# Columbia College
# EMPLOYEE HANDBOOK
## For Potential and Current Employees


## December 14, 2021


**This handbook is intended for all full and part time regular <u>employees</u>.**

- **Facilitators will also reference the Facilitator Handbook**

Dear Potential Employee:

**Re:     Welcoming comments**

May I begin by welcoming you to Columbia College Calgary.  I hope we develop an association that will become a long and mutually beneficial experience.

We have spent many years developing the College's reputation of producing graduates who are rated by their employers as above average to excellent members of their organization.  We want to work with professionals that will help us continue to improve Columbia's learning environment and quality of our graduates.  Put quite simply, we want to be the best in North America at what we do.

Becoming a new member of an organization is an exciting experience.  It involves meeting many new associates or team members in a variety of positions.  It also involves learning a great deal in a short period of time about new duties, responsibilities, functions and procedures. It can be overwhelming at times.

The policies and guidelines described in this Employee Handbook are designed to foster the creative, entrepreneurial, and collegial atmosphere that attracted such outstanding people to Columbia College in the first place and that continues to make it an exciting and rewarding place to work.

To help you get a better handle on the College, the program chairperson/manager, facility manager, and accounting department will provide you with additional information where necessary.

I invite you to explore new possibilities and take part in ongoing initiatives during your career here.  I also look forward to hearing about your contributions to our students' success.

Yours truly,



Dr. J. T. (Tom) Snell
President
Columbia College

# Columbia College Calgary
# EMPLOYEE HANDBOOK

| NOTE: | Clarification of Terms |
|---|---|
| **Must; Shall; Will:** | These words or phrases indicate actions or activities that are *essential* or *mandatory*. |
| **Should:** | This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory. |
| **May or Could; Can:** | These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document. |

## Introduction

This Handbook is designed to acquaint you with Columbia College and provide you with information about working conditions, benefits, and policies affecting your employment.

The information contained in this Handbook applies to all employees of Columbia College. Following the policies described in this Handbook is considered a condition of continued employment. The contents of this Handbook shall not constitute nor be construed as a promise of employment or as a contract between Columbia College and any of its employees. The information in this Handbook is a summary of our policies and practices, which are presented here only as a matter of information, and can be altered by Columbia College at any time.

This Handbook as well as the documents it refers you to should be read in their entirety so that employees familiarize themselves with Columbia College's policies and procedures, thus avoiding the inadvertent contravention of them. For a more in-depth explanation of anything covered in this Handbook, please ask your Supervisor.

You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

## Changes in Policy

This Handbook supersedes all previous employee handbooks and memos that may have been issued from time to time on subjects covered in this Handbook.

However, since our organization is subject to change, we reserve the right to interpret, change, suspend, or cancel with or without notice all or any part of our policies, procedures, and benefits at any time. We will notify all employees of these changes. Changes will be effective on the dates determined by Columbia College. If you are uncertain about any policy or procedure, speak with your direct Supervisor.

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# SECTION I


# Columbia College Foundations

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# Introduction

This document was designed to provide an introduction to Columbia College Calgary, its vision, and pillars of success.  It also covers Columbia's philosophy, operating principles, approach to business, and a number of associated items related to organizational goals and development. In this document, reference to supporting information located in the Document Manager on the Learning Portal will be made. This Learning Portal can be located at: https://portal.columbia.ca/course/view.php?id=65. Access to this Learning Portal can be used with your Columbia College login information.

# Five Distinct Educational Features Of Columbia College Calgary

Every post-secondary institution in North America should regularly question who they are and what makes them valuable to students, employers, and society.  What are their distinct features that drive academic decisions and program delivery?  It's also important for institutions to clearly communicate these features with students. This will allow students to determine if these features align with their own personal learning and educational needs.

Columbia College has identified five distinct educational features that as a whole set Columbia College apart from most universities and colleges in North America.  These features have been incorporated into most professional programs at Columbia College.  They are each based on extensive research into leading-edge educational practices around the world.  These features are listed below:

(1) **Student Centered Approach**.   The long-term interests of our students should govern every decision we make. In this regard we have developed an inverted organizational decision-making pyramid.   The success of our students and the needs of the potential employers of our future graduates are placed at the top of this pyramid. Our faculty and staff are placed in the middle; and our management and Board of Directors are placed at the bottom.   While everyone is valued, respected, listened to, and whenever possible represented in each decision that affects them, Columbia's success is ultimately measured by the satisfaction and outcome of each student. Essentially, when our students succeed, then we succeed.  To learn more about Columbia's student-centered approach go to Student Centered Approach to Education.

(2) **Professional Behavior**.   At Columbia College, we believe that every individual, regardless of education or position, should be treated as a professional. Based on extensive research, Columbia identified 157 behaviours that most employers consider essential workplace behaviours that are desirable regardless of the industry or the individual's position (from the most junior position to the most senior). These behaviours include teamwork, communication, problem solving, decision making, workplace ethics, and performance.

These behaviours are often not found in post-secondary institutions within formal specialized courses or if found do not have formal clearly defined learning outcomes. This lack of emphasis on the development and strengthening of these professional behaviors can affect the ability of graduates to find and hold on to meaningful employment. Often it is these essential generic workplace behaviors that are the primary reason why employees lose their job in North America. Students attending Columbia College will find themselves engaged in direct discussions and learning activities relating to these behaviors throughout their programs. These 'professional behaviors' are central to our college culture and we

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challenge each student, staff, curriculum designer, and faculty member to incorporate them into their daily activities.  A full list of these behaviours can be found at Professional Behaviours.

(3) **Four Stage Learner Centered Model of Education**.  Columbia's faculty do not deliver daily lectures.  Instead, they facilitate student learning, by normally adopting the following four stages of learning in daily classroom lesson plans. The Four Stage Learner Centered Model of Education is based on the highly renowned Bloom's Taxonomy. The stages include:

- Students come to class after completing their assigned homework.   Their assignment may include reading, reviewing, observing, and recording what they learned or do not understand.

- Classes begin with students handing in written questions they have based on their homework assignment. Some of these questions are shared by the faculty member.  They are then actively discussed among learners and concluded by the faculty member.

- Faculty members engage students in one or more hands-on learning activities where they have an opportunity to apply and experience the subject of discussion.  This moves learning from a point of intellectual stimulation to learning by engaging as many of the students' senses as possible.  This is commonly referred to as learning by doing or experiential learning.

- Finally, learners are asked to demonstrate their understanding of the subject.  This normally includes a formal written daily test or may include one or more related demonstrations of the knowledge and/or skills (competencies) they have acquired.

While different learning outcomes may lend themselves to a variety of different models, the Four Stage Learner Centered Model is the starting point of lesson planning for each program at Columbia College.

(4) **Mastery Learning Model**.  Dr. Benjamin Bloom coined the term Mastery Learning in 1968.  In this model of education each student will normally be tested or assessed near the end of each individually scheduled class. Students will normally be required to demonstrate they have mastered at least 75% of the knowledge and/or skills being taught. Students scoring lower than the identified mastery level will be <u>required to attend</u> a mastery learning tutorial session (often on the same day as the assessment) to improve on the areas needed until they can demonstrate mastery.  This model adds to and complements Columbia's Four Stage Learner Centered Model.

Columbia College chose to adopt Mastery Learning into its Practical Nurse Diploma program in 2013 to address the goal of increasing student graduation rates and overall success on National Exams.  The results were amazing!  Our Practical Nurse diploma program's graduation rates and scores on national exams are now among the highest in North America.  As a result of these outcomes, each current and all future professional programs at Columbia College will be adopting the principles of the Mastery Learning Model into their program design and delivery.

(5) **Columbia Performance Labs**.  One of the challenges most students face in higher education is the ability to retain what they have learned.  To assist our students to retain

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knowledge, skills, attitudes, and professional behaviour we established the Columbia Performance Labs.  Our Performance Labs are developed and adapted by various programs and in some cases faculty members to help ensure that the knowledge and/or skills that have been acquired by students are retained by students as they complete a course, move from one set of courses to another, or as they proceed through their program of study.  What we have learned is that not only have our students shown a higher level of retention of the knowledge and skills they initially acquired but they have actually refined and strengthened their understanding as well.  This has strengthened student confidence, leading them to perform better on comprehensive exams or other types of evaluations. In addition, students have performed better on their field-based work experience, have received stronger employer performance evaluations, and have seen an increase in the number of job offers following their final work experience placement. As a result, over 80% of Columbia's graduates have historically become employed in their field of education.

Performance Labs may begin within the first few weeks of a program and continue to the completion of a program.  Some programs have also established additional performance labs after a program has concluded to help students prepare for their regional or national exam.

Performance Labs may be included in program fees or be charged separately. Performance Labs may be a required course within a program or an elective.  Each of these decisions are made by the program leaders prior to the start of a program.  They are described in the program section of Columbia's website.

Performance Labs may consist of regular drill and practice exercises, speed tests, games, or friendly, fun, hands-on competitions where students participate individually or in teams. As the student continues through their program, the mix of events, activities, exercises, and games may change but the underlying intent is to help students retain and strengthen the knowledge, skills, attitudes, and professional behaviour acquired throughout their program.

# Background

## History and Approach to Education

Established in Calgary, Alberta, Canada in 1985, Columbia College is a recognized private educational institution.  It has been designed to be both flexible and responsive to the educational and training needs of business, government, and individual community members at a regional, national and international level.  Columbia responds to identified learning needs in the form of programs, courses, workshops, products and professional services.  The College provides innovative, flexible and alternative educational programs, products and services to all sectors of society in a caring, positive and success-oriented atmosphere.  Columbia has the reputation of being a leader in its field:  it has been one of 19 Canadian institutions which has been recognized for exemplary adult educational programs and innovative practices by the Secretary of State (Government of Canada).

Columbia College delivers programs in shorter periods of time.  This is referred to as accelerated program delivery or compressed learning. Class sizes are comparatively much smaller than traditional classrooms giving learners more access to instructors/facilitators, and as a result enhancing the quality of their education.  Faculty members facilitate learning in small

groups rather than lecture to large audiences.  This interactive and hands-on approach allows learners to gain and retain greater knowledge and skills that are transferable to the work place. In addition to student evaluation of courses, the college constantly seeks input from graduates and their employers. This process of continuous evaluation enables the college to keep courses more current.

# Columbia's Mandate

To provide exceptionally high quality programs, products, and services that support the accelerated acquisition of knowledge, skills, and professional behavior of learners.

# Columbia's Mission

*      To provide leading edge, high quality classroom-based and distance learning;
*      To assist individuals in achieving career and employment related needs in an accelerated fashion;
*      To provide customer focused assessment and consulting services to government and industry.

# Columbia's Philosophy (also known as our Quality Policy)

Columbia treats all individuals with dignity and respect; Columbia approaches customers in an honest, open, fair and friendly manner.

Columbia recognizes that vendors, suppliers and consultants are essential for our success and therefore treat them as customers.

Columbia is a proactive, flexible and responsive organization.

Columbia's focus is to continuously improve the quality of its programs, products, materials and services and learning outcomes, through objective and factual analysis of data and information.

Columbia maintains a balance between being highly results-oriented and caring about the development of each learner.

Columbia provides relevant content in a supportive environment maximizing human development.

Columbia employees are professionals who continue to develop their knowledge, skills, and abilities as well as their ability to communicate effectively.

Columbia works cooperatively and collaboratively with leaders from business, government and labor to ensure the advantage of being at the leading edge of new technologies and trends.

Columbia's approach to leadership is demonstrated by supporting others, helping individuals and assisting coworkers. Leadership and fellowship is the responsibility of every employee.

Columbia recognizes that its employees are its most valuable asset. Columbia's future is based on the success of its employees in meeting the present and future needs of learners. Columbia believes input into decision making should be sought from employees as much as possible.

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# Operating Principles

Columbia's working environment is based on operating principles derived from our professional beliefs relating to human interaction, development, and leadership. These principles are the cornerstone of the organization. They assist us in developing and maintaining successful relationships with our customers. As all our Operating Principles are of equal value, there is no set order of priority. The Operating Principles document can be found in the Document Manager on the Learning Portal.

# Columbia College's Educational Goals

The following items outline Columbia College's educational goals.

1. To be a highly respected learner centered institution which engages in research.

2. To develop relationships with leading industry practitioners and professional bodies who work with the College to continually improve the quality of our professional graduates.

3. To be internationally recognized for the competency and quality of our faculty and staff and to provide them with a rich working and learning environment.

4. To prepare learners primarily for professions, careers, and occupations in which employers recognize them for their outstanding level of knowledge, skills, and professional behaviours.

5. To help learners develop strong learning-to-learn competencies that will enable them to continue to learn throughout life.

6. To be primarily focused on adults who have historically been underrepresented in colleges and universities. This includes such groups as older adults; working adults; lower income adults; adults from visible minorities; adults with disabilities; adults with children; and adults with a lower education.

7. To prepare learners in an accelerated learning environment to achieve above average academic results on professional body exams, graduate exams, and other internal and external exams that measure academic and skill based competencies.

8. To create a learning culture where learners are actively and collaboratively engaged in on-line, blended, and classroom activities as well as, labs, clinics, and field based cooperative education.

9. To provide experiences that take learners far beyond simply learning theory and fact, to developing a range of skills that enable learners to effectively question, assess, analyze, synthesize, evaluate, and solve real everyday problems/challenges.
10. To provide pre-school, elementary, middle, and high school courses and programs for children and adults that meet or exceed local, regional, national, and/or international quality standards.

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11. To provide on-line education and training at the international level that is recognized by accrediting bodies, professional associations, educational organizations, governments, and corporations.

12. To only consider itself successful when each learner is successful in their academic studies, future career, and take their professional place as strong moral, ethical, and caring members of society.

## Columbia's Commitment To Continuous Innovation

At Columbia College we are committed to continuous improvement through continuous innovation. This commitment is not only on an individual basis but also on a department and institutional basis as well. We achieve this by constantly asking questions of our students, boards of advisors, employers, professional bodies and other relevant stakeholders. Some questions come in the form of surveys while others are based on face-to-face discussion.

We are not satisfied with annual outcomes and hold ourselves to a higher standard of performance. Our faculty and staff are entrepreneurial, energetic, and enthusiastic risk takers who are open to constant change and challenge themselves and those around them, including students, to stretch themselves. They know by doing this they will tend to fail more than succeed, but they also realize that they will learn far more from their failures than do others who sit on the fence and play it safe. This environment of constant experimentation by collaborating group members has created a state of perpetual learning, growing, developing, and enables us to achieve greater success than would otherwise be possible.

Our intent is not to mimic other educational institutions but to outperform them. This normally involves using non-traditional means. We want to deliver a much better quality of education at a much lower cost. In education, quality of results is primarily measured in the classroom and Columbia is highly focused on helping our faculty develop greater and greater facilitational skills. This means our faculty receive more training and support than their counterparts. What goes on in the classroom is central to our College's future.

We constantly measure student academic progress, student satisfaction, and student issues. From this we develop interactive approaches to support learners. These are referred to as mastery learning supports. Mastery Learning is an approach to learning at Columbia College which states that we will do everything we can to ensure students master each subject they are being taught.

We realize our financial and human resources are limited and find more cost efficient ways to achieve more effective student outcomes. Our team members constantly ask themselves how they can do things easier, faster, better, safer, and at less cost. They are constantly observing, assessing, analyzing, and collaborating with other internal and external stakeholders on a daily basis. They are reading, researching and studying our competitors as well as leaders in the field as they prepare to innovate.

They have a can-do approach in their nature and believe that failure for themselves and those around them (including students) is not an option. They believe that they will not succeed until those around them succeed. This has created a work and learning environment where everybody sees their role as becoming a helper to those around them. Columbia's culture is therefore one

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of sincere cooperation.  It is one where internal competition is frowned on!  In this institution's knowledge is shared openly and willingly.  So is process, product and everything else.  People (whether staff, faculty, or student) are treated as equals regardless of position, gender, race, sexuality, or ethnicity.  Although we may have different roles and responsibilities, we realize that first of all we are all simply human beings.

## Supports To The Community

Columbia College is a responsible organization that supports its community.  For example, all programs at the College have a Board of Advisors.  Each Board consists of a group of individuals from the community, made up of leading professionals and practitioners, graduate students, as well as professional body representatives (where applicable).  The primary role of our Boards is to help program leaders and faculty members keep in tune with the changing nature of the occupations and professions students are being trained to enter.  Their input affects the educational content of each program.

The College also feels an affinity to the broader community and provides its citizens with support and services.  These include access to the College facilities for individual or group use.  Free workshops and courses are also offered to members of the community on a regular basis.  For example, Columbia's Dental Assistant Program offers dental services (x-rays, polishing and fluoride) at a nominal fee and its students perform dental health education services to community members.  Other programs also require their students to engage in one or more service learning experiences where students are voluntarily able to apply what they are learning in support of the community.  In this way Columbia is forging partnerships within the community to address real issues that affect the quality of life, both in the community and on campus.  This provides an opportunity for the institution to cultivate mutually beneficial connections with the community.

The College has altered the more traditional learning space to enhance the interaction between faculty and students.  This includes putting a ceiling on class size of 36 students.  Classes actually tend to average about 20 students.  The College has clearly stated that lecturing is to be kept to an absolute minimum (i.e., no more than 25% of a class period), and that faculty will follow a facilitational delivery model that focuses on students' active and collaborative participation in discussions, case studies, debates, presentations, etc.  In most programs students complete their program as a cohort.  This allows them to get to know each other better, develop relationships, and reduce feelings of anonymity.  In fact, students as professionals, are encouraged to respect each other's differing views and help each other succeed.

## Approach to Work

Columbia's future is based on the success of its employees in meeting the present and future needs of learners and employees. Columbia's Approach to Work document can be found in the Document Manager on the Learning Portal.

## Pillars of Success

Columbia College has identified four areas (customer groups) it refers to as its Pillars of Success. In order to achieve success the College must address the needs of customers in each of the following areas:  learners, employees, employers, and sponsors/licensing bodies.  Each

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pillar (or customer group) is separate and unique yet each is vital to the short and long-term success of the organization. The Pillars of Success document can be found in the Document Manager on the Learning Portal.

## Decision Making

To assist each department in the college to engage stakeholders in making decisions, the college developed Decision Making Step-by-Step.  This document may be found in the Document Manager on the Learning Portal.

## Diversity Statement

We believe the differences in our opinion and diversity of our cultures and customs among our students and professional staff challenges each of us to better understand our fellow man. This often difficult process increases our understanding and acceptance of others and makes us stronger citizens, more compassionate learners, and more effective future leaders in our community and the world.

In this regard, we, at Columbia College, welcome, value, celebrate, and respect individuals of all races, ethnicity, gender, age, disability, and religion. We are committed to treating all persons with dignity and respect in an honest, open, fair, and friendly manner.

We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a learning community where all people can learn and work together in a safe and secure atmosphere free of fear, bias, discrimination, and other negative treatment. We affirm the right to freedom of thought and expression of opinion within the bounds of courtesy, sensitivity, responsibility, and respect to others with different views.

We seek to foster understanding and respect among individuals and groups through education and constructive approaches for resolving misunderstandings and conflict.

We are committed to the laws of our country and to the development and enforcement of policies, programs, and practices that promote the fulfillment of these principles

## What You Can Expect From Columbia College

We appreciate your commitment to Columbia College. As a valued member of our team, you can expect us to show the same commitment towards you. We do this by striving to offer competitive compensation, respect and recognition for good performance, and a positive and productive work environment.

## What Columbia College Expects From You

Your first responsibility is to know your own duties and how to do them promptly, correctly, safely and pleasantly. Secondly, you are expected to cooperate with your fellow co-workers and maintain a good team attitude. How you interact with fellow co-workers and our clients, and how you accept direction affects our success. Consequently, whatever your position, you have the important assignment to perform every task to the very best of your ability. The result will be better performance for us overall and personal satisfaction for you

# Professional Behaviour

Our Professional Behaviour document is intended to guide all of our employees' activities to enhance value and to minimize situations where a conflict of interest could arise. Columbia College is proud to apply the highest standards of conduct in all of its interactions with others. Employees must respect the college's reputation by refraining from activities that can have a negative impact (i.e. inappropriate relationships with students on and off campus, viewing pornographic or other offensive material). Employees are asked to be on their guard against circumstances which may place the college's reputation in jeopardy. The Professional Behaviour document can be found in the Document Manager on the Learning Portal.

# Glossary Of Adult Education Terms

The following list of terms was presented in "Principles of Good Practice (1990). They were developed by Kent Warren. Columbia College has reviewed and adopted them in whole as the definitions for terms it uses.

The following glossary offers some practical definitions relevant to alternative and external degree programs for adult students. For the most part, the glossary is descriptive, not prescriptive. It was developed by reviewing program materials from institutions throughout the country, identifying and collating common terms, defining those terms, and finally having the resulting definitions examined and refined by the task force and by other professionals practicing in the field.

The goal of the glossary is to develop a set of definitions that will help clarify and unify this arena of higher education. The definitions are not intended to be fixed; rather, they reflect current usage and should be modified and clarified as further analysis warrants. Reactions from users of this material will be appreciated.

**ADULT**: The most encompassing definition of adult derives from a functional point of view. In this sense, an adult is someone who has assumed the major responsibilities and commitments of adulthood (work, family, relationships, community), who is operating independently in society, and whose principal identity is other than that of a full-time student. At this time, some programs use the term to refer specifically to people over a certain age, e.g., 26, 27, or "older than average". The majority of programs, however, appear to advocate a definition of adult in terms of roles and functions rather than age per se.

Adult is not usually used to refer to the adults on campus who are undergraduates between the ages of 18 and 23, nor does it usually refer to any person, regardless of age, who is in a traditional graduate or professional school. Adult, however, may be used to refer to the population served by some graduate programs designed for individuals with extensive work, family, and community commitments.

**ADULT EDUCATIONAL PROGRAM**: A college or university program that offers a certificate, diploma, associate's, bachelor's, master's, or doctor's degree whose primary or exclusive clientele are adults.

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**ALTERNATIVE**:  An educational program that is designed to be different from the typical structures and requirements of higher education programs.  The difference might focus on how learning is accomplished, what is learned, how learning is evaluated, who teaches, who evaluates, who is responsible, or who is to learn.  The term also may imply a choice that is outside of established norms and methods.

**ASSESSMENT**:  Assessment is the measurement or evaluation of a student's learning whether gained in the classroom, from prior experiences, or through independent study.  Assessment is a process of gathering evidence of what a student can do, and providing feedback on a student's learning to encourage further development.  Evaluation is the process of interpreting the evidence and making a judgment of a performance to make a decision, such as, assigning a grade.  It involves generating evidence and making judgments of an individual's competence, by comparing his or her performance against established criteria.  Assessment may also refer to the examination of other attributes of the learner and the learning experience, e.g., how people learn, what helps them retain and use their learning, or how we evaluate affective as well as cognitive learning.  The term assessment increasingly is being used to refer to the measurement of student learning and related processes.  The term evaluation, on the other hand, while still used to refer to student learning, is being used increasingly to refer to the processes involved in examining and judging educational programs and institutions.

**AUTONOMOUS LEARNER**:  A mature self-directed learner who is able to identify personal learning goals, adopt and adapt appropriate learning strategies, and instigate and complete the learning task through internal motivation and commitment.  The characteristics of such an individual are seen as ultimate ideals in the student's educational process.  The term is essentially synonymous with self-directed learners, but seems to indicate a more accomplished or integrated stage of self-directed learning.

**COMPETENCE-BASED EDUCATION (or competency-based)**:  This form of education is an alternative to the coursework and credit-based traditional model.  Competence-based education is built upon the idea that students may gain knowledge and skill in a variety of ways, and that they can demonstrate that knowledge and have it assessed through a range of institutional procedures.  What a student knows and is able to do within a knowledge or skill domain and at a certain level is referred to as a competence.  For a competence to be acceptable as part of a college or degree program, it typically must combine theory and practice and meet the established standards of the academic community.  Competence-based education may be used to structure a program within a traditional community or four-year college or may form the entire educational philosophy of an institution.

**CONTINUING EDUCATION**:  General credit and noncredit educational offerings that occur outside of the regular daytime curricula.  It may expand to cover a college or degree program for adults or it may be used limitedly to refer only to learning that does not include college credit.  It is also used to refer to ongoing learning opportunities presented by professional organizations that do not offer formal college credit.  (Also see Extension.)

**CRITERION-REFERENCED (criterion-based)**:  This concept, used by some "universities without walls" and a few other programs, is based on the idea that any college-level program can be described in general terms regardless of subject matter.  The criteria serve as standards and guidelines for developing an individual's program.  The criteria will usually include an area of concentrated study and broad knowledge of the liberal arts; they may also be oriented toward process as well as content, e.g., self-directed learning, scientific inquiry, communication skills, and quantitative skills.

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**DEGREE COMPLETION PROGRAM**:  Such a program, most often available at the bachelor's level, is designed specifically to assist students who began a degree program, interrupted their education for some reason, and now want to complete their degree.  The degree content, the learning strategies, the overall structure, and the services offered by such a program typically are designed to help in the achievement of that goal.

**DISTANCE EDUCATION or E-LEARNING**:  While this term can apply to all learning that happens at a distance from the parent institution, it has come to refer more directly and consistently to learning experiences brought to the distant student through the mail or through technological means.  Those technologies include radio, television, satellite, film, video, computer, or the internet.

**EXPERIENTIAL LEARNING**:  The central notion is that the learner is in direct contact with the realities being studied, whether involving prior or new activities, and that such direct involvement with activities will lead to the acquisition of knowledge and skill.  "Prior" experiential learning generally is focused on knowledge and skill gained from work or volunteer activities, community involvement, or family responsibilities.  This type of learning may not be the result of structured educational effort.

"New" experiential learning, sometimes referred to as sponsored learning, on the other hand, often is a planned and structured educational effort.  Internships, travel, and work-related projects are common forms of new experiential learning.  With this form of learning, goals, learning objectives, methods, outcomes, and assessment strategies typically are identified before the activity occurs, thereby providing structure for the learning.  The expression is also used to indicate a pedagogical approach used in some traditional classroom settings; this approach would include activities such as role playing, structured interviews, simulations, and other forms of active learning.

**E-LEARNING**:  See Distance Education.

**EVALUATION**:  See Assessment.

**EXTENDED DEGREE PROGRAMS**:  This expression implies that the institution is extending itself beyond the borders of its campus.  It may be used to identify course offerings and educational programs that are taken off-campus.  It may also indicate a program that will use a variety of non-classroom instruction to meet students' educational goals.  Forms of instruction include independent/correspondence study, guided instruction, research, internships, programmed learning, etc.

**EXTENSION**:  Generally the term is used to refer to education that extends from the institution's regular offerings.  Traditionally it has referred to taking education to people who are geographically removed from an institution.  Historically, it has also been strongly connected with agricultural and rural services of universities.  In many institutions the term is used to refer to courses that are offered outside traditional times or methods, e.g., night courses and independent study courses.

**EXTERNAL DEGREE PROGRAMS**:  This term indicates that a high percentage of the learning required for an educational program can be completed outside of the central campus.  By implication such programs also offer forms of off-campus instruction that will permit successful completion of a program.  Further, many programs identified as external offer ways to recognize learning gained outside the college environment.

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There is considerable variation among programs that call themselves external. Some require no time on campus, while others demand regular visits to campus. Many institutions offer the traditional curriculum and courses off campus and may or may not offer other, more nontraditional forms of instruction and evaluation. Other programs offer no direct forms of instruction, but facilitate the use of a wide variety of learning resources and activities.

**EXTRA-INSTITUTIONAL LEARNING**: Whether completed before or after entering a degree program, this term refers to learning that occurred in a setting outside of an accredited postsecondary institution. Types of learning within this category often include formal educational experiences that have been sponsored by another institution such as a business, professional organization, government agency, or the military. The term may also be used synonymously with experiential learning to indicate learning that results from work experience, independent research and study, volunteer experience, or other unsponsored activity.

**FACULTY AND ACADEMIC PROFESSIONALS**: The faculty, administrators, and other academic professionals who work in educational programs serving adult learners have many titles and responsibilities. In some cases, the roles of these individuals fall into traditional patterns; however, most professionals in the field have multiple roles and responsibilities in areas such as program development, planning, management, and marketing, as well as facilitating, advising, and counseling. Titles of positions include the traditional faculty rankings, as well as mentor, academic adviser, preceptor, tutor, academic counselor, program director, and others.

Part-time faculty tend to have similar responsibilities, but are called by a variety of titles such as adjunct faculty, community faculty, and field faculty. Many of these part-time faculty are practicing professionals who are believed to bring to the classroom a special connection between theory and practice. The standards applied to hiring these faculty members may parallel those used in the wider institution or they may place greater emphasis on professional experience and expertise rather than on specific academic credentials.

**INDEPENDENT STUDY**: The term is used by many institutions and programs to refer to any learning that a student achieves outside of the classroom. Students may also do independent study in a classroom setting. The learning activities often subsumed under the title of independent study include: a regular course taken on an individual basis; a correspondence course, a project initiated and developed by a student and guided by a faculty member, a directed reading or study structured by a faculty member for an individual student; a tutorial combined with an intensive seminar; an extensive research activity; and in some cases even teaching. Contract learning is another term used to describe some forms of independent learning for certain institutions. A few alternative degree programs use the term as their primary descriptor.

The term leads to confusion because it is used increasingly as the primary and only descriptor for courses completed through correspondence study. Such courses are designed by faculty to be completed by many students on an individual basis. This type of learning may be based solely on written material or it may be augmented with radio, television, or video instruction.

**INDIVIDUALIZED**: The word is used to identify program content or learning processes that are adjusted to meet personal goals and/or preferred learning strategies. The term, which implies the meeting of personal needs and goals, may be used to refer to an entire educational program, to a course or project, or to the selection of learning activities and strategies.

In some institutions the terms "special major" or "personalized" are used to refer to individualized educational programs that are proposed by students around a theme or specific concentration and subsequently approved by academic advisers/faculty.

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**LEARNING CONTRACT**:  This education tool is a formal agreement between a student and a faculty member that specifies the subject to be studied, the learning objectives to be achieved, the methods to be used, the intended learning outcomes, the form of evaluation, and the resulting recognition of the learning, e.g., credits to be awarded or competency to be achieved.  The term project-based learning is used similarly in some programs.

**LEARNING OUTCOMES**:  The expression refers generally to the knowledge or skills individuals are expected to acquire as a result of specific learning experiences (courses, independent learning activities, etc.) or of a program as a whole.  Typically learning outcomes are both demonstrable and measurable so that they can be assessed and used as part of an educational program.  The knowledge and skills may be applicable to a specific field or discipline, or they may be general in nature and apply broadly to education and learning.  Learning outcomes also may often be serendipitous, providing the learner with unexpected knowledge, skills, and insight.

The term is also applied to change and growth in other areas:  personal values and attitudes, social responsibility, and future personal and professional achievement.  When used within this context, learning outcomes will usually related to broader programmatic objectives, rather than to a specific learning experience.

**LIFELONG LEARNING**:  The expression can be used to mean simply that people can and do learn through their lives.  However, it is often used to delineate programmatic goals or philosophy and to imply that people should learn throughout their lives.  The use of lifelong learning is similar to that of autonomous learning as it indicates the purposeful development of self-directed learning skills:  identifying goals, determining methods, and developing learning resources.  This pattern of skill development and its related planning, implementation, and completion of learning activities is viewed as a required activity for a full life.

**MATURE LEARNERS**:  As with experienced learners, the term is used to imply that such students bring experiences to their education, and that they have learned and developed from those experiences.  Usually a synonym for adult, this term is often used to differentiate between younger adults (students of traditional age) and older adults (though not necessarily senior citizens).  The expression may also imply that the learners have characteristics and abilities different from those of the traditional students.

**NARRATIVE TRANSCRIPTS**:  This alternative to coursework transcripts with grades and credits provides written evaluations of learning activities (both formal courses and independent learning projects).  The written, or narrative, evaluations are recorded on a narrative transcript that either replaces or complements the traditional transcript.  The narrative transcript is used exclusively by some institutions.

**NEW COLLEGE**:  Taken from a centuries-old college at Oxford, the expression is now used primarily to identify a program outside the traditional collegiate structures.  It may refer to an evening and/or weekend program designed for working adults, but offering the traditional curricula of the institution.  In other cases it refers to a special unit within an institution, which is open to many students, but which attempts to maintain a variety of innovative approaches to teaching, learning, and curriculum.

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**NONTRADITIONAL**:  With or without a hyphen (i.e., non-traditional), this word signifies that the program, institution, or type of education involved is different from the typical or traditional forms found on campus.  The degree and type of difference found in the so-called nontraditional forms will vary widely.  The term is also applied to students, learning processes, and programmatic approach to content.

Nontraditional students often are thought of as adults, but the term may also refer to members of minority groups, part-time learners, and those who are educationally underprepared.  A nontraditional program may be offering courses off campus, on weekends, through correspondence, at a distance, or through some other delivery system.  Processes may involve active learning in the classroom, experiential learning in the workplace, or instruction through a computer.  Content may be approached in many different fashions:  students may have a major hand in the focus and direction of an activity or a degree program; interdisciplinary and thematic courses may be taught; and learning how to learn may be viewed as more important than specific content.

It should be noted that many in the field are discarding this term in favor of language that focuses on positive elements that describe the nature and characteristics of their programs, e.g., adult, external, independent, individualized, integrative, and liberal studies.

**OFF CAMPUS**:  Programs or services that identify themselves as being off campus mean first that they are not on a declared campus of the parent institution.  The off-campus program or service may be in another location within the same city or may be located in another town or state.  A few institutions operate without a campus and have many sites similar to off-campus programs; these institutions may consider themselves to be campus-free or a generic university without walls.

**OPEN**:  This descriptor is most commonly connected to the word university, as in British Open University; it is also connected to terms such as division and studies.  In each case the term implies flexibility in time and place of learning, off-campus instruction, and individualization of degree requirements.  It also indicates an orientation toward the working adult.

**PORTFOLIO ASSESSMENT**:  The most common form of prior learning evaluation, with the possible exception of formal testing programs, involves the compilation of a portfolio to demonstrate and document achievement of college-level knowledge and skill.  Through the evaluation of the portfolio, credits, competencies, or other forms of recognition are awarded to the student.  Credits may be awarded in general categories or content areas, just as specific numbers of credits are awarded for classes or their equivalents.

**PRIOR LEARNING**:  This type of learning, achieved before entering a college assessment program, may have been acquired through many avenues such as work experience, volunteering, community involvement, and independent reading.  As with extra institutional learning, the expression typically refers to learning gained outside the formal sponsorship of a postsecondary institution; it also refers to learning gained under the sponsorship of a business, government, or social agency whose educational offerings have been assessed by an educational body such as ACE.

In some cases the expression has been used to include formal college course work. At this point, however, the term is being used more consistently to indicate that postsecondary sponsored learning is excluded.

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**SELF-ASSESSMENT**:  This activity of the learning process has been seen by many practitioners as a critical event in the acquisition and internalization of knowledge and skill.  The expression is used to refer to the process that an individual undertakes to examine the extent, amount, quality, depth, and impact of the learning involved in a specific experience.  The term also implies that this self-examination or personal reflection will consider both cognitive and affective results of the learning experience.

**SELF-DIRECTED LEARNERS**:  The term implies that students who have this attribute know what they want to learn and how to acquire that knowledge and skill, are able to control their use of time and resources to achieve that learning, and have learned how to balance their commitments to work, family, community, and education.  Further, self-directed learners are assumed to have accepted the essential responsibility for meeting their educational goals.  Being a self-directed learner is often viewed as critical to success in adult-oriented educational programs.

**UNIVERSITY COLLEGE**:  The expression has been used for many years to refer to different kinds of educational units within colleges or universities.  The term has been used extensively to refer to units whose mission is to provide the lower division portion of a four-year program.  In many cases it indicates a cross-college or cross-disciplinary focus.  It may refer to continuing education/continuing studies units within larger institutions.  In some cases the term may also refer to collegiate units that offer one or more nontraditional degree programs.

**UNIVERSITY WITHOUT WALLS**:  Founded in the late 1960's and early 1970's in conjunction with the Union of Experimenting Colleges and Universities, this form of nontraditional education was designed to break down barriers to learning imposed by traditional institutions and programs.  Critical to these programs were the beliefs that people learned at many different times and places in their lives, that they should have greater responsibility for their learning, and that factors such as age, work, family, and distance should not impede access to higher education.

In addition to official University Without Walls programs at traditional educational institutions in the country, programs and institutions that operated on similar principles were often called universities, schools, or colleges without walls.  Many of the institutions did not have traditional campuses, full-time faculty, or other elements of more traditional alternatives.

**WEEKEND COLLEGE**:  These educational programs are generally characterized by traditional curricula offered in large blocks on the weekends and by a variety of corresponding student services designed for the adult student population.  Other time-related programs, e.g., twilight college and evening college, are similar in curricula and services, but built around another time period.

Growing out of the weekend college concept are various other educational structures, e.g., a college for working adults, designed to integrate various learning strategies into a planned whole.  Here, students often learn through a combination of night classes, independent study, and internet-based courses.  The curriculum, however, often is presented as broad, conceptually integrated courses built around selected subjects.

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# SECTION II

# Employee Practices and Benefits

## A. Working with Columbia College

## B. Employee Benefits

## C. Personnel Practices and Policies

## D. Occupational Health & Safety

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## A. Working with Columbia College

The descriptions contained in this Section describe the policies and procedures that will be of interest to those starting an employment relationship with Columbia College.

### Employment Agreement and Offer of Employment

Upon completion of an interview process, and employment position has been approved, for a new employee, an Offer of Employment Agreement will be prepared. All Offers of Employment must be signed and submitted to Accounting before any payroll deposits will be activated. A new employee can arrange to see a copy of the Employment Agreement before signing the Offer of Employment. The applicable position description will be required to be attached to the Employment Agreement.

Documentation, including but not limited to, proof of eligibility to be employed in Canada (valid social insurance number) will be required before Employment Agreement will be completed. A void cheque or bank deposit information will be required before any payroll deposits will be made.

Employment Agreements are not prepared until all the required appropriate paperwork has been received in Accounting. This includes such things as education, experience, and security check as examples.

If a new employee is unable to provide all the required documents before their employment start date, or the signed Offer of Employment within any time limit specified, Columbia College reserves the right to withdraw any Offer of Employment without penalty or liability to the employee.

All employees will have source deductions as required by Canada Revenue Agency. Employees working a minimum of 25 hours per week on average qualify for group benefits.
See Benefit Section below.

If an employee has not been assigned hours of work in a 12 month period, the contract will be considered null and void. Should the employee return to the college after this inactive period, a new signed contract would be required.

### Adjunct Facilitator Contract

This contract is to be used for individuals facilitating specific program courses for a specific length of time. As an adjunct facilitator, no deductions (Tax, CPP, EI) will be made. Adjunct Facilitators are not eligible for vacation pay, statutory holidays, or other benefits.

### Probationary Period

Probationary Periods are useful for allowing us to evaluate the work habits and abilities of newly hired employees. The Probationary Period also serves as an orientation period for new hires to learn and understand what is expected of them in the employment relationship and how to perform at an acceptable level.

To achieve our team goal of delivering quality education and service, the college aims to make each new employee and adjunct facilitator aware of performance standards and work-place behaviour that we expect our employees to maintain. This provides the college and the new employee with a

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mutual period of evaluation.

All new and rehired employees shall serve a Probationary Period for a minimum of 3 months, up to 6 months.

The [Employee Probationary Period ADM-P095 document](#) can be found in the Document Manager on the Learning Portal.

## Hours Of Work

Every employee at Columbia College has scheduled hours of work approved by their chairperson/manager. Hours of work will vary depending on the needs of the department and/or specified in the agreement established when an Employment Contract is signed. These hours of work are reviewed and altered from time to time to meet the changing needs of the college as well as personal needs.  Scheduled days and/or hours of work cannot be altered without the permission of the manager/chairperson of the department.

Columbia College's normal hours of operation are 8 AM to 5:30 PM, Monday through Thursday; 8 AM – 5 PM on Friday; and 8 AM – 1 PM on Saturday. Evening classes can be scheduled throughout the week and on weekends, and consequently hours or days of work can vary from one employee to another.

Regular Full time employees normally work 8 hours a day, 5 days per week, (40 hours per week) or 2080 hours a year. Regular Part time employees may be assigned by their chairperson/manager to work 0 hours to 40 hours a week.

An 8 hour day will consist of 2 paid 15 minute breaks per day or 1 half hour break within a 5 hour period. The purpose of a break is so employees can have a few minutes to take care of a personal need, relax, have a drink or snack or some similar activity.  These breaks shall not be banked and taken at the end of the day (leave early) or a later date. As well, a non-paid lunch break of either one hour or one half hour, depending on the preference of the employee and the approval of their chairperson/manager, is allowed.

Managers/Chairpersons schedule may vary outside the 40 hour per week depending on the demands of the department and/or, peak high volume demands within a program from time to time. Managers may be required from time to time to review their workload with the President.

### Flexible Averaging Agreement

Some chairperson/managers may allow an employee to vary their work schedule for many different reasons. This requires a preapproved appropriate agreement to be included in employee's personnel file, signed by all parties involved. No work day should exceed 8 hours of work, or 44 hours per week.  Columbia College adheres to Alberta labour standards (link to www.alberta.ca – employment standards) and would not approve any arrangements that fall outside these standards.

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**Overtime**

An employee may occasionally be required to work extra hours over and above the employee's regular schedule.  Columbia College will pay time & a half the hourly rate for those employees that have **written approval in advance** of working any extra hours. If an employee includes extra hours on their timesheet without previous written approval from their Manager, it will not be included for payment.

Columbia College will follow all legislated employment standards. For those employees that adhere to the college policies and procedures, approved extra hours will be compensated in a timely manner or will have extra time off approved by their manager.

**Attendance**

Every employee plays a vital role in keeping our business productive and competitive. Columbia College expects employees to be prompt and regular in their attendance. Management recognizes that occasionally there are good reasons for tardiness or absence from work. Unscheduled absences from work inhibit the college's ability to successfully meet day to day objectives and place extra burden on other employees.

Employees are responsible for being at work when scheduled and not leaving early without authorization from their immediate Supervisor. Employees are also responsible for notifying their Supervisor, as soon as possible prior to the start of the shift, of any absence, the reason(s) for the absence, and their expected return date. The employee should notify their Supervisor as much in advance of the absence as possible.

Employees could be subject to counseling and/or formal discipline if they are absent or late without authorization.

Absence from work, without notification to the immediate Supervisor, may be considered to be an abandonment of your employment with Columbia College.

# Wages And Pay Periods

Columbia College believes in fairly and equitably rewarding each employee for the sustained competent performance of a job. Employees are paid by direct deposit, bi-weekly and based on time worked within a two week schedule.

Part time employees are required to enter their time in the online Pay Works system before the bi weekly deadline in order that their manager has enough time to review /alter and /or approve in a timely manner. Timesheet schedule is available through the Manager of the department.

Adjunct Facilitator Contract payment will be processed according to their contract, usually after completion of the course and all facilitation requirements have been completed.

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# Periodic Review and Compensation Goal

Employee compensation will be reviewed on a periodic basis (every 1 to 2 years) to ensure that Columbia's overall employment practices and benefits remain within at least the mid-range of the market place when compared with similar positions in other professional organizations requiring similar education and experience.

Wage Garnishments –The College may be required by law to withhold monies from an employee's pay. If Columbia College receives a court authorized garnishment or levy, the employee affected will be notified immediately and the pay will be garnished as per the amount specified by the authorities. This is non-negotiable.

# B. Employee Benefits

## Vacation

Employees are entitled to vacation time and vacation pay after being employed for one year. However, upon employee's request and employee's manager/supervisor acceptance, an employee may take vacation with pay before completing a full 12 months of employment.

If an employee were allowed/approved to take vacation within the first year of employment a minimum of their probationary review must have been completed.  For Full-Time employees, if vacation time has been taken prior to being earned, it would be considered an advancement of wages.   For Part-Time employees, vacation is accrued on each pay.  The accrued amount will be the maximum amount of vacation pay to be paid out at any given time.

Employees are entitled to vacation pay as per their Employment Agreement.  For Regular Full Time and Part Time employees, the vacation schedule is typically equivalent to 3 weeks' or up to 6% vacation per year for the first 5 continuous years.  Vacation pay is not applicable to Adjunct Facilitators (review Adjunct Contract for details).

Upon completion of:
- 5 continuous years (min. 10,401 hours), employees are entitled to 8% vacation pay or 4 weeks
- 10 continuous years (min. 20,801 hours), employees are entitled to 10% vacation pay or 5 weeks
- 20 continuous years (min. 41,601 hours), employees are entitled to 12% vacation pay or 6 weeks

Vacation scheduling and approvals will be the duty of each Manager. It is important employees understand that within certain positions there are times of the year that they cannot be absent from the college. Vacation requests may be denied if the Manager feels that it would have serious negative effect on operations or if essential services would not be covered.   Requests should be made well in advance to avoid any possible conflict.

Employees are required to take all vacation days within the fiscal year.  Vacation time cannot be paid out as wages in lieu of taking time. Banking of vacation days from one year to the next is not permitted unless authorized by the President.

If not otherwise stated, vacation pay will be paid out at scheduled breaks (including Christmas).

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## Statutory Holidays Recognized by Columbia College

Alberta has 9 official general holidays (statutory holidays).  These are:

| | | |
|---|---|---|
| - | New Year's Day | January 1 |
| - | Family Day | (3rd Monday in February) |
| - | Good Friday | Friday before Easter |
| - | Victoria Day | Monday before May 25 |
| - | Canada Day | July 1, except when it falls on a Sunday, then its July 2 |
| - | Labour Day | First Monday in September |
| - | Thanksgiving Day | Second Monday in October |
| - | Remembrance Day | November 11 |
| - | Christmas Day | December 25 |

### Other Days recognized by Columbia College as Extra Statutory Days

- **Easter Monday**          **Monday after Easter**
- **August Civic Holiday**    **First Monday in August**
- Boxing Day                **December 26**

Regular Part Time employees will be paid for statutory holidays according to Alberta Employment standards and government legislation.

## Christmas Vacation

Columbia has historically demonstrated its appreciation for the hard work, extra hours and commitment of its employees.  Regular Full time and Regular Part time employees (working minimum 25 hours per week on average) **may** be eligible for up to two additional days of vacation at Christmas.

## Employee Health Related Benefits

Columbia College offers a full benefit plan to all regular full time and part time employees working a minimum of 25 hours per week on a regular basis.

Columbia  College reviews its benefits on an annual basis to ensure the best possible plans for the population that it serves will be provided to its employees.

The following Group Benefits are mandatory:
- Short/Long Term Disability
- Life Insurance
- Critical Illness Insurance

Mandatory benefits and benefit deductions will commence after 3 months of employment.

Extended Health and Dental benefits include:
- Drug Plan
- Dental
- Eye Exam

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-   Hospital
-   Health Care Professionals (optional)
-   Medical Travel Insurance
-   Employee Assistance Program

Health and Dental benefits are mandatory unless the employee has health and dental benefits registered in their name with a spouse/family member's plan. Health and Dental benefits commence after 3 months for those employees employed to work 25 hours/week or more. Contact the Accounting Department for enrolment forms and additional details.

Flex Credit/Health Spending account may be available depending on the length of employment.

## Sick Leave

Regular full time and regular part time employees that have consistently worked a minimum of 25 hours per week for the past 6 months are eligible for paid sick leave.

Sick leave is to be used for actual days away from scheduled work due to illness but may also be granted for medical, dental appointments or when a member of your household requires personal care and attention due to illness.  A medical note may be requested before sick pay is approved.

After the first 6 months of employment, sick leave will accrue at the rate of 2.3% (equivalent to 0.5 days per month, or up to a maximum of 6 days per year).  Unused sick time can accumulate for a 2 year period up to a maximum of 12 days.  Sick pay will be based on the employee's regular working hours and work days and will be paid at the employee's hourly rate of pay.  A maximum of 8 hours will be paid out per sick day.   Sick pay will not be paid out upon termination of employment.

Employees that qualify for sick pay/leave report the absence in Pay Works for the applicable day or pay period by accessing Absence Management.  Pay Works will track the leaves on each employee's behalf.  Any questions regarding absences can be discussed with Accounting/HR.

## 1.0  Leaves of Absence

Columbia College is committed to assisting employee's individual situations by providing Leaves of Absences. All leaves must be approved by the Accounting/HR Department in consultation with the Program Chair/Manager in order to ensure that business operations will not be significantly affected.

A Regular Full time or Regular Part time employee <u>must have 52 consecutive weeks of employment</u> at Columbia College to be eligible for a leave. Requests for Leave should be made as far in advance as possible. <u>Employees must give at least four weeks' written notice that they intend to return to work or to change their return date.</u> Columbia College does not have to reinstate an employee if the leave extended past the approved time.  Written notice four weeks in advance will be required in order for approval for reinstatement to be considered.

When an employee returns to work after an authorized Leave of Absence, they will be returned to their former position. If that position is unavailable or no longer exists, the employee will be reinstated to a comparable position at a wage rate not lower than the wage rate of their former

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position, where a comparable position is available.

There is no accrual of any vacation or other benefits during a leave of absence. If the employee chooses to retain group benefits while away, they will be responsible for the employee and employer portion of the benefit premiums. Payment arrangements must be made with the Accounting Department.

Each type of leave provided to employees will now be briefly discussed. For further information on any of these leaves, please consult with the Accounting Department.

## 1.1  Maternity Leave

Maternity Leave will be granted according to Provincial and Federal legislation. Maternity leave may be taken for the birth of a child and can start within 13 weeks leading up to an estimated due date and no later than the date of birth.  Birth mothers may qualify for 16 weeks maternity leave following with parental leave immediately after.  Parental leave may be taken for the birth or adoption of a child.

Employees can take up to:

Maternity Leave:        16 Weeks
Parental Leave          62 weeks

A minimum of six weeks written notice when maternity leave is to begin is required, along with a medical certificate within the last 2 weeks of the mother's last day of work.

While on maternity leave, Columbia College will contribute to the employee's benefit plan for the first three months of leave, after which the employee will be responsible for the full cost.

Where an employee fails to provide notice to return to work after parental leave, Columbia College is under no obligation to reinstate the employee unless the failure is the result of unforeseen or unpreventable circumstances.

## 1.2  Parental/Adoption Leave

Parental leave, by Employment Standards, is defined as:

Birth mother, immediately following maternity leave
Other parent
Adoptive parents
Both parents, shared between them

Written notice of 6 weeks before or as soon as possible is required.  A medical certificate is also required for maternity leave within 2 weeks of the mother's last day of work.

Parental/Adoption Leave provides up to 62 weeks of unpaid leave to eligible employees who are the parent of a new child. Employees are responsible for providing at least four weeks of written notice when requesting a Parental/Adoption Leave.

## 1.3 Bereavement Leave

Full and Part time employees may qualify for paid bereavement leave after their probationary period has been completed and depending on the relationship of the deceased.

In the event of a death of a member of an employee's family, an employee is entitled to a bereavement leave for the purpose of arranging and/or attending the funeral. Up to 3 days of paid leave will be granted for a death in the employee's Immediate Family for those employees that qualify.

Immediate or extended family members would include the following:
- Spouse or common law partner (including same sex partner)
- Parents or grandparents
- Children or grandchildren
- Siblings
- Father in Law, Mother in Law, Brother in Law, Sister in Law, Son in Law, Daughter In-Law
- Guardian
- Any relative who resides permanently with the employee

An obituary, death certificate or funeral program may be requested to approve bereavement leave.

## 1.4 Compassionate Care Leave

Employees may be eligible for compassionate care leave if they must be away from work temporarily to provide care or support to a family member who is gravely ill with a significant risk of death.

In compliance with Alberta Labour Standards and EI Compassionate Care Benefits, eligible employees may be granted compassionate care leave up to 27 weeks, based on the formula and criteria supplied by Employment Insurance. For more information regarding Compassionate Care Benefits, please refer to government website.

## 1.5 Unpaid Personal Leave of Absence

Employees are eligible for most unpaid leaves after 90 days of employment. The following outlines the maximum length for each unpaid job-protected leave available to employees in Alberta. Written notice must be provided to the employer as soon as possible, stating the intention of taking leave. Certain leaves have additional requirements. Columbia College respects and follows the guidelines outlined on Alberta Employment standards. Each leave listed have their own specific requirements and may change from time to time without notice. No wages would be paid to the employee during an unpaid Leave of Absence.

| | |
|---|---|
| Maternity leave | 16 weeks |
| Parental leave | 62 weeks |
| Reservist leave | As needed |
| Compassionate Care | 27 weeks per year |
| Bereavement | 3 days per year |
| Domestic violence | 10 days per year |
| Citizenship ceremony | Half day – once in a lifetime |

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| | |
|---|---|
| Critical Illness | 36 weeks for a child |
| | 16 weeks for an adult |
| Long Term Illness | 16 weeks per year |
| Injury leave | 16 weeks per year |
| Personal & Family leave | 5 days per year |
| Death or disappearance | |
| of a child | 52 weeks or 104 weeks |

Vacation and Sick Pay benefits are not accrued during Leave of Absences.  Extension of Group Benefits must be arranged through Accounting.

## 1.6  Extra Personal Time for Regular Full Time Employees

A Regular Full Time employee (as defined in 1.1) must have a minimum of 40 consecutive weeks of employment at Columbia College to be considered for extra personal time away from work. These employees could be considered for up to 2 additional weeks per corporate year.

Regular Full time employees would discuss with their Chair/Manager the request for extra personal time before submitting a formal request in writing to the Accounting Department.

Written requests for extra personal time must be received by the Accounting Department 6 weeks in advance in order to consult with their Chair/Manager and prepare for the personnel change. Approved time could be taken in full or half days, depending on the needs of the employee and the program.

Accounting will adjust the annual salary approximately 2% per week to accrue wages that would support the extra personal time when the employee is away.  Adjustment would be reflected in the September pay slip indicating the amount accrued.

## 2.0 Columbia College Professional Development/Training and Corporate Scholarships

Columbia College supports its employees wishing to expand or enhance their current skills as well as develop new skills. For details regarding access to this fund refer to Professional Development/Training Approval Form and the Corporate Scholarship Funds Request  that can be found in the Document Manager on the Learning Portal.

## 2.1  Courses at Columbia College

Regular Full and Part time employees may be eligible for up to a full tuition subsidy to take Columbia College courses. Employees will follow the application process in order to be considered for approval. Contact Accounting for further details.

## 2.2 Immediate Family Tuition Reimbursement Policy

Family members of Columbia College employees may have an opportunity to apply for a partial tuition reimbursement to complete further education at the college. Generally, a family member is considered those children that an employee is legally responsible for and living in the same location. The Partial Tuition Reimbursement for Family Members Policy can be found in the Document Manager on the Learning Portal.

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# C. Personnel Practices and Policies

The descriptions in this section relate to the personal conduct expected of employees at Columbia College. Personal misconduct will not be condoned by Columbia College and any individual in contravention of any of the following policies may be subject to disciplinary action, which in some cases, may be up to and including discharge for cause without notice or pay in lieu thereof.

Columbia College adheres to all federal and provincial laws, regulations and applicable regulatory codes.  These include, but are not limited to, Employment Standards Act, Occupational Health and Safety Act, Freedom of Information and Privacy Act

## Confidentiality

Columbia College regards all information related to customers or employees, and any proprietary information including program related materials, and college documents, as strictly confidential. Columbia College will take every effort necessary to respect the right to privacy of its customers and employees and to protect its proprietary information.

All employees of Columbia College are to maintain the confidentiality of information they are privy to in the course of their employment at Columbia College. This policy continues even after the employment relationship between Columbia College and the employee has ended.

## Conflict Of Interest

No employee of Columbia College is to use his/her position of trust and confidence with the organization to further private interest.

Every employee should examine carefully his/her personal dealings with our suppliers, contractors, customers and his/her duties within the organization to make certain there is no conflict of interest. Any conflict, or something that may be perceived to be a conflict, must be immediately reported to management.

## Performance Appraisals

Performance Appraisals may be conducted from time to time using a consistent and fair appraisal method. Management will endeavor to ensure Performance Appraisals are fair for all employees, that feedback is provided to all employees, and that any training needs will be addressed.

## Personal Conduct And Behavior

The conduct and behavior of our employees reflects upon people's perceptions of Columbia College. Because of this, Columbia College requires its employees to exhibit appropriate professional conduct and behavior when conducting business for Columbia College.

Inappropriate and unacceptable conduct and behavior could result in disciplinary action up to and including termination without notice or pay in lieu thereof, depending on the severity of the infraction.

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We expect all employees to:

- Adhere to published policies, practices and procedures;
- Competently perform all job duties assigned;
- Have prompt and regular attendance at work;
- Act courteously to and show respect for co-workers, customers, suppliers or any other person who deals with Columbia College in the conduct of its business;
- Maintain proper hygiene; wear proper attire and footwear during working hours.

The [Employee Dress Code Policy](#) can be located in the Document Manager on the Learning Portal.

## Smoking Tobacco

Columbia College is a smoke-free workplace. Any employee wishing to smoke tobacco based products shall do so outside the building away from public entrances. Employees are only permitted to smoke tobacco based products during break periods in the designated smoking area.

## Smoking Cannabis

Cannabis consumption in or on Columbia College campus is prohibited, for all employees, adjunct facilitators and students at all times. Both municipal and provincial law prohibits consumption in public places. Provincial law prohibits Cannabis consumption in vehicles.

Cannabis and Cannabis Accessories in or on College Facilities must be stowed in sealed, scent-proof containers.

## Change of Status

In order to keep our records up to date, we ask that every employee notify Columbia College Accounting Department of any changes to name, address, telephone number, tax information, and Social Insurance Number (and any other information required to show legal ability to work in Canada).

## Human Rights

At Columbia College, every person has a right to freedom from discrimination. Columbia College is an equal opportunity employer and prohibits discrimination based on any of the following grounds:

- Race;
- Ancestry;
- Place of origin;
- Color;
- Ethnic origin;
- Citizenship;
- Creed;
- Marital status;
- Sex;
- Sexual orientation;

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- Family status;
- Handicap;
- Age (when 18 or older);
- Record of offenses.
- Same-sex partnership;

Actions, words, jokes, or comments based on any of the above legally protected grounds will not be tolerated.

If you believe you have been the victim of harassment or discrimination, or know of another employee who has, report it to management immediately. Employees can raise concerns and make reports without fear of reprisal. All reports will be handled in a timely and confidential manner.  The Employee and Student Incident and Grievance Procedures can be found in the Document Manager on the Learning Portal.

Columbia College also has a duty to accommodate disabled or handicapped persons, and shall endeavor to do so.

## College Property, Telephone, and Network Use

Columbia College property is to be used to conduct college business and it is not to be used for other purposes without prior approval.  College property includes (but is not limited to) its premises, equipment and furnishings, systems and computer programs, course and program related materials, program/department, and college documents.  Usage of college property may be monitored.

Columbia College's telephones and computer networks are intended for the use of serving our customers and in conducting our business.

While Columbia College recognizes the need for some personal usage of telephones and computer networks from time to time, management would like to discourage personal usage as much as possible.

Our computer systems (including email and internet access) belong to the organization, and are intended for business use only. Those using our systems should not have any expectation of privacy. We may, at any time and at our sole discretion, monitor usage and take disciplinary action against any employee's inappropriate use of our systems. The Electronic Communications Policy for Staff can be found in the Document Manager on the Learning Portal.

## Driving Vehicles For Work Purposes

Employees whose work requires operation of a motor vehicle must present and maintain a valid driver's license and a driving record acceptable to our insurer. Any changes in an employee's driving record must be reported to the Accounting Department immediately.

**Employees driving their vehicle while on the job must refrain from the use of Cannabis in any form, to prevent the possibility that they might be impaired as a result of its use.**

Employees driving their own vehicle for business purposes are required to maintain adequate insurance at all times at their own expense.

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Employees, who operate their own vehicles in performing their jobs, are financially and legally responsible for any traffic or parking violations incurred while performing their job.

Columbia will compensate employees for the authorized use of their vehicle at the rate of $0.50 per kilometre in town and $0.45 per km out of town.   Approved mileage and parking related expenses must be submitted within sixty days of when the vehicle was used or it will not be paid.

## Travel, Accommodations, Meals

For travel, accommodation, meals and entertainment purposes, employees must complete a Request for Approval form for pre-authorization of anticipated costs.

Columbia will reimburse employees the actual amount for all authorized charges related to travel, accommodation, and meals under the following conditions:
1.      The most cost-effective means of travel are chosen;
2.      Modest accommodations are arranged;
        Meals will be limited to $80.00 per full day while on company business.  Guideline:  Breakfast $20.00, Lunch $20.00 and Dinner $40.00.  Original receipts must be provided for reimbursement.  Taxes and tips are to be included.
4.      Entertainment or hosting of guests must be authorized by the President in advance.

## Progressive Discipline

Columbia College believes in encouraging consistent self-discipline and corrective action in the event of undesirable or unacceptable conduct, behavior, or violations of policies, procedures or standard practice. Where discipline is required, it is the policy of Columbia College to dminister discipline fairly.
Disciplinary action may call for any of five corrective steps - informal counseling, verbal warning, written warning, suspension with or without pay, or termination of employment. The severity of the concern and the number of past occurrences will dictate the corrective steps necessary. Any of the steps may be repeated, with the exception of termination of employment, or skipped depending on the severity of the matter.

The Employee and Student Incident and Grievance Procedures can be found in the Document Manager on the Learning Portal.

## Terminations & Resignation Of Employment

Should we decide to terminate your employment, including the need for a temporary or permanent layoff, we will comply with all provisions contained in applicable employment legislation, unless otherwise stated in an employment contract or agreement.

If you decide to leave your job, we would appreciate written notice of at least two weeks or longer if stipulated in an employment contract and your reason for leaving. You may be asked to participate in an exit interview with management in order for us to better understand your reasons for leaving and to assist us in improving our workplace.

# D. Occupational Health and Safety

Management of Columbia College is vitally interested in the health and safety of its employees.

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Protection of employees from injury or occupational disease is a major and continuing objective. All employees, both employers and employees, must be dedicated to the continuing objective of reducing the risk of injury.

It is the policy of Columbia College to comply with legislative requirements and to make our facilities safe places to work. We will strive to eliminate any foreseeable hazards which may result in personal injuries or illnesses, fires, security losses, property damage and accidents.
Loss prevention is the direct responsibility of all who are associated with Columbia College. Management expects and encourages active participation in identifying and eliminating hazards, minimizing accidents, working safely at all times, and following procedures necessary for the protection of all.

Columbia College has an Occupational Health and Safety policy manual in place. It is advised that all employees read and familiarize themselves with the policies contained therein.

Through cooperation and the full acceptance of the responsibility to consider health and safety in every activity, we will be able to ensure that Columbia College remains a safe place to work. The Occupational Health and Safety Manual can be accessed in the Document Manager on the Learning Portal.

## Workplace Violence Prevention And Harassment

Columbia College is committed to the prevention of workplace violence. This includes any physical or verbal abuse at or outside the workplace. We will take whatever steps are reasonable to protect our workers from workplace violence from all sources. Violent behavior in the workplace is unacceptable from anyone.

Columbia College is committed to providing a work environment in which all individuals are treated with respect and dignity. Workplace harassment will not be tolerated from any person in or outside the workplace.  Workplace harassment means engaging in a comment or conduct that is known or ought reasonably to be known to be unwelcome.

Harassment is a form of discrimination. It involves any unwanted physical or verbal behavior that offends or humiliates someone. Harassment can also be in a form of Virtual Harassment (harassment through social media) or through Texting.   Inappropriate or offensive conduct is always unacceptable, regardless the method of delivery.

All workers are encouraged to raise any concerns about workplace violence or harassment and to report any incidents or threats to management immediately. There will be no negative consequences for reports made in good faith. Management pledges to investigate and deal with all incidents and complaints of workplace violence in a fair and timely manner, respecting the privacy of all concerned as much as possible.
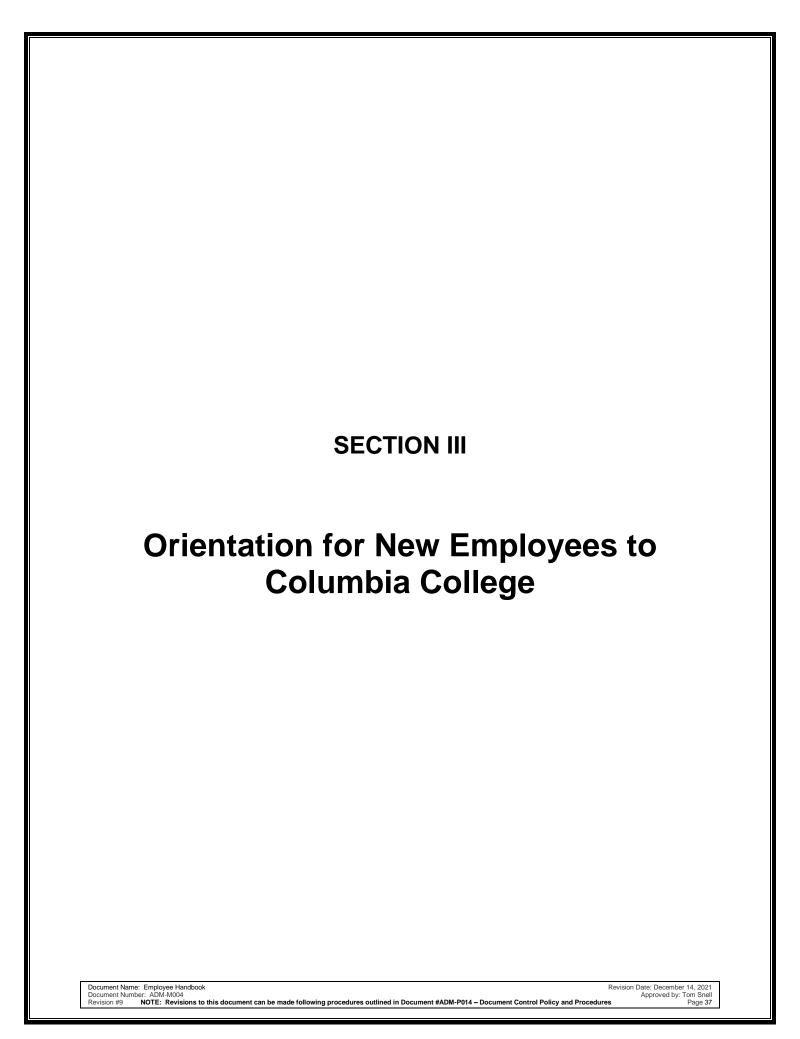
The Employee and Student Incident and Grievance Procedures can be found in the Document Manager on the Learning Portal.

## Protective/Restraining Orders

Any employee who applies for or obtains a protective or restraining order which lists the college locations as being protected areas, is to provide their Chairperson/Manager with a copy of the petition and declarations used to seek the order, a copy of any granted temporary protective or restraining order, and a copy of any permanent protective or restraining order.  This information

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will be kept confidential for the protection and right of the employee.

# SECTION III


# Orientation for New Employees to Columbia College

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# Introduction

The following outlines the items that could be reviewed during your orientation. Please read this section carefully to identify those items that you may need further assistance with.

## Procedures

New employees should report to their Chairperson/Manager on their first day of work and, if they have not already done so, they should be given a tour of the office and college as a whole.

New employees are provided with the necessary documents for submission to Accounting no later than one (1) business day after the initial date of employment.  Tardiness will delay payment to the employee.

Applicable to all employees:   Employment Contract
Confidentiality Agreement where applicable
Personal Information Privacy Agreement
Security Clearance Check (if applicable)
TD1 Revenue Canada Form
Void Cheque or Banking Information

The new employee is presented with the benefits booklet and, where applicable, the Employee Handbook, Facilitator Handbook, and Facilitator Binder.

# Hours Of Operation

- The front office is open Monday through Thursday from 8:00 am to 5:30 pm.; Fridays from 8:00 am to 5 pm; and Saturdays from 8 am – 1 pm.

# Floor Plans for Building 801, 802, 803, 805, and 4

- The Floor Plans for each building are available in the Document Manager on the Learning Portal.

# Office Administration

Mail
- Each Program/Department has a mailbox that is located in the Main Office in Building 802. All incoming mail is distributed to these mailboxes.  Chairperson/Managers/Program Directors or designated personnel normally check their box on a daily basis.
- All outgoing mail is to be dropped off in the Main Office located in Building 802. Outgoing mail is stamped and delivered to the Post Office box.
- If you need something sent by courier, please see the Receptionist in the Main Office located in Building 802.

Faxes
- Faxes are distributed via email.

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<u>Meeting Room and Classroom Reservation</u>
A room reservation system is in place at Columbia College, all room reservations are made through email to <u>scheduler@columbia.ab.ca</u>. This email address is monitored by the Registrar's Office.

Meetings and workshops require advance booking to ensure that appropriate space is assigned and available for your meeting.  Email in your request advising the date, time required, number of people in the meeting, and any other special requirements you might have for the meeting.  It is advisable to book as early as possible to ensure space is available. Please be aware that bookings may change depending on activities and room availability.

<u>Telephones</u>
The <u>Telephone Instructions</u> are available in the Document Manager on the Learning Portal.

<u>Cleaning Requests</u>
Employees are asked to send an email to the Facility Manager if they have a specific cleaning request, or see that something has not been cleaned or requires cleaning.  The Facility Manager will respond to the email that the request has been dispatched to the appropriate cleaning team and advise that it will be completed immediately or let the employee know when it should be completed.

<u>Bookstore</u>
The College's Bookstore is located in Building 802. Items may be accessible during the same hours the Main Office is open. The College provides access to millions of periodicals and journals via the Internet.

<u>Maintenance Requests</u>
Employees are asked to send an email to the Facility Manager if they have a specific request to have something replaced or repaired.  The Facility Manager will respond to the email that the request has been dispatched to the appropriate maintenance person and advise that it will be completed immediately or let the employee know when it should be completed.

<u>Photocopiers</u>
- During your orientation you are shown how to operate the photocopiers.  Each employee has been assigned a personal identification code to be used when doing photocopying. The Information Systems Manager will give you your personal identification code. Columbia College staff (administrators, advisors and facilitators) must not give students or any other unauthorized individual access to their assigned photocopy code. Should an unauthorized individual be given access to a Columbia College photocopy code, this code should be removed and a new code assigned as required. Note: Giving out photocopy codes to other individuals compromises the privacy of the information on the document server found on the photocopier. If an individual is deemed to require temporary access to a photocopier, please direct them to the Information Systems Manager to set up a temporary number.
- Administration staff and faculty are responsible for doing their own printing with the codes that have been provided to them.  Personal print jobs are controlled informally by contacting the Chairperson/Manager of your department or an Administrative Assistant in the Main Office to arrange for payment for your print/copy jobs.  These print/copy jobs are expensed based on the current 'per-page-side' rate as identified by the college Administration manager located in building 802.

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Binding Machine
There is a machine used to bind manuals or documents.  It is located in the Main Office in building 802. Please request assistance from the Administration team in the Main Office.

Vending Machine
There are vending machines located in three buildings (805, 803, and 4).  If you have trouble with these machines, please review the contact card on the vending machine and contact the provider of the vending machine who will drop off any necessary refunds.

Supplies
To receive general supplies, please request an Office Supplies Requisition Form from an Administrative Assistant in the Main Office in building 802. Once you have filled in this form, the Administrative Assistant will provide you with the requested office supplies. If you require an item that is not a general office supply please request assistance from one of the Administrative Assistants in the Main Office.

Student Copying/Printing
Students are provided with a set amount of printing determined by his/her department. Students log in to the copiers using their six digit student ID code and the day and month of their birthday (e.g. if the student's ID is 2013-160522 and the birthday is May 1 the code would be: 1605220105). Students can load additional money into their account in the Main Office in building 802. Students can purchase amounts in multiples of $5.

Technical Support
Columbia College has an Electronic Communications Policy that all employees and students are expected to follow.  The purpose of the policy is to provide the college with the necessary control of the use of Internet, Email and software applications in compliance with other college policies.  The Electronic Communications Policy for Staff can be found in the Document Manager on the Learning Portal. If you have a technical issues, please submit a task request or email technical support at: techsupport@columbia.ab.ca.

## Computer Use

Employees should always be aware of their actions when utilizing the college computer network, software and other computer equipment.  The college only supports use of such equipment for lawful and authorized purposes.  All employees are accountable for their activities on the college computer equipment.  Employees must not disclose their passwords, either directly or by someone observing them logging into the network.  Passwords with personal associations or those that are very simple or short should not be chosen.  Employees must always log off, lock, or otherwise inactivate their computer if they will be away from their workstation for more than 30 minutes.

Serious security infractions or offences, such as theft, conspiracy, or intentional acts of sabotage are punishable by termination of employment and prosecution by local law enforcement.  Infractions such as pirating software or sending harassing or offending email are punishable by either formal written reprimand or based on severity, termination of employment as well as prosecution by local law enforcement as applicable.

Employees are not permitted to use privately owned software on college equipment without prior approval from the IS Manager.  Guidelines for checking disks used by employees at home or at other locations can be obtained from the IS Manager.  If approved software corrupts any system, it will be removed permanently.

Any unusual occurrences such as unexplainable system activity or unexpected or incorrect processing results must be reported to the IS Manager.

# Email

Email addresses are provided to employees for College related communication.  The information transmitted through these accounts is the property of the College and not the employee and could be considered College records.  The college routinely backs up email and could be assessable from backup files, even after it has been deleted.  It is best to not assume that any email messages that you send or receive are confidential.

Email is not secure and can be read at any time by the IS Manager.  Since email messages take up space, staff should not save every message and should delete sent items regularly.  Staff should adhere to proper email etiquette such as sending only messages suitable for business, not spamming, not using only upper case, etc.  To keep mailbox appropriately manageable for the network, employees are required to either save email attachments to a network location or delete them.  For more information about using email, please ask IS Manager for help.

# Internet Usage

Many employees have access to the Internet either through the college, at home or elsewhere.  Access to the Internet through the college is not for personal use.  Inappropriate social networking and casual blogging are not required for business and could be grounds for discipline and/or dismissal.

Only properly licensed software and browsers that are placed on the college computer terminals by the IS Department may be used to gain access to the Internet.

Each employee using any Internet technology shall do so with sensitivity to the need to protect confidential and proprietary information of the college.  It is best to assume that you have no control over dissemination of information once it is received by the intended recipient.  Each employee must take steps necessary to protect the confidential, proprietary and trade secret information of the college.

# Accounting Department

- The College's regular employees are paid biweekly.  Part-time employees must submit hours scheduled to work and worked in the PayWorks payroll system every other Friday.  Timesheets must be approved and signed by Chairperson/Manager before submission to Accounting.  Late timesheets will be processed the next pay period.  Timesheet due dates are available from each department manager or designate. The Timesheet Template may be found in the Document Manager on the Learning Portal.  Facilitators that are hired on a more limited basis need to check with their chairperson/manager on methods of invoicing and payment. Contracted Facilitators invoice the college after all required information has been submitted and payment approved.  Processing of the invoice will occur monthly.

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- The College employees have a Social Fund.  Each pay period $2.00 is deducted from their pay.  This fund pays for or subsidizes a variety of activities. Some examples of activities participated in the past are staff lunches, event at the Calgary Corn Maze, children's Christmas party, Jubilations, etc.. Activities within the social fund are reviewed with the committee on a regular basis, and new employees are encouraged to check with their Chairperson/Manager whether they can have permission to join this committee.

# Building Security

- If you are assigned an outside door key, the Facility Manager or designate will review the entire security and shut down procedures with you and give you the security code for all four buildings.
- For complete instructions on shut down procedures and building security the Closing Procedures document is available in the Document Manager on the Learning Portal.
- An after-hours doorbell to gain access to the College is located on the outside doors of Buildings 802, 805, 803 and Building 4.

## Emergency Procedures For Evening Facilitators

- In case of a facility emergency (plumbing, electrical, building) call the Willowglen office at 403-571-7280 and listen to the recording.  Call the person that is ON CALL that evening.

- If case of a security concern (i.e. suspicious persons, escorting to cars that are parked in secluded areas, vandalism etc.) call REGENCY PROTECTION SERVICES AT 403-313-7709 and they will page the On Site Security Guard.  The Security Guard is in the park in the evening.  Please allow for a 15-minute maximum waiting period.

- Do not leave front entrance doors propped open.  Once classes have begun the entrance doors should be locked so that people can only leave the buildings but cannot re-enter.

- When leaving the buildings at the end of the evening arrange with fellow classmates to leave as a group.

- In case of all high alert emergencies call 911 and report the incident.

- Prior to leaving, complete a building check to ensure no individuals remain in the building.

- Refer to the Personal Safety and Security document that can be found in the Document Manager on the Learning Portal.

## Keys

- All employees are given an inside key that opens most interior classroom doors in all four buildings.  If you require access to the buildings after hours you will need to request an outside key from the Facilities Manager.

## Parking

- You will need to obtain a Parking Permit to park at the College.
- Refer to the Employee Parking document that can be found on the Document Manager in the Learning Portal. This document will include the map of parking available to those who purchase a parking permit.

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## Maintenance Requests

- Refer to the [Facilities Management Department Building Maintenance Request Procedure document](#) that can be found in the Document Manager on the Learning Portal.

## Information Systems Requests

- Refer to the [Computer Repair/Maintenance Request Procedures document](#) that can be found in the Document Manager on the Learning Portal.

## New Employee Checklist

- Refer to the [New Employee Orientation Checklist document](#) that can be found in the Document Manager on the Learning Portal. All new employees need to have this form filled out and signed by the appropriate personnel.

## Privacy Statement

- The [Privacy Statement document](#) that can be found in the Document Manager on the Learning Portal.

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