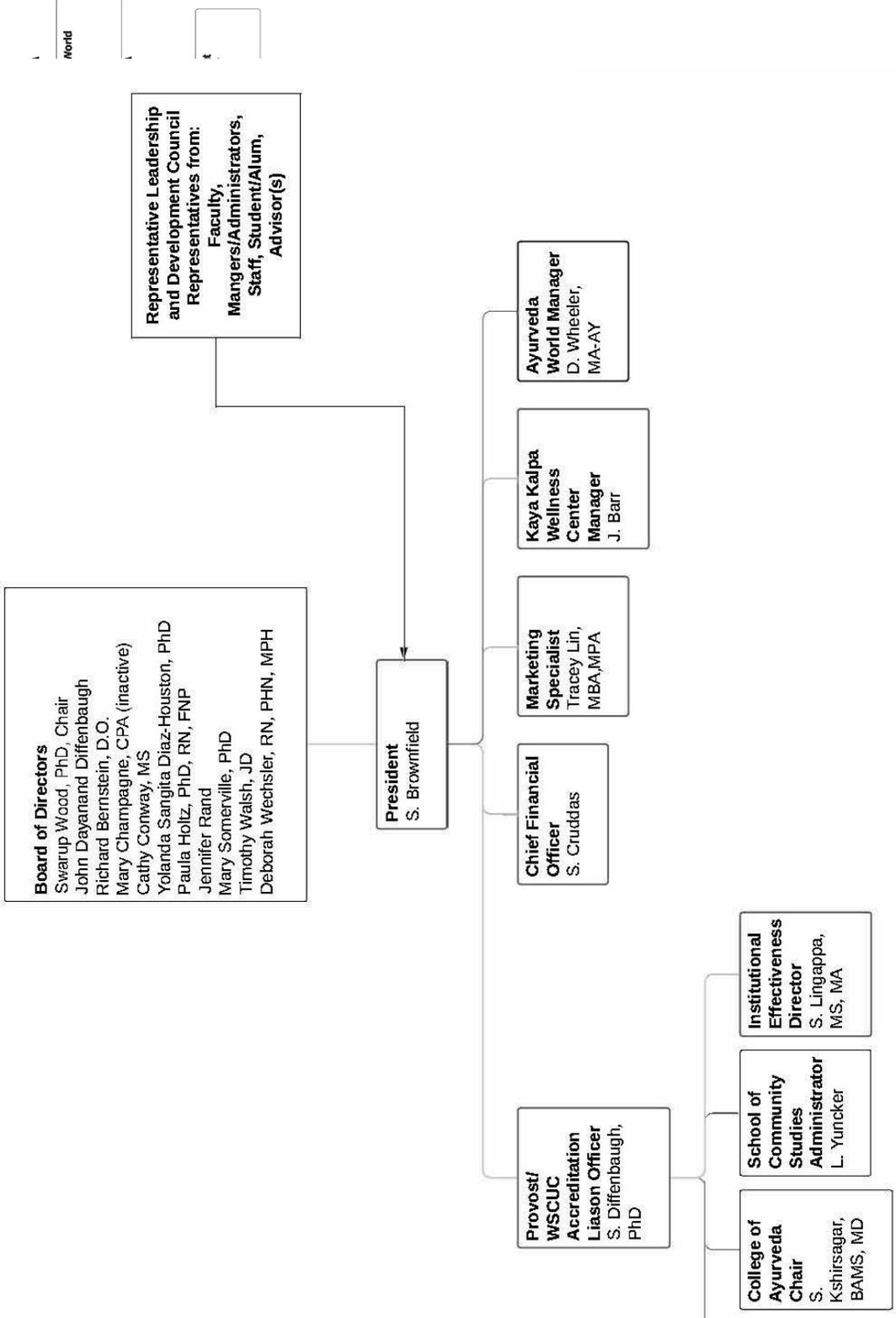
Office of the Provost and Accreditation Organizational Chart – Line of Responsibility

Office of the President – Line of Responsibility

Representative Leadership and Development Council
Representatives from: Faculty, Managers/Administrators, Staff, Student/Alum, Advisor(s)

MMI Organizational Chart for Key Leadership

August 15, 2019



World

Board:

Mission and Strategic Planning
Fiduciary
Policy
President accountability

President:

Responsible to the Board
Implementation of policies, procedures and Strategic Plan
Communication and marketing
Leadership in fulfilling mission and developing partnerships
Oversight of finances and administration

CFO:

Finance
Insurance
Legal
Facilities

Provost / ALO:

Educational leadership
Oversight of educational program development, administration and student success
Accreditation Liaison

Chairs:

Oversight of academic faculty, recruitment, and evaluation
Curriculum development and implementation
Budget development

Director of Institutional Effectiveness:

Oversight of program review and assessment

Institutional research

Marketing Specialist:

Advertising and promotion
Brand development
Student recruitment / increasing enrollment

Kaya Kalpa Wellness Center Manager:

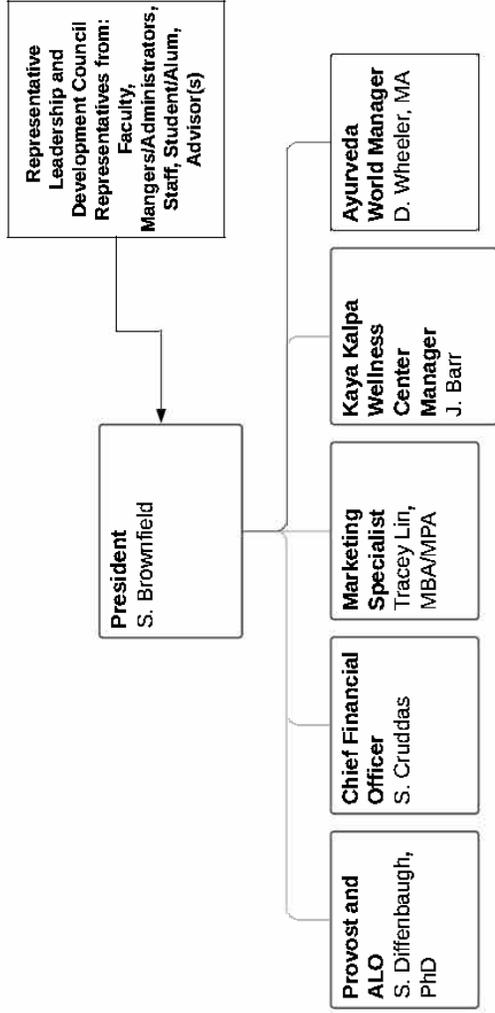
Oversight of business activities
Staff management

Ayurveda World Manager:

Oversight of business activities
Staff management

MMI Organizational Chart:
Office of the President (reporting lines)

August 15, 2019



**MMI Organizational Chart: Office of Provost
(reporting lines)**

| August 15, 2019

